



Manual of Training based on Behavioral Competencies

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Manual of Training based on Behavioral Competencies

Output of « Maaref » Initiative
For the preferred Training Partners of the Federal Government

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Introduction:

The Federal Authority for Government Human Resources seeks to develop an integrated development system that improve the performance of human resources in the Federal Authorities in a manner that reflects positively on the levels of institutional performance. Based on the responsibilities of the Authority that set out in the Federal Decree Law No. (11) of 2008 on Government Human Resources, as amended and its executive regulations, the decision of the Cabinet No. (11) of 2012 on the training and development system for federal government employees, and the decision of the Cabinet No. (12) of 2012 on the performance management system for federal government employees. This resulted in a set of regulations, which facilitates the work of the human resources departments in the Federal Authorities, such as the performance management system for evaluating and developing the performance of the employees, the training and development system seeking an effective training based on adapting the training to the actual needs of the employees, in addition to the competency framework developed at the federal level that seeks to identify an accurate definition of the form of the functional performance of the employees in the Federal Authorities, and to be a point of comparison between their actual performance and targeted performance that determines the performance gap in their performance.

The performance management system is linked to the behavioral competencies framework, where the employees' performance evaluation is based on the extent of their behavioral competencies, and a close link must be established between them and the training and development system. Therefore, the Federal Authority for Government Human Resources has a detailed study of training to be built on the behavioral competencies, facilitating the process of developing the skills and competencies required by the employees in the federal government to ensure that all training programs contribute to improving the overall performance of the employees, and that those programs provided by the preferred training partners of the Federal Authority for Government Human Resources within the "Maaref" Initiative is achieving its objectives, which is reflected on the quality of training and raise the compliance with policies and regulations of the Authority and Government Federal Authorities.

Based on the aforementioned, the Authority has developed this manual of training based on behavioral competencies depending on the best practices in this field in order to reduce the gap between the actual performance and the targeted performance of the employees (which the performance management system helps to define), by selecting training programs for employees and to identify the skills, capabilities and knowledge they should acquire after comparing them to the level of their behavioral competencies specified in the performance management system. Based on the results of this comparison, we identify the appropriate training programs to them to improve the level of mastering these competencies in accordance with the instructions and procedures of the Federal Training and Development System. This process shall be performed in such a way as to ensure that the training and development system is structured so that their training is built on these competencies in a specific and clear manner. This will

contribute to the provision of appropriate training that results from a training need that has been determined based on the results of the employee performance evaluation, as an output of the performance management system associated to behavioral competencies.

This manual strengthens the regulations and policies of the Authority aimed at achieving the best performance rates, and strengthens the government's efforts to improve individual and institutional performance in the Federal Authorities, implementing the best practices leading to enhancing the investment of available resources and achieving the targeted results from enhanced training for the productivity of the employees. It is an institutional activity based on upgrading the cognitive, skill and behavioral capacities of employees to achieve institutional objectives more efficiently and efficiently at different individual, collective and institutional levels.

This manual is directly targeted the human resources departments in the Federal Authorities, which is the main body to implement what is included in the training and development system, and spread it on the employees. Therefore, it targeted the employees and their direct managers who are responsible for the application of the components of the manual and analyzing their training needs based on grades of their behavioral competencies that appear in the results of the performance management process.

First Chapter

General Framework

First: Definitions

In the application of the provisions of this Manual, the following words and expressions shall have the meanings indicated below, unless the context otherwise requires:

Federal Authorities: Ministries, public bodies and institutions and organs of the federal government subject to the provisions of the law.

Law: Federal Decree Law No. (11) of 2008 on Human Resources in the Federal Government, as amended.

Authority: Federal Authority for Government Human Resources.

Senior Management: Undersecretary of the Ministry, Assistant Undersecretary and the like.

Human Resources Department: The administrative department concerned with human resources in the Federal Authority.

Organizational Unit: The administrative unit followed by the job position in the organizational structure in the federal authority.

Function: A set of tasks and duties specified by the Competent Authority for clarifying the special roles that the job include within the organization in accordance with the provisions of the law.

Job Title: A name that refers to a specific role in a job that has been evaluated at a certain level in the organization's organizational structure.

Performance Management System: The system for evaluating the performance of federal government employees that approved by the Council of Ministers Decision No. (2/2/20 of 2012).

Individual Development Plan (I.D.P): Individual Development Plan is an action plan developed in a manner appropriate to the function of the person concerned to develop specific competencies (knowledge, technical, leadership or basic behavioral competencies) that would improve his/her performance in his/her current job or to prepare him for other future responsibilities.

Behavioral Competency Framework: A general framework that includes the skills (leadership or basic) that are measurable, which must be met by federal government employees.

Skill Level: A level describes the degree of gradient complexity and the importance of behavioral indicators at each level so that their level of difficulty and importance increases as the functional grade increases.

Behavioral Indicators: These indicators provide information and details on the specific behaviors of each competency at each level, with examples of how this efficiency is developed, tested and applied, and the behavioral indicators at each level of efficiency are illustrative, which means that other similar patterns if behaviors are also acceptable.

Training: Training has several types and forms. For making use of the manual, training here means theoretical or applied training carried out in designated places in the presence of a trainer.

Training and Development System: The system for training and development of federal government employees, which is approved under the Council of Ministers Decision (11) of 2012.

Training Programs: A training unit that includes a specific learning curriculum within specific training hours in order to provide employees with the necessary knowledge, skills and competencies according to a pre-approved training plan.

Maaref for Preferred Training Partners: Maaref initiative of the Preferred Training Partners in the Federal Government' selects the best training providers in the UAE according to professional standards, and classify them as preferred federal government training partners linked to the federal government agencies in order to benefit from their services and training programs at competitive and free prices and offers.

Preferred Training Partners: Training providers limited and selected by the Federal Authority for Government Human Resources within the "Maaref" initiative.

Second: The General Framework of Behavioral Competencies

The general framework of behavioral competencies is deemed the mainstay of various systems, including the performance management system and other systems related to it, such as the training and development system of federal government employees, the job succession system, and description and classification system.

The objective of this framework is to give the direct managers and employees a holistic understanding of the concept of competencies and the mechanism of its usage. It also helps employees to understand, develop and acquire the basic and leadership skills, abilities and behaviors that help them to perform their functions effectively, manage their professional progress and employ their full potential, as this system indicates the required competencies from the employees, regardless of their functional levels.

The behavioral competencies framework defines as "a general framework that includes some of the skills (leadership or basic) that are subject to evaluation and which must be met by the employees of the ministries and Federal Authorities." This definition shows that the competency framework includes a range of skills, fields of knowledge and

behaviors to be met by the employees that help them to perform their functions distinctly, where the indicators of the competencies describe the behaviors required to be met by the employee, which include, for example, but not limited to, the possibility of the existence of other indicators that have not been addressed but they are acceptable in this regard. Behavioral competencies are divided into two parts, are:

Leadership Competencies

Leadership competencies are among the main competencies for roles and positions within leadership and higher positions, which have been prepared in line with strategic thinking, strategic directions and the development of federal leadership. Leadership competencies consist of three types:

- Strategic thinking.
- Empowering employees and developing their capabilities.
- Leadership Change.

Basic Competencies

The basic competencies include the general competencies that are required to be met by the federal government employees in the 10th grade and above so that the Federal Authority can achieve its objectives and vision. They were prepared in the light of Emirates' strategic vision, the UAE Government's strategic plan and the Professional Code of Conduct.

- Accountability.
- Managing resources effectively.
- Focusing on results.
- Focusing on customer service.
- Communication and Communication Skills.
- Working in a team.

"To find out more about the behavioral competencies and their respective characteristics, please review the general framework of behavioral competencies in the Federal Government of the UAE available on the website of the Federal Authority for Government Human Resources

Third: Scope of Application

This manual applies to all posts in all grades in Federal Authorities that subject to the provisions of the law. It is used as a non-binding guideline by the federal authorities.

Fourth: Objectives and Responsibilities

Objectives

Designing the training based on the behavioral competencies identified in the general framework of behavioral competencies in the federal government of the UAE that based on enhancing the ability of employees to achieve the required performance.

Employing behavioral competencies as a basis for implementing and simplifying training needs analysis, leading to greater accuracy in meeting the training needs of employees and institutions in the federal government.

Employing behavioral competencies as standard criteria for determining the cognitive and behavioral objectives of the training courses, reflecting the accuracy and credibility of the evaluation of the training outcomes of these courses.

Employing behavioral competencies as an input used by the Federal Authorities to train their employees to fill current and future vacant positions by providing the necessary training for the targeted employees.

Responsibilities of the Federal Authority for Government Human Resources

The functions of the Authority are represented as follows: "The training and development system of the employees of the federal government", in addition to the following:

- Selecting and including training programs in this manual and linking them to the competent competencies according to the appropriations issued by the National Qualifications Authority.
- Updating the training matrix database based on behavioral competencies.
- Monitoring the impact of training on the development of competencies and skills, and measuring the return on training that implemented by the Federal Authorities and training providers.
- Updating the standards and criteria of selecting training providers by the Federal Authorities in order to ensure the highest standards of training.
- Updating the standards and criteria of the training programs provided by the training providers by the Federal Authorities in order to ensure the highest quality standards of training that achieved these objectives.

Responsibilities of senior management in Federal Authorities

The responsibilities of the senior management are all those indicated in the "Training and Development System for Federal Government Employees", in addition to the following:

- General supervision of the application of the manual in the Federal Authority.
- Ensuring that the competency-based training plan conforms to the strategic plan of the Federal Authority.

Responsibilities of human resource departments and / or departments concerned with training

The responsibilities of human resources departments and / or departments concerned with training are as described in the "Training and Development System for Federal Government Employees", in addition to the following:

- Explaining the training manual that based on behavioral competencies in the federal government to the departments and employees in the Federal Authority.
- Coordinating with the training providers in Maaref or role of the specialization attested to implement the training programs indicated in the manual.
- Ensuring the compliance of direct managers with the manual when selecting the training programs for employees.
- Ensuring that direct manager are directing their employees to update individual development plans (I.D.P) based on the inputs of the manual in coordination with their direct managers.

Responsibilities of Direct Managers

The responsibilities of the direct manager are all those indicated in the "Training and Development System for Federal Government Employees", in addition to the following:

- Raising the awareness of the employees on the directions of the manual for training based on behavioral competencies.
- Participation of employees in identifying their training needs and updating their individual development plans (I.D.P)
- Identifying the training programs for employees based on the results of their performance evaluation and the desire to develop the business, taking into account the behavioral competencies to be developed.

Responsibilities of the Employees

The responsibilities of the employees are as indicated in the "Training and Development System for Federal Government Employees", in addition to the following:

- Proper understanding of the competency-based training manual adopted by the Federal Government.
- Selecting the most suitable training programs to develop competencies and skills based on the results of their performance evaluation in relation to their specific competencies.
- Identifying their training needs in collaboration with their direct managers on the basis of competency-based training, and updating their individual development plans.

Responsibilities of Training Institutes and Centers

The responsibilities of training institutes and centers are as follows:

- Adopting training programs from the National Qualifications Authority.

- Updating the list of training programs approved by the National Qualifications Authority, and including them in the manual in coordination with the Federal Authority for Government Human Resources.
- Proposing and classifying new training programs according to the competencies adopted in the federal government and the performance management system of the employees, in coordination with the Federal Authority for Government Human Resources.
- Following-up the commitment of trainers and trainees in training programs by directing their contents with targeted behavioral competencies.
- Designing training tests (fulltime and remote), taking into account the targeted behavioral competencies, and taking them into account when measuring the training impact.

Responsibilities of the National Qualifications Authority

The responsibilities of the Authority are as follows:

- Ensuring that the preferred training partners within the Maaref initiative are properly obtained the required license and approvals.
- Indicating the extent to which the content of the general and specialized training programs provided by the training partners within "Maaref" initiative conforms to the criteria determined by the National Qualifications Authority.
- Determining the equivalent of each training program of accredited training hours.
- Adopting and equating professional and specialized certificates issued by training partners to federal government employees.
- Providing the Federal Authority for Government Human Resources with the lists of training partners who have been approved periodically.

Second Chapter

Application phases of the Manual at the level of the Federal Authority

Selection Phases of Training Programs according to Competency

The training manual based on behavioral competencies consists of several phases, all of which are integrated with the training and development system phases, enforcing its terms and conditions. Hereinafter the five phases necessary to apply the training manual based on behavioral competencies, as explained below.

Phase I: Identifying the Performance Gap

The main objective of the training is to fill the gaps in the level of efficiency that the employee actually has and the level of efficiency required for the job. These gaps are shown through the results of the performance management system that show the level of the performance gap and the deficiencies in the employee's performance.

Phase II: Competency Selection

After identifying the shortcomings of the performance, the employee shall, in collaboration with the direct manager, and with the help of human resources department, identify the competencies that must be developed based on the results of the evaluation of the employee in the performance management system to meet the deficiencies in the performance of that employee, according to the general framework of behavioral competencies in the federal government.

Phase III: Identifying the Targeted Training

In determining the shortcomings of performance, indicating the behavioral competencies to be developed to fill that gap, the identification of skill level to be developed should begin to improve the level of competence of the employee. Based on the level of skill, the amount and type of training intervention required will be determined to enable the employee to achieve the expected performance and filling the gap in performance.

Phase IV: Selection of Training Programs

In determining the amount and type of training necessary for the employee to develop his or her skills to enhance his or her ability to fill gaps in performance and to exercise the defined competencies effectively, the related training programs are reviewed and the most appropriate programs are identified to match the actual needs of the employee in order to select the programs achieving these objectives, taking into account the capabilities of training providers and the quality of these training programs, the amount of specialization and the certified professional certificates, taking into consideration when selecting them that the training providers shall fulfill and achieve the following criteria:

- The training programs provided by accredited training providers within the Maaref Initiative are approved only, which include all the required data, such as

objectives, subjects, conditions, evaluation mechanisms, and their suitability for the trainees' levels.

- Training programs related to behavioral competencies are adopted according to the general framework of behavioral competencies in the federal government. Training programs unrelated to behavioral competencies are dealt with separately other than what has been specified in this manual.
- Training providers shall inform the Federal Authority for Government Human Resources of any change in the training programs approved by this manual and related to behavioral competencies.

Phase V: Updating the Individual Development Plan

After selecting the training programs, the employee, in cooperation with his direct manager, shall update the individual development plan, as stated in the training and development system for the employees of the federal government in order to include the approved training programs. The plan includes the competencies to be developed in the employee to fill the performance gap appeared when applying the performance management system, indicating the necessary skills to empower these competencies and programs that the employee shall develop, provided that human resources shall be informed of these updates to give its opinion, if necessary.

Third Chapter

Application of the Manual at the level of Training Providers

Training providers are an important and necessary part of the training methodology based on behavioral competencies. The Federal Authority for Government Human Resources has selected the best service providers in the State (who have met the standards and requirements of the Authority) to enrich knowledge and develop competencies at the federal government level, supporting and finding better clarification for training programs based on the behavioral competencies. The Authority has developed the so-called "training matrix for the development of behavioral competencies". This matrix includes the behavioral competencies identified in the framework approved by the federal government and the proposed training programs to form an input to develop those competencies (the matrix is attached to this manual). Therefore, they must take specific steps to comply with the procedures of the Authority in this regard so as to be able to apply this manual effectively. Accordingly, their responsibility is to provide relevant programs that have an impact on the development of works. To achieve this, they must achieve several steps, including:

- ❖ Registration in Maaref System
- ❖ Identifying the general framework of behavioral competencies
- ❖ Identifying Training Programs
- ❖ Approving Training Programs
- ❖ Implementing Training Programs
- ❖ Evaluating Training Programs
- ❖ Measuring Training Impact

1. Registration in Maaref System: In order for the service provider to carry out training programs, they must first be licensed according to the standards of the concerned authorities in the UAE and then fulfill the requirements and criteria of the Federal Authority for Government Human Resources to be registered in Maaref System as a preferred training provider approved within Maaref Initiative, which ranks training providers based on specific steps that described in details on Maaref website, at www.maaref.gov.ae.

2. General Framework of Behavioral Competencies in the Federal Government: After registering and obtaining official approval as a preferred training partner, the service provider should read and understand the definition of the General Framework of Behavioral Competencies in the Federal Government of the UAE. The service provider classifies his/her training programs submitted to the Federal Government based on this framework. Therefore, they must read and understand the behavioral competencies and understand their own levels to be able to propose programs that benefit the employees and lead to improve the performance in the federal government.

3. Identifying Training Programs: After reviewing the general framework of behavioral competencies in the federal government of the United Arab Emirates, the service provider will communicate with the officials in Maaref and review the training needs

of the target category, the appropriate training programs, provided that initial proposals for each training program that includes the following shall be developed:

- The scope and address of the training program.
- Program language.
- The behavioral objectives of the program and its themes.
- Competency / competencies to be developed in the program (based on the general framework of behavioral competencies).
- Skill level (based on the general framework of behavioral competencies).
- Proposed duration and dates of programs.
- Places of courses.
- Admission conditions for the program, if any.
- The evaluation mechanism of the trainees, and the evaluation methods of the program.
- Curriculum vitae of the trainers, and data of training program coordinator.

After the submission of the program proposals, including all the above-mentioned information, Maaref teamwork reviews and gives preliminary approval to the content complies with a number of the criteria set by the Authority, including:

- Training programs are depended on the accredited service providers in Maaref only.
- Training programs that contain all the required data are approved. If the service provider cannot deliver any data, the application will not be considered.
- Approved programs are that rely on programs associated to behavioral skills according to the general framework of behavioral competencies in the federal government of the United Arab Emirates. Training programs that include the development of specialized competencies shall not be deemed included in the training matrix of behavioral competencies.
- Training providers should inform the Federal Authority for Government Human Resources of any change in the approved training programs, in terms of changing the name or objectives or if they are dropped from the provider's plans.

4. Approval of programs by the National Qualifications Authority: After the National Qualifications Authority reviewed the specific programs by the training providers, these providers shall review the National Qualifications Authority to approve the training programs identified by the Authority. If these approvals are obtained, the training providers shall inform the concerned persons in Maaref so that these programs become effective.

5. Declaring the implementation of specific training programs according to the needs of the Federal Authorities: After the completion of the previous step involving the adoption of training programs, the Federal Authority for Government Human Resources shall announce the specific training programs agreed upon with the training providers, after which the federal government agencies shall communicate with the

training program coordinators with the training providers and to directly register these programs.

6. Evaluating Training Programs Provided: In coordination with the Federal Authority for Government Human Resources, the training providers will conduct, at the completion of the training programs, an evaluation to these programs in order to measure the extent of their commitment to what has been indicated in the third step and that they meet the criteria and objectives of the training programs matrix for behavioral competencies as well as its predefined objectives.

7. Measuring the Impact of Training: Training providers shall, in cooperation with the Federal Authorities and in coordination with The Federal Authority for Government Human Resources, carry out the process of measuring the training impact to ensure that the training achieves its objectives and that the target employees are met the required level of skill to develop their behavioral skills, and that it reflected on their functional performance.

Annexes

Training Programs Matrix Related to Behavioral Competencies

Competencies defined in the general framework of behavioral competencies in the federal government are linked to the training process and training programs that suit each behavioral efficiency according to the job level and rank of the seven levels of performance adopted in the framework. As the framework aims to give the direct managers and the employees a holistic understanding of the concept of competencies, it was necessary to clarify the relevance of these competencies to the training processes, as explained in the training manual based on behavioral competencies.

In order to facilitate the targeted and users of the general framework of behavioral competencies, this annex, which outlines a set of training programs suit to the requirements of achieving specific behavioral competencies according to the seven specific performance levels, has been added. This annex explains proposals for training programs that do not qualify to be mandatory to the Federal Authority, but it may reach the specific performance levels in the general framework of the behavioral competencies of federal government employees. Each program has a description of the objectives of these training programs, including the three learning levels in training (information, skills and behavioral directions).

The Federal Authorities have the option either to add or choose other programs to these proposed programs based on the specific training needs of its employees according to the training plans, to be guided by clear institutional criteria in selecting the best providers to ensure the achievement of the objectives of these programs and workshops.

For the convergence of functional levels and the nature of the overall tasks of some levels of performance, the seven performance levels were set according to the general framework of behavioral competencies in three groups. The first group includes performance levels PL7 + PL6 + PL5. The functions of this group fall within the range of leadership functions, Group 2 includes performance levels PL3 + PL4, and the third group includes PL1 + PL2 performance levels. Each group included a number of proposed training programs that take into consideration the general nature of the tasks included in their performance levels and took into account the differences in the nature of the work of the Federal Authorities and the functions of their tasks.

Training Programs Groups for Performance Levels

Group I: PL7 + PL6 + PL5

Group II: PL4 + PL3

Group III: PL2 + PL1

The proposed programs in the three groups took into account the diversity and comprehensiveness of their proposed training topics and training objectives for several purposes:

- Providing a reference document for training and development units in the Federal Authorities, including a description of training programs that can be proposed to the employees.
- The diversity of programs to include most of the functional titles within the performance levels within the single group.
- Facilitating the tasks of the training employees to propose training programs for employees or negotiate with training providers on the targeted training.

It should be noted that these proposed training programs serve only the competencies contained in the general framework of the behavioral competencies of federal government employees.

Group I:

PL7

Deputy Undersecretary + Assistant Undersecretary

PL6

Special grades A + B

PL5

First and second grades

The functions of this group according to the classification of the general framework of behavioral competencies in the federal government include functions that are similar in terms of functional level. The group has two categories, are:

- Leading Positions.
- Senior Positions.

They are leading, whose work is related to decision-making, policy-making, strategy-building, and leadership of the process of change. Therefore, the training programs required for these two categories are therefore homogeneous in nature and content. As previously indicated, the proposed programs for these positions are indicative and can be added or modified depending on the nature of the job holder or the Federal Authority.

Behavioral competence	Proposed training programs	Content of the proposed training programs	Period
	Future Strategies	<ul style="list-style-type: none">• Identifying the four basic approaches needed to build future institutional strategies.• First dimension: exerting skills to identify the need for digital technology, smart applications and institutional adoption.• Second dimension: exercising the skills of analyzing the importance of involving customers in building strategy and its impact on the future of the institution.• Third dimension: exercising the skills of defining the role of transparency and governance in building future strategies and involving partners (employees, customers, institutions).• Fourth dimension: Acquiring skills to develop innovative and creative initiatives to build institutional strategies.	one to three training days
		<ul style="list-style-type: none">• Recognizing the concept of creativity and the qualities of creators, and	

Strategic Thinking	Creative Thinking	<p>identifying the self-gaps related to the achievement of creativity.</p> <ul style="list-style-type: none"> • Practicing the skills of identifying the aspects of institutional innovation and defining the concept of creative idea or proposal. • Practicing the skills of analysis of creative idea or proposal, and determining the mechanisms for the transfer of the creative idea or proposal to be applied on the ground. • Identifying models and ways to formulate creative ideas and proposals and measuring their viability. • Recognizing best practices in the areas of developing and institutionalizing creative ideas. 	One-day training
	Results Based Strategies	<ul style="list-style-type: none"> • Practicing the skills of monitoring the operational indicators of strategic plans and indicating their quantitative and qualitative aspects. • Practicing prioritization skills and institutional initiatives and associating them to the strategy and performance indicators. • Practicing the skills of building results strategically. • Practicing follow-up skills and assessing their strategic implications. • Practicing the skills of developing ideas and institutional projects that achieve strategic results. 	One to three training days
	UAE Vision & Federal Government Strategy	<ul style="list-style-type: none"> • Learning about Emirates Vision 2021. • Identifying trends, challenges, programs and initiatives at the federal government level. • Developing the necessary methods to harmonize the work of the agency with the vision of the UAE and the strategic directions of the federal government. • Practicing networking skills and identifying areas of cooperation between federal institutions. • Developing institutional initiatives to innovate and meet challenges to achieve UAE vision and federal government strategy. 	One to three training days
	Strategic Leadership	<ul style="list-style-type: none"> • Identifying the concept of strategy, the challenges of achieving it and the strategic thinking points necessary for the leader. • Identifying the characteristics and requirements of the strategic leader. • Practicing the leadership of analyzing the institutional environment process strategically and identifying the strategic direction. 	One to three training days

		<ul style="list-style-type: none"> • Demonstrating the competitive challenges of the surrounding environment and the strategic leader's actions to address them. • Identifying the role of the strategic leader in building the organization's culture and enhancing the strategic thinking of its human resources. 	
	Strategic Planning Skills	<ul style="list-style-type: none"> • Identifying the phases of the strategy (thinking, analysis, planning, management) and their importance to achieve the goals of the organizations. • Practicing the skills of defining vision, mission, goals, objectives and strategic initiatives. • Practicing the skills of proposing and building performance indicators. • Identifying elements of strategy success. • Identifying the best practices in strategic planning. 	Three training days
Changing Leadership	Change Management Skills	<ul style="list-style-type: none"> • Recognizing the challenges of the ongoing change process at the level of federal institutions. • Practicing skills to build transition strategies from one situation to another, and promoting reliance on benchmark comparisons. • Practicing skills to develop and implement strategic change initiatives. • Developing ideas to create contingency plans to address the obstacles to planning and implementing change processes. • Leading the process of strategic change and create an environment toward it. 	One to two training days
	Benchmarking for Continuous Improvements	<ul style="list-style-type: none"> • Identifying the concept of benchmarking and identifying their areas (internal, competitive, operational, strategic and general). • Analyzing the effects of benchmarking on institutional performance, updating services and improving productivity. • Conducting the skills of management of benchmarking phases. 1. Planning - identifying the area of comparison, description and evaluation of comparison, defining the comparison point and defining the criteria for benchmarking. 2. Gathering information - implementing benchmarking, gathering information and documenting the results. 3. Adaptation - finding results, recommendations and making improvement decisions. 4. Analysis - 	One to two training days

		<p>measuring and stating benchmarking results and corrective steps.</p> <ul style="list-style-type: none"> • Practicing the skills of using benchmarking tools (process maps, process performance metrics, project management basics, questionnaires, interviews, viewing). • Practicing the evaluation skills of benchmarking. 	
	Transformational Leadership	<ul style="list-style-type: none"> • Understanding the concept of transformational leadership and its objectives. • Identifying the characteristics of the transformational leader. • Acting as transformational leader in organizational change management. • Acting as transformational leader in resisting institutional change. • Analyzing successful case studies in transformational leadership. 	One to three training days
	Ideation to Innovation to Achieve Effective Change	<ul style="list-style-type: none"> • Practicing thinking mapping skills and identifying priority ideas at the institutional level that need to be changed or developed. • Practicing the skills of evaluating ideas and indicating the possibilities of application and requirements (time, cost, effort, results). • Practicing the skills of analyzing the mechanisms of the implementation of ideas and identifying possible innovative aspects in the application of ideas developed. • Practicing the skills of identifying the technical skills and competencies required to apply innovative ideas. • Practicing the skills of developing plans for the application of innovative ideas and methods of change at the level of the agency. 	One to three training days
	Leadership Challenge	<ul style="list-style-type: none"> • Practicing the skills of achieving the first leadership requirement (good example). • Practicing the skills of achieving the second leadership requirement (vision). • Practicing the skills of achieving the third leadership requirement (challenging business methods). • Practicing the skills of achieving the fourth leadership requirement (empowering others). • Practicing the skills of achieving the fifth leadership requirement (encouraging the heart). 	Five Training days
	Leading Change Process	<ul style="list-style-type: none"> • Identifying the vision, benefits and foundations of the change process. • Building a high self-commitment to achieve the objectives of change and 	One to three

		<p>adopts a flexible and positive approach.</p> <ul style="list-style-type: none"> Using tools and techniques that stimulate the creativity of others to bring about change. Adopting constructive discussion as a tool for leadership in guiding others to meet the demands of change. Dealing with change systematically and integrating it into the organization's plans. 	training days
Empowering Leadership		<ul style="list-style-type: none"> Practicing the skills of modeling role models for others, and demonstrating personal and functional leadership practices in the work environment. Practicing the skills of shaping the vision and directing the team towards it through influence and guidance. Practicing the skills of understanding patterns of thinking through participation, and employing best practices in the field of motivation. Challenging prevailing patterns of achievement and thinking and encouraging critical and creative thinking in the team. Developing clear institutional mechanisms to link reward and recognition to achievement, and proposing clear and transparent institutional programs in this regard. 	One to three training days
	Performance Based Leadership	<ul style="list-style-type: none"> Practicing the skills of identifying and evaluating the objectives of the agency or organizational unit in order to enhance the performance of the agency. Leading a culture that enhances organizational performance and driving performance beyond expectations at all levels of the organization. Practicing the skills of providing a personal model that is open to learning and self-development to encourage training and constructive development. Practicing the skills of developing mechanisms for disseminating a culture of performance management (both individual and institutional) are practiced as an essential practice, and review the best practices in this regard. Practicing the skills of developing the institutional environment to enhance the process of facilitating exchange of ideas and enabling change. 	One to three training days
		<ul style="list-style-type: none"> Recognizing the concepts of guidance and direction and their importance in investing the capacities of individuals 	

	Effective Coaching & Mentoring	<p>and improving the output of their work.</p> <ul style="list-style-type: none"> • Reviewing the phases of guidance and direction and the difficulties of achieving its objectives and best practices. • Employing the skills of employing methods of providing feedback regularly, accurately and constructively to subordinates to encourage and improve performance. • Practicing the skills of identifying strengths in leadership competencies and areas that need to be developed. • Practicing the skills of planning the process of learning transfer systematically on a clear basis. 	One to three training days
	Brain Storming	<ul style="list-style-type: none"> • Understanding the concept of brainstorming. • Identifying the features of professional brainstorming practitioners. • Practicing brainstorming skills to solve problems or develop ideas suggestions. • Practicing problem-solving skills using brainstorming. • Practice the skills of developing problem solving and ideas using brainstorming method. 	One to three training days
	Knowledge Management	<ul style="list-style-type: none"> • Recognizing the concept and importance of knowledge management in developing human resource capabilities and effective learning processes • Identifying institutional aspects of knowledge management. • Developing clear institutional mechanisms for knowledge management. • Motivating individuals to adopt knowledge management practices. • Pursuing and evaluating knowledge management programs based on knowledge of best practices in this field. 	One to three training days
	Performance Management	<ul style="list-style-type: none"> • Understanding the concept of individual performance management. • Practicing the skills of defining performance management phases and determining their impact in achieving integrated and distinct performance. • Practicing the skills of building performance objectives. • Practicing the skills of building individual development plans and linking them to training processes. • Practicing the skills of building individual performance objectives 	three training days

		based on strategic indicators and initiatives.	
Accountability	Best Practices in Organizational Governance	<ul style="list-style-type: none"> • Recognizing best practice in corporate governance and its applications in Federal Authorities. • Practicing the skills of directing the organization to adopt best practices in corporate governance. • Practicing the skills of establishing the foundations and basis of building the institutional governance system in the Federal Authorities. • Practicing the skills of defining the role of governance in risk management and enhancing the efficiency of relationships with partners. • Practicing the skills of monitoring and evaluating the institutional impacts of governance and identify opportunities for improvement through them. 	One to two training days
	Integrity & Transparency in Executing Business	<ul style="list-style-type: none"> • Recognizing the foundations of integrity, transparency and its institutional applications. • Notifying of the best global practices that promote integrity and institutional transparency. • Practicing the skills of subjecting decisions to clear standards of integrity and transparency. • Practicing the skills of determining the basics and principles of dealing with information and achieving standards of navigation and transparency. • Practicing the skills of dealing with public opinion and achieving standards of integrity and transparency. 	One or two training days
	Organizational Policies	<ul style="list-style-type: none"> • Understanding the concept of policies. • Practicing the skills of determining the need for policies and analyzing their links to laws and procedures. • Practicing the skills of defining the elements of the policy and the phases of its formation. • Practicing the skills of reading skills within the framework of law, societal need, resources and potential, and within the balance between public good and institutional priorities, quality, efficiency and applicability. • Practicing the skills of analyzing policy components and building formal and objective conditions for their formulation. • Practicing the skills of writing policy skills and designing mechanisms to 	One to three training days

		implement their testing and evaluation.	
	Delegation of Authority	<ul style="list-style-type: none"> • Practicing the skills of defining work assignments, responsibilities and the matters to be delegated. • Practicing the skills of defining the characteristics of the responsibilities delegated to the individuals concerned, identifying the work required within them, their challenges and the time limits set for them. • Practicing the skills of following-up and monitoring the responsibilities delegated to individuals and identifying the decisions to be made regarding the outcome of the delegation process. • Practicing the skills of motivating individuals to assume delegated responsibilities and how they affect them and their decisions and actions. • Promoting a culture of responsibility in his/her employees and adopted it as a method of action. 	One to three training days
	Decision Taking Responsibilities	<ul style="list-style-type: none"> • Recognizing the dimensions of the decision making process. • Practicing the skills of determining the phases and steps of decision making. • Practicing the skills of linking the decision-making process with the foundations and standards of institutional performance. • Practicing the skills of analyzing decision using multiple methods such as problem tree and objective analysis. • Practicing the skills of decision-making skills within resource, time and cost challenges. 	One to three training days
	Governance & Business Results	<ul style="list-style-type: none"> • Practicing the skills of defining governance linkages with institutional processes, and efficiency and effectiveness standards. • Practicing the skills of building performance indicators in the application of transparency, accountability and application of governance. • Practicing the skills of reading, reporting and development of processes, procedures and policies as tools to achieve governance. • Practicing the skills of linking governance with strategy and initiatives. • Practicing the skills of evaluating the impact of governance on business results and determine their results and outputs. 	One to three training days

Managing Resources Effectively	Social Responsibility For Organizations	<ul style="list-style-type: none"> Recognizing the concept and application of community responsibility in government institutions. Practicing the skills of identifying aspects of community responsibility in government institutions. Practicing the skills of developing initiatives and projects that enhance the role of the institution in achieving its societal responsibilities. Encouraging the existence of an institutional culture that achieves the organization's commitment to its societal responsibilities. Practicing the skills of evaluating community responsibility programs and initiatives in the agency. 	One or two training days
	Organizational Partnerships Development	<ul style="list-style-type: none"> Recognizing the importance of institutional partnerships in improving opportunities for improved performance and enhancing its image. Practicing the skills of identifying and classifying partners and suppliers locally, regionally and internationally, in the public and private sectors and civil society institutions. Practicing the skills of defining the framework of partnership relations to achieve mutual benefit for all partners and gives added value to them. Practicing the skills of building partnership in line with the strategy. Practicing the skills of evaluating and selecting partners within the standards of institution enjoyed transparency. 	One or two training days
	Resources & Assets Management	<ul style="list-style-type: none"> Recognizing the basics of resource and property management and identifying their need. Practicing the skills of the economic feasibility of acquisition of resources and property. Designing standards and principles of property management effectively. Practicing the skills of building clear standards that enhance the sustainability of resources and property. Practicing the skills of managing, plan and evaluate the feasibility of resource and property management effectively. 	One to three training days
	Financial Resources Management	<ul style="list-style-type: none"> Recognizing the concept of financial management and budgets. Practicing the skills of budgeting. Practicing the skills of reading and using accounting data and financial information. 	One to three

		<ul style="list-style-type: none"> • Practicing the skills of recruiting financial data and information in the decision-making process. • Practicing the skills of reviewing financial spending and benefiting from audit results in re-planning operations. 	training days
	Utilizing Technology In Serving Resources & Operations	<ul style="list-style-type: none"> • Recognizing the importance and role of technological aspects in the service of resources and processes. • Practicing the skills of identifying aspects of performance that technology can be used to serve. • Practicing the skills of analyzing the role of smart systems and applications in the delivery of services. • Practicing the skills of analyzing the role of smart systems and applications in efficient resource management. • Analyzing the services provided to the customer and identifying possible technological interventions that can be used to enhance quality of service and reduce cost and time. 	One to three training days
	Knowledge Management	<ul style="list-style-type: none"> • Recognizing the concept and applications of knowledge management in the institutions. • Practicing the skills of developing knowledge management application plans and initiatives. • Practicing the skills of building the institutional environment necessary to implement knowledge management. • Practicing the skills of identifying the infrastructure needed to support knowledge management. • Practicing the skills of spreading awareness of knowledge management concepts and encourages others to adopt them. 	One to three training days
	Results Based Management (RBM)	<ul style="list-style-type: none"> • Practicing the skills of building smart objectives and identifying expected outcomes and outputs. • Practicing the skills of measuring the risks of the expected performance and its impact on the results. • Practicing the skills of building and monitoring of following-up and evaluation process and limiting its outcomes. • Practicing the skills of exploring evidence affecting the form of performance and making use of decision-making processes. • Practicing the skills of results-based performance reporting. 	One or two training days
	Balanced	<ul style="list-style-type: none"> • Identifying the basics of balanced measurement to achieve strategic objectives. 	

Focusing on Results	Scored Cards Professional	<ul style="list-style-type: none"> • Practicing the skills of measuring indicators, processes and internal procedures, and turning strategies into balanced objectives with indicators. • Practicing the skills of identifying optimization tools and building a better measurement system. • Practicing the skills of adopting the organization to measure the performance rates according to the directions of the strategy, and designing a system to measure the effectiveness and performance indicators. • Practicing the skills of building strategic and operational plans, building indicators and initiatives, and establishing and generalizing the measurement system, as well as building a balanced performance card matrix. 	Three training days
	Leaders For Excellence	<ul style="list-style-type: none"> • Recognizing the concept of leadership excellence and the main criterion for leadership and its sub-criteria. • Recognizing the basic concepts of excellence and the associated nine criteria (capabilities + outcomes) and how they are applied in practical fact of leaders. • Practicing the skills of applying RADAR in evaluating the administrative work and how to measure objectives compared to results for leadership and how to reach a distinct leadership concept and sustainable results. • Practicing the skills of building improvement projects to achieve sustainable excellence in various fields of administrative work and development. • Practicing the skills of identifying leadership, strategic, partnerships, operations and resource as a potential for sustainable excellence, and identifying excellence outcomes in terms of employees, customers, community social outcomes and key outcomes. 	One to three training days
	Designing Key Performance Indicators (KPI's)	<ul style="list-style-type: none"> • Recognizing the KPI's concept and its relevance to the strategy. • Practicing the skills of identifying the uses of performance indicators as a tool to align enterprise strategies. • Practicing the skills of building the performance indicators (quantitative and qualitative) for institutional initiatives. 	One to three training days

		<ul style="list-style-type: none"> • Practicing the skills of building following-up systems for performance indicators. • Practicing the skills of improving plans and initiatives based on the results of measuring performance indicators. 	
	Effective Time Management	<ul style="list-style-type: none"> • Recognizing the concept and management of time. • Practicing the skills of identifying time management obstacles. • Determining the time characteristics and institutional work requirements associated with schedules. • Practicing the skills of identifying personal pattern in dealing with time. • Developing daily methods and practices that enhance time management opportunities effectively. 	One to three training days
	Follow-up & Assessment Skills	<ul style="list-style-type: none"> • Practicing the skills of identifying organizational work requirements at organizational unit level. • Practicing the skills of building a continuous monitoring system based on the identification and determining the expected outputs and results. • Practicing the skills of building systems to document the results and outputs of the work. • Practicing the skills of building the necessary evaluation elements for work. • Practicing the skills of directing the employees to evaluate follow-up and evaluation procedures and acquiring good governance skills on business outcomes. 	One to three training days
	Services development Skills	<ul style="list-style-type: none"> • Practicing the skills of identifying the services provided and restricting their procedures and models. • Practicing the skills of analyzing services (procedures, models, feasibility) and showing their strengths and weaknesses. • Reviewing and comparing the best practices in the provision of services similar to the services of the agency. • Reviewing the performance indicators and strategies of the agency, and developing an improved proposal for the form of service delivery in terms of procedures and results, and developing an implementation plan and designing follow-up and evaluation standards. • Implementing and applying the improved service format, monitor its results, assess its quality and achieve performance indicators. 	One or two training days

Focusing on Customer Services	Customers Complaints Systems Improvements	<ul style="list-style-type: none"> Recognizing the concept and applications of customer complaints system and management mechanisms. Practicing the skills of reviewing customer complaints management systems (if any), and the skills of designing customer complaints management systems (if any). Practicing the skills of identifying methods of surveying and limiting customer problems and analysis mechanisms. Practicing the skills of building the performance standards of the customer complaints system and drop them on the existing or innovative system. Practicing the skills of evaluating the customer complaints system and its methods of management, analyzing its outputs and employing them in building the processes of improvement and continuous development of services. 	One or two training days
	Measuring Customers Satisfaction	<ul style="list-style-type: none"> Practicing the skills of building surveys to measure customer satisfaction. Practicing the skills of collecting, documenting and analyzing the feedback from the customers. Practicing the skills of developing clear institutional mechanisms to investigate and observe the problems of customers. Practicing the skills of developing an integrated response system to the requirements and complaints of customers and their documentation and classification. Practicing the skills of developing services based on the results of measuring customer satisfaction. 	One to three training days
	Distinguished Customer Services Manager Certificate	<ul style="list-style-type: none"> Practicing the skills of analyzing the relationship between customer service and the success of the organization and its performance rates. Practicing the skills of limiting the expectations of the customers and identifying the sources of their problems. Practicing the skills of developing solutions that raise customer satisfaction (individual and institutional solutions). Practicing the skills of developing communication solutions with customers and solving their problems. 	One to three training days

		<ul style="list-style-type: none"> Practicing the skills of identifying elements of excellence in customer service. 	
	Customer Relations Management (CRM)	<ul style="list-style-type: none"> Recognizing the concept of Customer Relations Management (CRM). Practicing the skills of evaluating customer by factors of influence (correlation, loyalty, satisfaction, complaints, profitability, repetition). Practicing the skills of building solutions to develop customer relationships by influencing factors and outputs of the evaluation process. Identifying the data that focus on customer relationship management (demographic, market, sectorial). Practicing the skills of building institutional strategies to manage customer's relationships. 	One to three training days
	Customer Service Standards & Requirements	<ul style="list-style-type: none"> Identifying outstanding service standards and requirements. Practicing the skills of reviewing existing services with a view to simplifying them. Practicing the skills of analyzing existing services. Practicing the skills of preparing projects for improving services, and measuring their efficiency. Practicing the skills of building services in an integrated and coherent matter with the services of partners (internal and external). 	One to three training days
Communication and Communication Skills	Interpersonal Skills & Self Development	<ul style="list-style-type: none"> Recognizing self-communication skills (verbal communication, nonverbal communication, listening, questioning, awareness of the environment, self-awareness, responsibility and accountability, building and defending self-values and beliefs). Practicing the skills of improving verbal and nonverbal communication and effective listening skills to others. Practicing the skills of self-management, promoting self-awareness and creating approaches to improve the capacity of problem solving. Practicing the skills of building questioning and making decisions. Practicing the skills of increasing awareness of the environment, identifying the principles of self-conduct in the face of responsibility, self-accountability and building self-values systems. 	One to three training days
		<ul style="list-style-type: none"> Developing his/her intellectual and dialogue skills necessary to persuade 	

	Communication Skills	<p>and communicate with individuals and groups at all levels.</p> <ul style="list-style-type: none"> • Practicing the skills of communicating with others with diplomacy and honesty, showing respect and integrity, and adopting different methods with all levels and individuals. • Understanding the purposes of others and communicating with them openly and transparently to build confidence in their own abilities. • Accepting different behavioral patterns of individuals and dealing with their learning patterns and perceptions. • Practicing the skills of developing personal approaches and approaches that can be used to influence others among the concerned individuals. 	One to three training days
	Conflict Management Skills	<ul style="list-style-type: none"> • Identifying sources, types and levels of functional conflict. • Practicing the skills of analyzing personal aspects of conflict with others. • Practicing the skills of identifying the negative effects of conflict on performance and productivity. • Developing self-contained methods to contain the conflict and deal with its sources and effects. • Practicing the skills of identifying conflict sources and developing ways to avoid them. 	Three training days
	Effective Presentation Skills	<ul style="list-style-type: none"> • Practicing the skills of defining the objectives of the presentation, the expectations of the audience, the methods that can be used to implement them, and evaluation mechanisms. • Practicing the skills of determining the appropriate audio and visual methods of presentation, and determining their compatibility with the content of the presentation. • Practicing the skills of presentation and employing diverse methods of presentation. • Practicing body language skills as a means of influencing attendance (eye contact, facial expressions, standing, movement, hands) and developing his/her use of sound to influence attendance. • Practicing the skills of dealing with difficult situations in the presentation, the behavioral patterns of the recipients of the presentation, and managing the dialogue and discussion and questions. 	One to three training days

	Effective Coaching & skills	<ul style="list-style-type: none"> Identifying the concept, characteristics and importance of the direction process and the roles of the effective guide. Practicing the skills of using the process of mentoring according to best practices. Practicing the skills of hiring the guidance process in helping employees to achieve the objectives of work and overcome obstacles. Practicing the skills of identifying the behavior of an effective guide. Practicing the guidance process linked to work and enhancing the leadership orientation of the guide's work in influencing others. 	One to three training days
	Engineering Success and Self-Capacity Development	<ul style="list-style-type: none"> Recognizing the concept of engineering success, intelligence and limits of human capacity. Identifying the links of engineering success with nervous language programming and self-development. Practicing self-investment skills and self-analysis in relation to success requirements. Practicing the skills of self-management and management of the mind and determining what is programmed the human. Promoting self-talk, positive thinking and dealing with self-development obstacles. 	One to three training days
Working in a team	Enabling Organizational Environment for Group Work	<ul style="list-style-type: none"> Practicing the skills of building and motivating a cooperative environment based on transparency, trust and respect. Qualifying the policies and initiatives of the agency to include collective action and joint production as a criterion for success. Practicing the skills of building internal incentives and awards that highlight and distinguish common effort and teamwork. Developing clear and specific institutional mechanisms to transfer the organization's priorities and objectives to all organizational units to facilitate collaboration and involve all individuals in building strategy and initiatives. Developing institutional mechanisms to monitor the relevance of the performance of managers and heads of departments to collective effort, and building the results of their evaluation and guidance mechanisms accordingly. 	One to three training days

	Building High Performance Teams	<ul style="list-style-type: none"> • Practicing the skills of building the values of the team in a participatory manner and leading its members to determine the best standards of excellence. • Practicing the skills team qualification to employ problems management systems and solving them correctively. • Practicing the skills of building team performance indicators related to work tasks and institutional initiatives. • Directing individuals to lead the team periodically and strengthen their leadership practices. • Utilizing team values and performance standards to serve the organization as a whole and build a network of internal and external relationships to facilitate team access to resources and achieve goals with minimal cost, time and effort. 	One to three training days
	The Power of Influence	<ul style="list-style-type: none"> • Recognizing the concept and components of the personality and its connection to the ability to succeed and influence. • Practicing self-evaluation skills and identifying personal patterns. • Practicing self-pattern identification skills, opportunities for self-improvement, and gap analysis compared to influential individuals. • Practicing the skills of building an influential character and strengthen its strength by persuading others and gaining their support. • Practicing the skills of strengthening the components of building the attractiveness of the personality and the power of influence (affordability, trust, commitment, flexibility, self-expression, bearing pressure, freedom from negativity and influential act). 	Three training days
	Meeting Management	<ul style="list-style-type: none"> • Recognizing the concept of meeting management, the characteristics of a successful meeting and the roles of the meeting leader. • Practicing the skills of planning the meeting agenda and organizing the time of the meeting. • Practicing the skills of dealing with constraints of meeting time management. • Practicing the skills of meeting management. • Practicing the skills of dealing with obstacles to effective meeting. 	One to three training days

	<p>Motivational Skills</p>	<ul style="list-style-type: none"> • Practicing the skills of defining concepts and applications of motivation in humans. • Practicing the skills of designing employee satisfaction measurements. • Practicing the skills of analyzing of the types of incentive and their association with motivation. • Practicing the skills of designing a comprehensive incentive system (physical and moral). • Practicing the skills of dealing with individuals, understanding learning patterns and behavior, and adopting best practices to motivate them. 	<p>One to three training days</p>
	<p>Emotional Intelligence At Work Place</p>	<ul style="list-style-type: none"> • Recognizing the types of intelligence and the concept of emotional intelligence and its connection to self-awareness. • Practicing the skills of identifying practices fall within emotional intelligence. • Practicing the skills of linking emotional intelligence to career and personal life. • Practicing the skills of employing emotional intelligence in enhancing his/her abilities in dealing with others and moving towards their service. • Practicing the skills of building self-development plan in accordance with the requirements of work. 	<p>One to three training days</p>

Group II:

PL4

Third and fourth grades

PL3

Fifth and sixth grades

The functions of this group by classification of the general framework of behavioral competencies in the federal government include functions similar in terms of the functional level. They are functions related to the implementation of strategic decisions and their conversion to operational plans and objectives, and the practicing of supervision functions of employees in the category of supporting posts. Therefore, the training programs required under this category are similar in its nature and content. The proposed programs for its indicative functions may be added or modified according to the nature and specificity of the work of the function or the federal authority.

Behavioral competence	Proposed training programs	Content of the proposed training programs	Period
	Ethical Responsibility & Public Jobs Duties	<ul style="list-style-type: none">• Recognizing the concept and requirements of the public job and the importance of adopting professional behavior by the employees.• Recognizing the role of the public employee in achieving the components of professional behavior and its components.• Determining Self-roles in preserving professional behavior towards the entity, where he works.• Practicing skills of defining the best professional behavior for keeping customers and colleagues, respecting their rights, serving them optimally, promoting the adoption of functional values and transforming them into daily practices (honesty, excellence, neutrality, economy, transparency, diligence, efficiency, justice and equality).• Promoting his/her positive behavioral attitudes to adopt best practices in the field of self-accountability and self-motivation to meet public job requirements, and to deal with obstacles to the application of professional behavior.	One to three training days
	Good Governance	<ul style="list-style-type: none">• Recognizing the concept of corporate governance and its importance in institutional work.	

Accountability		<ul style="list-style-type: none"> Identifying the relationship of governance to the management of institutional processes and to the achievement of efficiency in performance. Practicing the skills of identifying best practices in the areas of transparency, accountability and the application of governance. Applying monitoring, reporting, development, processes improving, procedures and policies methods as tools for governance. Practicing the skills of linking governance with corporate strategy and policy. 	One to three training days
	Decision Taking & Problem Solving	<ul style="list-style-type: none"> Recognizing the dimensions of the decision-making process and its connection to problems within the organization. Practicing the skills of determining the stages of decision making, from decision-making in participatory ways to the most appropriate decision-making. Practicing problem analysis skills using modern techniques such as problem tree and objective analysis. Practicing the skills of developing alternatives, evaluating them according to the options available, and the methods of selecting the best solutions. Practicing the skills of problem classification and linking them to administrative decisions through innovative methods within the challenges of time and the abundance of resources, cost and effort. 	Three training days
	Building & Strengthen Organizational Image & Culture	<ul style="list-style-type: none"> Recognizing and understanding the mission and vision of the institution. Recognizing the importance of building a positive institutional image and its relevance to the development of institutional culture. Practicing the skills of defining his/her roles and responsibilities in building the image of the institution and enhancing its positive culture. Practicing the techniques of neutralizing personal aspects and avoid dropping them on his/her roles in building the image and culture of the institution. Identifying the positive returns to employees by the existence of an effective institutional image and a distinct culture. 	One to three training days

	Strengthen Social Responsibility for Federal Organizations	<ul style="list-style-type: none"> Recognizing the concept and importance of corporate social responsibility. Identifying areas of corporate social responsibility. Identifying activities that include opportunities to adopt community-based initiatives. Practicing the skills of applying community responsibility programs and activities. Practicing assessment skills of community responsibility programs and identifying opportunities for improvement. 	One to three training days
	Organizational & Belonging Loyalty	<ul style="list-style-type: none"> Recognizing the concept of loyalty and functional and institutional belonging. Recognizing models of functional loyalty (Japanese model - German model). Practicing the skills of analyzing the impact of institutional strengthening on work productivity and self-satisfaction. Practicing the skills of expressing institutional belonging and job loyalty. Practicing the skills of identifying and analyzing indicators of job loyalty and institutional belonging. 	One to three training days
	Follow-up and Assessment Skills	<ul style="list-style-type: none"> Identifying the basis of follow-up and evaluation and their relevance to achieving targeted performance outcomes. Practicing the skills of building follow-up and evaluation plans. Practicing the skills of building performance indicators to achieve outcomes. Practicing the skills of identifying sources of evidence and methods of documentation. Practicing the skills of linking the results of follow-up to the evaluation process and suggesting areas of improvement. 	One to three training days
	EFQM Approach	<ul style="list-style-type: none"> Recognizing the concept of excellence and the main and sub-criteria within the excellence model. Practicing the qualification skills of the organization according to the standards of excellence. Practicing the skills of linking excellence standards with corporate strategy. Applying evaluation mechanisms and the mechanisms of measuring targets against results achieved. 	Three training days

Focusing on Results		<ul style="list-style-type: none"> Practicing the skills of building improvement projects to achieve sustainable excellence in various areas of institutional work. 	
	Qualifying Internal Assessors	<ul style="list-style-type: none"> Identifying multiple assessment techniques and applying the most effective tools to the organization. Practicing the skills of organizing, preparing and implementing self-assessment rounds within the organization. Acquiring the necessary skills to conduct interviews and various assessment workshops. Practicing the skills of using evaluation mechanisms to obtain results of institutional performance. Practicing the skills of preparing assessment reports for performance results and documentation of institutional learning. 	Three training days
	Balanced Scored Cards Professional	<ul style="list-style-type: none"> Recognizing the basics of balanced measurement to achieve strategic objectives. Practicing the skills of measuring indicators, processes and internal procedures, and converting strategies into balanced objectives with indicators. Practicing the skills of identifying optimization tools and building a better measurement system. Practicing the skills of preparing the organization to measure the performance rates according to the strategic directions, and designing the measurement system to ensure the effectiveness and performance indicators. Practicing the skills of building strategic and operational plans, building indicators and initiatives, establishing and generalizing the measurement system and building a balanced performance card matrix. 	Three to five training days
	Planning & Organizing skills	<ul style="list-style-type: none"> Recognizing the basics and components of planning and organization. Practicing building goals skills. Practice planning skills. Practice the organizational skills necessary to enforce the plans. Practice the follow-up and assessment skills required for planning and organization. 	Three training days
	Strategic Planning	<ul style="list-style-type: none"> Identifying the stages of the strategy (thinking, analysis, planning and management). 	Three training days

		<ul style="list-style-type: none"> • Practicing the skills of analyzing the institutional environment (SWOT BEST) • Practicing the skills of building strategic goals and indicators. • Practicing strategy building skills. • Practicing the skills of developing strategic plan evaluation criteria. 	
Managing Sources Effectively	Partnerships & Resources Maximization	<ul style="list-style-type: none"> • Identifying the role of institutional partnerships in improving the image of the entity and increasing its productivity. • Identifying the role of partnerships in achieving effective resource management and reducing its cost. • Practicing the skills of analyzing the reality of the entity and the requirements to achieve effective partnerships. • Practicing the skills of evaluating the axes of partnerships in line with the objectives of the entity. • Practicing the skills of implementing partnership and developing methodologies for their follow-up and evaluation. 	Three training days
	Operations Management & Continuous Improvement	<ul style="list-style-type: none"> • Analyzing institutional processes and identifying strengths and weaknesses. • Identifying the resources needed to manage operations and complete work phases and procedures. • Practicing operational planning skills. • Practicing the skills of implementing operations, follow-up and linking them to indicators and work plans. • Designing the appropriate methods for monitoring operations, verifying their implementation and evaluating their outputs. 	Three to five training days
	Six Sigma	<ul style="list-style-type: none"> • Recognizing the Six Sigma approach and its uses to improve performance. • Identifying the requirements for implementing six Sigma approach. • Practicing the planning skills of the Six Sigma approach. • Practicing the skills of using tools to implement the Six Sigma approach. • Practicing the organizational culture enhancement skills required to implement Six Sigma. 	Three to five training days
	Supervisory Skills	<ul style="list-style-type: none"> • Recognizing the basics of effective supervision. • Practicing the skills of defining the characteristics and behavior of the effective supervisor. • Practicing self-assessment skills compared to the characteristics of effective supervisor. 	Three training days

		<ul style="list-style-type: none"> • Practicing the skills of identifying the problems of supervision and developing solutions. • Practicing team management skills and methods of receiving feedback, and employing methods to improve his/her supervisory skills. 	
	Total Quality Management (TQM)	<ul style="list-style-type: none"> • Recognizing the different concepts of quality and its benefits to work and productivity. • Recognizing the phases of TQM implementation. • Practicing the skills of using TQM tools to enhance customer satisfaction and improve processes within the organization. • Practicing the skills of planning the application of TQM. • Practicing the skills of employing methods and methodologies of continuous improvement to promote the adoption of TQM as a sustainable institutional practice. 	One to three training days
	PMP Project Management Professional	<ul style="list-style-type: none"> • Recognizing the concept of project management and its importance in achieving productivity within the PMP approach. • Identifying project management processes within the PMP approach • Practicing the skills of analyzing knowledge areas of project management. • Practicing cost, time and risk control skills for the project. • Practicing the skills of the project professional in managing the project resources, and assesses its outputs. 	One to three training days
	Customer Service Operations Management	<ul style="list-style-type: none"> • Determines the processes of services provided to customers. • Practicing the skills of analyzing customer service operations and indicating their strengths and weaknesses. • Develops recommendations for improvement of customer service operations. • Practicing customer service development skills. • Evaluates the quality of improvements to customer service processes. 	
	Customer Care Professional	<ul style="list-style-type: none"> • Identifying the importance of customer service culture in a competitive environment. • Analyzing basic customer behavior patterns and best ways to deal with them. • Identifying strategies aimed at ensuring lasting satisfaction and loyalty of customer. 	Three training days

Focusing on Customer Service		<ul style="list-style-type: none"> • Practicing the skills of applying strategies to ensure lasting satisfaction and loyalty of customer. • Practicing the skills of developing methods of providing service to customers. 	
	Customers Complaints .System Dev	<ul style="list-style-type: none"> • Identifying the importance and characteristics of the customer complaints system. • Identifying the components of the customer complaints system. • Practicing the skills of developing existing systems for customer complaints. • Practicing the skills of building and developing the customer complaints system. • Implementing the customer complaints system and developing the necessary improvement recommendations. 	Three training days
	Customer Care Excellence	<ul style="list-style-type: none"> • Identifying the importance of customer service in the competitive environment. • Practicing effective methods in managing the expectations of customers and their satisfaction. • Practicing the skills of providing better and faster service to customer gaining their satisfaction. • Practicing the skills of identifying signs of customer dissatisfaction. • Practicing the effective respond skills to the problems of customers and find practical solutions to them. 	One to three training days
	Measuring Customers Satisfaction	<ul style="list-style-type: none"> • Identifying the importance and aspects of the process of measuring customer satisfaction and its impact on improving the services provided. • Identifying the methods of measuring customer satisfaction. • Practicing the skills of developing methods of measuring customer satisfaction (questionnaire, performance results, and focused discussion groups). • Conducting customer satisfaction reports. • Practicing the skills of analyzing the results of customer satisfaction measurement processes, linking them with operational indicators and planning for improvement processes. 	Three training days
	Customer Services Development	<ul style="list-style-type: none"> • Practicing the skills of surveying and studying customer services. • Employing methods of analysis and evaluation of customer services. • Practicing the skills of employing participatory methods in determining 	Three training days

		<p>the level of quality and efficiency of customer services.</p> <ul style="list-style-type: none"> • Developing solutions and suggesting improvements to customer services. • Practicing the skills of developing customer service and applying evaluation methods. 	
Communication and Communication Skills	Charisma & The Art of Influencing Others	<ul style="list-style-type: none"> • Recognizing charismatic personal characteristics and aspects of personal charm. • Identifying the self-strengths and building mechanisms for its investment and development. • Practicing the skills of exchanging and acceptance of ideas and opinions, and supporting others in the expression of their ideas. • Practicing tact and diplomacy skills in dealing with others and acquiring skills to influence them. • Practicing the skills of self-control, neutralize self-weaknesses and learning the techniques not to show them to others. 	Three training days
	Effective Presentation skills	<ul style="list-style-type: none"> • Identifying effective aspects and components of presentation. • Practicing presentation-planning skills, identifying and organizing the active presentation inputs (audience expectations, presentation objectives and importance, presentation content, timing of presentation, identification of audiovisual aids). • Practicing the presentation skills effectively by being control of his/her abilities (physical contact, eye contact, facial features and expressions, standing and moving, using hands and sound). • Practicing the skills of presentation management and dealing with its components (behavioral patterns and learning patterns of the recipients of the presentation, management of dialogue, discussion and questions, openness and acceptance, and self-evaluation). 	Three training days
	Brain Storming skills	<ul style="list-style-type: none"> • Recognizing the concept of brainstorming. • Analyzing and identifying the characteristics and behavior of an effective brainstorming practitioner. • Practicing problem solving skills and developing solutions using brainstorming. • Practicing the skills of employing brainstorming method to develop creative ideas, and deal with it professionally by postponing judgment on the value of ideas. 	One to three training days

		<ul style="list-style-type: none"> Enhancing teamwork and building team spirit by employing brainstorming. 	
	Emotional Intelligence & Personal Communication .Dev	<ul style="list-style-type: none"> Identifying the concept of emotional intelligence and its aspects in humans. Practicing the skills of identifying obstacles to dealing with the self and investment of emotional intelligence. Practicing self-assessment skills in relation to emotional intelligence requirements. Acquiring the best practices for developing behavior related to emotional intelligence. Employing emotional intelligence as an input to the development of human relationships, avoiding obstacles to deal with others and enhancing the ability to communicate and influence others. 	Three training days
	Interpersonal Skills	<ul style="list-style-type: none"> Recognizing the ten skills and components of self-communication. Practicing verbal and nonverbal communication skills as a basis for the ten skills. Practicing active listening skills and developing questioning skills. Practicing the skills of improve self-management and create approaches to improve problem solving. Practicing the skills of self-promotion, increasing awareness of the environment, defining the principles of self-conduct in achieving accountability and self-accountability. 	Three training days
	Effective Listening skills	<ul style="list-style-type: none"> Distinguishing between listening levels (listening) and defining its characteristics. Self-evaluation and determining the level of skill in the listening grades. Developing self-improvement techniques that improve his/her ability to master the three levels of listening. Practicing the skills of determining the requirements of work and communication with the environment compared to the levels of listening. Developing methods to manage and listen to others. 	One to three training days
	Managing Teams	<ul style="list-style-type: none"> Identifying the objectives of the team. Practicing the skills of determining the roles of team members. Practicing the management skills of patterns of behavior and thinking patterns of the team members. Practicing problem-solving skills in participatory ways. 	One to three training days

Working in a Team		<ul style="list-style-type: none"> Practicing the skills of motivating team members and evaluating team performance. 	
	NLP role in Developing Group Work Ability	<ul style="list-style-type: none"> Recognizing the concept of NLP. Practicing the skills of defining programming links by developing communication ability. Practicing the skills of dealing with columns of NLP. Practicing the skills of employing programming in achieving excellence Profile. Practicing programming skills to develop work capacity and teamwork. 	Three training days
	High Performance Teams	<ul style="list-style-type: none"> Practicing the skills of determining performance criteria for team performance and determining the roles of team members. Practicing team-oriented skills according to performance standards. Practicing the skills of analyzing the performance of the team, identifying problems and developing performance solutions. Practicing the skills of developing team performance and maintaining its sustainability. Practicing the skills of building performance indicators for teams. 	One to three training days
	Advanced Skills for Group Work	<ul style="list-style-type: none"> Showing interest in the views of others and respecting their views. Providing assistance and support to others to establish positive relationships with them. Seeking opportunities for positive action with team members. Sharing ideas and experiences voluntarily to help others. Adopting positive behavior based on initiative and understanding of the needs of others. 	One to three training days
	The Art of Managing Conflict	<ul style="list-style-type: none"> Identifying sources of conflict leading to conflict with others at work. Identifying types of conflict, its sources and its negative effects on performance and productivity. Practicing the skills of identifying conflict aspects and containment mechanisms. Analyzing the stages of conflict management. Practicing the skills of developing conflict dealing and management strategies. 	One to three training days
	Motivation skills	<ul style="list-style-type: none"> Recognizing the concept and importance of career motivation. Identifying aspects of motivation that affect performance. 	One to three training days

		<ul style="list-style-type: none">• Identifying the impact of motivation on the behavior and thinking patterns of others.• Identifying the stimulus relationship by stimulating motivation and productivity.• Identifying types of stimulation and practicing the skills of using active stimulation methods.	
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Group III

PL2

Seventh and Eighth grades

PL1

Ninth and tenth grades

The functions of this group according to the classification of the general framework of behavioral competencies in the federal government include functions that are similar in terms of the functional level. They are functions related to the implementation of decisions, plans and operational objectives. They are performing supportive and helping service activities, which harmonizes the training programs required for this category. The proposed programs are indicative and can be added or modified according to the nature and specificity of the work of the function or the federal authority.

Behavioral competence	Proposed training programs	Content of the proposed training programs	Period
Accountability	Professional Ethics Dev	<ul style="list-style-type: none">• Recognizing the importance of adopting professional behavior.• Identifying the components of professional behavior and its components.• Defining his own roles in maintaining professional behavior towards the entity in which he works.• Practicing the skills of identifying the best professional behavior to keep customers and colleagues and respect their rights and service in the best way.• Dealing with obstacles to the application of professional behavior, avoiding personal judgment, accepting the other opinion and respecting the decisions of the presidents	One to three training days
	Dealing With Civil Service requirements	<ul style="list-style-type: none">• Recognizing the concept, requirements and duties of the public service.• Recognizing the role of the public employee according to the laws and regulations.• Practicing the skills of determining the functional roles of the public employee.• Practicing the skills of defining functional values and translating them into daily practice (integrity, honesty, excellence, neutrality, economy,	One to three training days

		<p>transparency, diligence, efficiency, justice, equality, leadership).</p> <ul style="list-style-type: none"> Promoting positive behavioral trends to adopt best practices in self-accountability and self-motivation to meet public service requirements. 	
Managing Resources Effectively	Managing Time & Dealing With Stress	<ul style="list-style-type: none"> Recognizing the importance of time and its management methods. Practicing the skills of time constraints. Practicing the skills of time management and developing personal methods in his/her department. Practicing the skills of identifying resources of stress in work, its causes and effects. Practicing the skills of stress management and minimizing their negative effects. 	One to three training days
	Dealing With Resources & Properties	<ul style="list-style-type: none"> Recognizing the concept of public money and the importance of preserving it. Practicing the skills of determining the property of the entity and its role in preserving it. Practicing the skills of determining the methods of keeping the property of the entity and dealing with it carefully. Recognizing the importance of communication with stakeholders in cases of damage to property of the entity. Promoting his/her orientation towards directing others to the need to preserve the property of the entity and to reflect the positive image of others. 	One to three training days
Focusing on Results	Setting Goals & Plans	<ul style="list-style-type: none"> Practicing the skills of preparing, writing and documenting work and self-objectives. Practicing the skills of converting objectives into simplified and scheduled work plans. Practicing the skills of coordinating the activities of his/her work plan and identifying them in a way that is related to the objective of the work and his/her personal goals. Practicing the skills of following-up process, using models developed or used by the agency. Practicing the skills of dealing with obstacles to work and self-obstacles to reach the goals and achieve plans, according to the specified criteria. 	Three training days
	Distinguished Employee Skills	<ul style="list-style-type: none"> Recognizing the importance of determining the job role and expectations of management. Practicing the skills of identifying his/her career goals and building 	Three training days

		<p>his/her own standards of development and achievement.</p> <ul style="list-style-type: none"> • Developing his/her own skills in following up the indicators of work and achieving the expected results. • Practicing the skills of continuous improvement in performance and productivity. • Developing thinking skills in the priorities of work and ways to submit proposals to develop his/her work. 	
Focusing on Customer Services	Customer Service Skills	<ul style="list-style-type: none"> • Recognizing the concept and importance of customer service and its role in building the image of the institution. • Practicing the skills of determining the types of customers (internal and external) and determining the requirements of providing each service. • Practicing the skills of determining customer expectations and sources of their problems. • Practicing the skills of dealing directly with customers and how to meet their needs and find solutions to their problems. • Practicing the skills of developing self-communication skills and the ability to deal with others in order to serve customers and give a positive impression. 	One to three training days
	Customer Service Distinguished Employee	<ul style="list-style-type: none"> • Practicing the skills of defining the practices and behavior of the outstanding customer service employee. • Determining the requirements for providing outstanding service (necessary information and models for customers). • Developing self-skills related to delivering initiatives to customers and communicating with them to understand their needs and requirements. • Practicing the skills of solving customer problems and providing solutions within the scope of his/her powers. • Practicing the skills of building networks of internal relations to facilitate the affairs and requirements of customers and provide service to them within the standards of speed, accuracy and efficiency. 	One to three training days
Communication and Communication Skills	Report Writing skills	<ul style="list-style-type: none"> • Recognizing the concept and importance of reports and their types. • Practicing the skills of assessing his/her reporting capabilities. 	Three training days

		<ul style="list-style-type: none"> • Practicing the skills of reporting in terms of knowledge of their parts and the fulfillment of their formal requirements (order, punctuation, and spelling) and their substantive terms (accuracy, documentation, information). • Practicing the skills of building report information and ensuring its credibility and documentation. • Practicing the skills of employing advanced methods to display the information of the reports. 	
	Communication Skills	<ul style="list-style-type: none"> • Identifying the importance of communication in the work environment. • Identifying the work problems associated with the communication process and their effectiveness. • Practicing the skills of listening to others effectively and developing questioning skills that help to gain a better understanding. • Practicing self-expression skills and communicate clearly and accurately to convey information. • Practicing communication skills with different behavior, thinking patterns, and enhancing his/her positives. 	One to three training days
Working in a team	Effective Team Player	<ul style="list-style-type: none"> • Identifying the qualities of the team member. • Analyzing and identifying problems faced by team members. • Recognizing the behavioral patterns of team members. • Practicing the behavior of the active team member. • Practice the skills of dealing with team members. 	One to three training days
	Group Work Skills	<ul style="list-style-type: none"> • Recognizing the concept of teamwork. • Recognizing the importance of teamwork and its benefits to the organization and the individual. • Identifying individuals' roles in promoting teamwork. • Acquiring acceptance skills of teamwork members. • Practicing the work skills within a team and showing the spirit of cooperation. 	One to three training days

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