



# Behavioral Competency Framework

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# Behavioral Competency Framework

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# 1. Glossary

## 1.1. Behavioral Competency

A competency is behavior, knowledge, skill, ability or any other characteristic that contributes to the employees' success in performing their identified duties and areas of responsibility e.g. Teamwork, Accountability, Driving change etc...

## 1.2. Core Competency

These competencies describe in behavioral terms the key values of the organization and represent those competencies that all employees must possess to enable the organization to achieve its mandate and vision (e.g. customer focus, effective communication etc...)

## 1.3. Job Family Competency

These competencies are common to the group of jobs that tend require similar employee behavior, knowledge, skills and abilities. (e.g., Project Management)

## 1.4. Technical Competency

The technical/professional competencies tend to be specific to roles or jobs within the Job Family, and include the specific skills and knowledge (know-how) to perform effectively (e.g. ability to use particular software, domain knowledge proficiency etc...)

## 1.5. Leadership Competency

Mostly senior roles requires these competencies which are critical for the attainment of the strategic objectives and development of organizational capabilities (e.g. strategic thinking)

## 1.6. Competency Cluster

Competency cluster is the logical grouping of the actual competencies based on their focused areas e.g. People focus, Delivery focus etc...

## 1.7. Proficiency Level

This describes the progression of proficiency of the behavioral indicators per job grade that describe what each competency looks like in action. The level of sophistication and complexity of the competency will gradually increase from one level to another.

## 1.8. Behavioral Indicators

These descriptors provide information and details on specific behaviors for the competency at each level, providing examples of how the competency can be demonstrated, observed and measured in practice.

## 2. Behavioral Competency Framework

### 2.1. Overview

This document will serve as a guideline in the determining the desired behavior, knowledge, skills and abilities for the UAE Federal Government employees. By using these competencies, UAE federal entities will be better placed to clarify performance expectations, define future development needs and perform reliable recruitment and development planning. These competencies can be measured for all employees by using the Employee Performance Management System.

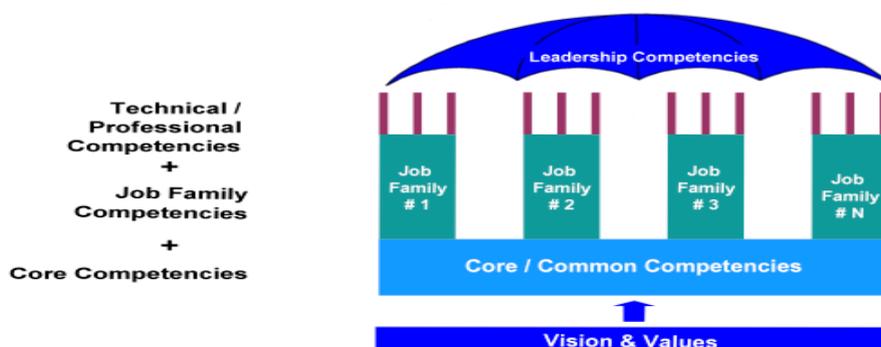
It is aimed at helping line managers and employees become more familiar with the concept of competency and understand the framework about how competencies can be used to support more effective Human Resources Management. Also, it will help employees understand, develop and acquire the required skills, abilities and behaviors that are essential to effectively perform their jobs, manage career progression and realize full potential.

### 2.2. What are behavioral competencies?

A competency is behavior, knowledge, skill, ability or any other characteristic that contributes to the employees' success in performing their identified duties and areas of responsibility. These competencies can be directly observed and measured by others.

### 2.3. How to build standard competency architecture?

There are several possible ways to build competency architectures for specific organisation. Each organization needs to identify the architecture that best meets its needs. The following figure 01 graphically depicts a model that is typically used as the basis for the development of competency profiles and implementation of competency-based management.



The model builds from the vision, values and strategic business priorities of the organization and includes the following competency layers:

**Core Competencies** - The Core competencies includes very general/generic competencies that all employees must possess to enable the organization to achieve its mandate and vision (e.g., Teamwork). These competencies describe in behavioral terms the key values of the organization and represent those competencies that are core to the organization's principal mandate

**Job Family Competencies** - Job Family competencies are those competencies that are common to a group of jobs. They often include General Job competencies that tend to be required in a number of Job Families (e.g., Project Management)

**Technical / Professional Competencies** - The technical/professional competencies tend to be specific to roles or jobs within the Job Family, and include the specific skills and knowledge (know-how) to perform effectively (e.g. ability to use particular software; knowledge in particular professional areas such as finance, biochemistry; etc.). These competencies could be generic to a Job Family as a whole, or be specific to roles, levels or jobs within the family

**Leadership Competencies** - These are the key competencies for roles in an organization that involve leading and influencing the work of others in some way. Leadership is required in teams, project management, as well as at the managerial, executive and board levels

At present, UAE Federal Government behavioral competency framework covers only **Core** (Delivery & People focus) and **Leadership** (Strategy focus) competencies as part of the current scope. Job family and Technical competencies will be developed later based on Job Analysis & Evaluation Project. FAHR with line ministries will work jointly on this in due course of time.

#### **2.4. What is behavioral competency framework?**

A behavioral competency framework is an inventory of anticipated skills, knowledge and behaviors, that lead to excellence on the job. It describes competencies in behavioral terms, using indicators to help recognize the competencies when individually demonstrated. Typical elements of a competency framework include the competency title with the definition and the rationale of the competency as well as behavioral statements (indicators) describing how the competency is exhibited.

A behavioral competency framework enables the organisation to clarify expectations and identify standards of performance at every organizational level. It captures the general values, guiding principles, leadership priorities of the organisation and serves as a guide for

managers and staff to help them understand what behaviors are expected of them and what they should strive to achieve. As these principles and priorities may change over time, the behavioral competency framework will be adjusted to accommodate these changes, ideally every 3-5 years.

## **2.5. Benefits of using competencies in Human Resource Management**

All organizations regardless of their type, size and function can benefit from using behavioral competencies as the basis for human resource development. A competency framework is an essential and effective feature of contemporary Human Resource Management. It is increasingly seen as a vital vehicle for focusing on individual performance, a key element in the change management process and a valuable tool for effective integration of all organizations' human capital systems. Behavioral competencies can assist in the following ways:

- Promoting a culture of high performance and continuous improvement
- Building to a clear, shared understanding of performance standards and expectations in terms of skills, behavior and knowledge
- Creating a common awareness and understanding of the organization's key values and objectives
- Improving communication across the organisation
- Aligning human capital practices and organizational strategy – employees and managers understand how their behavior contributes to the overall success of the organisation
- Creating consistency across HR processes, including –
  - Recruitment,
  - Promotions and/or Salary Increments,
  - Employee Performance Management,
  - Learning and Development,
  - Succession Management,
  - Workforce Planning etc...



**Figure 02 : Competency based HRM**

Behavioral competencies can also directly benefit employees by helping them to:

- Understand the organization's goals and align their performance to support the same
- Benchmark for performance and personal effectiveness in their role
- Receive performance feedback in a structured, consistent and systematic way
- Understand what is expected from them in their current role, and what is required for career progression
- Focus on the skills, knowledge, and behaviors that have the most impact on effectiveness

## **2.6. Why is UAE federal Government implementing behavioral competency framework**

The behavioral competency framework is a powerful tool to support the realization of UAE Federal Government goals and strategic priorities. The establishment of competency clusters is highly important for both UAE federal entities and their staff. Competencies are forward-looking and describe the skills and attributes staff and managers will need in order to create a new organizational culture and meet future challenges.

By using these competencies, UAE federal entities will be better placed to clarify performance expectations, define future development needs and perform reliable recruitment and development planning. Competencies form a solid basis for consistent and objective performance standards by creating a shared language about what is needed and expected by every employee.

### 3. The UAE federal Government behavioral competency framework

#### 3.1. Introduction

The competency framework is considered by the UAE Federal Government as a cornerstone in managing its human resources and an integral component to successful implementation of Employee Performance Management, Learning and Development, Career Development, Recruitment and HR planning. The purpose of the framework is to define a set of standard competencies for staff at all levels across the UAE Federal Government, to assist government entities in achieving their strategic objectives and to support their organizational effectiveness and culture.

#### 3.2. How is UAE federal Government behavioral competency framework structured?

For all competencies within this framework, a definition and a rationale are provided. Each competency includes a proficiency level that indicates the full range demonstration of the competency. The proficiency level has from three up to seven different levels as shown below in figure 03 –

Competency Title :			Cluster Name :	
Definition :			Rationale :	
Job Category	Grade	Proficiency Level	Description	Behavioral Indicators
Leadership Role	DG	PL7		
	CEO			
Senior Management Roles	Special A	PL6		
	Special B			
	1	PL5		
	2			
Supervisory Roles	3	PL4		
	4			
	5	PL3		
	6			
Support Roles	7	PL2		
	8			
	9	PL1		
	10			

***Figure 03 : Competency profile template***

**Competency title:** This is the short name used for the competency. It is normally unique, easy to understand and communicate, close to the organisation culture and derived from organizational values and goal.

**Cluster name:** The actual competencies are logically grouped based on their focused areas, called as competency cluster.

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

**Rationale:** This statement describes why the competency is important to the UAE Federal Government.

**Proficiency level:** This describes the progression of proficiency of the behavioral indicators per job grade that describe what each competency looks like in action. The level of sophistication and complexity of the competency will gradually increase as the employee moves from one level to another.

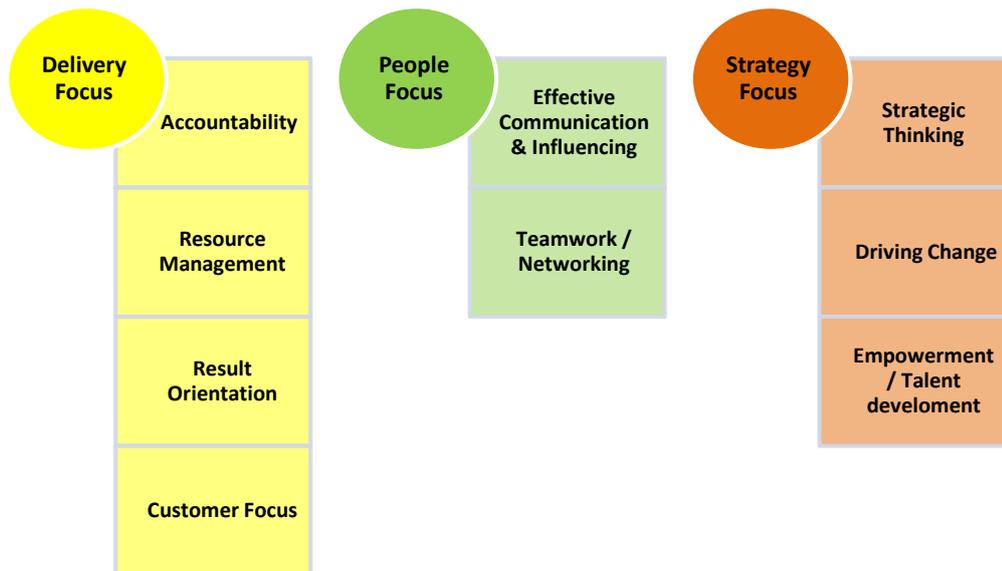
**Description:** This classifies and groups the progression of proficiency of the behavioral indicators per job grade and job category.

**Behavioral Indicators:** These descriptors provide information and details on specific behaviors for the competency at each level, providing examples of how the competency can be demonstrated, observed and measured in practice. The behavioral indicators at each proficiency level are illustrative rather than definitive, which means that other similar examples of behaviors are also possible. In addition, each proficiency level is cumulative, that means behavioral indicators from lower levels will not be repeated at higher levels although they still apply.

### 3.3. Competency clusters

There are three distinct competency clusters - Delivery, People and Leadership focus, which are developed according to the Strategic priorities and the UAE Federal Code of Conduct. UAE Federal Government behavioral competency framework covers only **Core** (Delivery & People focus) and **Leadership** (Strategy focus) competencies as part of the current scope. Job family and Technical competencies will be developed later based on Job Analysis & Evaluation Project. FAHR with line ministries will work jointly on this in due course of time.

Each of those three clusters provides a competency portfolio as shown below in figure 04, which focuses on generic behavioral attributes and does not address specific acts, regulations or specialist competencies that are required for some positions, roles or entities



**Figure 04 : Competency Cluster**

### **3.3.1. Core competencies**

Core Competencies are skills, attributes and behaviors which are considered necessary for successful performance in all jobs throughout the organisation. These competencies are important for the organisation to meet its strategic goals and priorities. There are two clusters sub-divided into actual competencies as follows:

- ***Delivery Focus***
  - Accountability
  - Resource Management
  - Result Orientation
  - Customer Focus
- ***People Focus***
  - Effective Communication & Influencing
  - Teamwork / Networking

### **3.3.2. Leadership competencies**

Leadership competencies are behaviors, knowledge and skills which are required by positions having leadership responsibilities (e.g. Senior Management and Leadership roles). These competencies are critical for the attainment of the strategic objectives, the

implementation of business processes and the development of organizational capabilities. Leadership cluster is sub-divided into two competencies as follows:

- **Leadership Focus**
  - Strategic Thinking
  - Driving Change
  - People Management / Talent Development

### 3.4. How to map competencies to roles

Competencies are general descriptions of the capabilities, behaviors, abilities and knowledge; an employee can assume and use to successfully perform a role in the organisation. Some competencies are applicable in specific jobs than others based on the employee’s job grade. Each competency has from three up to seven proficiency levels. For example 'Strategic Thinking' has three proficiency levels, which are applicable to roles in job grade 2 up to DG/CEO grade. Core and leadership competencies are mapped to roles based on each job grade and job category, as illustrated below in figure 05

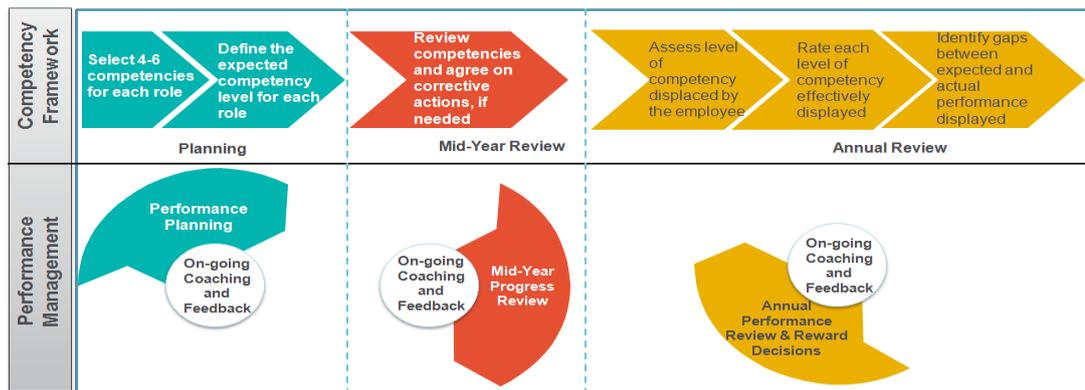
Job category	Grade	Proficiency Level	Core Competencies					Leadership Competencies			
			Delivery Focus				People Focus		Strategy Focus		
			Customer Focus	Result orientation	Resource Management	Accountability	Teamwork / Networking	Effective communication & Influencing	Empowerment / Talent Development	Driving Change	Strategic Thinking
Leadership Roles	DG CEO	PL7	N/A								
Senior Management Roles	Special A Special B	PL6									
	1 2	PL5									
Supervisory Roles	3 4	PL4							N/A		
	5 6	PL3									
	7 8	PL2									
Support Roles	9 10	PL1									

**Figure 05 : Competency Mapping**

This is an example of how roles across the organisation can be categorized and grouped. It illustrates the seniority levels in the UAE Federal Government along with the competency category (Core or Leadership) and the proficiency level to be selected and required for each job grade.

## 4. Use of Competency in Employee Performance Management System

According to the UAE Federal Government Employee Performance Management System, line manager and HR manager will be required to select the competencies that are most relevant to the employee's job role within their respective work units, against which the employee will be assessed. The process of selecting competencies usually coincides with the planning phase of the Employee Performance Management System so that the employee fully understands what is expected to be accomplished (performance objective) and how they will be accomplished (target competencies) at the beginning of the performance year.



**Figure 05 : Competency vis-à-vis EPMS process**

### 4.1.1. Planning phase

During the planning stage of the EPMS, line managers across the UAE Federal Government will be asked to define 6-8 competencies in consultation with HR managers that are most relevant to the employee's role using the following guidelines

Job category	Competencies category	Minimum no. of competencies
<b>Leadership Roles</b> DG /Undersecretary CEO/ Assistant Undersecretary	Core	3 - 4
	Leadership	3
<b>Special A - Grade 2</b> Senior management roles reporting to DG and/or CEO (e.g. Division Director, Deputy Division Director, etc.)	Core	3 - 4
	Leadership	2-3
<b>Grade 3 – Grade 6</b> Supervisory roles reporting to GD and/or CEO. (e.g. section heads, team leaders, supervisors)	Core	5 - 6
<b>Grade 7 – Grade 10</b> Support roles such as administrative and operational staff	Core	5 - 6

The leadership competencies need to be selected carefully in consultation with HR, especially for specialized technical jobs. Line managers will be required to identify the expected proficiency level for each role (not employee) as mentioned earlier in figure 05.

#### 4.1.2. Mid-Year Review

As part of the Employee Performance Management System, line managers are required to provide ongoing support and feedback on performance to their employees. Performance review meeting is usually held on an individual basis to provide all employees with the opportunity of receiving valuable input and feedback on how well they are doing in pursuit of their preset performance objectives and in demonstrating the target competencies. As an outcome, employees will be more aware of their current progress and any immediate actions to be undertaken in case of deviation in performance from the target levels. Please refer '*Learning & Development*' policy and in particular '*Individual Development Plan*' to learn more on structured ways to enhance the performance and address the shortfall.

#### 4.1.3. Annual Review

In this stage of the Employee Performance Management process, line managers will be required to review and assess their employees against the competencies selected in the previous stage and identify how effectively those were displayed. Line managers will evaluate their employees' competency performance using the following rating scale:

Points	Rating	Achievement of competencies
4	<b>Substantially Exceeds Expectations</b>	The employee exhibits all required behaviors indicators of his/her agreed required proficiency level for his/her job. (S)he also exhibits <b>most of the behavior indicators</b> of the <b><u>next level</u></b> at all times
3	<b>Exceeds Expectations</b>	The employee exhibits all required behaviors indicators of his/her agreed required proficiency level for his/her job. (S)he also exhibits <b>some of the behavior indicators</b> of the <b><u>next level</u></b> most of the time
2	<b>Meets Expectations</b>	The employee <b>consistently</b> exhibits <b>all of the behaviors indicators</b> required for his/her <b>current</b> job level
1	<b>Improvement Needed</b>	Sometimes the employee <b>does not exhibit a majority of the behaviors indicators</b> required for his/her current job level or he/she is <b>new to the job role</b> . This may result in significant inefficiencies or issues that negatively impact the work or the team. Improvement is required in most critical behaviors

The gap identified during the process can be addressed by line manager using '*Capability Building Toolkit*'. FAHR will be entrusted to design above said toolkit based global standards and best practices. This will enable employees and line managers to assess and bridge the gap and enhance the overall performance bar.

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# Annexure: Competency Profiles

## 1. CUSTOMER FOCUS

Definition :		Rationale :		
The ability to discover the needs of internal and external customers and strive to deliver services and products to meet these needs in a professional and courteous manner. This includes the willingness to give priority to customer needs and deliver high quality services within the available resources.		To develop a deeper understanding of customers' needs and concerns, and enable employees to develop and deliver quality services that effectively meet their expectations. Employees who are able to demonstrate positive attitudes and behaviors towards all types of customers are the cornerstone in creating and sustaining a positive image about the organisation.		
Job Category	Grade	Proficiency Level	Description	Behavioral Indicators
Leadership Role	DG	PL7	Create service orientation culture and align the organization's focus	<ul style="list-style-type: none"> <li>Acts as an "advocate" for customers within the organisation; follows up on feedback to ensure long-term, fundamental service improvements are implemented.</li> <li>Takes a lead in striving for service recovery where customer has a serious, unresolved complaint or problem.</li> <li>Strategically and systematically evaluates new opportunities to develop relationships with customers/clients.</li> </ul>
	CEO			
Senior Management Roles	Special A	PL6	Establish long-term perspective to address customer interests	<ul style="list-style-type: none"> <li>Develops and sustains constructive relationships with internal and external customers</li> <li>Considers the impact on customer as a key factor in any decision</li> <li>Acts as an advisor for customers by offering several options and discussing the pros and cons; helps the customer to make the best decision.</li> <li>Contributes to building and enhancing a customer orientation culture within the work unit</li> </ul>
	Special B			
	1	PL5	Develop detail framework for successful implementation of customer focus	<ul style="list-style-type: none"> <li>Establishes and maintains a system to collect customers' feedback.</li> <li>Evaluate the services and lead the initiative of how services can be changed or improved to better satisfy customers' needs.</li> <li>Partners with key customers/clients to resolve complex problems, responds to unique needs and delivers timely, cost-effective and quality solutions.</li> <li>Takes the initiative in developing/suggesting new policies and procedures that result in improved customer service</li> </ul>
	2			
Supervisory	3	PL4		<ul style="list-style-type: none"> <li>Actively seeks feedback from customer rather than waiting for complaints.</li> </ul>

Roles	4		Facilitate feedback loop to better manage the customer satisfaction	<ul style="list-style-type: none"> <li>• Empathizes with customer complaints by pacifying them; investigates the issues, identifies the source and correct problems promptly.</li> <li>• Requests feedbacks from customers to ensure satisfaction and shares the results.</li> <li>• Voluntarily responds to customers' requirements and communicates with customers to determine whether any problems exist</li> </ul>
	5	PL3	Works towards maintaining high levels of customers satisfaction and customer Expectations	<ul style="list-style-type: none"> <li>• Plans available resources with the customer as the key priority.</li> <li>• Assumes responsibility for customer satisfaction and take decisions with the customer in mind.</li> <li>• Explains reasons behind decisions to customer; offers alternative solutions where practical.</li> <li>• Rapidly establishes rapport by being friendly, cheerful, patient and polite.</li> <li>• When a problem occurs, understands and calms the customer and personally corrects problems quickly.</li> <li>• Builds trust and confidence in customers by following through and doing what has been promised.</li> </ul>
	6			
Support Roles	7	PL2	Ensures understanding of customer requirements and works to add value for Customers	<ul style="list-style-type: none"> <li>• Is confident and competent in delivering the product or service to the customer to standard required.</li> <li>• Takes a personal interest in and listens to, the needs of the customer, and meets these where practical - goes beyond the normal requirements of the job where needed.</li> <li>• Anticipates the needs of the customer and responds promptly to questions.</li> <li>• Puts knowledge to maximum use and focuses on the details of service to satisfy customer's needs to the best of their ability.</li> <li>• Liaises with customers to solve their problems, encouraging their participation and acknowledging their views.</li> <li>• Is aware of customer needs and requirements and shows a genuine interest in the customer.</li> <li>• Disseminates helpful information to customers and adds value to customers.</li> </ul>
	8			
	9	PL1	Responds and follows-up on customers' inquiries and requests	<ul style="list-style-type: none"> <li>• Responds rapidly, clearly and politely to customer requests (internal and external).</li> <li>• Is receptive to feedback to minimize / eliminate errors to produce a high quality service.</li> <li>• Creates a positive first impression and is friendly, professional and pleasant</li> <li>• Always considers the effect of their actions on the customer.</li> <li>• Demonstrates a timely completion of assigned tasks, to the standard required.</li> <li>• Engages directly with customers and take actions to ensure their needs are met and problems are resolved</li> </ul>
10				

				<ul style="list-style-type: none"> <li>Shows clear understanding of what services must be provided to internal and external customers.</li> <li>Keeps customers informed and up-to-date, and responds and follows-up on customers' inquiries, requests and complaints in a timely and professional manner.</li> </ul>
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## 2. RESULT ORIENTATION

<b>Definition :</b> <p>The ability to set and accomplish challenging goals, maintain focus, intensity and optimism in achieving results that are consistent with the organization's objectives. This includes the ability to deal with work challenges &amp; obstacles and recover from setbacks, utilizing the level of support available.</p>	<b>Rationale :</b> <p>To establish a common understanding of the linkage between individual outcomes and the overall strategic objectives of the organisation. This will encourage employees to maximize the use of resources available and deliver quality results against the organization's strategy and objectives.</p>
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Job Category	Grade	Proficiency Level	Description	Behavioral Indicators
Leadership Role	DG	PL7	Creates effective alignment between organization's priorities and the UAE Federal Government strategy to ensure successful business outcomes	<ul style="list-style-type: none"> <li>Creates an effective alignment between the organization's strategies and priorities and the UAE Federal Government strategy in order to ensure delivering successful business outcomes.</li> <li>Establishes organizational goals and objectives and ensures that they are delivered on time and within budget.</li> <li>Partners with different groupings and stakeholders to contribute towards the achievement of the organizational goals and vision.</li> <li>Monitors organizational performance against strategic objectives and plans and ensures focus on key priorities.</li> <li>Encourages and develops potential to achieve the long term goals of the organization.</li> <li>Creates a work culture that rewards teamwork, cooperation and positive results.</li> <li>Looks beyond precedent and invites suggestions from within and without The Group to strive for constantly improving processes and products.</li> <li>Takes action to protect the long term productivity of their team by exploiting</li> </ul>
	CEO			

				<p>opportunities to minimize workplace stress.</p> <ul style="list-style-type: none"> <li>• Recognises and supports, formally and informally, proactive actions and ideas from the team.</li> <li>• Seizes the opportunity to improve organisation wide performance by achieving greater co-operation, integration and alignment with other departments.</li> <li>• Acts as a role model in promoting quality, commitment and dedication to the work</li> <li>• Establishes and reviews approaches and methods to ensure quality standards are exceeded.</li> <li>• Highlights examples where detailed and quality outputs have led to success.</li> <li>• Creates environment of service excellence in the Federal Government</li> <li>• Develop commitment to the UAE vision and helps people from all levels understand their contribution</li> <li>• Strives for service excellence in own Ministry, establishes culture of continuous improvement, provides support &amp; resources to deliver solutions &amp; services; makes OD a strategic priority.</li> <li>• Benchmarks and communicates what 'service excellence' looks like within own Ministry, maintains focus on what is required to deliver quality and value in the eyes of the citizen.</li> <li>• Considers the balance of benefits and costs/risks of undertaking a course of action before endorsing it.</li> <li>• Focuses on ensuring the scope of a project does not become unwieldy or conflict with other plans.</li> </ul>
Senior Management Roles	Special A	PL6	Manages own and others' performance towards reaching corporate goals and leads new initiatives that improves performance and productivity levels	<ul style="list-style-type: none"> <li>• Manages own and others' performance towards reaching corporate goals and with higher than expected quality.</li> <li>• Leads new initiatives aimed at improving current performance and productivity levels.</li> <li>• Ensures the full implementation of work strategies and plans to obtain desired results.</li> <li>• Supports several projects or assignments that add value without compromising current accountabilities.</li> <li>• Demonstrates creativity in obtaining work results within the available resources.</li> <li>• Acts as role model and coach in driving for results.</li> <li>• Critically evaluates team and personal performance.</li> <li>• Consistently sets an example by striving to achieve high standards.</li> <li>• Recognises improvement opportunities and proactively exploits and enhances them to the maximum.</li> </ul>
	Special B			

				<ul style="list-style-type: none"> <li>• Can adopt a helicopter approach by adjusting altitude as appropriate down to the detailed level and up to survey the big picture.</li> <li>• Regularly conducts spot checks to maintain standards.</li> <li>• Sees the need to build capability in people to deliver excellence; proposes and communicates creative ways of doing so, ensures delivery to highest standard.</li> <li>• Holds deep personal belief in their work and its importance.</li> <li>• Actively benchmarks best practice externally, leverages learning and incorporates new ways of thinking and working; sees and manages opportunity to leap frog the competition</li> <li>• Demonstrates very high levels of commitment &amp; dedication to the work of the UAE Federal Government.</li> <li>• Ensures new processes and systems are developed, bedded-in and are the best they can be to effect planned change for UAE society.</li> <li>• Identifies the critical path; what needs to be done, how, by whom and when.</li> <li>• Establishes relevant interdependencies and details how these can be managed.</li> <li>• Accurately matches resource inputs to required work outputs.</li> </ul>
	1			
	2	PL5	Develops clear goals, setting performance standards and monitoring work progress	<ul style="list-style-type: none"> <li>• Develops clear goals that are consistent with agreed organizational strategies and operational plans.</li> <li>• Ensures that policies and procedures are being followed.</li> <li>• Sets performance standards, monitors work unit's progress and intervenes at an early stage to ensure results are in accordance with agreed-upon quality and timeframes.</li> <li>• Regularly discusses performance and provides effective feedback and ongoing coaching to staff.</li> <li>• Accurately judges the amount of time and resources needed to accomplish a task and matches task to skills.</li> <li>• Identifies priority activities and assignments and adjusts priorities and plans as necessary.</li> <li>• Anticipates risks and devises appropriate strategies to mitigate their impact</li> <li>• Regularly monitors performance against targets and goals and provides data to illustrate strengths and areas for improvement.</li> <li>• Maximizes available opportunities to enhance long term productivity of self and others, by recognizing and seeking to relieve workplace stress in striving for life balance.</li> <li>• Avoids jumping to conclusions and making assumptions by taking time to listen and probe for the details.</li> <li>• Does not lose sight of the big picture by focusing exclusively on the detail.</li> </ul>

				<ul style="list-style-type: none"> <li>• Provides specific and detailed feedback on the work of others to improve overall quality.</li> <li>• Understands and practices working smarter not harder; sets clear goals and communicates targets for service excellence, establishes systems &amp; processes to cut through bureaucracy &amp; improve efficiency.</li> <li>• Maintains focus on excellence in delivery exceeding expectations; sees delivery of excellence as critical to building trust &amp; personal credibility.</li> <li>• Finds creative, cost effective ways to improve services.</li> <li>• Identifies self with reputation and future of Federal Government &amp; makes contribution beyond boundaries of their role.</li> <li>• Exercises good project, IT and budget management to ensure projects are planned, thought through and managed to deliver excellence with the citizen in mind.</li> <li>• Anticipates potential problems or opportunities and plans for contingent and takes preventative action.</li> <li>• Reviews the potential success of a project or task against objectives and budgets</li> </ul>
Supervisory Roles	3	PL4	Manages own and others' performance against operational plans and allocates appropriate amount of time and resources for completing work	<ul style="list-style-type: none"> <li>• Manages own and others' performance against operational plans and keeps focused on key activities.</li> <li>• Realistically assess and allocate appropriate amount of time and resources for completing work.</li> <li>• Proposes new ideas and methods to work policies and procedures and continually seeks to improve business processes.</li> <li>• Sustains long working hours when necessary, works with enthusiasm, effectiveness and determination over a sustained period</li> <li>• Reports on work progress against preset milestones and deadlines in an accurate and effective manner.</li> <li>• Searches for ideas or solutions that have worked in other environments and applies them to the organization.</li> <li>• Sets and monitors achievable yet stretching objectives and targets for self.</li> <li>• Demonstrates resilience, even when faced with initial setbacks and barriers to achievement.</li> <li>• Goes beyond the defined role to tackle issues as a means of increasing overall effectiveness.</li> <li>• Probes for clarity on expectations, roles, deadlines, and tasks before accepting a new task.</li> <li>• Sets up and maintains efficient and effective systems of information storage and retrieval.</li> <li>• Re-prioritizes and adapts to changes in the work requirements with minimal</li> </ul>
	4			

				<p>disruption to deadlines.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
	5	PL3	Solves problems and utilizes a variety of methods to achieve results	<ul style="list-style-type: none"> <li>• Sets high challenging goals and standards and works with enthusiasm and energy to achieve these goals.</li> <li>• Acts with decisiveness and determination to solve problems and improve performance.</li> <li>• Ensures own performance and outputs contribute to achieving the operational goals and targets.</li> <li>• Consistently maintains high levels of performance and productivity</li> <li>• Uses a variety of methods to achieve results.</li> <li>• Modifies current methods and approaches to better meet needs.</li> <li>• Continuously seeks opportunities for improvement within area of responsibility and suggests means of improvement.</li> <li>• Is proactive by exhibiting high personal energy and getting things done.</li> <li>• Investigates and follows up to find alternative ways around obstacles.</li> <li>•</li> <li>• Makes the time to plan effectively to ensure all required work is completed on time and to the standard required.</li> <li>• Plans for quality control checks before completing an activity.</li> <li>• Monitors progress, establishes milestones and follows up to ensure that work is completed as per schedule.</li> <li>• Plans to use all available resources, other people, expertise, IT equipment, etc, to the optimum to achieve the objective.</li> </ul>
	6			
Support Roles	7	PL2	Meets established expectations and adapts working procedures	<ul style="list-style-type: none"> <li>• Sets own goals and works effectively to meet established expectations.</li> <li>• Pursues organizational and departmental goals and objectives with energy and persistence.</li> <li>• Makes adjustments to current work methods and processes based on feedback.</li> <li>• Works in teams and significantly contributes to introducing new ways of doing things and new procedures.</li> <li>• Adapts working procedures and methods in order to achieve preset objectives.</li> <li>• Demonstrates ability to do things simpler, faster and better.</li> <li>• When faced with problems, proactively suggests solutions.</li> <li>• Plans and completes work without waiting to be prompted to do so.</li> <li>• Reviews own work to minimize / eliminate errors and omissions in order to produce high quality work.</li> <li>• Plans work down to the last detail.</li> </ul>
	8			

				<ul style="list-style-type: none"> <li>• Structures a logical approach to work that ensures transparent accessibility of information, e.g. filing systems.</li> <li>• Acquires a clear understanding of systems and procedures before taking action.</li> <li>• Plans ahead, produce and revises a plan of work in which tasks are prioritized and actioned to meet requirements.</li> <li>• Ensures that problems are identified and any changes in plans are clearly communicated.</li> <li>• Ensures that quality standards are met, even when quantity of work required is also challenging.</li> </ul>
	9			
	10	PL1	Demonstrates commitment and dedication towards achieving expected results	<ul style="list-style-type: none"> <li>• Follows tasks through conscientiously and delivers within agreed timescales</li> <li>• Pursues work with energy, drive, and a need for completion.</li> <li>• Proves continuous, incremental improvements in performance and productivity.</li> <li>• Takes actions and decisions as appropriate, without constantly referring to the boss.</li> <li>• Demonstrates a can do attitude to meeting challenges</li> <li>• Follows tasks through to ensure that all assigned work is completed within deadlines.</li> <li>•</li> </ul>

### 3. RESOURCE MANAGEMENT

Definition :		Rationale :		
The ability to leverage organizational resources effectively and works towards standards of excellence in achieving organizational goals and strategies. This includes encouraging prioritization, planning, collaboration and motivation for others to perform according to performance standards.		Ensures the effective, efficient and sustainable use of UAE Government resources and assets. This will encourage more effective use of human, financial and information resources and maximize organizational effectiveness.		
Job Category	Grade	Proficiency Level	Description	Behavioral Indicators
Leadership Role	DG	PL7	Leads the organization in its responsibility for managing its available resources and create a culture of resource accountability & avoid wastages of all kinds	<ul style="list-style-type: none"> <li>Leads the organization in its responsibility for managing its available resources and ensuring the maximum benefit from its investments.</li> <li>Ensures organizational and strategic financial planning support the organizational objectives, vision and values of the organization.</li> <li>Leads and strategically manages physical resources across the organization considering future demands, priorities and issues.</li> <li>Ensure resource requirement &amp; utilization is in line with overall strategy</li> <li>Plans, oversees, manages and delegates authorities and responsibilities for budgets and expenses.</li> <li>Develops mutual partnership agreements that ensure win-win outcomes between the organization and all other involved parties</li> <li>Help promote positive and constructive attitudes towards public capital and assets.</li> </ul>
	CEO			
Senior	Special A	PL6	Monitors and	<ul style="list-style-type: none"> <li>Monitors and contributes to the effective management of the organization's</li> </ul>

Management Roles	Special B		contributes to the effective management of the organization's resources	<p>resources.</p> <ul style="list-style-type: none"> <li>• Ensures that appropriate standards and safeguards are in place to protect the organization's assets and properties.</li> <li>• Ensures the availability of the physical resources (equipment, materials, premises, services and energy supplies) required to carry out planned activities in the organization.</li> <li>• Monitors and ensures the efficient and appropriate use of resources and assets.</li> </ul>
	1	PL5	Manages resources and ensure that they are efficiently used to meet the organizational goals and objectives	<ul style="list-style-type: none"> <li>• Manages internal resources within area of responsibility to ensure that they are efficiently used to meet the organizational goals and objectives.</li> <li>• Evaluates the usage of organizational resources against planned outcomes.</li> <li>• Promotes the effective use of technologies to support resource management processes.</li> <li>• Plans the allocation and management of the organization's resources using effective project management methodologies.</li> </ul>
	2			
Supervisory Roles	3	PL4	Develops cost-effective work plans that achieve the greatest return on investment and effective allocation of resources.	<ul style="list-style-type: none"> <li>• Ensures the implementation of relevant financial management best practices to optimize value for money and maximize efficiencies.</li> <li>• Identifies the resources required to do the job and ensures that they will be used in an effective, efficient, and safe manner.</li> <li>• Develops cost-effective work plans that achieve the greatest return on investment of work activities.</li> <li>• Demonstrates the ability to execute work plans in a way that contribute to the achievement of the organization's goals and vision.</li> <li>• Identifies gaps in resources and opportunities for optimizing their impact on the organization's effectiveness</li> </ul>
	4			
	5	PL3	Ensures all work is done efficiently and in the most cost-effective manner	<ul style="list-style-type: none"> <li>• Demonstrates ability to analyses and interpret business (including financial and economic) data relating to own work area.</li> <li>• Seeks value for money from use of resources by focusing on the outcomes.</li> <li>• Implements ways of more effectively utilizing resources and assets.</li> <li>• Identifies and maintains essential information needed to do the job.</li> </ul>
	6			
Support Roles	7	PL2	Makes efforts to avoid waste and inefficiency	<ul style="list-style-type: none"> <li>• Work with others to complete work assignments in the most cost-effective manner.</li> <li>• Demonstrates the ability to discretionarily shift to least costly methods of achieving work objectives.</li> <li>• .</li> <li>• Identifies wasteful practices and acts on opportunities to reduce cost.</li> </ul>
	8			

	9	PL1	Demonstrate carefulness and attention when dealing with organization's capital and assets	<ul style="list-style-type: none"><li>• Uses resources effectively and efficiently.</li><li>• Delivers work in a cost-effective manner.</li><li>• Expresses frustration at waste or inefficiency.</li><li>• Exhibits alertness and prudence when dealing with the organization's capital and assets</li></ul>
	10			

#### 4. ACCOUNTABILITY

Definition :		Rationale :		
The ability to actively accept the responsibility for the job obligations, own decisions and actions. Displays honesty, truthfulness and emotional resilience; confronts problems quickly; displays a strong commitment to organizational success and inspires others to commit to goals; demonstrates a commitment to delivering on his/her tasks and duties.		To align individual behaviors with organization's goals and ensure commitment to organizational success. Builds an environment that encourages taking responsibility of own actions, building accountability and inspires others to commit to goals and maintain integrity and ethical standards.		
Job Category	Grade	Proficiency Level	Description	Behavioral Indicators
Leadership Role	DG	PL7	Creates the environment that encourages staff to promote accountability and trust at work	<ul style="list-style-type: none"> <li>• Creates the environment that facilitates liability and accountability at all levels.</li> <li>• Continuously evaluates opportunities and threats in the business environment.</li> <li>• Develops and promotes a compelling picture of taking responsibility and liability and its benefits.</li> <li>• .</li> <li>• Takes personal ownership in honoring commitments and overall organization's success.</li> <li>• Focusing and guiding others in achieving business results.</li> <li>• Reviews and determines the ethical standards expected from self and others.</li> <li>• Sets the tone from the top; inspires culture of change &amp; personal accountability</li> <li>• Role models new ways of working; delegate personal accountability wisely, providing support where needed; consciously maintains work-life balance.</li> <li>• Works constantly to encourage &amp; support environment of transformation and change.</li> <li>• Is fully accountable for own decisions, shows courage and resilience when making decisions, especially under pressure and with difficult/sensitive issues.</li> <li>• Exercises political/organizational astuteness in approaching others to get things done, flexing style accordingly; judges/achieves appropriate disclosure.</li> </ul>
	CEO			
Senior Management Roles	Special A	PL6	Ensure sustainability and readiness of the work environment in	<ul style="list-style-type: none"> <li>• Develops and implements programs that promote taking accountability and responsibility.</li> <li>• Encourages and facilitates taking and building accountability and responsibility.</li> <li>• Motivates and rewards team members to work towards accepting responsibility for</li> </ul>
	Special B			

			taking and building accountability and responsibility	<p>the job obligations, own decisions and actions.</p> <ul style="list-style-type: none"> <li>• .</li> <li>• Demonstrates understanding of the overall business goals that helps increase employee commitment and responsibility for actions.</li> <li>• Takes responsibility for commitments to deliver business results.</li> <li>• Highlights areas in self and others where there is a shortfall against agreed values and takes action to reinforce develop improvements in standards.</li> <li>• Reinforces culture of taking accountability and introducing new style of working</li> <li>• Is willing, open and able to change (cognitive &amp; attitude); and is optimistic for the future; learns from experiences and puts into practice.</li> <li>• Demonstrates consistent open participative leadership style, delegating accountability; makes team members feel valued.</li> <li>• Is willing to take accountability for own decisions in highly centralized environment; earns the right to do so; finds culturally acceptable ways to challenge system if needs changing.</li> <li>• Has resilience and capacity to manage portfolio of different roles where personal demands are high; maintains healthy work life balance</li> </ul>
	1			
	2	PL5	Builds accountability and trust by encouraging and supporting others in accepting responsibility for outcomes and liability	<ul style="list-style-type: none"> <li>• Accepts accountability for team success/failure.</li> <li>• Accepts responsibility for outcomes (positive or negative) of own and teams' work.</li> <li>• Operates in compliance with organizational regulations and rules.</li> <li>• Takes risks in response to situations whenever necessity occurs.</li> <li>• Provides encouragement and support to others in accepting responsibility and liability.</li> <li>• Delegates significant responsibility and authority.</li> <li>• Provide the opportunity for others to make decisions and take charge.</li> <li>• Walks the talk, by acting as a role model and personally committing to the standards expected of others.</li> <li>• Cements culture of taking responsibility for effecting new ways of working locally</li> <li>• Willing to take authority and step into leadership space with or without being asked; is aware of own leadership/management style, strengths &amp; weaknesses; works to adapt according to the situation.</li> <li>• Hungry for learning, self-improvement and education; quickly translates learning into action e.g. collaborate team meetings; workshops for staff.</li> <li>• Has self-confidence, deep personal belief in work and its importance; understands that effective leadership depends upon being authentic</li> <li>• Has capacity and willingness to manage multiple priorities and range of sometimes</li> </ul>

				<p>different roles e.g. extra committees, development of standards.</p> <ul style="list-style-type: none"> <li>• Demonstrates high levels of emotional resilience under pressure.</li> </ul>
Supervisory Roles	3	PL4	Encourages the development of accountability and inspires others to commit to goals	<ul style="list-style-type: none"> <li>• Works collaboratively and shows flexibility in accepting team responsibilities.</li> <li>• Actively seeks accountability and measures performance.</li> <li>• Ability to be relied upon to ensure that projects within areas of responsibility are completed in a timely manner.</li> <li>• Ability to monitor programs and/or activities and take corrective action when necessary.</li> <li>• Setting standards of performance for self and others and assuming responsibility for successfully accomplishing work objectives and delivering business results.</li> <li>• Acts to support the safety and dignity of colleagues and customers by giving feedback on the behavior of others.</li> </ul>
	4			
	5	PL3	Provides supports to subordinates and takes responsibility for delegated assignments.	<ul style="list-style-type: none"> <li>• Actively take responsibility and participates in new assignments and tasks.</li> <li>• Supports subordinates, provides oversight and takes responsibility for delegated assignments.</li> <li>• Clearly communicates the parameters of the delegated responsibility, including any required actions, constraints, or deadlines.</li> <li>• Communicates who is accountable for specific results; monitors and follows up against these accountabilities and takes action when results are not being achieved.</li> <li>• Take responsibility for own mistakes; does not blame others.</li> <li>• .</li> </ul>
	6			
Support Roles	7	PL2	Share responsibility for assigned work and carries his/her workload	<ul style="list-style-type: none"> <li>• Demonstrates responsibility for own actions and self-reliance in thinking, planning and carrying out tasks.</li> <li>• Shows willingness to new tasks and assignments.</li> <li>• Takes personal responsibility for his/her own tasks and those of the work unit, where applicable.</li> <li>• Allocates task responsibility in appropriate areas to appropriate individuals.</li> <li>• Carries his/her fair share of the responsibility of assigned work</li> <li>• Delivers what is promised, when and how it is promised.</li> </ul>
	8			
	9	PL1	Responsible and trustworthy in performing job-related tasks	<ul style="list-style-type: none"> <li>• Takes necessary actions; admits mistakes and refocuses efforts when appropriate.</li> <li>• Accepts responsibility for own actions and deals effectively with others regardless of level.</li> <li>• Shows acceptance for own actions and decisions.</li> <li>• Does what he/she commits to doing.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Respects the confidentiality of information or concerns shared by others.</li> <li>• Respects and protects the safety and dignity of colleagues and customers.</li> </ul>
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## 5. TEAMWORK / NETWORKING

<b>Definition :</b> The ability to effectively work with and support others as part of a team, both within and across functions, and building and maintaining positive relationships at all levels with cultural sensitivity, showing respect & effectively working with diversity	<b>Rationale :</b> To encourage employees to work together in a collaborative and cooperative way towards the achievement of defined goals. This will result in streamlined work processes as information is more proactively shared and collaboration across departments improves. The primary goal is make employees understand the need to work together to create an environment of co-operation, trust and mutual responsibility
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Job Category	Grade	Proficiency Level	Description	Behavioral Indicators
Leadership Role	DG	PL7	Promotes and champions best practice and new standards in working with others	<ul style="list-style-type: none"> <li>• Creates collaborative environment of transparency, trust &amp; mutual respect with full communication &amp; delegation of accountability; everyone feels motivated to perform at their best; personal achievements are celebrated.</li> <li>• Promotes the achievements of his or her Ministry inside and outside Federal Government as widely as possible.</li> <li>• Conveys organizational priorities &amp; goals to all departments to facilitate collaboration; involves local government and other parties in strategy development.</li> <li>• Forges new internal &amp; external networks, ensuring relationships &amp; learning connected back into Federal Government.</li> <li>• Helps others understand what is happening at top of Government; involves whole ministry in strategic delivery and provides regular feedback</li> </ul>
	CEO			
Senior	Special A	PL6	Builds commitment	<ul style="list-style-type: none"> <li>• Communicates and builds effective relationships within own Ministry/authority and</li> </ul>

Management Roles	Special B		to effective teamwork and relationship building	<p>across Federal Government; works effectively with organizational norms (hierarchy, patronage, culture), adapts own style of approach to get things done.</p> <ul style="list-style-type: none"> <li>• Recognises multi-cultural nature of the staff; is committed to understanding ways of working to harness difference.</li> <li>• Develops wide networks &amp; partnerships across UAE Government and political elite; collaborates with leaders within own Ministry in addition to colleagues from other departments &amp; ministries to deliver vision.</li> <li>• Can see the importance of logic and emotion to manage through others; spends time putting self in others shoes.</li> <li>• Ensures team takes ownership and responsibility for work; makes self-visible (does not hide), supports &amp; provides constructive challenge.</li> </ul>
	1	PL5	Manages relationships & group process to maximize performance	<ul style="list-style-type: none"> <li>• Communicates and manages complex, multi-level stakeholder relationships, sensitively reconciling views with deftness of touch.</li> <li>• Knows that success depends upon new ideas &amp; new ways of working; puts people first: 'I now lead people not applications'.</li> <li>• Actively listens, infers motives from observing others at work; recognizes the importance of emotions as well as logic in engagement.</li> <li>• Role models emerging collaborative style of leading; expresses opinions and concerns directly to others.</li> <li>• Delegates responsibility and accountability for projects to all, provides recognition for success.</li> <li>• Acts as a role model by creating an environment that promotes trust and co-operation.</li> <li>• Promotes cross-functional and cross-departmental teamwork by highlighting the benefits to the organisation as a whole.</li> </ul>
2				
Supervisory Roles	3	PL4	Works to develop one team culture across the organisation and builds team spirit	<ul style="list-style-type: none"> <li>• Promotes and maintains an atmosphere of cooperation and teamwork</li> <li>• Encourages and negotiates sharing of information, skills and technical capability across work teams.</li> <li>• Facilitates formation of cross-functional and cross-departmental teams.</li> <li>• Fosters team collaboration and addresses conflicts or issues within the team.</li> <li>• Speaks positively of others and uses power and authority in a fair manner.</li> <li>• Recognises sources of conflict and takes early steps to resolve problems.</li> <li>• Discusses plans, strategies and problems with own team and with other departments.</li> <li>• Talks frequently about the importance of considering other departments as part of the overall team.</li> </ul>
	4			

				<ul style="list-style-type: none"> <li>Facilitates open discussion between conflicting parties and keeps the focus of conflict resolution on long term, overall interests of the organisation.</li> </ul>
	5	PL3	Aligns the team's efforts and goals to department strategy and helps builds the teams	<ul style="list-style-type: none"> <li>Aligns the team's efforts and goals to department strategy.</li> <li>Establishes open and honest working relationships.</li> <li>Recognises points of conflict and reacts to resolve them.</li> <li>Actively includes individuals from diverse backgrounds in team activities.</li> <li>Reinforces team members for their contributions</li> <li>Reviews successes and failures by providing feedback to own team and other departments.</li> <li>Seeks to involve others in new areas of work.</li> </ul>
	6			
Support Roles	7	PL2	Keep the team informed about the key tasks and assists team working	<ul style="list-style-type: none"> <li>Initiates activities to improve and build positive working relationships with others.</li> <li>Works in collaboration with all team members.</li> <li>Shares information, as appropriate; and keeps people informed and up-to-date.</li> <li>Listens and responds constructively to other team members' ideas</li> <li>Value the input from others and Gives credit and recognition to the work of others.</li> <li>Positively communicates decisions to all affected.</li> <li>Strives to remain impartial when dealing with conflict</li> <li>Provides honest &amp; constructive feedback and suggests ways to improve overall efficiency.</li> <li>Adapts approach to the situation and culture of other team members.</li> </ul>
	8			
	9	PL1	Responds positively to request for help from internal and external customers/ suppliers	<ul style="list-style-type: none"> <li>Sensitive to the views of others; demonstrates respect for others .</li> <li>.</li> <li>Provides assistance, information, or other support to others, to build or maintain relationships with them</li> <li>Seeks opportunities to work positively with team members</li> <li>Willing to shares knowledge, information, ideas and experience to assist others.</li> <li>Welcomes individuals from other cultures into the team and encourages interaction through a common language.</li> <li>Moderates own personal objectives for the overall gain of the team.</li> </ul>
	10			

## 6. EFFECTIVE COMMUNICATION & INFLUENCING

Definition :		Rationale :		
The ability to listen, speak, explain, persuade and influence others by expressing thoughts and views concisely, effectively and appropriately in a range of different settings to hold their attention and achieve desired impact. This includes the ability to use a wide range of behavior to establish and maintain acceptance from others.		To encourage employees to become more effective in interacting with customers, clients and other employees, sharing knowledge and experience to implement projects and initiatives which will improve Government services and help the organisation attain its strategic objectives. To encourage employees to use appropriate personal style and exhibit sensitivity to the needs of others who come from different cultures and backgrounds, having different values, beliefs and expectations.		
Job Category	Grade	Proficiency Level	Description	Behavioral Indicators
Leadership Role	DG	PL7	Is an inspiring and engaging communicator, capable of winning hearts and minds	<ul style="list-style-type: none"> <li>• Uses every communication as an opportunity to represent their own Ministry and the Federal Government in a positive way, role modeling passion and optimism for the future.</li> <li>• Shows high level of communication and influencing skills; wins commitment to new initiatives, strategies &amp; goals; builds support with wide range stakeholders, at the most senior levels.</li> <li>• Mobilizes and inspires audiences within and outside the Federal Government around the future vision and social values, in a compelling and energizing way.</li> <li>• Has credibility and recognition within internal and social environment; is seen as an opinion maker</li> <li>• Commands attention of others; is persuasive and engaging; has strong personal impact.</li> <li>• .</li> <li>• Uses anecdotes, humor and personal experience in addition to logical reason to support arguments.</li> <li>• .</li> <li>• Identifies and uses common values or aspirations as a key influencing strategy.</li> <li>•</li> </ul>
	CEO			
Senior	Special A	PL6	Create the	<ul style="list-style-type: none"> <li>• Is a persuasive and effective communicator, with range of individuals and groups at</li> </ul>

Management Roles	Special B		environment to use wide range of communication methods, building support with key stakeholders	<p>all levels</p> <ul style="list-style-type: none"> <li>• Is tactful, diplomatic and honest when communicating and shows respect and integrity; adopts different styles for different audiences.</li> <li>• Creates environment within which others can communicate openly and effectively.</li> <li>• Constructively challenges others; influences key stakeholders within and outside function to build support for strategic ideas/proposals using appropriate influencing styles</li> <li>• Can manage group process skillfully during challenging presentation and meetings</li> <li>• Seeks to understand the personal and business motives of others to build rapport and use as an input to determining a negotiation strategy.</li> <li>• Is prepared to compromise where necessary to reach agreement.</li> <li>• Seeks a win-win outcome by persuading others to adopt a course of action by offering them incentives and guaranteeing certain benefits.</li> <li>• Rehearses influencing and negotiating in advance, on own or with others, to clarify objectives and prepare likely counter arguments.</li> <li>• Relates honestly to others and openly expresses feelings in order to build trust and confidence in own abilities.</li> <li>• Responds to verbal and non-verbal cues of others.</li> <li>• Shows enthusiasm and interest through body language and appearance.</li> <li>• Applies appropriate influencing styles for different groups; e.g. peers, staff, managers, bosses.</li> <li>• Uses anecdotes, humor and personal experience in addition to logical reason to support arguments.</li> </ul>
	1			
	2	PL5	Draws flexibly on range of communication & interpersonal styles	<ul style="list-style-type: none"> <li>• Draws on range of communication styles and channels to achieve maximum impact with an audience, adapting own style accordingly to different interests.</li> <li>• Succeeds in influencing colleagues/teams to strive to do better, meet challenging goals and pursue excellence</li> <li>• Commands attention of peers, colleagues and staff, when communicating both formally and informally</li> <li>• Establishes alliances through own network to obtain relevant information</li> <li>• Can manage group process skillfully.</li> <li>• Facilitates open discussion between conflicting parties in order to reach a mutually acceptable conclusion.</li> <li>• Takes the time to visit relevant departments and businesses to fully understand their needs, strengths and areas for development, as well as to be visible both locally and internationally.</li> </ul>

				<ul style="list-style-type: none"> <li>• Contacts network members regularly to maintain relationships; shares information as appropriate.</li> <li>• Varies approach to appeal at both rational and emotional levels.</li> <li>• .</li> <li>• Considers alternative methods of influencing when the initial approach is not successful.</li> <li>• Strives for commitment by highlighting the specific benefits and the disadvantages of adopting an alternative approach.</li> <li>• Prepares likely timing and sequencing of negotiation by clarifying opening position and minimally acceptable outcome, and the points in between.</li> </ul>
Supervisory Roles	3	PL4	Maintains an environment for open communication using various forms of media for the purpose of influencing people	<ul style="list-style-type: none"> <li>• Maintains an environment for open communication, trust, respect and sensitivity to diversity.</li> <li>• Negotiates where there are opposing ideas and convey his/her opinion successfully.</li> <li>• .Communicates effectively to various target audience.</li> <li>• Proactively promotes an open, transparent exchange of ideas and opinions, helping others to deliver accurate, clear and concise messages.</li> <li>• Chairs meetings effectively, facilitates discussions with widely varied audience and encourages others to participate and offer ideas.</li> <li>• Effectively presents to diverse audience about complex business issues</li> <li>• Makes time for effective communication to ensure that standards, priorities and future direction are shared effectively with those concerned.</li> <li>• Uses tact and diplomacy to manage inter departmental and intra departmental conflict.</li> <li>• Attends appropriate social functions and conferences where current and potential contacts are likely to be present.</li> <li>• Responds to the needs of a number of individuals simultaneously.</li> <li>• Takes time to follow through with contacts.</li> <li>• Exercises tact to ensure confidential information is not divulged.</li> <li>• Seeks to understand the personal and business motives of others to build rapport and use as an input to determining a negotiation strategy.</li> <li>• Is prepared to compromise where necessary to reach agreement.</li> <li>• Seeks a win-win outcome by persuading others to adopt a course of action by offering them incentives and guaranteeing certain benefits.</li> <li>• Rehearses influencing and negotiating in advance, on own or with others, to clarify objectives and prepare likely counter arguments.</li> </ul>
	4			

	5	PL3	Identifies best tools, methods and strategies to communicate and deliver the message	<ul style="list-style-type: none"> <li>• Uses varied communication tools, methodologies and strategies to promote dialogue and shared understanding.</li> <li>• Accurately identifies the purpose of the communication and decides what to communicate and how to deliver the message.</li> <li>• Speaks clearly and in a manner that promotes a common understanding among a wide audience.</li> <li>• Effectively interprets and explain work policies and procedures for superiors, peers and subordinates.</li> <li>• Uses a variety of tools and techniques, e.g. presentation software, humour, participation, etc, to ensure that an audience is engaged throughout the delivery of a presentation.</li> <li>• Answers questions in a knowledgeable manner; takes a positive approach to negative or critical questions.</li> <li>• Uses tact and diplomacy to resolve conflict within the department.</li> <li>• Helps others through difficult situations and asks for assistance when faced with their own difficulties.</li> <li>• Relates honestly to others and openly expresses feelings in order to build trust and confidence in own abilities.</li> <li>• Responds to verbal and non-verbal cues of others.</li> <li>• Shows enthusiasm and interest through body language and appearance..</li> </ul>
	6			
Support Roles	7	PL2	Explains and justifies point of view and objectively discusses options when communicating arguments	<ul style="list-style-type: none"> <li>• Takes others' perspectives into consideration when communicating, negotiating or presenting arguments.</li> <li>• Effectively responds to and discusses issues using understandable, easy-to-follow examples and demonstrations.</li> <li>• Prepares reports that have a clear structure and logical flow and can be easily understood by a target audience. (clear, concise &amp; meaningful)</li> <li>• Speaks clearly in all settings including one-to-one and in larger groups.</li> <li>• Encourages two way communications by asking questions and listening to the responses.</li> <li>• .</li> <li>• Stresses the key information in a message, written or verbal by highlighting the key points.</li> <li>• Moderates the tone, language and content of the message to the needs of the recipients.</li> <li>• Confirms an easy understanding of written documents or presentations by asking a third party for feedback.</li> </ul>
	8			

				<ul style="list-style-type: none"> <li>• Makes use of own body language and appearance to communicate a positive attitude.</li> <li>• Listens appropriately to unspoken or partly expressed feelings of others, e.g. by responding to non- verbal cues from others.</li> <li>• Proactively probes to find out cultural differences; seeks clarifications.</li> <li>• Observes cultural patterns to adapt approach to the culture concerned.</li> <li>• Uses a high level of self-control to deal with own emotional responses.</li> <li>• Works to find areas of common interest with others and develops these areas.</li> </ul>
	9			
	10	PL1	Maintaining continuous open and consistent communications with others.	<ul style="list-style-type: none"> <li>• Creates and maintains continuous open and consistent communications with others.</li> <li>• Actively listens to others, avoid interrupting and asks questions that help gain a common understanding of the subject at hand.</li> <li>• Supports key ideas and messages with relevant data, information, examples and explanations.</li> <li>• Uses a variety of data presentation methods to reinforce points and maintain interest.</li> <li>• Fully familiar with operation of any communication equipment to be used e.g. telephone, PC software or audio-visual equipment.</li> <li>• Communicates clearly and concisely, avoiding misunderstanding, ambiguity or jargon.</li> <li>• Confirms the message has been understood by seeking feedback.</li> <li>•</li> </ul>

## 7. EMPOWERMENT / TALENT DEVELOPMENT

Definition :		Rationale :		
The ability to engage and empower individuals and teams and create an inspiring vision and environment where people are motivated to develop their full potential. This includes coaching, supporting, mentoring and rewarding people to foster professional and personal growth and enhance their productivity		To encourage a learning culture that supports development of excellence and future leadership capacity at all levels of the organisation. Focusing on developing and growing managerial and leadership skills will result in higher levels of individual performance and prepare future capability in leaders who will ensure the long term success of the organisation		
Job Category	Grade	Proficiency Level	Description	Behavioral Indicators
Leadership Role	DG	PL7	Leads a performance-driven culture that maximize organizational performance and strategic talent development	<ul style="list-style-type: none"> <li>• Leads a performance-driven culture that inspires the entire organization to exceed performance expectations.</li> <li>• ensures that processes are used to measure and evaluate organizational effectiveness to maximize organizational performance.</li> <li>• Fosters a learning environment through example, innovation and constructive feedback.</li> <li>• Constantly creates opportunities to develop leadership and managerial capabilities within their own team and across the organisation.</li> <li>• Promotes a culture of team work and collaboration.</li> <li>• Promotes a culture of openness and transparency and stresses the responsibility of managers of keeping in touch with all employees at all levels.</li> <li>• Drives and leads investment in coaching and developing new leaders and develops successors for key positions.</li> <li>• Clarifies the direction in which the organisation needs to move.</li> <li>• Communicates a realistic picture of future plans so people know what has to be done and why.</li> <li>• Gains commitment from stakeholders, colleagues and team members.</li> <li>• Promotes vision and change through influence and personal example.</li> <li>• Empowers individuals to achieve results, and develops an environment that facilitates the sharing of ideas and enables change.</li> <li>• Partners with individuals to find out how they want to be managed and work together.</li> <li>• Uses appropriate situational leadership style depending on individual</li> </ul>
	CEO			

				<p>ability and the task or goal to be accomplished e.g. directing, coaching, supporting, and delegating.</p> <ul style="list-style-type: none"> <li>• Recognises the use of planned delegation as a powerful tool for individual, and organizational development.to empower individuals to take responsibility for their actions and outputs.</li> <li>•</li> <li>• Acts as employee performance champion and motivator by recognizing and rewarding excellent performance of individuals.</li> <li>• Encourages and facilitates individual development by actively seeking and employing development methods that match individual needs and goals.</li> <li>• Knows talent within own area, how this needs to change to meet future needs; knows strongest and weakest performers &amp; deploys accordingly; shares resource issues within &amp; across the organisation.</li> <li>• Regards development of own senior staff as a key responsibility; creates stimulating environment, giving individuals additional responsibilities &amp; stretch projects; supports with personal mentoring.</li> <li>• Promotes and role models environment of continuous learning &amp; development; invests in developing future talent; allows learning by mistakes</li> <li>• Has confidence in learning from outside and deploys best practice thoughtfully on the inside; sees opportunities to leap frog competition.</li> <li>• Makes performance management the norm; gives &amp; invites personal feedback, discusses problems and issues openly with individuals, taking appropriate action.</li> </ul>
Senior Management Roles	Special A	PL6	Manages performance effectively and establishes goals / performance measures to achieve organizational objectives and talent development	<ul style="list-style-type: none"> <li>• Provides regular, accurate and constructive feedback to key managers to encourage improvements in performance.</li> <li>• Delegates appropriately and sets challenging objectives to help team members acquire new skills and stretch their capabilities.</li> <li>• Establishes effective cross-functional teams and provides continuous guidance and support.</li> <li>• Identifies future talent and takes the initiative to develop plans to enhance their skills.</li> <li>• Monitors individuals' performance and progress against preset objectives and recommends actions to bridge their performance gaps.</li> <li>• Challenges individuals to set goals and work to achieve them.</li> </ul>
	Special B			

				<ul style="list-style-type: none"> <li>• Reviews progress at agreed intervals to ensure timelines and standards are met.</li> <li>• Prefers a coaching approach to managing performance and solving problems, to gain commitment.</li> <li>• Delivers balanced, owned, objective and specific feedback in behavioral rather than personal terms.</li> <li>• Expresses positive expectations for future performance.</li> <li>• Distributes work equitably and according to the abilities of individuals within the team.</li> <li>• Arrives at decisions by consensus, where appropriate, to gain team trust and commitment.</li> <li>• Identifies own leadership strengths and acknowledges areas for development.</li> <li>• Encourages feedback from others to facilitate self-development.</li> <li>• Makes enhancing capability of staff a top priority, invests significantly in technical &amp; personal development; projects confidence and self-belief in others.</li> <li>• Promotes and facilitates the immediate development of leadership skills; opens up development paths e.g. offers key assignments, exposure to key decision makers and influencers; helps enhance profile in organisation where reputation/credibility matter.</li> <li>• Facilitates staff development by managing performance fairly and well; solicits feedback from others; gives &amp; acts on tough messages.</li> <li>• Delegates and empowers others to develop and take on new responsibilities; provides regular coaching to team members.</li> <li>• Ensure resource planning processes effective.</li> </ul>
	1			
	2	PL5	Encourages the development of business capability by actively coaching & guiding employees	<ul style="list-style-type: none"> <li>• Shares knowledge and expertise with others to enhance individual and organizational performance.</li> <li>• Sets clear work objectives for team members and provides them with the tools needed to better perform the job.</li> <li>• Fairly allocates responsibilities among team members and clarifies individual roles and accountabilities.</li> <li>• Keeps abreast staffing needs within work unit and identifies the implications of any changing requirements.</li> <li>• Accurately identifies the strengths and weaknesses of their team</li> </ul>

				<p>members.</p> <ul style="list-style-type: none"> <li>• Helps team members define their own development plans and actively supports their implementation.</li> <li>• Coaches, both formally and informally, to develop team members' skills and abilities and encourages and motivates people to utilize all learning and development opportunities available to them</li> <li>• Leads by example. Displays behaviors that reflect the desired way of doing things.</li> <li>• Guides and directs new staff, setting clear goals and standards.</li> <li>• Encourages others to complete tasks on their own, but provides support and assistance when required.</li> <li>• Communicates performance expectations to all members of the team, and monitors to ensure results.</li> <li>• Gives balanced feedback to others that highlights both strengths and areas of development.</li> <li>• Treats all team members fairly and equally, without preference or bias.</li> <li>• Praises +ve, and addresses poor performance and ready to handle difficult conversation</li> <li>• Sees development as important; invests time with team &amp; individuals; provides feedback, and makes accurate judgments of strengths &amp; development needs of others.</li> <li>• Initiates learning reviews, discusses potential career path and is open about individual potential; agrees development plans and monitors progress; debriefs projects to identify lessons learned.</li> <li>• Delegate work rather than taking responsibility for delivery themselves.</li> <li>• Provides regular coaching to team members in interests of learning and development; applies consistent standards when appraising and rewarding staff.</li> <li>•</li> </ul>	
Supervisory Roles	3	PL4			
	4				
	5	PL3			
	6				

Support Roles	7	PL2	
	8		
	9	PL1	
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## 8. DRIVING CHANGE

<b>Definition :</b> The ability to energize individuals and groups toward the need for change. This includes constructively challenging the way things are done and leading change initiatives in a manner that is consistent with the vision and the strategic objectives of the organisation.	<b>Rationale :</b> To recognize the strategic role of leaders in facilitating and realizing high standards of organizational performance. Leaders in the Federal Government are encouraged to embrace and champion the change and transformation initiatives, plan strategically and envision new responses to organizational, political, and social challenges.
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Job Category	Grade	Proficiency Level	Description	Behavioral Indicators
Leadership Role	DG	PL7	Inspires and lead individuals and groups of employees toward the need for change and clearly communicates the direction and challenges for change	<ul style="list-style-type: none"> <li>Identifies strategic change initiatives and champions their implementation and delivery.</li> <li>Articulates a clear, compelling vision for change and communicates benefits and reasons across the organisation.</li> <li>Translates potential opportunities and strategic objectives to organizational change initiatives, and demonstrates high personal commitment to achievement of change goals.</li> <li>Fosters a culture of innovation by constantly challenging others to find new ways of working.</li> <li>Anticipates underlying resistance to change and implements approaches to address these issues.</li> <li>Develops contingency plans for major resistance and/or unpredicted issues in implementing change.</li> <li>Facilitates &amp; leads strategic change and complex reorganization within Ministry; creates an environment where people understand the need to change; feel inspired &amp; empowered to develop and deploy their new</li> </ul>
	CEO			

				<p>ideas.</p> <ul style="list-style-type: none"> <li>• Communicates and shares information from the top of Government; gives consistent signals regarding expectations of others; ensures lessons learned from change initiatives.</li> <li>• Creates a climate for continuous improvement, role models new ways of working and new ways of thinking; retains respect for traditional values.</li> <li>• Constantly challenges how the Ministry delivers value for UAE citizen.</li> <li>• Uses focus on greater whole of the Federal Government to understand how changes in other Ministries inter-relate with own, manages interrelationship effectively</li> <li>• Consults and constructs teams of people to generate ideas.</li> <li>• Uses tools and techniques to stimulate others creativity.</li> <li>• Takes appropriate risks in pursuit of improvements and supports others in doing so.</li> <li>• Builds on healthy debate as a tool for driving through organizational improvement and advancement.</li> <li>• Talks positively about flexibility and the need for change.</li> <li>• Benchmarks within and without the organisation and industry to stimulate ideas for change.</li> <li>• Supports the change process by encouraging others to take ownership of driving it forward.</li> <li>• Recognises unspoken organizational constraints; what is and is not possible at certain times in certain positions.</li> <li>• Understands the industry's/profession's/economy's informal structures; identifies key decision-makers and influencers.</li> <li>• Addresses the reasons for on-going organizational behavior involving the underlying problems, opportunities or political forces affecting the organisation.</li> <li>• Benchmarks financial data against world class organisations.</li> </ul>
Senior Management Roles	Special A	PL6	Champions new ideas and supports key individuals and groups of employees to move the change	<ul style="list-style-type: none"> <li>• Translates organizational change strategies into specific and practical goals, processes, and time frames.</li> <li>• Communicates realities and reasons for change and develops strategies for managing it.</li> <li>• Champions new ideas and supports others to plan and implement change initiatives and generates momentum and genuine enthusiasm</li> </ul>
	Special B			

			forward	<p>for change.</p> <ul style="list-style-type: none"> <li>• Develops and implements strategies to transition from the current to future situation.</li> <li>• Identifies the support mechanisms to help people to develop a clear understanding of what they will need to do differently, as a result of changes in the organization</li> <li>• Understands &amp; overcomes complexities of major change; considers the implications of change in own areas; develops transformation change plans.to overcome (passive/active) resistance to change</li> <li>• Benchmarks against other organizations and countries; brings new thinking and new ideas into Federal Government</li> <li>• Is able to spot specific opportunities that will create value for Federal Government and aligns support, resources and activities to deliver change;</li> <li>• Works proactively with other Ministries as required to drive change forward.</li> <li>• Uses problems and difficult situations as a means of initiating change.</li> <li>• Recognises and exploits opportunities by moving quickly to implement changes in own area.</li> <li>• Proactively initiates change in the workplace to achieve improvements in quality or efficiency.</li> <li>• Questions traditional thinking in order to initiate new perspectives. Evaluates ideas for practicality and feasibility.</li> <li>• Uses different styles and approaches, as needed, to be effective with different people and circumstances.</li> <li>• Understands the organizations' informal structures; identifies key decision - makers and influencers.</li> <li>• Works behind the scenes to lobby support for a new venture.</li> <li>• Prepares budgets, allocating resources in the most effective way to achieve objectives and targets.</li> <li>• Understands the roles of various external stakeholders and how they impact business decisions.</li> <li>• Sets and monitors clearly defined and realistic, but stretching objectives and targets; takes corrective action when financial results are below budget or over budgeted.</li> </ul>
	1	PL5		<ul style="list-style-type: none"> <li>• Welcomes new ideas and promotes the advantages of strategic</li> </ul>

	2		<p>Ensures the implementation of change happens smoothly and identifies actions to deliver change</p>	<p>change programs within their team.</p> <ul style="list-style-type: none"> <li>• Explains the process, implications and rationale for change to those affected by it.</li> <li>• Involves others in planning for and implementing change, working to gain buy-in for change from relevant stakeholders.</li> <li>• Clarifies the potential opportunities and consequences of proposed changes.</li> <li>• Is aware of how people react to change and helps to overcome resistance within their team.</li> <li>• Implements or supports various change management activities (e.g., communications, education, team development. coaching)</li> <li>• Is able to provide clear change leadership even in the absence of leadership from above.</li> <li>• Translates strategic change into what needs to be done locally; sees prime role as change agent; communicates regularly and helps people see the case for change positively.</li> <li>• Lobbies key stakeholders to develop support for new ideas; develops robust arguments to convince others to act or to change their behavior</li> <li>• Actively develops case for change within/outside organisation; works skillfully to overcome resistance</li> <li>• Maintains motivation and effective performance of self and team in the face of constant change and significant obstacles.</li> <li>• Develops ideas and thinks through to an innovative conclusion.</li> <li>• Builds on information and ideas provided by others.</li> <li>• Improvises effective solutions when faced with ambiguous and difficult situations.</li> <li>• Organizes the work and reviews priorities of self and others to meet changing needs.</li> <li>• Takes into account external environmental factors when planning an approach.</li> <li>• Uses corporate language and style for maximum effect.</li> <li>• Takes into account political influences on decisions.</li> <li>• Understands the department's informal structures; identifies key decision - makers and influencers.</li> <li>• Performs cost benefit analysis considering both long term as well as short-term benefits for all significant expenses to support a course of</li> </ul>
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Supervisory Roles	3	PL4		
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	5	PL3		
	6			
Support Roles	7	PL2		
	8			
	9	PL1		
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## 9. STRATEGIC THINKING

Definition :		Rationale :		
The ability to create and articulate a clear vision for the future and link strategic objectives to work priorities. This includes taking a long-term view of organizational priorities, building and communicating a shared vision with others, generating an excitement towards this vision and inspiring others to achieve strategic goals.		To enable leaders to see high level patterns or relationships between complex situations; being focused on the long term, big picture issues, as well as the day to day business. Leaders need to use cognitive ability, analyze facts, think strategically and develop innovative & creative options. Leaders are acting as a catalyst for organizational change, influencing and inspiring others to translate the vision into action.		
Job Category	Grade	Proficiency Level	Description	Behavioral Indicators
Leadership Role	DG	PL7	Leads and develops the clear vision and goals of the organisation and communicates the same to stakeholders	<ul style="list-style-type: none"> <li>• Sets the vision and goals of the organisation/department and communicates these to stakeholders.</li> <li>• Anticipates and monitors changes in the business environment and uses this to lead the development of the strategic plan for the organisation/department.</li> <li>• Thinks beyond the immediate work environment and makes decisions in the context of the total environment.</li> <li>• Shows profound knowledge and awareness of the business and its environment to determine long-term issues, problems or opportunities.</li> <li>• Effectively balances long-term strategic objectives and goals with short-term priorities.</li> <li>• Thinks out to the future; analyses the most complex issues, develops clear strategy</li> <li>• Maintains focus on greater whole of Federal Government and sees the need for integration across Federal entities.</li> <li>• Generates own strategic alternatives &amp; forms strategic view for Ministry, thinking ahead, anticipating future demands; draws on</li> </ul>
	CEO			

				<p>Federal Government strategy and vision for change; communicates to staff in clear &amp; inspiring way.</p> <ul style="list-style-type: none"> <li>• Reads the political situation, understands decision making at senior levels &amp; works skillfully with the politics to make things happen; is able to read other people's motives &amp; provides political support when needed.</li> <li>• Demonstrates excellent strategic judgment bringing clarity, decisiveness and solutions to the most complex scenarios; takes calculated risks when necessary.</li> <li>• Sees need to create culture based on sound financial responsibility and discipline; delegates decision making, holds people accountable for decisions made.</li> <li>• Recognises and shares patterns that are not obvious to others.</li> <li>• Identifies useful connections amongst complex data from potentially unrelated areas.</li> <li>• Takes a global, long term view of issues, rather than a local, short - term view.</li> <li>• Identifies other businesses with the potential to build synergistic relationships for long term organizational benefits.</li> <li>• Takes the impact of decisions on all relevant stakeholders into account.</li> <li>• Rigorously probes the rationale and process used to arrive at a decision, approach, solution or recommendation.</li> <li>• Follows a logical, systematic process for researching and evaluating new ventures.</li> </ul>
Senior Management Roles	Special A	PL6	Contributes to the development of the organization's vision and strategic goals	<ul style="list-style-type: none"> <li>• Communicates the organization's vision within their team and helps team members understand their contribution to the overall strategy.</li> <li>• Thinks beyond short term objectives and contributes to the development of the organization's vision and strategic goals.</li> <li>• Demonstrates good understanding of the projected directions of external factors and trends and how changes might impact the organisation.</li> <li>• Displays and articulates for others an understanding of how the different parts of the organisation and its environment fit together.</li> <li>• Redesigns the structure and/or operations of the organisation/department or to better meet long-term objectives.</li> </ul>
	Special B			

				<ul style="list-style-type: none"> <li>• Facilitates the achievement of strategic objectives by allocating resources and focusing the efforts of the team.</li> <li>• Generates and test hypotheses or explanations for a given situation critical to long term planning</li> <li>• Brings fresh perspectives &amp; new insights; helps shape strategy; provides resources</li> <li>• Maintains focus on own Ministry; translates Ministry strategy &amp; applies to own context by creating local strategic picture; sees what needs to be done, how to do it &amp; what resource needed.</li> <li>• Communicates strategy to others so they understand, appreciate and buy in; drives for results locally via operational planning &amp; people management.</li> <li>• Understands political landscape of Federal Government; uses sound political judgment in when &amp; how to say 'no' to business, when &amp; how to manage upwards, when to confront and when to compromise.</li> <li>• Demonstrates incisive thinking in response to incisive observations; sees &amp; explains less obvious issues &amp; problems, finds innovative solutions; uses creative thinking to generate win-win business solutions; is intellectually strong.</li> <li>• Thinks logically &amp; objectively, evaluating data, assessing risks &amp; thinks through impact of options; is able to act decisively and make independent decisions, even when this may be counter cultural.</li> <li>• Analyses the strengths, weakness, opportunities and threats of situations and develops long term approaches and objectives based on these findings.</li> <li>• .</li> <li>• Actively seeks out and evaluates information, analyses the facts from different angles and chooses the best option.</li> <li>• Uses sound judgment to anticipate potential implications of all decisions.</li> <li>• Balances and considers the benefits and the risks of a particular course of action.</li> <li>• Monitors trends, using past data to forecast future trends and to assess current needs; investigates reasons for changes in trends.</li> </ul>
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	2	PL5	Manages all the internal and external issues that may affect the organization's vision, mission and objectives	<ul style="list-style-type: none"> <li>• Understands the organizations' vision, mission and objectives and reflects this in the day-to-day decisions.</li> <li>• Dedicates time and energy to focusing on the long-term improvement of operations and processes within their control.</li> <li>• Identifies internal and external organizational issues and trends that may affect the organizations' vision.</li> <li>• Takes a medium term organizational view and analyses opportunities and challenges from a larger perspective.</li> <li>• Applies a broad business understanding to improve the performance and processes of the team.</li> <li>• Prioritizes work in line with business goals, implements new initiatives in accordance with the organizations' strategies, objectives and goals.</li> <li>• Applies and modifies learned concepts, models and methodologies to specific situations</li> <li>• Thinks comprehensively, sees bigger picture &amp; challenges accepted thinking</li> <li>• Is able to see wider strategic context; understands Ministry strategy &amp; accordingly contributes to and/or generates own local operational plans; communicates strategy &amp; plans so staff can understand &amp; implement.</li> <li>• Implicitly understands notions of power and authority, uses to good effect every day with sophistication; understands how the organisation works &amp; leverages.</li> <li>• Sees political landscape, knows who to influence and how to get things done at more senior Government levels whilst respectful of culture.</li> <li>• Is willing &amp; able to make decisions; gathers relevant data, identifies key issues; addresses difficult issues &amp; problems; remains objective, calm and rational especially when making decisions under pressure; is intellectually strong.</li> <li>• Makes good business decisions about what creates value &amp; makes a difference; aligns support, resources and activities around these; uses both rational and emotional intelligence to decide.</li> <li>• Applies and modifies learned concepts, models and methodologies to specific situations.</li> </ul>

				<ul style="list-style-type: none"> <li>• Uses a balance of quantitative and qualitative factors as supporting evidence.</li> <li>• Judges the degree of consultation required to gain commitment to the decision or solution proposed.</li> <li>• Analyses and presents information in a logical format.</li> <li>• Maps out complex sequences to provide greater clarity.</li> <li>• Strives to collect and validate data for evaluation of current situation.</li> </ul>
Supervisory Roles	3	PL4		
	4			
	5	PL3		
	6			
Support Roles	7	PL2		
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	9	PL1		
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