



# Developing a Competent Workforce for Today and for the Future



## ABOUT UETMT

*We bring global expertise and regional understanding to our Middle East clients, providing International Standard solutions that meet the Middle East requirement.*

UETMT is a Training and Consulting Solutions group delivering workforce development solutions for the Energy Industry. From Oil & Gas Exploration and Production to Petrochemicals, from renewable energy sources to energy supply, UETMT offers courses, workshops and consultancy services that enable companies to develop and maintain the workforce they need to achieve their business strategy.

UETMT comprises a group of experienced and forward-looking consultants and trainers who have been creating and delivering training and other development solutions across the Oil & Gas and other sectors for over 35 years.

The group apply a unique Competency Management Framework Development Cycle that achieves effective knowledge and capability transfer which is at the heart of all our activities.

## GLOBAL STANDARDS AND ACCREDITATION

UETMT and with International bodies that provide access to global standards and certification. This ensures that our products and processes match global requirements and add a level of assurance to our clients, whilst enabling them to adopt standards that provide real business benefit to them and their employees.

**UETMT** is an Approved Center of the Scottish Qualification Authority (SQA), a UK Governmental Organization offering Customized Award Programs (SVQ Level) credit rated onto the Scottish Credit and Qualifications Framework (SCQF).



**UETMT** is an approved center of the Engineering Construction Industry Training Board (ECITB), a UK organization



### UETMT is ISO Certified by QSR

ISO 9001: 2008- Quality Management System (QMS),  
ISO 14001: 2004- Environmental Management System (EMS),  
OHSAS 18001: 2007- Occupational Health & Safety Management System (OHSAS)



### Our Mission:

Partner with our clients to help them develop and sustain their workforce to meet current and future business needs

### Our Vision:

To ensure a competent, qualified, and highly motivated workforce focused on achieving the critical outcomes, through the development implementation, and sustainability of cost-effective and result-oriented Human Resource and occupational training programs, services, and practices.

### Our Values:

We believe in demonstrated competence, institutional integrity, personal commitment and deep sense of nationalism.

## WHAT DO WE OFFER?

We offer comprehensive solutions to the development of workforce capability - making a real difference in capability and performance. All of our development solutions are based on identifying the competencies (the Knowledge, Skills and Attitudes - KSA) that lead to measurable and sustainable development of individuals and teams.

*The question: Do you want a Trained Workforce or a Competent Workforce?*

We supports the 4 Pillars of Competency concept of:

1. Determine and define the competency requirements of the job
2. Identify the learning solutions to close competency gaps
3. Manage the competencies and learning in an easy to use software
4. Implement the sustainable processes to ensure continuous improvement and business value of the competency solution

We also offer a range of consulting and training (learning and development) solutions that can be customized to your objectives and requirements, and that provide the parts of the 4 Pillars concept that meet your business need.

We believe that every client requirement is unique, and as such, treat each enquiry as a completely new project with different goals, requirements and budgets. We take great care in matching the solution to the need and that solutions are:

- **Useful:** answer a business need
- **Usable:** make sense and can be implemented effectively
- **Sustainable:** processes to ensure that the solution remains relevant

• **Competency Development:** We have a library of competency matrices that are based on international standards and qualification requirements. They have been created to be usable and useful, as too often the competency solutions offered to companies, or developed internally, are either too complex, not relevant or not detailed enough. The libraries are also provided with base-line learning solutions that meet the blended learning (70-20-10) concept that delivers real effective development.

• **Competency Software:** If you do not have competency software or you want a better one, or to integrate with existing software, UETMT offers Comaea (Competency Made Easy) as the software platform for competency management, development and assurance. Comaea is one of the easiest to use yet powerful and flexible systems, and links to other systems, such as SAP and ORACLE to provide integrated solutions that use the right (software) tools for the right business need.

• **Training and Development Solutions:** We offer a range of training solutions – not just courses but integrated solutions that are competency-based to meet your requirements.

## OUR CREDENTIALS

Our selected Oil & Gas Clients



## COMPETENCY-BASED HUMAN CAPITAL MANAGEMENT (HCM): INTRODUCTION

The development of the workforce for today and the future is essential to business success, continuity and improvement in all industries, but especially the Oil & Gas industry.

A company may choose to focus on only one or two of the element shown in the matrix below, such as Effective Employee Development and or Organizational Alignment, such as succession planning for key role, or national workforce growth and development.

### HR CONSISTENCY

- Create a common vocabulary used across all people-related issues.
- Provide the basis for a more objective dialogue about performance, development and career-related issues.
- Continuously reinforce what is important.

### IMPROVED SHAREHOLDER VALUE

- Companies scoring in the top quartile of talent management that leverage competencies outperform their industry's mean return to shareholders by 22%.
- Selecting for the right competencies at an executive level is worth \$3 million in profit per executive.

### ORGANIZATIONAL ALIGNMENT

- Effectively focus work behaviors on both achieving specific business outcomes and attaining organization vision, values and critical success factors.

### ENHANCED HR PROCESSES

- Selection, career, promotion and succession decisions enhanced by using competency framework.
- 5-10% higher rate of hiring successful candidates.
- 15-20% higher retention of desired employees.

### EFFECTIVE EMPLOYEE DEVELOPMENT

- Consistently identify the most appropriate learning and development activities and tools so that performance can be enhanced in efficient manner.

### EMPLOYEE SATISFACTION

- 15-25% higher morale as measured in employee surveys.
- 20% higher goal completion by individuals and teams.

The important consideration is that the solution adopted meets the immediate and future needs of the business. This key driver - understanding the overall business requirement, as expressed in the 3 specific requests - is part of our overall project methodology.

Any job is a combination of Knowledge, Skills and Attitudes / Behaviours (KSA), combined with experience, and to define the KSA enables the development of the appropriate level of competency.



A job will also comprise a combination of:

- Role-based technical competencies: the technical skills related to the Job Family / Job Position
- Transferable competencies: the broad-based non-technical skills that likely apply to a number of Job Families
- Core competencies: the corporate-level shared competency

## OVERVIEW AND CONCEPTS

A **Job Competency Model (JCM)** is a competency framework that is based on Competency Units (CU), each of which has a set of competency statements (descriptors) that define four levels of competence:

- Awareness
- Knowledge
- Skilled
- Expert

Competency Unit (CU) example shown below for Petrochemical Engineer. The yellow boxes indicate the Job Level Requirement (JLR), so in this example the job requires the Skilled level. The bottom row shows the linked Learning Solutions (e.g. EQ-ARO-104-K, an e-learning module, and W-ARO-014-S, a Work Experience.)

### ARO: CCR PLATFORMING (ENGINEER) AREA 1

General Statement: Know the unit process description, main components, philosophy of operation, troubleshooting, and improvement opportunities			
Awareness	Knowledge	Skilled	Expert
<ul style="list-style-type: none"> <li>Identify the potential hazards related to the operation and maintenance of the unit.</li> <li>Identify the function of CCR and catalyst type</li> <li>Identify the specifications of the feed to reactor and outlet stream</li> <li>Identify the terms catalytic reforming, endothermic reaction, reaction selectivity, Catalyst regeneration, and Conversion ratio.</li> <li>Identify the function of the heater</li> <li>Identify the main parameter for controlling the catalytic reforming</li> <li>Identify the heat recovery and how it is apply in the CCR system.</li> <li>List the poisons reactor catalysts</li> <li>List pre-start checks for reactor start up and shutdown</li> <li>Identify the reason for chloride injection</li> <li>Recognize how catalyst transfer from regeneration system to reacting beds</li> </ul>	<ul style="list-style-type: none"> <li>Describe the operation conditions that favor desire catalytic reforming</li> <li>Describe the causes which lead to catalyst poison and decreasing catalyst performance</li> <li>Elaborate on what causes reaction killed and how it can be controlled</li> <li>Describe the controlling of heat which required for reaction</li> <li>Explain the proper actions taken in to control catalyst reactivity / catalyst deactivation / catalyst degradation</li> <li>Explain the indications and effect of poisons on reactor catalysts, and proper action to avoid it.</li> <li>Describe start up and shutdown steps for reactor</li> <li>Explain the function of chloride base ,how to control the rate and corrosion</li> </ul>	<ul style="list-style-type: none"> <li>Apply relevant EQUATE EH&amp;S policies to prevent any inherent hazards with the CCR platformer</li> <li>Perform a test run, technical evaluation or troubleshooting of CCR Platforming.</li> <li>Evaluate how catalytic reforming is achieved for converting naphtha to aromatic.</li> <li>Assess how CCR Plat forming system can be improved.</li> <li>Evaluate how to maximize the yields and profits by running the platformer in the optimal mode</li> <li>Quantify the effect of temperature of inlet feed on the catalytic reforming</li> <li>Compare the actual performance of Catalyst on a regular basis</li> <li>Review the operating manuals or procedures, recommend improvements and explain your recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Review existing processes and develop solutions for CCR PLATFORMING to increase productivity or reduce costs.</li> <li>Provide Technical advice for benchmark studies and recommend based on benchmarking gaps</li> <li>Plan and create methods to improve production processes.</li> <li>Ensure compliance with approved production methods and quality standards</li> <li>Develop engineering standards, policies, strategies and best practices.</li> <li>Establish, track and continuously improve a root cause analysis program for unit problems</li> </ul>
• EQ-ARO-104-A	• EQ-ARO-104-K	• W-ARO-014-S	• W-ARO-014-E
		• UOP-CCR001	• UOP-CCR002

Competency Unit (CU) example shown below for Maintenance Technician. The yellow boxes indicate the Job Level Requirement (JLR), so in this example the job requires the Skilled level. The bottom row shows the linked Learning Solutions (e.g. RMD-110-A, an e-learning module, and W-RMD-110-S, a Work Experience/On-Job Training.)

### LUBRICATION SYSTEM

General Statement: Know how to lubricate equipment, the purpose of lubricating and types of lubricants and greases.			
Awareness	Knowledge	Skilled	Expert
<ul style="list-style-type: none"> <li>Define the purpose of lubrication</li> <li>List the substances used for lubrication of mechanical moving parts.</li> <li>Define advantages and limitations of various lubrication methods and their limitations.</li> <li>Define lubrication terms like viscosity, pour point, viscosity index, flash point etc.</li> <li>Identify the function of lubrication.</li> <li>List the main component of grease.</li> <li>Identify the pour point of a lubricant.</li> <li>Identify types of lubricant film.</li> <li>Identify the term "MSDS"</li> <li>Define oil contamination</li> <li>Identify oil filtration system.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the properties of lubricants.</li> <li>Explain the different types of lubricants.</li> <li>Identify the different types of greases.</li> <li>Explain the advantage of grease.</li> <li>Explain the factors affecting choice of oil or grease to lubricate bearings.</li> <li>Explain foaming of a lubricant.</li> <li>Assist in replacing a lubricant in machinery.</li> <li>Explain how to differentiate between different lubricants and their properties</li> <li>Advantages and limitation in using synthetic lubricants.</li> <li>Explain various types of contaminations</li> <li>Explain different types of filtration methods.</li> <li>Explain various additives and their advantages.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the correct precautions when using different types of grease.</li> <li>Evaluate the reasons for a bearing running at high temperature.</li> <li>Demonstrate how to prevent foaming taking place in a lubricant.</li> <li>Replace lubricant safely in machinery.</li> <li>Evaluate the reason for high temperature of bearing.</li> <li>Perform the replacement/top up of lubricant safely in machinery.</li> <li>Evaluate the different types of lubrication failure and suggest the proper solution.</li> <li>Review the hazards and control measures associated with the lubrication job.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that personnel can identify different types and grades of lubricants and their properties.</li> <li>Ensure that personnel can choose between using grease or oil as a lubricant, and select lubricants for different purposes.</li> <li>Coach others in safe handling of lubricants.</li> <li>Advise on lubricant analysis.</li> <li>Analyze the causes for engine oil degradation and contamination.</li> </ul>
• EQ-TF-105-K	• EQ-RMD-110-K	• W-RMD-110-S	• W-RMD-110-E



# Job Competency Models

**Lubrication System**

**Title of the Competency Unit**

**Definition of the competency**

**General Statement:** Know how to lubricate equipment, the purpose of lubricating and types of lubricants and greases.

Awareness	Knowledge	Skilled	Expert
<ul style="list-style-type: none"> <li>Define the purpose of lubrication</li> <li>List the substances used for lubrication of mechanical moving parts.</li> <li>Define advantages and limitations of lubrication methods and their</li> <li>Explain lubrication terms like viscosity, pour point, viscosity index, flash point etc.</li> <li>Identify the function of lubrication.</li> <li>List the main component of grease.</li> <li>Identify the pour point of a lubricant.</li> <li>Identify types of lubricant film.</li> <li>Identify the term "MSDS"</li> <li>Define oil contamination</li> <li>Identify oil filtration system.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the properties of lubricants.</li> <li>Explain the different types of lubricants.</li> <li>Identify the different types of greases.</li> <li>Explain the advantage of grease.</li> <li>Explain the factors affecting choice of oil or grease to lubricate bearings.</li> <li>Explain foaming of a lubricant.</li> <li>Assist in replacing a lubricant in machinery.</li> <li>Explain how to differentiate between different lubricants and their properties</li> <li>Advantages and limitation in using synthetic lubricants.</li> <li>Explain various types of contaminations</li> <li>Explain different types of filtration methods.</li> <li>Explain various additives and their advantages.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the correct precautions when using different types of grease.</li> <li>Evaluate the reasons for a bearing running at high temperature.</li> <li>Demonstrate how to prevent foaming taking place in a lubricant.</li> <li>Show how to replace lubricant safely in machinery.</li> <li>Evaluate the reason for high temperature of bearing.</li> <li>Perform the replacement/top up of lubricant safely in machinery.</li> <li>Evaluate the different types of lubrication failure and suggest the proper solution.</li> <li>Review the hazards and control measures associated with the lubrication job.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that personnel can identify different types and grades of lubricants and their properties.</li> <li>Ensure that personnel can choose between using grease or oil as a lubricant, and select lubricants for different purposes.</li> <li>Coach others in safe handling of lubricants.</li> <li>Advise on lubricant analysis.</li> <li>Analyze the causes for engine degradation and contamination.</li> </ul>
RMD-110-A	RMD-110-K	W-RMD-110-S	W-RMD-110-E
TF-105-K			

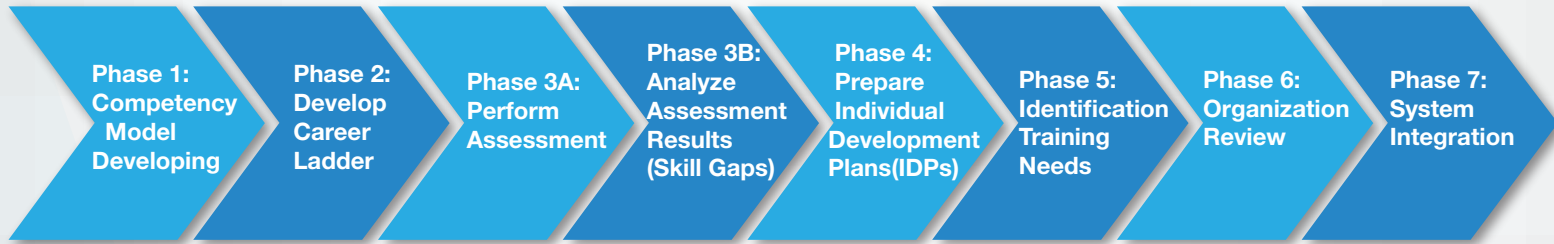
**Proficiency levels**

**Competency Statements describing requirements of each proficiency level**

**Mapped Learning Solutions**

The competency statements in the yellow boxes describe the level of proficiency required of the given Job Title for this specific Competency

# Detailed Process



-Review and evaluate Organization Individual Duties/Skills/ Responsibilities	-Describe the jobs place on the ladder grid -Set the education and competency standards	-Form the interview team -Prepare assessment interview process	-Record gather results into the CMS system -Generate individual gap analysis reports	-Identify and link training resources to competency models	-Identify training needs of individuals and the large groups of individuals covered by the competency assessment process.	-UETMT identifies competency libraries to be reviewed by nominated person	-Establish clear lines of communication with the SAP system integrator to pull the data from both systems It will be required for organization to clearly define and describe the data requirments which are to be integrated in this manner.
-Develope / customize the competency statements associated with the relevent job families	-Show the potential for support mobility -Show the potential for horizontal mobility	-Schedule and run individual interviews -Conduct supervisors assessments (CMS)	-Review and validation of results with organization supervisors -Update system database	-Prepare individual development plans		-Libraries sent to organization in word w/tracking -Review/feedback by organization (edits/additions/ deletions)	
-Consolidate the final listing of job titles by organization manager and UETMT specialists	-Identification of job titles in each job family -Career path mapping	-Auto verification by CMS -Schedule and conduct verification interviews	-Generate individual & organizational gap reports	-Build training resource database		-UETMT incorporates feedback -UETMT creates individual JCMs in CMS and exports into excel	
-Prepare job competency model for each job title (salary grade) in the technical/non-technical divisions	-Recommendation for job titles move between job families	-Verified assessment results				-Review/feedback by organization department heads on coverage of JCMs (change JLR and include / exclude CUs)	

We maintain a series of competency libraries in which the Competency Units are grouped by discipline, including technical and non-technical CUs. In the downstream (refining / petrochemical sector) the 40+ libraries.

The libraries are used to create the JCMs for a Job Family, e.g. Aromatics Production Engineer. The jobs within that Job Family are then created by selecting the Job Level Requirement for each CU, these provides a progression of competency requirements for the jobs within that job family. The job titles will vary between companies, but as examples using a notional job titles in the job family:

### Example 1:

#### Job Family:

- Aromatics Production Engineering

#### Job Titles (JCMs):

- Aromatics Production Engineer (Trainee)
- Aromatics Production Engineer
- Aromatics Senior Production Engineer
- Aromatics Technical Authority

### Example 2:

#### Job Family:

- Mechanical Maintenance

#### Job Titles (JCMs):

- Trainee Mechanical Maintenance Technician
- Mechanical Maintenance Technician
- Senior Mechanical Maintenance Technician

The libraries are created and maintained by UETMT to reflect industry / discipline standards, benchmarks and certifications where appropriate. As detailed below, the libraries are used in the project with the client to enable rapid and standardized content, but with customized to the specific content and requirements of the client.

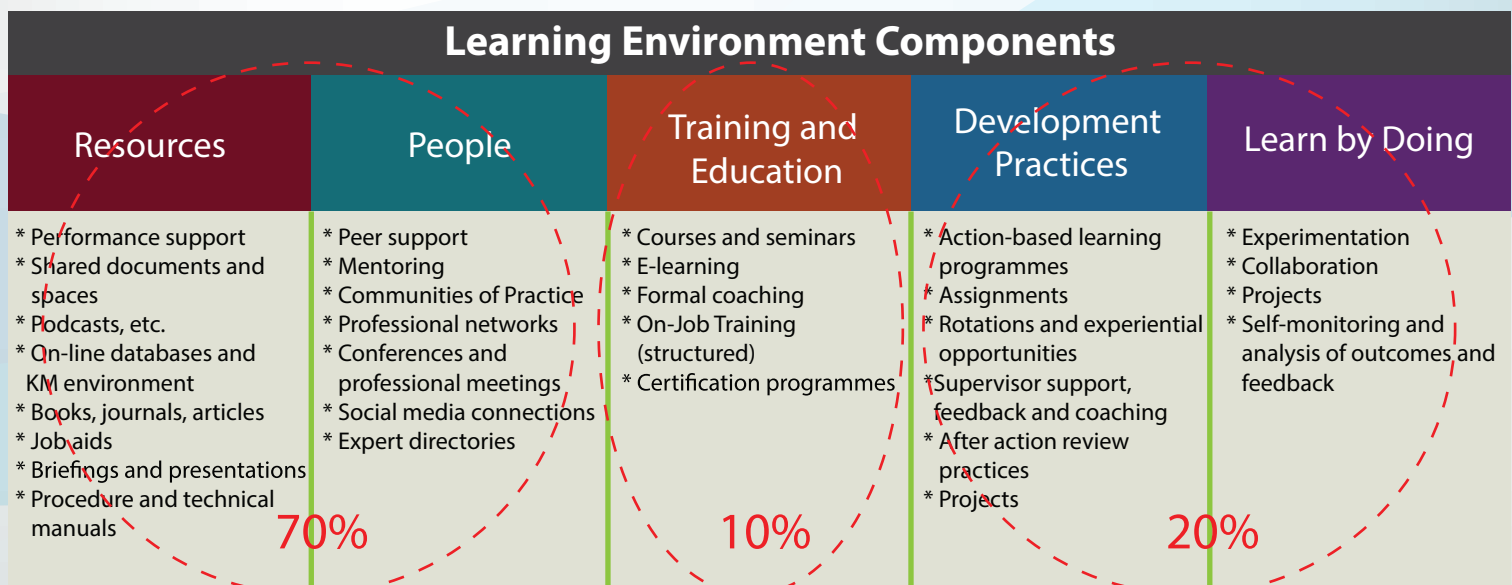
## LEARNING SOLUTIONS

The UETMT competency libraries include baseline Learning Solutions:

- A Learning Solution (LS) is an approved method of developing a specific competency
- LS may be theory or application or a combination of the two
- LS enable consistent, cost-effective development of competency gaps

Learning Solutions are devised to meet the blended learning 70-20-10 methodology that recognizes the importance of structured training for theory (awareness and knowledge) and application (skilled and expert) through:

- Self-managed learning, primarily e-learning
- Instructor-led classroom courses by external vendor or internal by Company
- Work Experience / On-Job Training
  - o Supports 70-20-10 learning model
  - o Based on competency models (JCMs)
  - o Flexible to include projects, assignments, multiple experience requirements
  - o Managed by Department Trainer

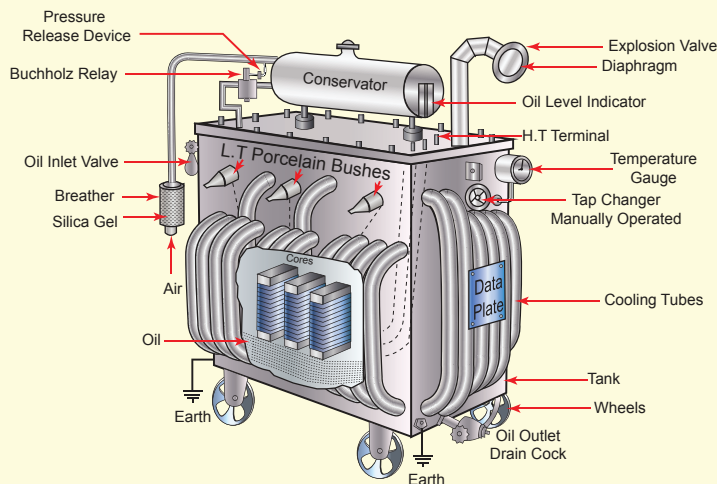




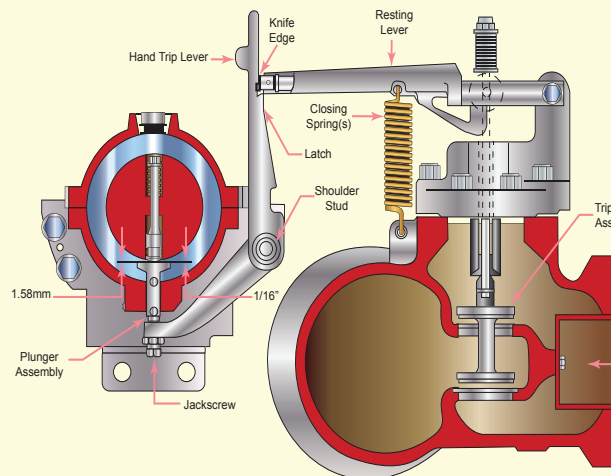
Advantages of self-led (e-learning) for operations and maintenance personnel using learning styles appropriate to learner group; for example, greater use of actual plant / site photographs, supported by graphics and simple animations. This type of 'e-learning' can:

- Be accessed at any time; (Operators, for example, have 'down time' on shift when they can study assigned modules)
- Be studied at the pace of the learner and repeated until learner is confident
- 'Non-threatening' - no pressure from an instructor or time constraint of a lesson
- Have embedded self-testing
- Be inter-active and so more engaging

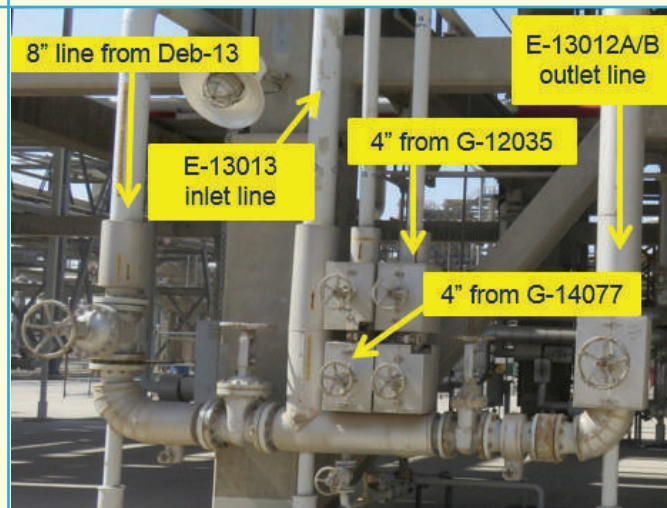
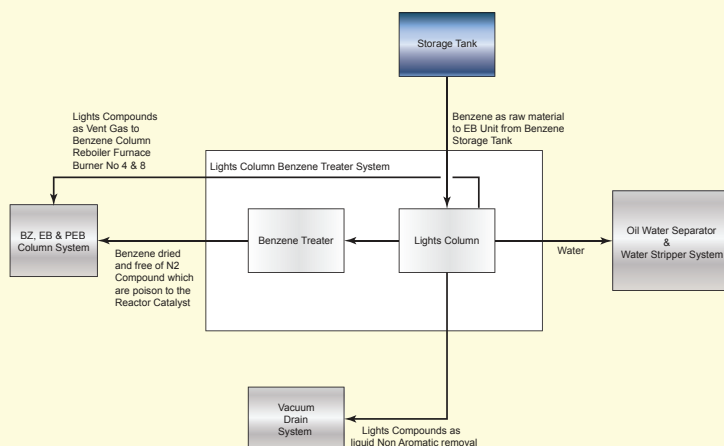
### Transformer Parts



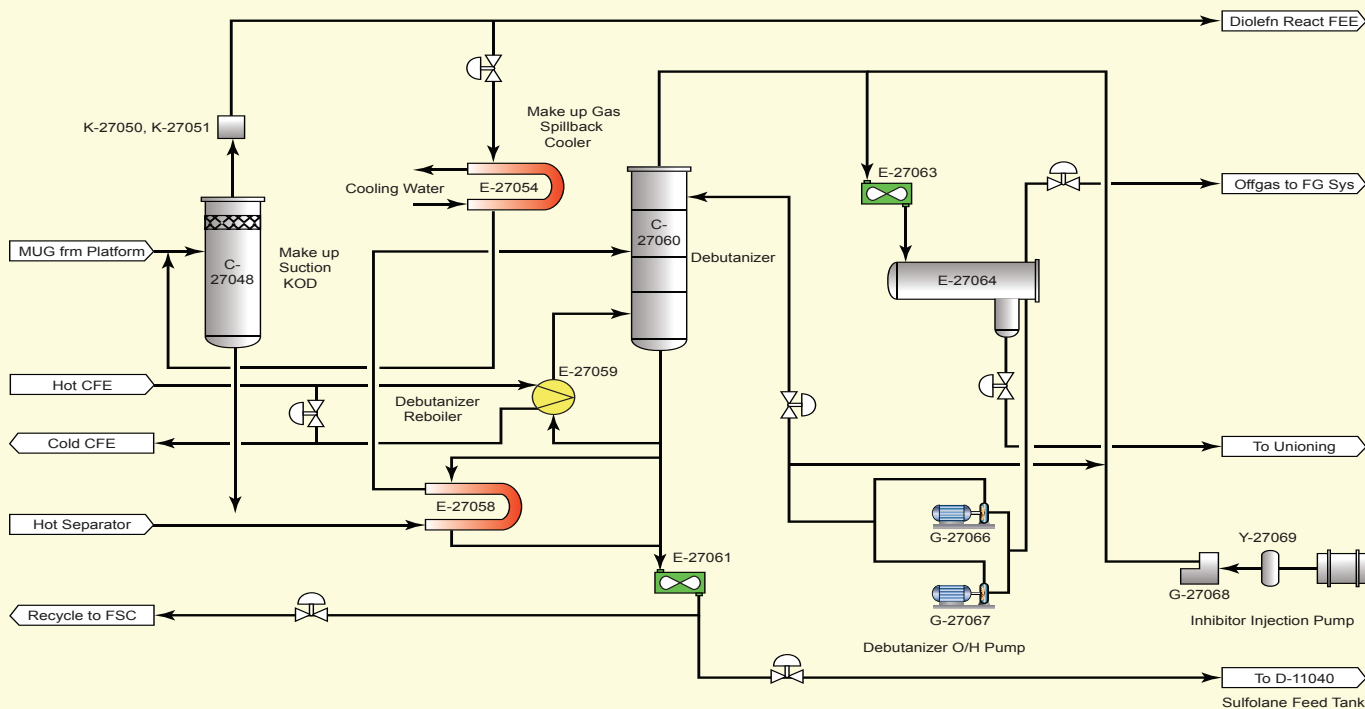
### Single Stage Mechanical Trip



### LCBT Overview



### Makeup Compressor and Pygas Debutanizer



# TYPICAL METHODOLOGY FOR COMPETENCY MANAGEMENT IMPLEMENTATION

## Define Job Competency Models

The output of this Task is the set of JCMs and associated Learning Solutions

The JCMs will be created from the UETMT standard competency frameworks for technical competencies and support competencies, such as soft-skills and behaviours. The proposed JCMs will be customized your specific requirements.

## Competency Assessment, Gap Analysis and IDP

The JCMs will be uploaded to the Comaea Competency Management System, which will be used to:

**Perform Competency Assessment** to determine the current status of competency of individuals for their assigned JCMs. This is conducted using the on-line Comaea competency software and comprises:

- Self-assessment by the individual
- Cross-assessment by a supervisor, manager or other assigned person
- Approval / verification as required

**Review Gap Analysis** to determine the difference between required level of competency and current level of competency. This is usually conducted using the on-line competency software and comprises:

- Determining priorities for development
- Setting target levels for development

**Create Individual Development Plan (IDP)** for each employee based on the Gap Analysis and the approved Learning Solutions. This is usually conducted using the on-line competency software and comprises:

- Assigning development for current job
- Assigning development for succession planning or accelerated development

**Note:** Comaea can be interfaced with ERP systems such as SAP and Oracle, as well as other LSO, LMS, e-recruit and other systems.

The images below illustrate some of the basic features of the Comaea CMS, but to fully understand how this would meet your specific needs, please contact us for more details and a demo.

The screenshot displays the 'STEP 1: Employee Self Assessment' interface of the Comaea CMS. The header includes the United Eastern Technical & Management Training logo and the user's name, Yousef A. Alabdullah, with links for My Account, Help, and Logout. The main content area shows a table of competencies with columns for Current level, Comment, Status, Updated, and Certificate. The competencies are grouped into IT Management, ITIL, and Software Development. A 'Document Archive (1)' sidebar is visible on the left, and a 'I am done' button is at the bottom left. The footer contains the copyright notice: © Comaea International AB. 2013 Confidential. All rights reserved.

	Current level	Comment	Status	Updated	Certificate
<b>IT Management</b>					
EQUATE Business Process Analysis	?	A K S E X	?	2014-06-05	
EQUATE IT Organization	?	A K S E X	?	2014-06-05	
EQUATE IT Policy	?	A K S E X	?	2014-06-05	
<b>ITIL</b>					
ITIL - Service support	?	A K S E X	?	2014-06-05	
ITIL - Application Management: Software Asset Management	?	A K S E X	?	2014-06-05	
ITIL - Business Continuity Management	?	A K S E X	?	2014-06-05	
ITIL - IT Infrastructure Management: Design, Planning & Deployment	?	A K S E X	?	2014-06-05	
ITIL - IT Infrastructure Management: Operations	?	A K S E X	?	2014-06-05	
ITIL - IT Infrastructure Management: Technical Support	?	A K S E X	?	2014-06-05	
ITIL - Planning to Implement Service Management	?	A K S E X	?	2014-06-05	
ITIL - Security Management	?	A K S E X	?	2014-06-05	
ITIL - Service Delivery	?	A K S E X	?	2014-06-05	
<b>Software Development</b>					
Software Engineering	?	A K S E X	?	2014-06-05	
Object orientation	?	A K S E X	?	2014-06-05	
Requirement analysis	?	A K S E X	?	2014-06-05	
Technical Evaluation	?	A K S E X	?	2014-06-05	
Application Development IT	?	A K S E X	?	2014-06-05	
Systems development	?	A K S E X	?	2014-06-05	



# Indicators for Proficiency levels

Yousef A. Al

Home | My Competence | My Plan / Goals

Document Archive (1)

SAP Consultant (Pilot, v1.0)

	Current level	Comment	Status	Updated	Certificate
Systems development	A K S E X		✓	2014-06-05	
Database Design and Management	A K S E X		✓	2014-06-05	
Processing & Testing	A K S E X		✓	2014-06-05	
Quality Assurance/Control	A K S E X		✓	2014-06-05	

Technical Doc

**Competence Guide**

**SAP Competence**

SAP Standard

SAP Product

SAP Product

SAP Product

SAP Product

ABAP Develop

ABAP Work

IT Security

IT Security

EH&S General

Defensive Dr

EHS Fundam

EH&S Design

✓ I am done

**Database Design and Management**  
Knowledge and ability to apply the methods, practices and policies that are used in the design and the management of databases.

**A K S E**

- Demonstrates basic understanding of database management, design concepts and levels of database security.
- Understands the difference between different database structures.
- Demonstrates basic understanding of data manipulation language.
- Demonstrates an awareness of performance issues.
- Understands a single database management system, its components and how they relate to each other.
- Demonstrates a good knowledge of data manipulation language and data definition language.
- Codes/tests basic database access modules.
- Recognizes the importance of database basic recovery and, with guidance, performs backup and recovery.
- Understands database release management, applications business rules, data integrity issues, database security implementation, workload manager and interaction with DBMS.

**A K S E**

- Understands a single database management system, its components and how they relate to each other.
- Demonstrates a good knowledge of data manipulation language and data definition.
- Performs data population, testing, modules.
- Recognizes the importance of database basic recovery and, with guidance, performs backup and recovery.
- Understands database release management, applications business rules, data integrity issues, database security implementation, workload manager and interaction with DBMS.
- Performs data population, testing, debugging and troubleshooting, at a basic level.

**A K S E**

- Demonstrates basic understanding of database management, design concepts and levels of database security.
- Understands the difference between different database structures.
- Demonstrates basic understanding of data manipulation language.
- Demonstrates an awareness of performance issues.
- Understands a single database management system, its components and how they relate to each other.
- Demonstrates a good knowledge of data manipulation language and data definition language.
- Codes/tests basic database access modules.
- Recognizes the importance of database basic recovery and, with guidance,

**A K S E**

- Demonstrates basic understanding of database management, design concepts and levels of database security.
- Understands the difference between different database structures.
- Demonstrates basic understanding of data manipulation language.
- Demonstrates an awareness of performance issues.
- Understands a single database management system, its components and how they relate to each other.
- Demonstrates a good knowledge of data manipulation language and data definition language.
- Codes/tests basic database access modules.
- Recognizes the importance of database basic recovery and, with guidance,

© Comae International AG. 2013 Confidential. All rights reserved.

## STEP 3b: Approver / Verifier

Yousef A. Alabdullah

Competence profile

Print Portfolio

Print my Competence Profile

Document Archive (1)

Add or remove column:

- Employee's Assessment
- Manager's Assessment
- Approver's Level
- Job Level Requirements
- Comment
- Status

Yousef A. complete assessment on 5 June 2014

Approve

Employee's Assessment (Yousef A. Alabdullah)

Manager's Assessment (Stephanie Ho)

Approver's Level (Ken Deive)

Job Level Requirement

**IT Management**

EQUATE Business Process Analysis	A K S E X	A K S E X	A K S E X	K	2014-06-05
EQUATE IT Organization	A K S E X	A K S E X	A K S E X	A	
EQUATE IT Policy	A K S E X	A K S E X	A K S E X	K	

**ITIL**

ITIL - Service support	A K S E X	A K S E X	A K S E X	K	
ITIL - Application Management: Software Asset Management	A K S E X	A K S E X	A K S E X	S	
ITIL - Business Continuity Management	A K S E X	A K S E X	A K S E X	S	
ITIL - IT Infrastructure Management: Design, Planning & Deployment	A K S E X	A K S E X	A K S E X	A	
ITIL - IT Infrastructure Management: Operations	A K S E X	A K S E X	A K S E X	A	2014-06-05
ITIL - IT Infrastructure Management: Technical Support	A K S E X	A K S E X	A K S E X	A	2014-06-05
ITIL - Planning to Implement Service Management	A K S E X	A K S E X	A K S E X	A	2014-06-05
ITIL - Security Management	A K S E X	A K S E X	A K S E X	K	2014-06-05
ITIL - Service Delivery	A K S E X	A K S E X	A K S E X	A	2014-06-05

**Software Development**

Software Engineering	A K S E X	A K S E X	A K S E X	E	2014-06-05
Object orientation	A K S E X	A K S E X	A K S E X	A	2014-06-05
Requirement analysis	A K S E X	A K S E X	A K S E X	A	2014-06-05
Technical Evaluation	A K S E X	A K S E X	A K S E X	A	2014-06-05
Application Development IT	A K S E X	A K S E X	A K S E X	K	2014-06-05
Systems development	A K S E X	A K S E X	A K S E X	K	
Database Design and Management	A K S E X	A K S E X	A K S E X	S	

**#1. Indicators for proficiency levels:** In the Competence Guide the Indicators for each proficiency level are shown and can be selected.

**#1. Assessments:** the Approver/Verifier will see Self Assessment, Manager's Assessment and use it as basis for deciding on (final) Approver Level

**#2. Approver Level:** this is the final proficiency level that is set by the Approver/Verifier. In most organisations this would be set by Manager.

**#3. Job Level Requirement:** this column indicates if the (final) Approver's level is matching the Job Level Requirement (JLR) or not. Red indicates that there is a Gap, and Green indicates that the level matches, or exceeds the JLR.

**#4. Status:** the status icon indicates the state of a competency; grey = Employee assessment completed, orange = Manager assessment completed, green = approved by Approver/Verifier.

**#5. Column view:** to facilitate for the Approver, it is possible to show/hide columns related to the Assessment.

© Comae International AG. 2013 Confidential. All rights reserved.



# STEP 4: IDP and Competency Target

**Yousef A. Alabdullah**

Print Portfolio

Print my Competence Profile

Document Archive (1)

Add or remove column:

- Approvers Level
- Job Level Requirements
- Target level
- Comment
- Status

Yousef A. completed assessment on 5 June 2014

Competence profile | Competence Target

Yousef A.s competence profile | SAP Consultant (Pilot, v1.0)

	Approvers Level (Ken Deive)	Job Level Requirement	Target Level	IDP	Comments
<b>IT Management</b>					
EQUATE Business Process Analysis	A K S E	K	A K S E	Actions (1)	
EQUATE IT Organization	A K S E	A	A K S E		
EQUATE IT Policy	A K S E	K	A K S E		
<b>ITIL</b>					
ITIL - Service support	A K S E	K	A K S E		
ITIL - Application Management: Software Asset Management	A K S E	S	A K S E		
ITIL - Business Continuity Management	A K S E	S	A K S E	Actions	
ITIL - IT Infrastructure Management: Design, Planning & Deployment	A K S E	A	A K S E		
ITIL - IT Infrastructure Management: Operations	A K S E	A	A K S E		
ITIL - IT Infrastructure Management: Technical Support	A K S E	A	A K S E		
ITIL - Planning to Implement Service Management	A K S E	A	A K S E		
ITIL - Security Management	A K S E	K	A K S E		
ITIL - Service Delivery	A K S E	A	A K S E		
<b>Software Development</b>					
Software Engineering	A K S E	E	A K S E	Actions (1)	
Object orientation	A K S E	A	A K S E		
Requirement analysis	A K S E	A	A K S E		
Technical Evaluation	A K S E	A	A K S E		
Application Development IT	A K S E	K	A K S E		
Systems development	A K S E	K	A K S E		
Database Design and Management	A K S E	S	A K S E		

#1. Approver Level: this is the final proficiency level that has been established by the Approver/Verifier in the previous step.

#2. Job Level Requirement: this column indicates if the (final) Approver's level is matching the Job Level Requirement (JLR) or not. Red indicates that there is a Gap, and Green indicates that the level matches, or exceeds the JLR.

#3. Target Level: Target Level is used to select one or multiple competencies that need to be focused on. By setting a Target level it will be possible to select an IDP Action for that competency.

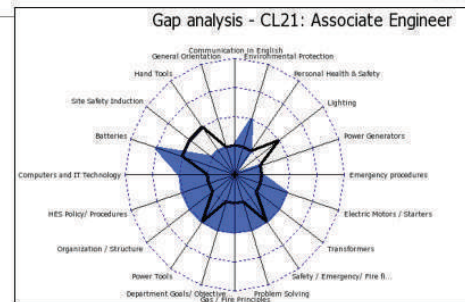
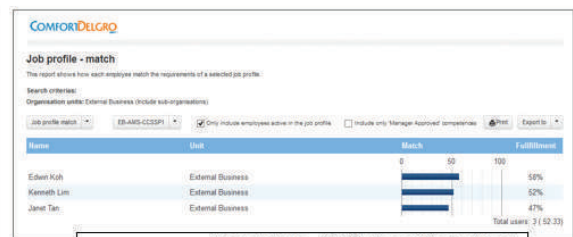
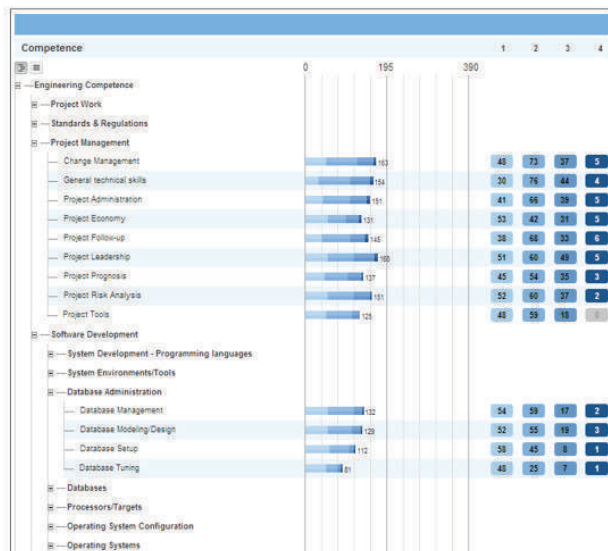
#4. IDP Actions: When a Target level is set, it will be possible to select an action in a separate popup window. (see next page)

#5. Column view: to facilitate work, it is possible to show/hide columns related to the IDP and Competence Planning.

© Comae International AB, 2013 Confidential. All rights reserved.

## Analysis & Reporting

- Reporting and gap analysis are based on verified or interim assessments. Comae HCM currently has over 15 reports for analysis and advanced search and filter function to support the gap analysis on all levels of the organisation.



© Comae International AB, 2013 Confidential. All rights reserved.

## CERTIFICATION AND QUALIFICATION TRACKING – AN ESSENTIAL BUSINESS PROCESS!

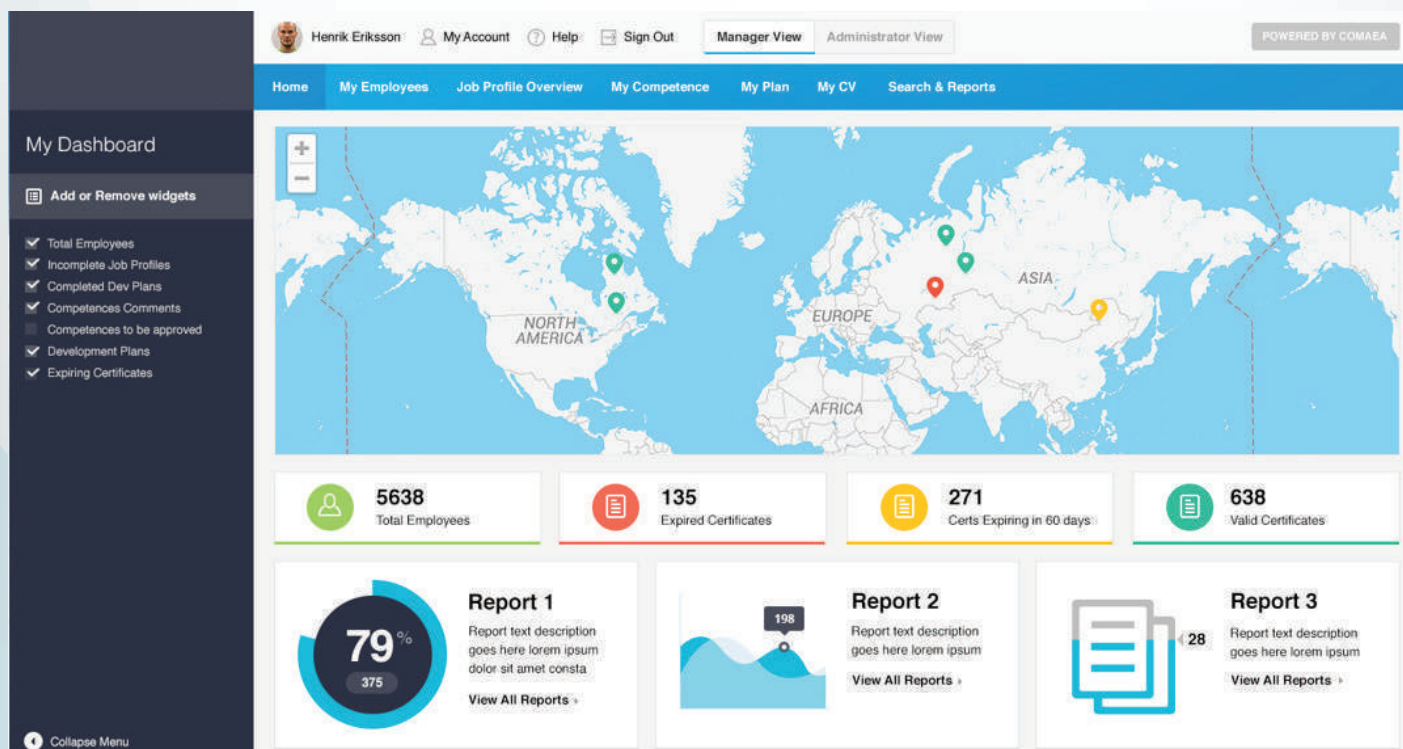
Companies need to know if their personnel are current in regulatory, compliance, mandatory certificates and qualifications, as well needing to track similar information for more general business reasons.

- Regulation
- Compliance
- License to Operate
- Etc....

The certification / qualification tracker element of Comaea provides a powerful solution to this problem. The selected screenshots below illustrate some of the basic features, but to fully understand how this would meet your specific needs, please contact us for more details and a demo.

### Home Page Dashboard (below)

Customized content to present key information as required by that specific user – such as a global manager (hence global map shown), or any other level of manager / supervisor / trainer. The Red-Amber-Green gives an instant picture of issues (current or future).



### Certificate View (next page)

In this view Administrators, and Managers, can easily overview Certificates in the company. In the list Certificates are shown and the status indicates if Certificates / Qualifications are:

- Valid** (not due to expire in the given time frame)
- Renewal** required within a given time frame
- Expired** (already beyond date)

## WHAT ELSE? ... CAREER LADDERS? ... NATIONALIZING?

Other typical Workforce Planning and Development requirements include:

- Nationalizing
- Career Ladders
- Recruitment and Selection
- Specialist Technical Development
- ... and more

The foundation of any career structure is based on the definition of competencies that relate to the Job Positions and progression with the career ladder(s), which also allows for accurate development (training), assessment, cross-role, succession planning, and so on.

The 3 groups of competencies (Core – Role-based/technical – Transferable) need to be considered. So, in addition to developing the competencies of individuals based on the gap analysis from their assessments, the JCMs created in Task 2 can be used as the basis for:

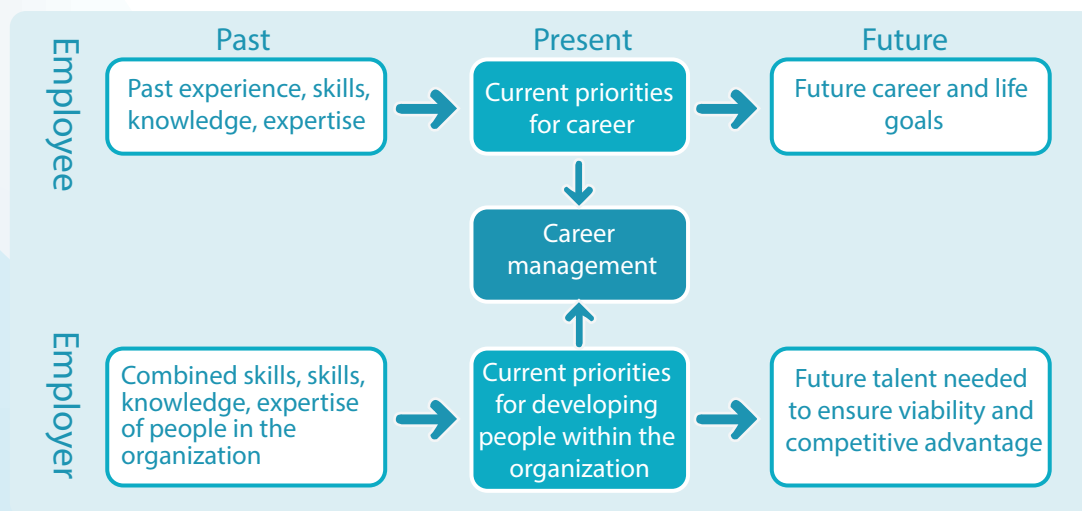
- Career ladders, including development of managerial and technical positions
- Succession Planning
- Accelerated development of the national workforce

### Overview and Concepts

Career planning involves the definition of career paths/ladders, the routes people can take to advance their careers within an organization. It uses all the information provided by the organization's assessments of requirements and of performance, potential and management succession plans, and translates them into individual career development programs and general arrangements for management development, career counselling and mentoring. The generic career stages are:

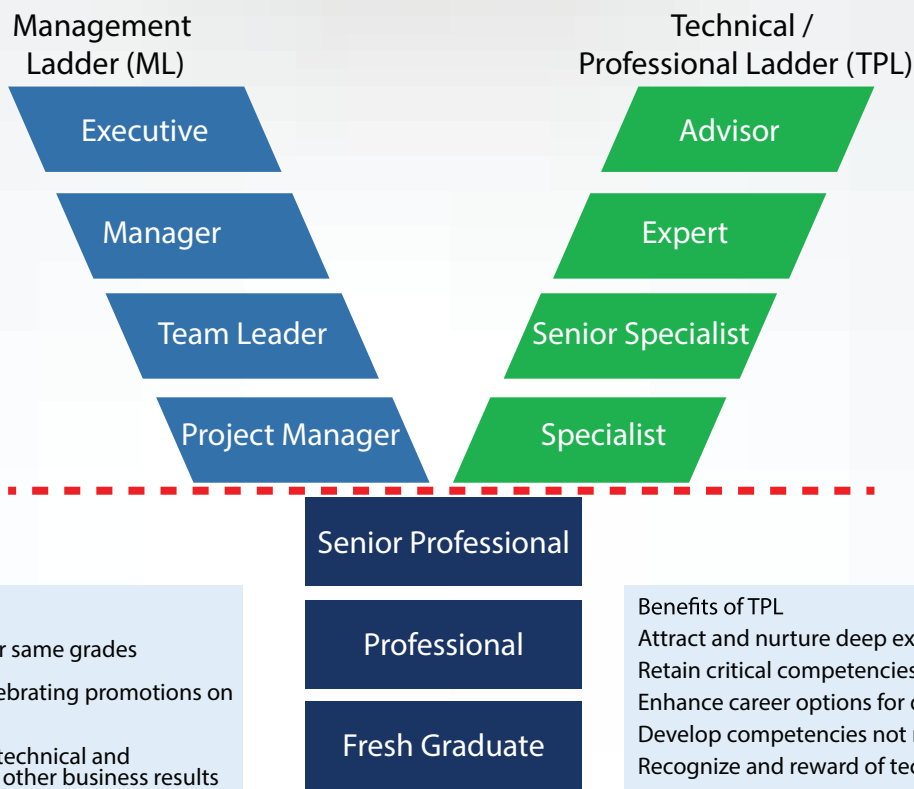
- Entry to the organization
- Progress within particular areas of work
- Mid-career - Later career - End of career

For employees the aims of career management policies are to give them the guidance, support and encouragement they need to fulfil their potential and achieve a successful career with the organization in tune with their talents and ambitions



Most companies are moving away from the independent technical and managerial ladders to the 'Y-shaped' discipline-based structure that has a common (within the discipline) stem, and managerial and technical specialist 'arms'.





### Nationalizing

All commercial organisations need to have a robust and sustainable succession plan for its workforce, to allow for natural wastage through retirement, promotion, and commercial expansion. The addition of a Nationalisation program within this process needs careful management if the Company is to continue meeting the expectations of shareholders, Nationals and Government alike.

The system below covers the main points for consideration and process for an effective Nationalizing strategy. Much of its success is dependent upon what data is already in place within the Company regarding Job descriptions and Job competency models for both its Expat and National employees.

Succession planning (Nationalizing)	Comment
What Nationalizing% has to be met over next 5 years	MOM directive
Assess what Expat positions can be replaced with Nationals	Easy/moderate/dif icult
What Talent is available from outside/outside	Company/National Talent pool
What gaps remain	
Nationalizing process	Comment
Must be all inclusive/informative to all workforce	Buy in from all, means a collective effort.
Must involve those being replaced in its implementation	From concept to delivery. For Selection, training/mentoring of replacements. Incentive programs
Must develop a system of closing the QEC Gaps	Assisted by Competency and blended learning management systems.
Must have minimum effect on the critical business path	Over the longer period
Must tie in with IDP and CDP programs	Targeted funding for critical training gaps.
Should consider splitting 1 Expat job role into smaller manageable parts. (Commercial, technical, Project management, etc.)	Advantage of increasing Nationalizing% reducing risk and quickly closing the QEC gap

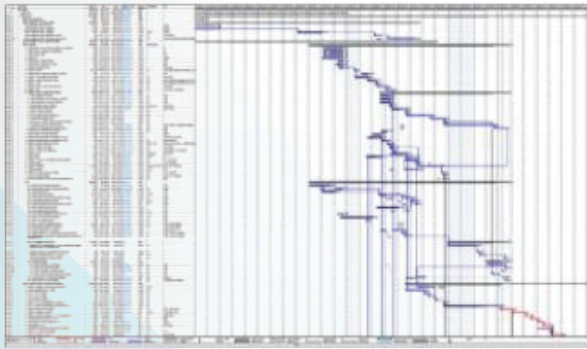
**We would be delighted to come and discuss these, and any other needs you have around developing your key asset – your people.**

## Project Management Office (PMO)

## Weekly Progress Report






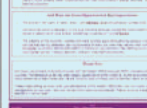
# Project Plan



## Communication Plan & Campaigns

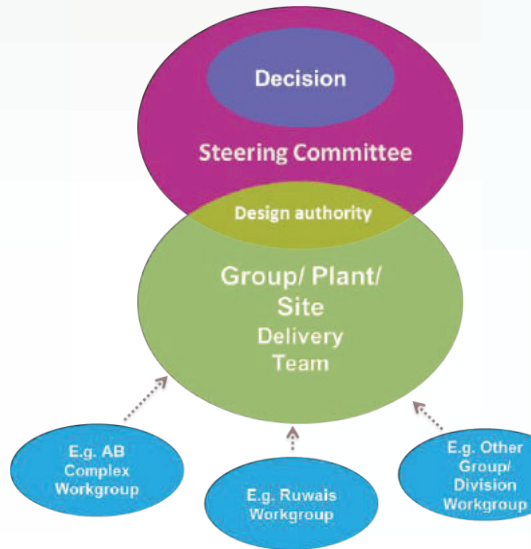
Vehicle	Description	Communication goal & audience	Timing
Posters	<ul style="list-style-type: none"> <li>This is a simple, cost effective and efficient method of communicating information to a large number of employees</li> <li>Many people in places where people come together, for example in the coffee corner, elevator, staircase, etc.</li> </ul>	<ul style="list-style-type: none"> <li>To keep informed</li> <li>Audience: all employees</li> </ul>	<ul style="list-style-type: none"> <li>Right away</li> <li>Change the poster regularly (once a month)</li> <li>4-6 weeks before you have your vote for the posters for countdown</li> </ul>
Local Company Magazine	<ul style="list-style-type: none"> <li>In an article in the Local Company Magazine it gives more detailed information on Project X and support of the leadership (e.g. an interview with Plant Manager and/or BFO)</li> </ul>		
Leaflets & Brochures	<ul style="list-style-type: none"> <li>Leaflets and brochures can have a different level of information (from high-level to very detailed). It depends on the communication need of the audience to be targeted. A leaflet can be used as a general 'after a presentation or it can be used if it will be better as background information</li> </ul>		
Control message board	<ul style="list-style-type: none"> <li>This is a simple, cost effective and efficient way communicating information to a large number of employees</li> </ul>		
Targeted Stakeholder letter	<ul style="list-style-type: none"> <li>Targeted letters can be used to distribute detailed information on the project and to communicate the specific expectations of stakeholder groups on their role participation in the project (e.g. an invite workshop or an overview of specific changes a next step)</li> </ul>		

Communication Activities	Weeks from Go-Live																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Design Details																															
Construction Plan																															
Costs Message																															
Costs Message																															
Power Message																															
Power Message																															
Local Message																															
Project General Update																															
Local General Information																															
Project Website																															
Project Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															
Local Website																															

## Governance Model



## Critical Success Measurement

- 1 COMMUNICATION STRATEGY**  
Targeted communications to enhance awareness and understanding of the project and how it will be an important enabler to improve GASCO efficiency.
- 2 GOVERNANCE AND APPROVALS**  
A governance mechanism consisting of senior business stakeholders is essential to drive successful implementation. Leverage internal functional Focus Points to ensure approval cycles complete on time.
- 3 EXECUTIVE SUPPORT**  
Roll-out requires support from the senior executive of GASCO throughout implementation. This project will touch many parts of the business and only through executive support can success be achieved.
- 4 CAPABILITY BUILDING**  
Continuing to build the capability of IT and Focus Points from participating GASCO teams will be imperative to the long-term sustainability of this initiative.
- 5 INTEGRATED TALENT MANAGEMENT**  
Video courses will be developed for integration of Talent Management where competencies feed into other processes such as Performance Management, Succession Planning, Performance Management.
- 6 TECHNOLOGY INTEGRATION**  
Coordinated engagement and support of GASCO IT will enable the maximise adoption and reuse of use of the new competency assessment tool.

## Risk/Issue Log





**UNITED EASTERN**  
TECHNICAL & MANAGEMENT TRAINING

[www.uetmt.ae](http://www.uetmt.ae)



INTERSTED TO KNOW MORE ABOUT OUR SERVICES PLEASE CONTACT US

Liberty Tower, Khalifa Street,  
P.O.Box: 7615, Abu Dhabi-UAE  
Tel : +971 2 627 2737  
Fax : +971 2 627 0048  
E-mail : [ameneassy@ueg.ae](mailto:ameneassy@ueg.ae)  
Web. : [www.uetmc.ae](http://www.uetmc.ae)

Al Salemiyah Tower, 1003,  
P.O. Box: 8670, Dubai - UAE  
Tel : +971 4 222 9911  
Fax : +971 4 222 6642  
Mob. : +971 50 830 7962  
Web. : [www.uetmt.ae](http://www.uetmt.ae)

**ABU DHABI | DUBAI | KUWAIT | OMAN | EGYPT**