



**CHANCELLOR'S AWARD
FOR INSTITUTIONAL EXCELLENCE**
United Arab Emirates University

Chancellor's Award for Institutional Excellence
(Cycle 1, 2014/2015)

Award Guide
Career Excellence Category



جامعة الإمارات العربية المتحدة
United Arab Emirates University

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General Conditions

1. **Employee** participation is subject to the following conditions:
 - They have worked for the university for **at least two years**, with the exception of the new staff category who must have been with UAEU for at least six months and no more than two years (including a trial period).
 - New employees are identified as those working for the first time after their initial qualification (regardless of the period between the employee attaining their qualification and starting work for the first time). If the new employee worked previously (in a Government or private entity) he may be considered under the category of new employees if the total number of working years is less than two years.
 - The employee's length of working period is calculated from the date of his, or her, starting work (this includes a trial period).
 - Special applications can be submitted to the committee if the first condition is not met (from six months to two years for new employees and more than two years for other categories) but the period of work does not exceed three months.
2. Staff members assigned to work by local government bodies may apply after two years from the date of their appointment.
3. Participation in the administrative category is limited to employees who do not hold any other role that falls under one of the other categories (supervisory, technical and specialty/ technical or engineering fields).
4. The university reserves the right to publish contents of the winning files in order to publish success stories after the announcement of the results.
5. When drafting the file the standards mentioned in Chapter 3 of this guide must be taken into account. These should be referenced as appendices or as supporting evidence when cited in the text.
6. All files submitted for the award are treated with strict confidentiality and they will not be disclosed either before or during the evaluation phase.

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7. Data should be compiled in order to help the reader to understand the nature of the application and the benefits derived from it.
8. For participation in the Sheikh Khalifa Excellence Award candidates will be selected from the winners of the Interior Awards.
9. Interviews will be carried out after submission of the files. The applicant (the employee/ team/ organizational unit) must prepare the application and a copy of the documents by giving fully detailed information.
10. Ant department, branch, team or employee who wins in one cycle cannot be nominated for the next one.

Award Criteria

The award is divided into many categories defined as follows (note that the employees are not entitled to subscribe to more than one category in the same cycle):

- o (First Category): Distinguished Government Employee in the Supervisory Field.
 - o Distinguished Government Employee in the Supervisory Field - Administrative
 - o Distinguished Government Employee in the Supervisory Field - Academic
- o (Second Category): Distinguished Government Employee in the Technical / Engineering Field.
- o (Third Category): Distinguished Government Employee in Specialized Jobs.
 - o Distinguished Government Employee in Specialized Jobs - Administrative
 - o Distinguished Government Employee in Specialized Jobs - Academic
- o (Fourth Category): Distinguished Government Employee in the Administrative Field.
- o (Fifth Category): Distinguished Government Employee in the Field.
- o (Sixth Category): The New Government Employees.
- o (Seventh Category): Distinguished Government Employee in the Field of Customer Service.

The following is an explanation of the previous categories and examples of job titles that may be covered:

1. First Category: Distinguished Government Employee in the Supervisory Field

- Includes employees in supervisory positions at different administrative levels, such as the following titles (for example, but not limited to):
 - ✓ Section head
 - ✓ Department managers
 - ✓ Office and center managers
 - ✓ Head of official sections.
 - ✓ Unit supervisors/ administrators.
 - ✓ Heads of groups and team leaders.
- Includes employees in supervisory positions at different academic levels, such as the following titles (for example, but not limited to):
 - ✓ College Dean
 - ✓ Vice Dean

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- ✓ Assistant Dean
- ✓ Chair of the department
- ✓ Coordinators of Graduate Programs

2. Second Category: Distinguished Government Employee in the Technical / Engineering Field:

Includes staff working in the areas of information technology or users of technical and engineering equipment and devices.

This category includes the following titles (for example, but not limited to):

- ✓ Analysts and software programmers and designers, and systems operators.
- ✓ IT specialists and coordinators.
- ✓ Engineers in different specialties.
- ✓ Technicians for equipment and devices.

3. Third Category: Distinguished Government Employee in Specialized Jobs:

- Includes staff in the following areas:
 - ✓ Professional and advisory jobs with various titles.
 - ✓ Working in centers of scientific research and studies.
- This category includes the following titles (for example, but not limited to):
 - ✓ Experts, consultants, specialists and researchers.
 - ✓ Planner, translator and advisor.
 - ✓ Faculty member.
 - ✓ Instructor
 - ✓ Editors and journalists.
 - ✓ Analysts and statisticians.
 - ✓ Accountants and auditors.

4. Fourth Category: Distinguished Government Employee in the Administrative Field

Includes staff in the following areas:

- Administrative, professional or clerical jobs.
- Financial jobs.

This category includes the following titles (for example, but not limited to):

- Administrators and administrative assistants.

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- Personnel officers.
- Procurement officers and storekeepers.
- Secretarial, printing and archiving staff.
- Budget administrators and financial assistants.
- Account clerks, cashiers and collectors.

5. Fifth Category: Distinguished Government Employee in the Field.

It includes employees whose job requires working in the field. This category includes the following titles (for example, but not limited to):

- Controllers and inspectors.
- Engineering and construction technicians.
- Drivers and equipment operators.
- Agricultural technician or agricultural advisor.

6. Sixth Category: New Government Employees

This category includes all newly recruited staff (fresh graduates) provided they have completed no less than six months and not more than twenty-four months in their job (including a probation period).

7. Seventh Category: Distinguished Employees in Customer Service

This category is for employees of federal entities working on frontline counters delivering non-technical services at service centers, or those who provide customers with information and answer customer queries. Below are examples of the positions/ job titles covered by this category: (receptionists, information desk employees, customer service employees, call center employees, etc.).

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All award categories are subject to five major criteria with the exception of the category of distinguished government employee in the supervisory field, a sixth major criterion is added in addition to the five main criteria (supervisory skills criteria) as shown in the table below:

Distribution of Career Excellence Categories Criteria							
Criterion /Category	Distinguished Governmental Employee in the Supervisory Field	Distinguished Governmental Employee in the Technical/ Engineering Field	Distinguished Governmental Employee in Specialized Jobs	Distinguished Governmental Employee in the Administrative Field	Distinguished Governmental Employee in the Field	Distinguished Governmental Employee in the Field of Customer Service	New Governmental Employees
1- Performance and Achievement	25	40					25
2- Initiation and Creativity	10	15					15
3- Collaboration and Job Commitment	10	15					15
4- Participation and Taking Responsibility	10	15					15

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5- Continuous Learning	10	15	30
6- Supervisory Skills	35	0	0
Total	100	100	100

How to prepare the nomination:

1. Collect certificates from training courses, appreciation and thank you letters, studies and suggestions, rewards and certificates, literature, regulations and manuals, annual evaluations, overtime details, press, photographs and websites.
2. Change the documents into data and written information.
3. Distribute the written data and information.
4. Link the answers with the main tasks and duties.
5. Complete the answer in a way that matches the criteria.

The nomination file for every category contains personal data, tasks and duties, functions and leadership positions on the front page.

The following shows the main and sub criteria for these categories:

Criterion 1 - Performance and Achievement

This criterion focuses on the employee's performance and professional achievements, including their performance and achievements. These achievements should exceed his/her job requirements, and include the completion of difficult tasks that require time, effort and hard work. This criterion includes the following sub-criteria:

- 1. Employee productivity, including the accuracy and speed of delivery compared to deadlines. Here is an example:**
 - In terms of productivity: the main tasks and duties carried out and completed through an explanation of the task, its implementation and results.
 - In terms of accuracy and speed: to highlight the accuracy of the implementation and link it to performance indicators, if possible, and compare the speed of implementation to the estimated time planned.
- 2. Achievements made by the employee, which exceed the work assigned. Here is an example:**
 - Monitor achievements made through projects or initiatives that have had a significant impact on the level of performance, but were not considered as the employee's main task (not included in their job description).
- 3. Superior efforts made by the employee to achieve a particular goal/ achievement. Here is an example:**
 - Find examples of models in which the employee exerted extra effort in terms of quality, time of implementation and the impact of that implementation.
- 4. How the employee accomplished his/her achievement and the nature of the obstacles and difficulties overcome:**
 - Identify the difficulties faced during implementation, link these difficulties to the work situation and highlight solutions to overcome these difficulties; and describe the results of these solutions.

5. The personal efforts of employees to fulfil these achievements and the participation of others:

- Highlight the personal role played in these achievements and find examples of how to benefit from the efforts of colleagues by showing support for colleagues in the completion of their tasks.

6. Utilization of the skills and modern or sophisticated methods in fulfilling achievements. Here is an example:

- Give examples of the administrative or technical means utilized in these accomplishments.

Criterion 2 - Initiation and Creativity

This criterion focuses on the initiative of the employee to submit ideas, suggestions, studies, initiatives, or outstanding and innovative working methods that contribute to the development of performance, productivity improvement, upgrading the level of services provided to customers or simplifying procedures. This criterion is concerned with the degree of creativity and initiation, and the levels of excellence and individuality in the employee's ideas, suggestions or achievements. This may include the following sub-criteria:

1. A degree of self-motivation by the employee to take the initiative and be innovative:

- Highlight work that indicates the employee's ability to take the initiative, be innovative and up-to-date, and give examples of important projects and applications that the employee invented and applied.

2. The nature of the employee's innovative initiatives (ideas, studies, methods of work, projects, etc.).

- Examples of studies, research or proposals (at work, or outside of work).

3. Methods or techniques used in the provision of initiatives and innovations:

- Examples of how to get the leadership approval for projects and proposals, how to convince higher authorities and mention the obstacles faced and how he/she has overcome them.

- 4. Efforts made by the employee for the implementation of initiatives and creativity including overcoming difficulties and obstacles:**
 - Examples of the obstacles faced by the employee and how he/she has overcome them.
- 5. Implementation of the ideas/ creative initiatives presented by the employee:**
 - Identify suggestions and ideas presented by the employee and highlight the implementation, mentioning suggestions which include results at university level.
- 6. The results and the effects of innovative initiatives for the employee and the lessons learned from:**
 - In terms of results: (highlight the results of the initiatives in numerical terms as far as possible).
 - In terms of lessons learned: (benefits for other units, concepts built based upon them).
 - In terms of generalization: (mention examples of beneficiaries).
- 7. The extent of the employee's desire to publish, disseminate and share information with others:**
 - In terms of generalization: (mention examples of beneficiaries).

Criterion 3 - Cooperation and Commitment

This criterion focuses on the degree of cooperation by the employee with customers from outside and within (internal customers) the university and positivity in dealing and cooperating with customers. It also focuses on job commitment and the behavior of employee in regard to institutional systems and showing respect for them. This should be supported by a record free from violations of any kind. This can include the following sub-criteria:

- 1. Examples/ evidence that describe the degree of cooperation by the employee with internal and external customers:**
 - Dealing with auditors, collaborating with colleagues, overcoming difficulties and complexities and receiving thank you certificates, etc.

2. **Providing examples/ evidence that proves the readiness of the employee to make efforts and spend extra time serving customers and make them satisfied:**
 - Overtime, extra efforts, meeting the demands of other units, etc.
3. **Examples / evidence that demonstrate the ability of the employee to work with the team:**
 - Examples of teams in which they participated (leadership, membership of teams, supporting collective work).
4. **Examples/ evidence that demonstrate the respect of the employee for the laws and regulations of the university, and the extent of adherence to principles and rules:**
 - Job record free from warnings showing working times and encouraging subordinates to improve commitment and discipline.
5. **Examples / evidence that show the dedication of the employee in the service of the goals and visions of the organizational unit, with a commitment to the requirements of his job over personal obligations:**
 - Link plans with strategy, avoid conflict between personal interests and the obligations of the job, organization of holidays, etc.

Criterion 4 - Participation and Taking Responsibility

This criterion focuses on the extent of the employee's participation in activities and events (formal and informal), which are organized by the university, and the extent of their contribution to volunteer efforts sponsored by the university. Additionally, it focuses on the employee's job responsibilities, especially in non-routine cases. It could include the following sub-criteria:

1. **Volunteer work accomplished by the employee and the relationship to the requirements of his/her job:**
 - Volunteering to meet the obligations of UAEU to UAE society and volunteering to work with other authorities.
2. **Participation of employees in official and non-official activities as organized by the university:**

- Examples of participation in the federal occasions (conferences, championships, celebrations, etc.).

3. The degrees of the employee's responsibility for special tasks in non-routine situations:

- Examples of important tasks assigned and accomplished, highlighting unusual factors.

4. The pressures of work and other requirements:

- Examples of tasks accomplished, in addition to routine work, overtime, the completion of public transactions, etc.

Criterion 5 - Continuous Learning

This criterion focuses on the willingness and ability of new employee to learn skills related to their work, and how they benefited from the experience of more experienced colleagues. This includes the efforts of the employee to learn updated information, contributing to the development of performance. This may include the following sub-criteria:

1. Examples that indicate the desire and initiative of the employee to learn and take advantage of the special skills and expertise of more experienced staff:

- Communicate, raise questions, take views, etc.

2. How keen the employee is in terms of self-development through the acquisition of skills and expertise related to their working function:

- The extent of tasks accomplished compared against the time taken: examples of important tasks undertaken.

3. The employee's enthusiasm and proficiency in the use of computers and the Internet and/ or the development of their language skills and communicative abilities. Additionally, this can include the development of specific technical skills (via training courses) if, for example, they relate to job functions and are readily applicable to the work situation:

- Reference should be made to certification concerning courses that the employee has completed.

4. The employee's enthusiasm for detail and willingness to deal with mundane tasks in the field rather than push to hold leadership or supervisory positions:

- Examples of tasks include field-work, technical, administrative and evening shift work, etc.

5. Efforts by the employee to improve their skill base:

- Mention qualifications, further education and training.

Criterion 6 - Supervisory Skills

This criterion focuses on supervisory skills, especially related to planning, organization, authorization, motivation, training and other leadership, supervisory and administrative skills.

This may include the following sub-criteria:

1. The supervisor's ability to identify a clear vision for the organizational unit/team, and his/her ability to formulate plans and mobilize efforts. For example:

- Participate in the formulation of an overall strategy; mention the vision of his/ her unit and its relationship to the university vision, referring to annual plans and engaging the employees in the preparation and implementation of these plans.

2. The supervisor's skills in terms of regulation and the maximum utilization of human, material, and technological resources. For example:

- Prepare and upgrade the organizational structure of the unit, design process, documentation of procedures, preparation of the annual budget and job rotation.

3. The supervisor's use of reliable performance measurement in terms of goal achievement. For example.

- Assess institutional performance; adopt performance indicators and review periodically.

4. The supervisor should set a good example particularly in the field of customer service and commitment to his/ her career. For example:

- Comply with regulations, undertake overtime and emergency response responsibilities, customer care and guidance.

5. The enthusiasm of the supervisor to develop and train personnel and to delegate responsibilities. He/ she should also motivate their team and build a good working atmosphere. For example:

- In terms of training: the type of training and the accurate measurement of training hours per employee per annum.
- In terms of delegation: Mention the workload delegated.
- In terms of motivation: honoring achievers.
- In terms of building team spirit: the formation of teams (budget planning, training, auditing, etc.).

6. The supervisor's ability to communicate effectively and provide constructive criticism and regular information regarding performance. For example:

- Periodic meetings, interviews, electronic communication, evaluation, etc.

7. The ability to manage change, to handle upgrades and to continuously improve performance. For example:

- Administrative methodology and techniques, use of modern equipment, examples of change initiatives.

Hypothetical model of answers to the criteria

Criterion 1: Performance and Achievement

How the employee fulfills tasks including the obstacles that were overcome.

- This includes the major difficulties faced while implementing the concept of quality and organizational excellence. This requires effort to apply and consolidate these criteria in the working environment. The employee is responsible for disseminating and applying standards of excellence overcoming difficulties. The employee should:
 - Attend (4) specialized courses in the field of quality and government excellence (quality management, self-evaluation, etc.).
 - Contribute to a scientific journal/ periodical in the field of government excellence; become a member of the European Foundation for Quality and take advantage of the foundation's scientific publications.
 - Make use of institutional and leadership support for corporate excellence at the university, and organize (3) specialized courses in the same field, in which (80) employees from department heads through administrators take part in order to explain standards of excellence and disseminate corporate excellence throughout the university.

Criterion 2: Initiation and Creativity

The employee's self-motivation and ability to take the initiative and be innovative.

- The Employee must have the ability to take the initiative, be innovative and conduct research. The employee should have contributed to various creative initiatives and have shown leadership and ability in every role he/ she has held. His Excellency the Chancellor, issued the initiatives:

- The employee has developed a frame of reference to make both local and global comparisons. He/ she has managed partnerships with strategic partners: see Resolution No. (7), attached.
- The employee has contributed to the annual forum for and chaired the organizing committee of the first forum held during the month of February 2010 and also received a certificate of appreciation from His Excellency, the Chancellor.

Criterion 3: Cooperation and Job Commitment

Evidence that demonstrates the employee's ability to work in a team

- As a departmental manager concerned with organizational excellence, the employee believes in the importance of working in a team: so he/ she is:
 - A member and/ or rapporteur on the development committee
 - Heads the team for preparing nomination files for Sheikh Khalifa Government Excellence Program.
 - A member of the standing committee for customer service.
 - Headed (3) teams in 2009, and participated in (3) work teams during the same year.
 - Formed different teams in both current and former departments in order to accomplish tasks, and also formed (8) work teams during the years 2008-2009. See the decision to form a team: attachment (13).

Criterion 6: Supervisory Skills

The ability of the supervisor to identify a clear vision for his organizational unit/ team, and the ability to formulate integrated plans and apply them efficiently.

- The supervisor should have a wide range of supervisory skills and an ability to implement plans efficiently, therefore:

- He/ she defined the vision and objectives of the department until 2013. These objectives were derived from documented tasks aimed at achieving corporate excellence. The vision can be summarized as achieving corporate excellence to international standards.
- The employee prepares an annual operational plan for the department through the formation of a working group under his leadership with the participation of department heads. He/she selects and implements administrative tasks (which reached 95% in 2009) and explains operational plans that are then published on the internal website. See the result for plan evaluation: attachment (22).

Indicators of Employees Excellence

Criterion 1: Performance and Achievement

- The employee achieves positive results.
- Exceeds targets.
- Completes difficult tasks and overcomes obstacles.
- Sets a good example to colleagues.
- Exceeds expected productivity levels.
- Accomplishes tasks quickly.
- Applies a variety of skills to accomplish tasks efficiently and effectively.
- Productivity is characterized by precision; work is free of any errors or omissions.
- Benefits from advanced technology and applies modern methods to accomplish the corporate mission.
- Displays perseverance and continuity.

Criterion 2: Initiation and Creativity

- The employee is self-motivated and a first class self-initiator.
- Regularly offers ideas and practical working methods.
- Offers useful practical suggestions.
- Suggestions are characterized by integration, modernity, creativity and leadership.
- Exemplifies a role model in terms of providing ideas and creative proposals.
- Initiatives and suggestions have clear creative effects on the development of performance.
- Follows up on proposals and initiatives.
- Offers ideas and suggestions.
- Perseveres with projects.

Criterion 3: Cooperation and Job Commitment

- Masters the art of dealing with others.
- Goes as far as possible in customer service and response.
- Positive and patient in responding to customers' complaints even if provoked.
- Maintains excellent relationships with colleagues, and has their respect and appreciation.
- Has the initiative to provide support and assistance when necessary.
- Positive in dealing with managers and subordinates.
- Committed to department systems and policies, and applies them flexibly.
- Respects working hours and is willing to work longer hours.
- Career record is free from warnings and includes letters of appreciation.
- Gives priority to his career obligations over any personal commitments.
- Shows loyalty to the department.
- Possesses positive personal qualities and deals fairly and objectively with others.

Criterion 4: Participation and Taking Responsibility

- Actively participates in any formal or informal activities organized by the department.
- Accepts and participates in voluntary initiatives.
- Enthusiastically participates in the training of his colleagues during working hours or outside of official working hours.
- Actively participates in the preparation of business systems, joins colleagues for social occasions and can be relied upon.
- Able to act in non-routine situations.
- Bears responsibility and avoids blaming others.
- Requires a minimum of supervision.
- Develops knowledge and skills.

- Participates in associations, organizations and professional meetings.

Criterion 5: Continuous Learning

- Learns from colleagues and is familiar with regulations.
- Makes inquiries regarding topics related to work.
- Completes tasks.
- Masters skills quickly.
- Learns about the latest developments.
- Participates in working groups, informal meetings and training seminars.

Criterion 6: Supervisory Skills

- The supervisor has clear vision and is able to deliver.
- Plans and organizes efficiently and is able to motivate staff.
- Delegates responsibilities.
- Supports customer service (internal and external).
- Able to build a team.
- Coaches staff and develops their skills and abilities.
- Assesses the performance of his subordinates fairly and objectively.
- Capable of measuring performance.
- Makes appropriate and effective decisions and solves disputes quickly and efficiently.
- Able to manage meetings.
- Capable of change and development.
- Able to communicate positively and effectively.
- Manages time efficiently and sets a good example.

Structure of the Application

- The number of pages to request participation in the Career Excellence Category must not exceed 12 pages (6 pages for criteria and 6 pages for appendices) including all attachments, attached documents such as charts, tables, illustrations, data, images, correspondence, results, applications, etc.
- **Cover Page:** University name and logo, which category and employee name.
- **Table of Contents:** Please attach one page including a Table of Contents of the documents submitted, and indicate the page numbers for each part of the application.
- The introduction should be a one page summary of the experiment / employee.
- More than one diagram may be included in one page of the appendices.

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It is possible to distribute the pages with appendices as follows:

- ✓ Distinguished employee in the supervisory field:

Criteria	Percentage of the Criterion	Number of pages/attachments
Performance and Achievement	25%	1
Initiative and Creativity	10%	1
Collaboration and Job Commitment	10%	1
Participation and Taking Responsibility	10%	1
Continuous Learning	10%	1
Supervisory Skills	35%	1
Total	100%	6

- ✓ Distinguished new employee:

Criteria	Percentage of the Criterion	Number of pages/attachments
Performance and Achievement	25%	1
Initiative and Creativity	15%	1
Collaboration and Job Commitment	15%	1
Participation and Taking Responsibility	15%	1
Continuous Learning	30%	2
Supervisory Skills	0	0
Total	100%	6

- ✓ Distinguished employee in the technical/ engineering/ administrative/ customer service field, and in other specialized functions:

Criteria	Percentage of the Criterion	Number of pages/attachments
Performance and Achievement	40%	2
Initiative and Creativity	15%	1
Collaboration and Job Commitment	15%	1
Participation and Taking Responsibility	15%	1
Continuous Learning	15%	1
Supervisory Skills	0	0
Total	%100	6

Instructions for Filling in the Nomination File

- **Language:** the default language is Arabic some English terms can be translated. In cases where the employee, team or department members do not speak Arabic they can use English.
- **Font:** use Simplified Arabic or Arial for English as follows:
 - **Headlines:** font size (14).
 - **Subtitles:** font size (13).
 - **Content:** font size (12).
- **Writing Style:** all attachments must use the same style of font as used in the main text. Write on one side only of the application.
- **Attaching Documents:** For participation in the career excellence categorie the attachments must be separate from the answer pages, and shall not include any attachments in the answer pages, these documents must be official, certified, clear, readable, time-bound, purposeful and reflective. These documents may be letters, resolutions, certificates, pictures, operating guides, diagrams, illustrations, studies/ research or reports).
- **Page Size:** A4 paper.
- **Space between lines:** 1.15 inches.
- **Margins:**
 - **Top Margin:** bottom, left: 0.5 inch.
 - **Right Margin:** 1 inch.
 - **Header:** 0.5 inch.
 - **Footer:** 0.5 inch.
- **Page Numbering:** the page number and total number of pages must be shown on the left edge of each page (e.g. page number to ... or/....).
- **Numbering of Paragraphs:** paragraphs should be numbered in order to correspond with the numbering of the main and sub criteria and the activities that will be answered, for example 1-2-3 (first activity, the second sub criterion, the third main criterion).

