

**Annexes to Cabinet Resolution No. (161) of 2025
Regarding the Adoption of the Performance Management System for
Federal Government Employees (Injazati)**

Annex No. (1)

Distribution of the Weights of the Performance Management System Components for Federal Government Employees	
Key Performance Targets – 80% Behavioral Competencies (Level Three) – 20%	Leadership Positions
Key Performance Targets – 70% Behavioral Competencies (Level Two) – 30%	Supervisory Positions, Experts, Consultants, Specialists, Special Grades, and Job Grades from First Grade to Third Grade
Key Performance Targets – 60% Behavioral Competencies (Level One) – 40%	Technical and Administrative Positions (From Fourth Grade to Seventh Grade)

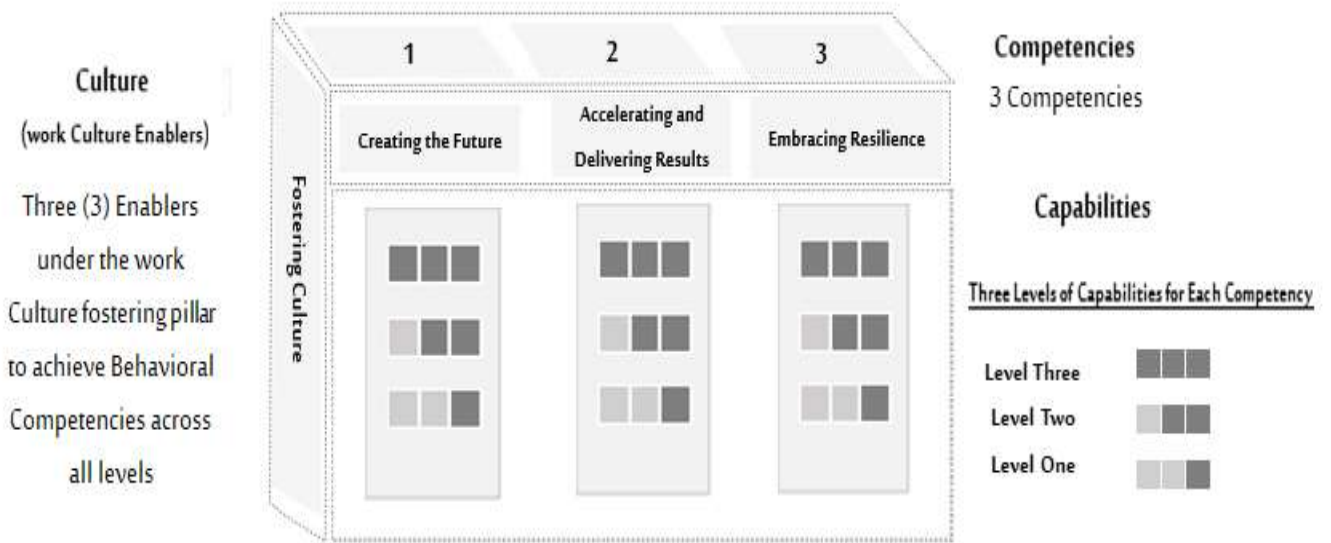
Key Performance Target Criteria		
A minimum of three (3) and a maximum of five (5) key performance targets	A minimum of two (2) indicators and a maximum of five (5) indicators for each key performance target	Derived from the strategic and operational plans

Behavioral Competencies Model is built on three (3) pillars (3C Model)		
Competencies	Capabilities	Work Culture Fostering Enablers

		(Culture)
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Annex No. (2) The General Framework for Behavioral Competencies of Federal Government Employees

The General Behavioral Competency Framework Model (3C Model)



Distribution of Capabilities within the General Behavioral Competencies Framework

Model (3C Model)



Fostering Culture			Creating Future	Accelerating and Delivering Results	Embracing Resilience	Application Levels by Job Grades
Self-Development and Future Skills Readiness	Active Collaborator	Customer Focus	Future Trailblazer 	Impact Driven 	Agile Leader 	Leadership Positions Undersecretaries and Assistant Undersecretaries
			Forward Thinker 	Outcome Stimulator 	Transformation Catalyst 	Supervisory Positions, Experts, Consultants, and Specialists Special Grades and Grades (1 to 3)
			Future Awareness 	Goal Achiever 	Adaptable to Change 	Job Level Grades (4 to 7)

The competencies, capabilities, and the elements governing their use to achieve the required performance results have been clarified and defined, in addition to the required behavioral attributes that the employee is expected to demonstrate, as well as the undesirable behavioral attributes, as set out below for each of the behavioral competencies.

First Competency

Creating the Future

This competency demonstrates the employee’s ability to anticipate challenges and transform them into practical and impactful development opportunities through foresight-driven design thinking, alignment with future trends and strategic plans, and making decisions that support the entity’s directions in line with the government agenda and global competitiveness.




Future Awareness 		Forward Thinker 		Future Trailblazer 	
Aspiration to Remain at the Forefront and in Leading Positions	Reimagining the Future to Achieve Shared Success	Taking the Initiative to Shape and Create the Future Now	Identifying Opportunities Within Challenges Through Innovative Approaches	Articulating Future Visions through Design Thinking	Enhancing the Entrepreneurial Spirit Within and Beyond the Entity
<ul style="list-style-type: none"> ▪ Adopting a holistic perspective and developing innovative solutions to complex issues. ▪ Distinguishing between high-priority tasks and those of lesser importance. ▪ Analyzing the current situation by integrating and examining information from multiple sources. ▪ Knowledge of government directions and future design tools. 		<ul style="list-style-type: none"> ▪ Analyzing future trends and variables and proactively anticipating future challenges and opportunities. ▪ Developing short-term and long-term plans to achieve objectives and keep pace with future aspirations. ▪ Making decisions based on the results of analyzing information and scenarios from diverse sources. ▪ Applying future design tools in government work. 		<ul style="list-style-type: none"> ▪ Designing a comprehensive future vision and defining strategic objectives to achieve it. ▪ Guiding and motivating others to achieve future objectives. ▪ Making supportive decisions that contribute to aligning the entity’s directions with future changes. ▪ Strengthening partnerships at both internal and external levels to keep pace with future directions. ▪ Adopting bold future ideas and mobilizing resources to implement them. ▪ Taking the initiative to enhance the global competitiveness of the United Arab Emirates. 	

Required Behavioral Attributes	Knowledgeable of directions; objective and logical; presents ideas and proposals; analytical; inquisitive.	Innovative and progressive; decisive; well-versed in global trends; visionary; seizes opportunities and challenges; proactive.	Inspirational and influential; unconstrained in thinking; ambitious and persistent; holds high expectations; culturally diverse; proactive and forward-thinking; encourages proposals and innovation.
Undesirable Behavioral Attributes	Lacks initiative in addressing difficulties and is not open to the world.	Indecisive in decision-making; stubborn and focused on unnecessary details; excessively reliant on others; unrealistic.	Disregards important details; rejects feedback; does not engage others.

Second Competency

Accelerating and Delivering Results

This competency demonstrates the employee’s ability to accelerate the achievement of outcomes and to lead initiatives and transformational projects with tangible impact at the level of the entity and the Federal Government, in an efficient and effective manner.

	Goal Achiever 		Outcome Stimulator 		Impact Driven 	
	Adhering to a Transformational Work Approach in Projects and Initiatives	Accelerating Sustainable Achievements with Tangible Impact	Achieving Results that are Globally Competitive	Alignment and Clarity Between Tasks, Results, and Impact	Ambitious Targets and Outputs	Redesigning Services and Procedures
	<ul style="list-style-type: none"> ▪ Executing tasks, projects, or commitments effectively, with a focus on achieving specific and measurable results. ▪ Ensuring the timely completion of work in accordance with approved plans. ▪ Contributing effectively to the success of assigned projects or initiatives. 		<ul style="list-style-type: none"> ▪ Actively pursuing and prioritizing work to achieve outstanding results within competitive timeframes. ▪ Accelerating the achievement of results by proactively directing efforts to align with strategic objectives and the expected impact. 		<ul style="list-style-type: none"> ▪ Facilitating and accelerating execution to achieve results that reflect a significant and positive impact on the entity, society, and government as a whole. ▪ Leading, motivating, and developing the aspiration to achieve excellence with awareness, and implementing transformational changes to achieve a sustainable impact on the government as a whole. 	
Required Behavioral Attributes	Focused on task completion; committed and competent; reliable and effective.		Proactive; adopts a holistic mindset; results-oriented; anticipatory; self-motivated.		Influential leader who seizes opportunities; strategic thinker who inspire others; decisive and impact-oriented decision-makers.	

Undesirable Behavioral Attributes	Pessimistic; scattered priorities; preference for speed over quality; rigid in opinion.	Limited in vision; inconsistent; resistant to organization; impulsive.	Traditional, low performing; narrow in vision; limited in thinking; complacent and biased.
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Third Competency Embracing Resilience

This competency demonstrates the employee’s ability to adapt to changes and to keep pace with the accelerated rhythm of future government directions in order to lead transformation in government work.

	Adaptable to Change 	Transformation Catalyst 	Agile Leader 			
	Resilience and Ability to Manage Change	Keeping Pace with Changes and Rapid Response and Adaptation	Adopting Transformation as an Innovative Approach in Government Work	Speed in Overcoming Challenges	Efficiency in Utilizing Resources at the Entity and Government Levels	Speed in Decision-Making According to Government Priorities
	<ul style="list-style-type: none"> ▪ Adapting to changes and effectively managing pressures and challenges. ▪ Pursuing personal development and acquiring new knowledge and skills to support change processes. ▪ Working independently and motivating colleagues. ▪ Embracing and participating in change. ▪ Contributing to the support and formulation of new ideas for change. 	<ul style="list-style-type: none"> ▪ Effectively managing resistance to change and mitigating risks. ▪ Identifying new opportunities and capitalizing on them swiftly. ▪ Monitoring the surrounding environment and interpreting changes effectively. ▪ Forming change teams and empowering them with the required resources. 	<ul style="list-style-type: none"> ▪ Responding and accelerating adaptation to transformations and changes in the work environment. ▪ Making thoughtful decisions that contribute to achieving resilience at the entity and government levels. ▪ Leading innovations and modern approaches aligned with emerging changes. 			
Required Behavioral Attributes	Learn from mistakes; positive; self-aware; effective communicator; approachable.	Motivating; flexible and adaptable; quick learner; understanding of needs; decisive.	Inspiring; communicate effectively; optimistic; influential; challenging; ambitious; highly responsive.			
Undesirable	Rejects change; dependent; disengages	Avoid challenges; avoid work	Avoid confrontation; evade decision-			

Behavioral Attributes	from teamwork.	pressure; resistant to change; conventional.	making; over-planning and over-focusing; implements unplanned change; biased toward personal opinions.
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Enablers

Fostering Work Culture

To achieve the vision of the Government of the United Arab Emirates, work culture within federal entities shall be fostered through the development of core capabilities that enable all employees, across different levels and career stages, to perform their duties in accordance with the Behavioral Competency and capabilities model.

Customer Focus	Collaboration and Effective Communication	Self-Development and Future Skills Readiness
<ul style="list-style-type: none"> ■ Committing to understanding the needs of customers and internal and external stakeholders, and striving to deliver proactive and intuitive services designed to meet their needs, requirements, and preferences. ■ Adhering to the principles and ethics of work in the Federal Government, and acting with integrity in dealings with individuals, 	<ul style="list-style-type: none"> ■ Communicating effectively with team members, stakeholders, and customers for the purpose of engaging them in the formulation and implementation of strategies and initiatives. ■ Building trustworthy, impactful, and interactive partnerships and relationships with others to achieve shared objectives and results. 	<ul style="list-style-type: none"> ■ Passion for continuous enhancement and self-development of skills in line with future needs and requirements. ■ Adopting diverse approaches for continuous learning and skills development. ■ Applying acquired skills effectively in government work.

situations, and issues.		
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Annex No. (3): Schedule of Performance Evaluation Percentages Distribution at the Entity Level (Quota)

Level	Evaluation Scale (Achieved vs. Target)	Evaluation Result	Employee Distribution Percentage According to Quota
Exceptional	More than (125%)	5	From (0%) to (5%) *
Exceeds Expectations	From (101%) to (125%)	4	From (0%) to (15%) *
Meets Expectations	From (81%) to (100%)	3	From (60%) to (80%)
Below Expectations	From (65%) to (80%)	2	From (0%) to (15%)
Unacceptable	Less than (65%)	1	From (0%) to (5%)

* The Head of the federal entity may, for work-interest justifications, increase the percentage of employees receiving evaluation results of 4 and 5 by a maximum of 5% each. Accordingly, the percentage of employees receiving an evaluation result of (5) may increase from (0%) to a maximum of (10%), and the percentage of employees receiving an evaluation result of (4) may increase from (0%) to a maximum of (20%), with the redistribution of the remaining level percentages based on this adjustment.

Annex No. (4): Poor Performance Management

Employees whose performance evaluation results fall under the Unacceptable level (1) shall be deemed to fall within the scope of poor performance. Accordingly, the Human Resources Department in the entity shall take the following actions:

									Performance Evaluation Results
5	Exceptional	More than 125%	Up to a maximum of 2 total salaries	Up to a maximum of 10% of the basic salary	Up to a maximum of 20% of the basic salary	One grade	Two grades	3 grades, if the employee achieves Performance Evaluation Level (5) for two consecutive years	Eligible
4	Exceeds Expectations	From (101%) to (125%)	Up to a maximum of 1.5 total salaries	Up to a maximum of 7% of the basic salary	Up to a maximum of 15% of the basic salary	One grade	Not eligible	Not eligible	Eligible
3	Meets Expectations	From (81%) to (100%)	Up to a maximum of 1 total salary	Up to a maximum of 5% of the basic salary	Not eligible	Not eligible	Not eligible	Not eligible	Eligible
2	Below Expectations	From (65%) to (80%)	Not eligible	Not eligible	Not eligible	Not eligible	Not eligible	Not eligible	Eligible
1	Unacceptable	Less than (65%)	Not eligible	Not eligible	Not eligible	Not eligible	Not eligible	Not eligible	Not eligible

* The employee shall be deemed eligible to receive a promotion or a reward subject to the availability of the relevant financial allocations within the entity. Such promotion or reward shall not be deemed an acquired right of the employee nor an obligation upon the entity, provided that the conditions and controls of the Federal Government Employees Rewards and Incentives System shall be observed.