

# **Behavioral Competency Framework for Ajman Government Employees**

**2021**

## **Introduction**

As part of the efforts of the Human Resources Department of the Ajman Government to establish the leadership and competitiveness of the Ajman Government and enhance its efficiency by focusing on building human resources capable of keeping pace with the accelerating global changes at various levels and enabling government entities in the Emirate to make maximum use of the human resources available in the Emirate and the country, by developing and implementing comprehensive policies and plans in accordance with best practices in the field of human resources, which increases the Emirate's competitive capabilities and ultimately leads to the implementation of comprehensive and sustainable development plans in the Emirate; the Behavioral Competency Framework comes to be a qualitative addition to the methodology and work system in the Ajman Government, as it sets the broad outlines and clear mechanisms that contribute to preparing and qualifying leaders, and contributes to building the capacities of national cadres and competencies.

The Behavioral Competency Framework is the cornerstone of most human resources systems and various frameworks, such as performance management systems, selection and recruitment systems, rewards and promotions, training and development, and succession and career paths. Therefore, this Behavioral Competency Framework has been prepared as an integrated practical guide that includes the most important knowledge, experiences, and skills that represent the general direction of the Ajman Government in how to manage human resources systems to achieve its goals, strategy, and future aspirations.

This framework helps the direct supervisor and his employees to understand the role of behavioral competencies in evaluating the performance levels of human resources, and to identify the limits of their capabilities and potential to achieve the required goals. It also helps to identify the gap between the targeted performance levels and the current

levels, and link that to the training needs of employees and their development plans to serve the achievement of the strategic goals of the government entity.

It is worth noting here the difference between behavioral competencies and technical competencies, as technical competency frameworks represent a set of specialized and specific technical knowledge, experiences, and skills that enable an employee to perform a specific technical activity or provide a service or product (such as the ability to use a specific electronic programming language in the field of information technology or possessing a specialized cognitive skill in the areas of financial risk analysis... etc.). Therefore, technical competencies are an important element in defining and describing what the employee needs of knowledge, skills, and experiences necessary to perform his job duties effectively and distinctively. In general, a competency may represent an entire job family, or reflect specific roles and levels or special functions within the same job family.

While this edition presents the Behavioral Competency Framework for the Ajman Government and explains the connotations and indicators of the presence of the required knowledge, experiences, and skills for each level of behavioral competency, the Human Resources Department of the Ajman Government has issued another guide that presents the specialized technical competency framework and explains the connotations and indicators for identifying the specialized technical knowledge, experiences, and skills required for each level of specialized competency according to the job family.

## **Behavioral Competency Framework for Ajman Government Employees**

### **Leadership Spirit**

- Human Enabler
- Good Role Model
- Open to the World

### **Achievement and Impact**

- Focuses on Goals and Excels in Achieving Results

- Makes Smart and Effective Decisions
- Demonstrates Responsibility
- Communicates Effectively

## **Future Outlook**

- Innovative and Motivator for Change
- Develops Self and Learns Continuously
- Foresights the Future

## **The New Behavioral Competency Framework for Ajman Government Employees**

Three main competencies: including ten sub-competencies.

Each competency has four levels: each level reflects the gradation of proficiency and mastery required. At their basic levels, they represent roles and functions such as executive jobs, and at their higher "more complex" levels, they represent roles and functions such as advisory and leadership jobs.

There are positive indicators for each competency that help verify the existence of the necessary skills, knowledge, and experience for its achievement, called "Competency Achievement Indicators"; there are also negative indicators that point to the required areas of development, called "Competency Weakness Indicators".

There is a competency map that shows the required competency levels according to job categories and roles.

## **Leadership Spirit**

### **Human Enabler**

Definition: The ability to motivate, encourage, support, guide, provide training opportunities, and delegate authorities in preparation for assuming higher responsibilities and roles, to achieve goals sustainably.

## **Competency Achievement Indicators**

### **First Competency Level**

- Shows interest in knowing the corporate culture and applying its values in the government entity.
- Completes tasks with the required quality, shows readiness to take on greater responsibilities, and looks forward to participating in work teams.
- Seeks to develop his technical and professional skills related to his work tasks and is keen to take advantage of available training opportunities inside or outside the government entity.
- Shares information and experiences with his colleagues to help them.

### **Second Competency Level**

- Seeks to develop the leadership and administrative capabilities of his employees/work team.
- Encourages a culture of teamwork.
- Transfers knowledge and experience to his employees to improve individual and institutional performance.
- Encourages and motivates employees to take advantage of all available training and development opportunities.
- Involves his employees in the decision-making process, taking on greater responsibilities, and participating in projects that enhance their sense of responsibility and develop their leadership roles.

### **Third Competency Level**

- Places enhancing the capabilities of his employees and work teams at the top of his priorities and is keen to develop their abilities and build a new generation of leaders.
- Gains the trust of his employees, involves them in decision-making, and encourages their leadership skills.
- Plays a clear role in directing and guiding his work team.

- Identifies talented individuals and those with exceptional performance and delegates to them the necessary authorities to make decisions.
- Delegates authorities to his employees after ensuring a clear understanding of the objectives and the scope of the assigned responsibilities.

## **Fourth Competency Level**

- Creates an environment that encourages investment in human capital development and the sustainability of a methodology for qualifying and preparing a second line of leaders and specialists with high competencies.
- Establishes a culture of knowledge transfer and promotes mentoring and guidance programs, supports delegation of authorities, and encourages decision-making and taking responsibility for the results.
- Promotes a culture of opinion polls on how to perform work, to develop a more flexible and effective work environment in decision-making and achieving goals.

## **Competency Weakness Indicators**

- Views investment in human capital development as a cost or financial burden.
- Does not believe in employee opinion polls and may question the validity of their results or the use of their recommendations.
- Does not trust the performance of his employees and is unwilling to delegate authorities or distribute responsibilities.
- Does not share technical or professional knowledge with others.
- May get into the small details of lower operational/managerial levels.

## **Leadership Spirit**

### **Good Role Model**

Definition: The ability to positively influence others, inspiring those around him and those who interact with him through his conscious behavior, good morals, and fine qualities.

## **Competency Achievement Indicators**

### **First Competency Level**

- Is persistent, optimistic, communicates positively, and cooperates with others.
- Adheres to professional ethics and etiquette, is honest, and demonstrates integrity, honor, and fairness in all his dealings.
- Shows humility and tolerance in his interactions with others.
- Is smart in his communication with others and is keen to leave a good impression on those around him.
- Works to respect everyone he interacts with in his internal work environment, including colleagues, superiors, and subordinates, as well as the external environment of customers and strategic partners.

### **Second Competency Level**

- Possesses a positive spirit and spreads hope and optimism in the work environment, especially when facing work pressure.
- Perseveres in achieving goals, overcoming challenges, and finding solutions.
- Maintains positive relationships with colleagues and manages conflicts with balance, tolerance, and awareness.
- Is socially intelligent, values cooperation, information and experience exchange, and understands the advantage of teamwork.
- Is responsible in his statements, conveys information clearly and positively, and keeps his promises.

### **Third Competency Level**

- Reflects the image of a successful leader; inspires, encourages, and motivates others through his dealings and his style of managing relationships and communicating with the work environment.
- Promotes and establishes the values of transparency, justice, tolerance, and non-discrimination in the work environment.

- Is keen to promote the concepts of happiness and positivity in the work environment; and spreads the concepts of balance between work life and personal life among his employees and work teams.
- Encourages a culture of effective and continuous communication among all parties in the government entity, ensures the accuracy and correctness of information, and promotes the concept of transparency in transactions and decisions.

## **Fourth Competency Level**

- Adopts trends and initiatives that establish a positive corporate culture that calls for a happy work environment and increases employee satisfaction and loyalty to their jobs and their government entity.
- Adopts trends and initiatives that establish the achievement of the highest levels of integrity, honesty, transparency, and justice in the government entity.
- Promotes a culture of non-bias towards any group and enriches the advantage of diversity in the government entity.
- Develops methodologies that promote good societal principles and national values in the government entity.

## **Competency Weakness Indicators**

- Speaks negatively and is constantly critical and fault-finding with others and the surrounding circumstances.
- Always relies on his delegated authority to settle matters and solve problems temporarily without persuading others or clarifying viewpoints.
- Evades fulfilling his promises, and may blame higher management or unfavorable circumstances.
- Is extreme in his reactions and cannot control his emotions.
- Does not have a good network of relationships or a positive influence on others.

## **Leadership Spirit**

### **Open to the World**

Definition: Awareness of the advantage of diversity and differences in cultures, belief in the values of tolerance and coexistence, and harnessing all of that to meet the goals of the government entity.

### **Competency Achievement Indicators**

#### **First Competency Level**

- Accepts diversity and difference, and can work efficiently within a diverse and less homogeneous team.
- Realizes that individuals have different points of view, and deals with the cultural differences and diversity present in the work environment professionally.
- Has a passion for learning about practices and the latest changes and experiences.

#### **Second Competency Level**

- Enjoys a wide network of relationships internally (colleagues) and externally (customers and strategic partners), and manages his relationships with balance, tolerance, and awareness of cultural differences and diversity.
- Is aware of the diversity of his employees/colleagues and their different experiences and skills; and leverages this diversity to create innovative ideas to overcome challenges.
- Is informed about local, regional, and global trends and changes.

#### **Third Competency Level**

- Seeks to explore innovative solutions by developing new communication links, exchanging ideas, and reviewing best practices internally and externally to apply the most suitable ones.

- Adopts a culture of intellectual diversity and motivates his employees/work teams to propose unconventional ideas and accept different points of view.
- Motivates his employees/work teams to stay informed about the latest changes in the world.

## **Fourth Competency Level**

- Establishes a culture of diversity and difference and promotes the values of tolerance and coexistence in the work environment and in the dealings of the government entity.
- Leads the government entity's initiatives towards a more impactful community role in line with the government's strategic directions and common national visions.
- Is aware of internal and external changes and influences, and has the ability to anticipate risks and see obstacles to achieving the government entity's goals.

## **Competency Weakness Indicators**

- Works in isolation from the experiences of others.
- Does not care much about the nature of the team members' relationships or their working style.
- Does not favor working with new or unconventional ideas.
- Does not keep up with different changes and trends.
- Does not see difference and diversity as an advantage, but rather as an obstacle or a problem to be dealt with.

## **Achievement and Impact**

### **Focuses on Goals and Excels in Achieving Results**

Definition: Managing institutional performance efficiently and effectively to achieve goals and objectives with excellence.

## **Competency Achievement Indicators**

### **First Competency Level**

- Completes assigned tasks effectively and ensures that tasks are completed within the specified time frame.
- Perseveres in achieving expected results and shows continuous improvement in the quality of the final product or service provided.
- Understands the assigned tasks well, plans and organizes his work priorities effectively, and manages his time accordingly.
- Shows his ability to face challenges and overcome obstacles by proposing solutions and presenting ideas that achieve more distinguished quality levels.

### **Second Competency Level**

- Sets clear goals for his employees, defines responsibilities and tasks, and manages his performance and the performance of his employees, ensuring that the achieved results serve his main goals and the operational plans of his organizational unit.
- Seeks to clarify expectations, targets, and the time allocated for each project/task before committing to it.
- Seizes opportunities to improve processes and carefully examines the real reasons that hinder the achievement of results.
- Adopts innovative methods to overcome obstacles and motivate his employees towards excellence in achieving results.
- Is keen to manage data and information effectively using a reliable mechanism or methodology.

### **Third Competency Level**

- Monitors the progress levels in achieving results according to the agreed-upon plans; takes precautionary measures to maintain an effective level of performance and recommends necessary developments for continuous improvement.

- Continuously strives to improve the work environment and promote a culture of teamwork.
- Develops new and innovative initiatives aimed at improving productivity levels and the quality of results achieved for his performance and the performance of his work teams; in line with the objectives of his organizational unit and the government entity.
- Sets bold goals with high standards that involve calculated challenges to ensure they achieve more distinguished and higher-quality levels.
- Provides feedback to his employees/work teams on their performance and their management of their projects and goals, and supports this with continuous guidance and mentoring.

## **Fourth Competency Level**

- Develops strategies and anticipates risks; in a way that serves the achievement of the government's goals and objectives and contributes to achieving the state's goals, and has full awareness of the common national goals and visions.
- Establishes methodologies that ensure the effective management of available resources and promote commitment to the quality of work, excellence of results, and performance.
- Leads initiatives aimed at promoting a culture of continuous improvement of the government entity's performance and works to develop weaknesses and performance gaps in order to achieve more distinguished and creative productivity indicators.
- Leads initiatives to enhance the government entity's participation in community activities in the Emirate and the country.

## **Competency Weakness Indicators**

- Does not believe in the importance of the planning stage and sees it as a formal process or procedure.
- Is not proficient in managing the stages of his plan/project, and may be affected by work pressure and become confused in times of crisis.
- Is always late in developing a clear plan for his unit or work team.
- Does not believe much in research, feasibility studies, or comparison before starting to develop a plan.

- Does not commit to achieving his goals according to the agreed-upon plan.

## **Achievement and Impact**

### **Makes Smart and Effective Decisions**

Definition: The deliberate methodology for making and taking smart, effective, and impactful decisions, and excelling in achieving results.

### **Competency Achievement Indicators**

#### **First Competency Level**

- Knows in detail the organizational structure of the government entity, and is aware of the lines of communication between the organizational units in the government entity.
- Has full knowledge of the roles, responsibilities, tasks, and specializations of his organizational unit, ensuring the consistency of the activities of his employees/work team with the agreed-upon goals of the government entity.
- Conducts basic analyses and their links to the strategy and their implications for the performance of his organizational unit/work team; and makes sound decisions in light of that.
- Seeks to request sufficient information and data, and in case of their unavailability, asks for help and seeks guidance from specialists and concerned parties.

#### **Second Competency Level**

- Shows a clear understanding and sufficient knowledge of the policies and procedures applied in the government entity and ensures their application in accordance with the government entity's strategy.
- Has the ability to make quick and effective decisions on a sound basis according to the authorities and mechanisms approved in the government entity.

- Can collect and analyze information and data effectively and identify and study the available options.
- Ensures his employees/work team understand the dimensions and implications of the decisions taken.
- Possesses the necessary flexibility to review and correct his decisions if necessary.

### **Third Competency Level**

- Makes smart, flexible, and effective decisions based on a deliberate methodology, scientific principles, and accurate sources of information.
- Has the courage and confidence to make risky decisions based on a risk assessment methodology and awareness of laws, regulations, and legislation.
- Applies a methodology that relies on a wide range of analytical tools combined with experience and insight to understand data and information.
- Gains the support of his colleagues and subordinates and markets his ideas and methods of decision-making well, which increases the impact of the results.
- Identifies the set of available options and opportunities and the expected scenarios within the framework of achieving strategic goals.

### **Fourth Competency Level**

- Is able to weigh the critical factors in the speed of decision-making, especially those related to important decisions with complex dimensions and links that affect the government entity and the government's strategy.
- Supports the independence of decision-making in the government entity in a way that serves the achievement of goals more effectively and supports the transparency and clarity of decisions.
- Promotes a methodology for making and taking decisions based on scientific principles in research and analysis and the accuracy of information in light of the government's strategy.

- Supports the flexibility and effectiveness of the organizational structure of the government entity and reduces the multiplicity of administrative levels and communication obstacles between organizational units.

### **Competency Weakness Indicators**

- Always tends to procrastinate and avoids making decisive decisions, and is late in the decision-making process.
- May make decisions that are contrary to the government's directions or do not serve the strategic goals of the government entity.
- Does not follow a consistent or practical methodology for decision-making or makes quick and ill-considered decisions.
- Is not interested in opinion polling tools, questionnaires, or information gathering and does not rely on them.

### **Achievement and Impact**

#### **Demonstrates Responsibility**

Definition: Taking full responsibility for the decisions made and their consequences with all honesty and credibility, and encouraging his employees and work teams to commit to completing tasks and achieving goals according to quality requirements.

#### **Competency Achievement Indicators**

##### **First Competency Level**

- Takes responsibility for his actions, completes his tasks effectively, and respects the confidentiality of information.
- Seeks to learn from his mistakes and for continuous improvement, and works to increase his skills and apply what he has learned in order to be able to perform the assigned tasks as required.
- Demonstrates his ability to monitor and measure the effectiveness of his performance, take the necessary corrective measures, and request advice and assistance if needed.

## **Second Competency Level**

- Takes responsibility for the success or failure of his organizational unit/work teams' plans and their results.
- Is credible in keeping his promises and shows courage in bearing the consequences of his decisions.
- Motivates his employees/colleagues to achieve the required goals in accordance with work principles and ethics.
- Ensures that his employees and work teams understand the tasks and responsibilities clearly before holding them accountable for any shortcomings or failures.
- Rewards those with outstanding achievements for their efforts, cultivates their sense of the value of their achievements, and enhances their loyalty and belonging to the government entity.

## **Third Competency Level**

- Ensures that authorities and responsibilities are delegated to the right people, and follows up on the outputs to ensure the desired results are achieved.
- Plans to use all available resources in an innovative way and with an effectiveness that serves the achievement of the required goals and prevents any waste.
- Encourages the heads of his organizational units/work teams to achieve results and take responsibility, and rewards those with achievements.
- Commits to correcting the course of business practices for the benefit of the government entity, even if it is a difficult process and faces resistance.

## **Fourth Competency Level**

- Serves as a model for the commitment approach and promotes a culture of taking responsibility for achieving the government entity's goals and encouraging employees to follow that approach.

- Ensures proper planning in managing and utilizing available resources efficiently.
- Continuously assesses the opportunities and risks that could affect the work environment or the achievement of the results of the business plans in the government entity.
- Seeks to establish a culture of accountability and effective performance measurement in the work environment.

### **Competency Weakness Indicators**

- Expects a lot from others instead of himself.
- Is not interested in monitoring performance indicators or evaluating achievement rates.
- Always blames surrounding circumstances or individuals.
- Lacks a sense of responsibility in employing and managing available resources.

### **Achievement and Impact**

#### **Communicates Effectively**

Definition: The ability to express ideas and opinions, listen and correctly understand information, and the ability to communicate with others in a clear manner that is appropriate and consistent with different situations and the needs of each situation, using the most effective method.

#### **Competency Achievement Indicators**

##### **First Competency Level**

- Presents his ideas and opinions with confidence in front of others, correctly interprets their reactions, and adapts his communication style accordingly.
- Listens to others and encourages mutual communication with the concerned parties.
- Manages his discussions logically and in a balanced manner.

- Communicates effectively with the appropriate tools and means (technologies) to communicate with all levels (colleagues and customers) through clear messages and accurate information.

## **Second Competency Level**

- Shows interest in the accuracy of information, and presents complex information in a clear style appropriate to the audience's level.
- Provides clear and accurate feedback to his subordinates to improve performance levels.
- Uses correct body language and understands its effect on others.
- Uses logical evidence to negotiate, persuade others, and present proposals through the most appropriate form and style of communication.
- Ability to use communication tools effectively and in a way that serves the achievement of communication goals.

## **Third Competency Level**

- Has credibility at all administrative levels within the government entity.
- Has the ability to market his ideas and possesses high negotiation and persuasion skills that enable him to communicate with others.
- Helps create a harmonious, collaborative work environment that shares knowledge and experience and operates on clear, transparent communication principles and clearly defined responsibilities.
- Develops communication networks and partnerships with entities and institutions that can assist with knowledge and experience or cooperate with the work team towards achieving goals.

## **Fourth Competency Level**

- Ensures that the vision and mission reach all administrative levels in the government entity in a clear and understandable manner.
- Encourages a culture of transparency and clarity and supports the flexibility of continuous communication among all administrative

levels and overcomes communication obstacles between the concerned parties.

- Supports good negotiation methodologies, problem-solving, and overcoming challenges through common ground that achieves strategic goals.

### **Competency Weakness Indicators**

- Always interrupts the person he is talking to and imposes his point of view.
- Does not manage his disagreements in a balanced way.
- Does not share his knowledge or experience with others.
- Cannot present his idea clearly or lacks confidence in presenting it.

### **Future Outlook**

#### **Innovative and Motivator for Change**

Definition: Motivating employees to adopt a change mindset, by working on persuasion and influence and providing the necessary support to find innovative and constructive solutions to lead development plans and initiatives.

#### **Competency Achievement Indicators**

##### **First Competency Level**

- Accepts changes positively and seeks to understand and adapt to new business practices to achieve the required results.
- Accepts new ideas and seeks the help of experts to learn more about unclear matters in the change plans.
- Shows interest in being informed about changes and identifying their challenges, and takes the initiative to provide ideas and solutions for implementation.

## **Second Competency Level**

- Welcomes new ideas, explains the benefits of change programs to his employees/colleagues, explains their effects on business practices, and helps them through the transition phase.
- Organizes and reviews the priorities of the change plans he is responsible for and clearly defines the procedures for their effective implementation.
- Looks for opportunities to accelerate the pace of plan implementation through innovative applications within his authority.
- Involves his employees/colleagues in implementing change plans, and works to persuade and motivate them towards those changes.
- Understands well the concerns of stakeholders in the change process, continuously evaluates the implementation paths of the plan, and provides recommendations and proposals regarding it.

## **Third Competency Level**

- Understands the complexities of change, clarifies its benefits and purpose, and translates this into practical and clear plans and goals.
- Develops proactive plans to counter resistance and rejection of change to find innovative solutions to the obstacles facing his employees and work teams in implementing change plans.
- Challenges traditional ways of thinking in order to support change plans, and shows flexibility and effectiveness in implementing those plans.
- Positively supports change plans and motivates his employees and work teams to find innovative working methods and creative ideas to achieve the goals of change and achieve results faster.

## **Fourth Competency Level**

- Develops transition strategies from one situation to another based on benchmarking studies and best practices locally and internationally before adopting a new trend.

- Works to drive the change process through institutional initiatives that achieve the strategic goals of the government entity and ensure linkage with government directives.
- Has a clear vision for change; and leads practical initiatives that include overcoming the complexities and challenges of implementation.
- Motivates and encourages others to adopt change plans, and shows high commitment to achieving the strategic goals of change in a positive environment that inspires individuals to develop and think creatively.

### **Competency Weakness Indicators**

- Dislikes the idea of changing work methods and prefers to stick to traditional methods.
- Does not take the initiative to provide innovative solutions to the challenges facing the implementation process.
- Does not take risks or go outside the box.
- Quickly reverts to traditional methods.
- Negatively influences the convictions of others towards change plans and questions the results.

### **Future Outlook**

#### **Develops Self and Learns Continuously**

Definition: Passionate about continuous learning and increasing his knowledge through reading and research, and constantly seeks to develop himself and enrich his experience to align with the requirements of his role and future changes.

### **Competency Achievement Indicators**

#### **First Competency Level**

- Continuously seeks to develop his professional (specialized) skills, abilities, and knowledge.

- Takes advantage of the training and development opportunities available to him in the government entity and is keen to implement his individual training plan.
- Continuously develops his personal skills, accepts feedback from his colleagues constructively, and seeks feedback on his performance for the purpose of improvement and development.

## **Second Competency Level**

- Believes in training and development and shares knowledge and experience with his employees/colleagues.
- Continuously takes the initiative to develop his technical and behavioral skills, and seeks to learn and research everything new in order to keep pace with developments and changes and improve his individual performance and the performance of his organizational unit.
- Recognizes his strengths and weaknesses, monitors his performance development, and evaluates the improvement he has achieved.
- Sets smart and ambitious goals for himself, seeks opportunities for professional growth and development, and shows determination and perseverance to achieve those goals.

## **Third Competency Level**

- Constantly looks for what is new in his field of work and derives his knowledge from various sources that support his leadership skills and personal development.
- Motivates and encourages the concept of research and development and supports creative and new ideas based on scientific principles and research studies.
- Supports the culture of knowledge management and transfer and believes in the importance of quality training and development for his employees and work teams; with the aim of raising their level of competence.
- Listens to feedback from his colleagues and work teams about his management of business and accepts constructive criticism; with the aim of self-development and improving his performance.

- Takes the initiative to search for developmental opportunities and modern teaching methods for his employees and work teams in order to keep pace with the requirements of the government entity.

## **Fourth Competency Level**

- Provides an example to be followed as a leader who constantly seeks to keep pace with internal and external changes and establishes the importance of research and learning as a priority for self-development.
- Creates a culture of learning in all practices of the government entity, and promotes the concept of research and development as an inevitable methodology for improving the level of services and developing business practices in a creative and innovative way.
- Supports training and development plans for government entity employees based on the future needs and strategic directions of the government.

## **Competency Weakness Indicators**

- Does not develop himself unless he is forced to.
- Does not see criticism as an opportunity for development and improvement but deals with it on a personal basis.
- Does not seek to take advantage of training and development opportunities.
- Does not see training and development plans as a priority in his work agenda.

## **Future Outlook**

### **Foresights the Future**

Definition: Awareness of the drivers of change in national and global trends and their effects on the government, identifying future challenges on a scientific basis, and the ability for long-term proactive planning.

## **Competency Achievement Indicators**

### **First Competency Level**

- Understands the vision and strategic directions of his government entity, and the priority of linking his activities and goals to serve those strategies.
- Works to explore and identify the strengths and weaknesses in his organizational unit/work team and seeks to provide new solutions and ideas.
- Is interested in knowing and understanding any changes or developments in the strategic plans of the government entity.
- Keeps up with global trends and international changes and seeks to find sources of information that may support his participation and proposals for the activities of his organizational unit.

### **Second Competency Level**

- Is aware of the needs of his government entity and his organizational unit/work team to seize opportunities and face expected future challenges.
- Directs his work style to adapt effectively to the requirements of changing circumstances and to overcome the expected challenges to business practices and activities that may affect the level of achievement of the goals of his organizational unit/work team.
- Takes the initiative to plan to solve expected problems proactively and develops innovative solutions to achieve the agreed-upon goals.

### **Third Competency Level**

- Predicts the future needs of the government entity, develops proactive plans, and allocates the necessary resources to implement them.
- Realizes the long-term strategic implications before making decisions with future impact.

- Defines the form of future strategic relationships and partnerships to meet the requirements of future plans.

## Fourth Competency Level

- Is aware of the internal and external changes in the surrounding environment that have a direct or indirect impact on the government entity and the government in the long term.
- Defines the vision and strategy of the government entity in light of the future priorities of the Ajman government, the common national vision, and future global trends.
- Works to align the strategic plans of the government entity, including the development of services provided to suit the future requirements of society.

## Competency Weakness Indicators

- Is narrow-minded and lacks strategic insight.
- Is not informed about external trends.
- Rushes into making decisions without determining the implications.
- Is unaware of the directions of the government entity.
- Focuses on operational requirements instead of strategic goals.

## Map of Behavioral Competencies and their Levels by Job Roles

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Behavioral and Competencies	Executive and Technical Jobs	Department Manager Jobs	Director and Specialized and Office Manager Jobs	General Manager Sector Director Jobs	Project Manager Jobs	Specialized Job
<b>Leadership Spirit</b>	Human Enabler	First Competency Level	Second Competency Level	Third Competency Level	Fourth Competency Level	Second Level
	Good Role Model					

	<b>Executive and Technical Jobs</b>	<b>Department Manager Jobs</b>	<b>Director and Specialized and Office Manager Jobs</b>	<b>General Manager and Sector Director Jobs</b>	<b>Project Manager Jobs</b>	<b>Specialized Job Jobs</b>
			First Competency Level	Second Competency Level	Third Competency Level	Fourth Competency Level
<b>Behavioral Competencies</b>	<b>Open to the World</b>		First Competency Level	Second Competency Level	Third Competency Level	Fourth Competency Level
	Focuses on Goals and Excels in Achieving Results		First Competency Level	Second Competency Level	Third Competency Level	Fourth Competency Level
	Makes Smart and Effective Decisions		First Competency Level	Second Competency Level	Third Competency Level	Fourth Competency Level
	Demonstrates Responsibility		First Competency Level	Second Competency Level	Third Competency Level	Fourth Competency Level
	Communicates Effectively		First Competency Level	Second Competency Level	Third Competency Level	Fourth Competency Level
	Innovative and Motivator for Change		First Competency Level	Second Competency Level	Third Competency Level	Fourth Competency Level
	Develops Self and Learns Continuously		First Competency Level	Second Competency Level	Third Competency Level	Fourth Competency Level
	Foresights the Future		First Competency Level	Second Competency Level	Third Competency Level	Fourth Competency Level
<b>Achievement and Impact</b>						
<b>Future Outlook</b>						

(\*) The behavioral competency framework above defines the required competency levels (as a minimum) according to the requirements of the job role. Some job roles may require higher levels of each competency according to the competency map that must be prepared for each job role by the government entities.