

THE ROLE OF COMPETENCY-BASED TRAINING ON PERFORMANCE MANAGEMENT PROGRESS IN THE UAE GOVERNMENT SECTOR

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Article History	Abstract
Original Research Article	<p><i>Competency-Based Training (CBT) has become a strategic method for developing human resources, especially in organisations and public sector institutions that are focused on performance. This research investigates the function of CBT in improving performance management in the government sector of the United Arab Emirates (UAE). Utilising theoretical frameworks such as Goal-Setting Theory, Expectancy Theory, Human Capital Theory, and the Resource-Based View, the study integrates empirical information about the alignment of employee competences with organisational objectives through Cognitive Behavioural Therapy (CBT). The literature suggests that the amalgamation of CBT with performance management systems improves productivity, leadership effectiveness, and service delivery results. Nonetheless, difficulties such as establishing quantifiable competencies, correlating training with performance evaluation, and encountering organisational opposition persist. Existing research predominantly utilises cross-sectional methodologies, constraining comprehension of the long-term effects of CBT in the UAE public sector. This study fills this gap by focusing on how to use CBT in an organised and quantitative way to help keep performance management improvements going. The findings indicate that CBT, when methodically integrated into competency frameworks, functions as a pivotal catalyst for employee growth, organisational efficiency, and public service excellence.</i></p> <p>Keywords: <i>Competency-Based Training, Performance Management, UAE Government Sector, Human Capital, Competency Frameworks, Organizational Effectiveness.</i></p>
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Introduction

This phenomenon is particularly relevant in the context of modern public sector management where increasing expectations for efficiency, accountability and service excellence has created an urgent need for strategic approaches to human capital development. Within this context, competency-based approaches such as competency models, competency frameworks and competency-based training (CBT) have received an increasing interest within the academic literature as well as practitioner jobs in recent times (Harris et al. As such, this serves as a critical synthesis of the available literature addressing these coalescent constructs through academic articles, scholarly texts, policy documents and other empirical investigations on which to base the study.

The review of literature does not only need to be a descriptive exercise but is also a critical process in framing

the current study within an academic discourse. As John Creswell (2018) points out, the construction of a firm base of literature allows researchers to determine what knowledge is not yet present, gain an understanding of previous research topics and create theoretical connections. In much the same way, Catherine Marshall and Gretchen Rossman (2016) maintain that scholarly reviews offer the theoretical framework to place research issues into wider analytic relevance. In this sense the current section is not only relevant in avoiding redundancy but also essential for deepening conceptual insights and fortifying the analytical framing of the study.

Competencies: The central pillar of this debate became a constitutive part of modern human resources. First described by David McClelland (1973), the underpinning shifted away from the ancient focus on intelligence testing

and formal qualifications, suggesting that what we really need to identify are competencies—characteristics of people which predict superior job performance—for guiding employee recruitment, promotion and development. This view was expanded upon by Richard Boyatzis (1982), who defined competencies as a constellation of skills, motives, traits and self-perceptions, and also by Lyle Spencer and Signe Spencer (1993) who structured competency identification and measurement. Newer works (e.g., Campion et al., 2011; Garavan et al., 2021) highlight the significance of competency models in an organization as aimed at ensuring that they have the workforces with technical, leadership, and interpersonal capabilities that are aligned to where the organization is heading.

This section also covers the creation of integrated competency frameworks, which serve to connect job roles with org goals, in addition to conceptualization. As per Michael Armstrong (2020), competency frameworks play a critical role in aligning various human resource processes such as recruitment, training and performance management. Indeed, within the United Arab Emirates (UAE), the government organizations introduced common competency frameworks for both administrative performance improvement and national development programs (Alteneiji, 2020; Al Suwaidi, 2019). The whole structures are usually established on consensus establishing plans that coherence worldwide best practices with domestic governance priorities.

In addition, this examines the relationship between competency frameworks, competency-based training (CBT), and employee performance management systems. CBT is defined as a training process that focuses on the definition, learning, and experience of goal-oriented competencies necessary for obtaining sustainable job performance. As noted by Salas et al. (2012), Noe (2020); *Competency-Based Training: It is a method of training, where training success measures based on skills improvements in relevant measurable performance indicators. In contrast, education through contemporary research (Aguinis, 2019; Garavan et al., 2021) further reinforces that the link between CBT and combining this with performance management systems brings higher productivity, enhances employee engagement and drives organizational alignment.*

It also focuses on the design, implementation, and evaluation of CBT programs such as competency gap analysis, curriculum development, and performance-based assessment. There are links to this in the context of ongoing reforms in the UAE public sector that focus on innovation, efficiency and continuous professional development.

Finally, a comprehensive review of empirical studies related to competency approaches as well as competency-based training and performance management, critically appraising the findings of these studies while noting recurring themes and highlighted gaps. The literature review section sheds light on the subject of competency-based training models and performance management systems in the UAE government sector through synthesizing these studies, thus contributing a solid base for understanding why and how competency-based training can be useful to improve performance management in this context, which eventually explains why is this research important to undertake.

Conceptual Review of Competency-Based Training (CBT)

Competency-Based Training (CBT) has emerged as a key strategy for human resource development, especially in performance-oriented organizations. As Mc Clelland (1973) elaborately said, intelligence and academic degrees are not enough predictors to predict job performance; that is why it is important to understand that competencies, the underlying characteristics giving way for superior job performance should be the cornerstone of training and assessment.

Richard Boyatzis (1982) expanded on this work, defining competencies as a subset of motives, traits, skills, self-image and social roles that lead to effective job performance. This multifaceted view transformed conditioning frameworks from models based on input to those driven by results.

Lyle Spencer and Signe Spencer (1993) further honed this definition to communicate that competencies are quantifiable; they can therefore be systematically developed through organized training interventions. Their work put CBT on the map as an option for closing the gap between employee capabilities and organizational outcomes.

In the UAE government sector, CBT is aligned with modernization strategies that focus on efficiency, innovation and service excellence (Al Suwaidi, 2019). It is about enabling employees with verifiable capabilities that impact the organization's efficacy.

Competency Frameworks in Organizational Contexts

Competency frameworks are a central component of modern human resource management, allowing organizations to systematically articulate, cultivate and assess the capabilities needed for effective accomplishment. At the most fundamental level, these frameworks define what employees must know and be able to do — as well as how they should behave — in order for

an organization to meet its goals. According to Michael Armstrong (2020), competency frameworks act as a “blueprint” that enables key human resource processes such as recruitment, training, performance appraisal and career development to be integrated and consistent across the organization and aligned with its strategy.

But competency frameworks are more than just definitional exercises; they are important strategic levers for driving alignment within organizations. They eliminate ambiguity and settings norms around what good performance looks like by clarifying the performance expectations associated with specific roles. According to Armstrong (2020), these structures also help organizations link individual performance with organizational objectives, creating an environment that encourages high-performance cultures. More practically, it means that hiring decisions, training investments and performance evaluations are all consistently framed around the same set of competency standards.

Competency frameworks are usually organised into three interrelated broad categories. Core competencies are the fundamental characteristics shared across all employees, irrespective of job function. These are communication skills, teamwork skill, ethical conduct, adaptability which are important for creating synergy and maintaining the culture of an organization. Functional competencies, in contrast, are role-specific and pertain to how good you can be at performing a specific task given the knowledge and expertise needed. Because organizational roles are highly specialized, these competencies differ between departments and professions. In addition, leadership competencies are critical at the managerial and executive levels, including strategic thinking, decision-making, innovation, and one that is most important: the capacity to inspire and lead others. Each of the categories in these two dimensions combine to provide a holistic view of personal outcomes versus organizational capacity.

Competency frameworks have been shown empirically to improve organizational results. (2005) and Campion et al. (1994), respectively, remain the only to findings replicating these results in their entirety. Ferdman, 2011) show that organizations with clearly defined competency models improve employee performance because employees understand their role well and can also design those employees through targeted training interventions. Such frameworks also allow more objective performance appraisal systems where employees are evaluated against clear competence indicators rather than subjective judgments. If so, it enhances transparency and equity while promoting employee motivation and engagement.

Moreover, competency frameworks are fundamental in finding and developing talent or succession planning. By

identifying developing competencies needed for future positions, organizations can take the initiative to cultivate their workforce into competent leaders with a continuous flow of talent. This future orientation is especially relevant in fast-moving environments, where rapid adaptation and ongoing development are crucial for maintaining competitive advantage.

Competency frameworks have been institutionalized in the context of United Arab Emirates (UAE) public sector as part of wider administrative reforms designed to streamline government effectiveness and service delivery. They align with international standards, including those advocated for by the Society for Human Resource Management; however, they are tailored to incorporate national and cultural aspects (Alteneiji, 2020). For example, public-sector entities in the UAE highlight competencies relevant to innovation systems, digital transformation, and customer-centric service delivery aligned with the country’s strategic vision for public sector effectiveness.

In addition, the adoption of unified competency frameworks in government institutions provides an opportunity to develop more harmonized practices of human resources management, allowing for information sharing and benchmarking between entities. This alignment also aids in the execution of competency-based training (CBT) programs as well as performance management systems, making certain that employee development initiatives are connected to quantifiable performance results.

Competencies are more than a set of descriptors; they are the tools we use to actively generate performance in organizations. They offer clarity, alignment and focus for incremental development serving as the bedrock of effective human resource management and an essential element in propelling both individual and institutional success (especially pertinent to reform-oriented public sector environments in places such as the UAE).

Theoretical Foundations of Performance Management

Performance management is a complex idea that goes beyond just regular performance reviews and includes making sure that employees' skills are in line with the goals of the firm. Its conceptual robustness is derived from its foundation in known theories that elucidate human motivation, skill development, and the attainment of sustained organisational performance results. These theoretical frameworks are especially pertinent for comprehending the function of competency-based training (CBT) as a means of augmenting employee efficacy in organised settings, exemplified by the UAE government sector.

Goal-Setting Theory

Edwin Locke and Gary Latham came up with the Goal-Setting Theory in 1990. It is one of the most important ideas in performance management. The notion asserts that employee performance markedly enhances when individuals are provided with clear, defined, and challenging objectives. These goals act as mental guides that help people focus, control their effort, and keep going throughout time. The theory underscores the necessity of feedback, as it enables individuals to monitor their success and modify their efforts accordingly.

One of the best things about this idea is that it can be used in real-life situations in businesses. Employees are more likely to be motivated and dedicated to reaching their goals when they know what is expected of them and see the goals as both achievable and challenging. But the person has to be able to reach those goals. This is where competency-based training is really useful. CBT makes ensuring that workers know what is expected of them and that they have the technical abilities, knowledge, and behavioural skills they need to meet those goals. In the UAE public sector, where performance goals are commonly linked to national development indicators, combining goal-setting concepts with competency development improves both individual responsibility and the efficacy of the organization.

Expectancy Theory

Victor Vroom's Expectancy Theory (1964) gives a full picture of what motivates employees by connecting effort, performance, and results. Expectancy (the assumption that effort will lead to performance), instrumentality (the belief that performance will lead to rewards), and valence (the value placed on those rewards) are the three main parts of the theory. These factors work together to decide how much effort someone is willing to put into a task. One of the main ideas behind this notion is that employees need to feel that they are capable of doing their jobs in order to be motivated. People's belief in the link between effort and performance declines when they don't have the right skills or knowledge, which lowers their motivation. Competency-based training solves this problem by making people more skilled and surer of themselves. Structured learning interventions help employees build the skills they need to do their jobs well, which strengthens their views about what they may expect. Also, when CBT is used alongside performance management systems that reward competence and achievement, it strengthens the instrumentality part of the theory.

Expectancy Theory emphasises the necessity of providing employees with the requisite competencies to fulfil performance criteria in the UAE government sector, where performance management systems are progressively focused on outcomes. By doing this, businesses may create

a motivated staff that believes it can produce high-quality results.

Human Capital Theory

Taking things a step further, Gary Becker (1993) has introduced the Human Capital Theory: this theory depicts employees as intangible yet tangible-like "assets," whose knowledge, skills and abilities directly increase organizational productivity and economic growth. In contrast to conventional perspectives, which view labour as an expense, this approach frames human capital as investments that will pay dividends over time. As such, activity to educate, train and develop one professionally are regarded as activities of strategic significance that magnify workforce human capital worth.

In this context, competency-based training is a tangible mechanism of creating and maintaining human capital. A systematic approach to identifying competency gaps followed by targeted training programs is a winning combination for organizations looking to enhance employee capability and performance outcomes. However, if you are a part of an organization, professional development means more than learning new skills that will help the organization; it also entails acquiring transferable skills individually that will improve your future employability and career advancement.

Moreover, human capital development is a national priority in the UAE with its transition towards a knowledge-based economy. Devoting on the development and accomplishments of an employee has been cascaded to government institutions as well to harmonize innovation, better public service delivery, and realize sustainable developmental goals. Thus, CBT acts as a key link in the chain of Human Capital Theory that connects the investment in training to improvements in performance.

Resource-Based View (RBV):

Jay Barney (1991) provides the basis for the resource-based view (RBV), which is a strategic perspective on organizational performance that highlights internal resources as sources of competitive advantage. Resource-Based Theory; Organizations can generate sustained success through developing resources that are valuable, rare, inimitable and non-substitutable. Of these resources, human capital, especially as competencies or capabilities is seen the most important.

Essence of RBV: Not all resources lead to performance; only those that are unique and hard to replicate can provide an advantage. Competencies that are built through CBT meet this condition, as they represent something within an individual and are influenced by organizational culture, experience, and ways of learning. This characteristic makes

them hard to replicate by competitors hence, adding organizational uniqueness.

Across public sector settings like the UAE, service excellence and innovation go beyond competition in the application of RBV. Such investment will enable government organizations to build distinctive competencies in their employees, becoming more competent at providing services of the highest quality while also being well-prepared to tackle emerging issues and introducing innovative solutions. Advanced competency-based training becomes a strategic vehicle for the development of such human resources and institutional capacity.

Synthesis and Relevance to the Study

In combination, these theoretical paradigms set the framework for understanding the complexities of performance management within which competency-based training is prominent. Specialized theories such as Goal-Setting Theory stress the significance of clear objectives and direction, Expectancy Theory describes the motivational processes that impact performance, Human Capital Theory underlines investment in employee development, while Resource-Based View places competencies as strategic assets to be leveraged for competitive advantage.

For this research, these theories combined illustrate how competency-based training does not solely exist as a supportive function but is instead a key driver of performance management progression. This theoretical integration would better enable the study to investigate the impact of competency building initiatives on employee performance in the UAE government sector, leading to enhanced organizational effectiveness and public service delivery.

Link Between Competency-Based Training and Performance Management

CBT and performance management integrate, mutually reinforce, and provide a foundation for sustained organizational effectiveness. Even the newest human resource literature reiterates that effective training systems are linked to performance outcomes and align with an organization's overall strategy. As noted by Salas et al. job functions has shown that training interventions designed using competency-based approaches result in greater job performance (2012) as long, as they are well aligned with specified performance standards and organizational goals. Such alignment is vital to ensuring training does not take place in a vacuum, but rather as a focused vehicle for improving measurable outcomes.

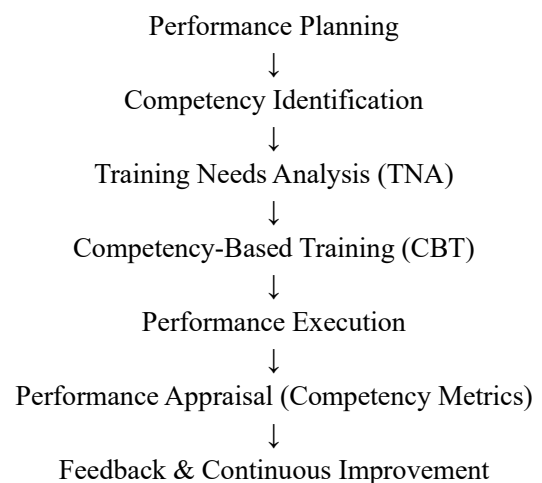
Likewise, Aguinis (2019) maintains that performance management systems provide the best outcomes when

competency metrics are included. All such metrics provide objective observable measure of employee performance that minimizes subjectivity in the appraisal process. This systematic integration enables organisations to transform their existing paradigm of annual performance evaluation, towards a more efficient evidence-based development model for identifying and bridging performance gaps through structured training.

Conceptual Linkage Between CBT and Performance Management

Competency-based training and performance management are linked by a constant cycle of assessment, development, and evaluation. Performance management tells you what you need to do, while CBT tells you how to do it by improving your skills and abilities.

Framework 1: CBT-Performance Management Integration Cycle



1. Performance Planning:

In the first step, broad organizational goals like better service delivery, a boost to innovation, or improved operational efficiency are translated into specific performance targets that can be measured and tracked at the individual level within a specific timeframe. This ensures that every single employee knows exactly what is needed of them to realize larger institutional goals. Aligning individual objectives with organizational strategy, performance planning creates the basis of accountability and sets the direction for competency development thereafter.

2. Competency Identification:

Once performance goals have been established, the appropriate professional competencies that will help achieve them are defined. Competency refers to the knowledge, skills, abilities and behavioral characteristics required for success. An example would be a government employee responsible for digital transformation who might require competencies in IT systems management, change

leadership and effective communication. By making competencies that are critical in the workplace clear, training can be tailored to align with business objectives, achieving desired performance outcomes.

3. Training Needs Analysis (TNA):

The organization needs to identify the gap between existing competencies and those required to achieve target performance. TNA can be described as a structured process of gathering information using various methods such as performance data, self-assessments, supervisor feedback and competency tests. Recognising these gaps is vital in crafting targeted interventions to address weaknesses and skills, avoiding the waste of training resources.

4. Competency-Based Training (CBT):

On the basis of TNA results, bespoke learning programmes are designed to fill identified gaps in competency. CBT is results-oriented and focuses on applying new knowledge in the workplace so that employees can not only learn but become able to perform. These can include workshops, simulations, e-learning, mentoring or on-the-job coaching. In this stage, identified needs are translated into actionable plans for development.

5. Performance Execution:

Employees apply their newly acquired competencies in real work scenarios, demonstrating their ability to perform tasks effectively. This stage bridges the gap between learning and practice, allowing employees to translate theory into action. Successful performance execution validates the relevance of training and directly contributes to organizational outcomes.

6. Performance Appraisal:

Employees' performance is evaluated against clearly defined, competency-based indicators. Unlike traditional appraisal methods that may rely on subjective judgments, competency-based appraisals measure observable behaviors, skills, and results. This ensures fairness, objectivity, and transparency, providing an accurate reflection of employee capability and contributions to organizational goals.

7. Feedback Loop:

The performance appraisal is not an end in itself, but provides feedback into the development process to inform continued training and further improvement. Such feedback highlights areas for ongoing development, may validate effective behaviours already established and the findings can be used to improve subsequent CBT initiatives (Bennett & Kottasz, 2012). This feedback mechanism makes sure that the competence is not stagnant and hence a dynamic

learning, performance and organization goal attainment cycle is formed.

This cyclical approach highlights the fact that Competency Based Training is not a "one-time occurrence" but ongoing process that is intertwined with performance management systems. It combines planning, observation, development, execution and feedback loops to form a well-oiled machine that improves individual and business performance in a sustainable way. This cycle gradually instills a culture of relentless learning, responsibility and alignment to strategy that is pivotal for high performing organizations as witnessed by such entities in the UAE government sector.

Functional Relationship Between CBT and Performance Outcomes

Empirical studies (Noe, 2020; Garavan et al., 2021) highlight several key ways in which CBT enhances performance management:

1. Enhancement of Employee Productivity

CBT improves productivity by equipping employees with role-specific competencies that enable them to perform tasks more efficiently and effectively. When employees possess the right skills, they require less supervision, make fewer errors, and complete tasks within shorter timeframes. This directly contributes to improved organizational output.

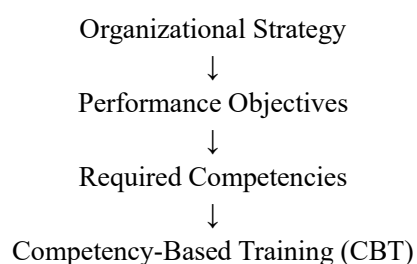
2. Improvement in Performance Appraisal Accuracy

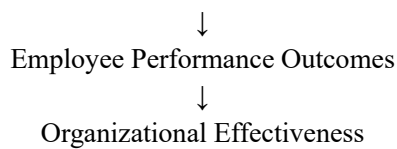
Traditional appraisal systems often rely on subjective judgments, which can lead to bias and inconsistency. By incorporating competency metrics, CBT introduces **standardized evaluation criteria** that are observable and measurable. This enhances fairness, transparency, and reliability in performance assessments, as noted by Aguinis (2019).

3. Alignment Between Individual and Organizational Goals

One of the most significant contributions of CBT is its ability to align employee development with organizational strategy. Competency frameworks ensure that training initiatives are directly linked to the skills required to achieve organizational objectives. This alignment minimizes resource wastage and ensures that all efforts contribute to strategic outcomes.

Framework 2: Strategic Alignment Model





This model illustrates how CBT acts as a bridge between strategy and performance. Organizational goals are translated into performance objectives, which in turn define the competencies required. CBT develops these competencies, leading to improved employee performance and ultimately enhancing overall organizational effectiveness.

Application in the UAE Government Sector

The UAE public sector is a good example of how CBT and performance management work together. This is because administrative changes focus on efficiency, innovation, and service excellence. Al Mazrouei (2018) says that competency-based training programs have greatly enhanced the quality of services by making sure that government workers have the skills they need to fulfil changing public needs.

In practice, UAE government entities utilize competency frameworks to guide both training and performance evaluation processes. These frameworks ensure that:

- I. Training programs are aligned with national development priorities
- II. Performance appraisals are based on measurable competency indicators
- III. Employees are continuously developed to meet future challenges

This integrated approach has contributed to enhanced administrative efficiency, improved customer satisfaction, and greater accountability within public institutions.

Integrated Analytical Perspective

The relationship between CBT and performance management can also be understood through a cause-and-effect lens:

Competency Gaps → CBT Intervention → Skill Acquisition → Improved Performance → Organizational Outcomes

Here, competency-based training serves as the intervening variable that transforms identified performance gaps into improved outcomes. Without CBT, performance management systems risk becoming purely evaluated rather than developmental.

There is a strategic and operational alignment between performance management and competency-based training. This is where CBT shines and augments the efficiency of performance management systems by offering essential tools for skills development, unbiased assessment, and

ongoing enhancement. The two together create a responsive system where employee abilities are continuously matched to business objectives.

The relationship this enables with the UAE government sector is especially important, augmenting an overarching goal of cultivating a highly skilled, high-performing public workforce. Integrating CBT with performance management enables organizations to bring about sustainable improvements in productivity, efficiency, and service delivery.

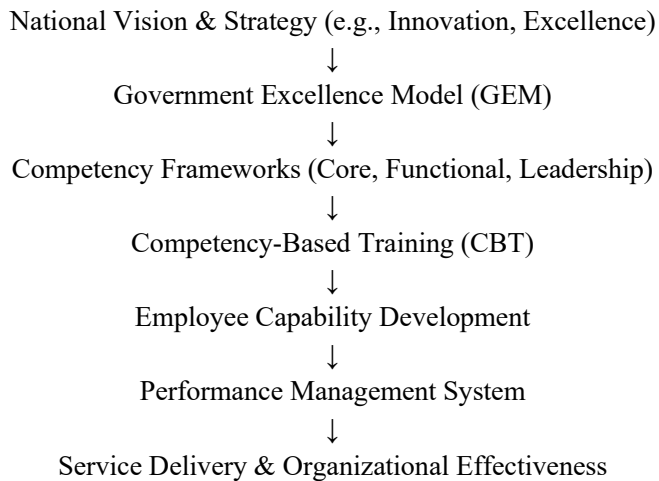
Competency-Based Training in the UAE Government Sector

Implementing competency-based training (CBT) in the United Arab Emirates (UAE) government sector is a planned technical transfer to promote a high-performance public service and developing it to react on-the-fly to citizen needs inside of new knowledge intrinsic. This, in turn, is one of the pillars UAE's wider public sector reform agenda, and it has made human capital development both a central driver for national competitiveness as well as innovation delivery and service excellence. In this sense, CBT has paved the way to align employee capacities with government institution intentions.

The UAE's focus on innovation, digital transformation, and global competitiveness has created a need for a workforce that possesses not only technical skills but is adaptable, forward-looking, and performance-driven (Alteneiji 2020). As a result, competency frameworks have been institutionalized in various government entities through the Foundations of Competency Frameworks program which creates meaningful linkages between employee development and clearly defined performance expectations. Instead of spending their time and resources in traditional training methods, the UAE public sector is moving towards CBT to guarantee that the learning objectives are measurable, instituted for roles, and applicable to the workplace's current demands.

The UAE Government Excellence Model (GEM) is a foundational vehicle for this transformation, embedding competency development within the larger framework of performance management systems across the region. The GEM offers a consolidated framework that allows government reservists to evaluate, nurture, and bolster their organizational performance quotient. Competencies do not exist as abstract ideas within this model, but instead with concrete evidence of application through evaluation metrics, leadership development programs and organizational benchmarking. This integration is aligned with international best practices in public administration, adopted in the UAE's governance structure and national priorities.

Framework: CBT Integration in UAE Public Sector



1. National Vision & Strategy:

The apex of the framework is the UAE's broad development agenda, focused on innovation and efficiency in a world where global economic competitiveness is king. This national vision provides guidance for the strategic direction of all government initiatives — including human capital development. It lays out the strategic objectives public sector institutions need to meet to reap national goals and ensures all efforts of organizations are consistent with broader social and economic priorities.

2. Government Excellence Model (GEM):

The GEM serves as the working reference that informs how to actualize national vision into organizational actions. With such a conceptual structure, it can help formulate policies for performance management and institutional reforms based on competencies. GEM combines standards with benchmarks and best practices therefore helping the government agencies to keep their consistency, accountability and quality as they work towards achieving strategic objectives.

3. Competency Frameworks:

Competency frameworks define what kind of knowledge, skills, behaviors, and attitudes people working in different roles in government institutions need. These competencies fall into three categories: core (common across all employees), functional (specific to a job function) and leadership (competencies for strategic or managerial roles). They present a clear path to advance employees career and easier way to tailor the learning experience and track it objectively.

4. CBT Implementation:

This is where competency-based training comes into play: a practical way of combating identified deficiencies in your employee's competencies. Therefore, both specific training programs are derived from the competency framework.

CBT is also results-oriented; it focuses on measurable outcomes, and skills developed can be immediately applied on the job.

5. Capability Development:

Through CBT, employees enhance their readiness, adaptability, and effectiveness. Capability development ensures that employees can not only meet current job demands but also respond to future challenges, technological advancements, and policy changes. This stage transforms training outcomes into tangible improvements in employee performance and confidence.

6. Performance Management:

This stage involves evaluating employee outcomes using competency-based indicators. Performance management systems track how well employees apply their newly acquired competencies to meet role expectations and organizational objectives. The use of standardized metrics ensures fairness, transparency, and alignment with strategic priorities, providing feedback for continuous improvement.

7. Service Delivery:

When integrated with performance management, the creation of a culture of CBT will lead to better service delivery in the public sector. Agencies with motivated, skilled, and performance-based employees significantly contribute to improved operational outputs and citizen satisfaction. This brings the framework full circle by translating individual competency development to tangible organizational and societal impact.

This integrated framework illustrates a transparent, coherent connection between national directives for transformation, the following structured development of competencies, aligned training and continuous performance management to promote service delivery. This also exemplifies how the UAE government uses a Competency-Based Training approach as a crucial factor to build a high performing, innovative and citizen-centric public workforce.

Impact of CBT in the UAE Public Sector

Empirical research by Al Suwaidi (2019) demonstrates that the implementation of CBT in the UAE government sector has produced several measurable outcomes:

1. Increased Employee Adaptability

CBT also teaches employees transferable and future-oriented skills that prepare them to meet the demands of changing jobs, technology strategies, and policy reforms. In the UAE, a dynamic governance landscape, it is essential to remain agile in order to ensure continued efficiency and relevance. Competency-based trained employees possess the skills that allow them to tackle complex tasks, adopt

innovation more readily, and respond better with organizational changes.

2. Enhanced Leadership Capabilities

UAE public sector CBT initiatives generally focus on Leadership development. CBT highlights leadership qualities like as strategic thought, decision making, and emotional intelligence to build a continuous talent pool of leaders that can advance through the organization. Such leadership capabilities are critical in driving change, facilitating innovation and ensuring the successful execution of government policies.

3. Improved Organizational Performance Outcomes

The most prominent effect of CBT, however is in the organizational outcome. CBT uses performance indicators to align training with company-wide objectives ensuring that employee development produces measurable outcomes in areas such as: improving productivity; service quality; and operational efficiency. This enables government entities embracing CBT to be well poised for realizing strategic goals and service delivery to citizens.

Analytical Perspective

They also frame competency-based training in the UAE government sector with a performance management perspective, adding layers and context to this success. In contrast to most training methods where it is often unclear what the desired outcome is, CBT is always results focused. It also guarantees that every training intervention being carried out is directly related to a competency requirement, which then links back to the performance outcome.

Furthermore, the UAE's approach embodies an integrated model of human resource development in which training, performance measurement and organizational strategy are inseparable. The internalization of these measures will also contribute to better performance at an institutional level, allowing government bodies to function more effectively in a competitive global landscape.

Competency-based training has since evolved into one of the cornerstones of public sector reform in the UAE. For instance, modalities of the UAE Government Excellence Model ensure that CBT fits naturally within performance management systems, establishing alignment between employee development and national- and organizational-level priorities. Adaptability, leadership development and organizational performance are enhanced by CBT solutions that can be scaled to meet the public workforce requirements — after all, when you invest in people you make strategic choices that foster creativity.

Empirical Review of Related Studies

A plethora of empirical research have investigated the impact of Competency-Based Training (CBT) on performance management, highlighting its significance across many organisational contexts and sectors.

Salas et al. (2012) conducted a comprehensive study across many industries, demonstrating that competency-based training significantly enhances employee performance. Their research demonstrated that when training is customised to specific job competencies, people acquire the requisite skills and knowledge to improve their performance, resulting in measurable increases in productivity and overall effectiveness.

Garavan et al. (2021) emphasised the significance of CBT in fostering continuous professional development. Their research demonstrated that CBT not only equips employees with the necessary abilities to perform their duties effectively, but it also fosters a culture of lifelong learning, hence enhancing organisational adaptability in dynamic business environments. The study underscored that individuals engaged in competency-based training are more prepared to tackle emerging challenges and promote innovation within their roles.

Campion et al. (2011) investigated the organizational-level results of competency modelling and concluded that the methodical identification and cultivation of competences directly improve organisational effectiveness. Their research showed that companies who use competence frameworks have a better match between the talents of their employees and their strategic goals. This makes operations more efficient and helps the company reach its goals.

Al Mazrouei (2018) studied how CBT training affected employee performance and engagement in the UAE public sector in the Middle East. The research demonstrated that public sector employees participating in structured competency-based training exhibited improved job performance, increased commitment, and greater involvement in their responsibilities. This shows that CBT programs are useful not only for private companies but also for developing the skills of public sector workers and linking such skills to the goals of the organization.

These studies generally suggest that CBT is effective for both individual and organisational performance. They stress that using competency-based methods in training and development programs can improve skills, engagement, and overall effectiveness, which is a strong reason to use them in many cases.

Challenges in Implementing Competency-Based Training

Even while Competency-Based Training (CBT) is known to have many benefits, putting it into practice is not without

its problems. Armstrong (2020) talks about some of the biggest problems that businesses have when they start using CBT. One big problem is figuring out how to measure competencies. It's sometimes hard for organisations to figure out what skills, knowledge, and behaviours make up good performance for diverse jobs and then explain them. Training programs could be ambiguous or not in line with the aims of the organization if they don't have specific, measurable skills.

Another problem is putting training into performance management systems. CBT works best when it is directly linked to how employees are judged and rewarded for their work. But a lot of companies have trouble connecting the results of training directly to performance reviews or career advancement paths. This lack of connection can make employees less motivated to fully participate in competency-based programs.

Companies also have to deal with people who don't want to adapt. People who are habituated to traditional training methods might not want to use new competency-based methods. Resistance may arise from apprehension regarding increased accountability, perceived intricacy, or ambiguity concerning the assessment and application of competences.

Garavan et al. (2021) further stress that the effectiveness of CBT is very much based on the culture of the business and the dedication of its executives. For CBT initiatives to be successful, there must be a culture that values learning, ongoing growth, and taking responsibility for performance. Competency-based programs may not work as planned if executives don't show their support and the programs don't fit with the organization's values.

In the UAE context, Alteneiji (2020) cites more obstacles, notably deficiencies in the uniform implementation of competency frameworks among government organisations. These variations can lead to different training results, different levels of employee development, and problems with comparing performance across divisions. These kinds of problems show how important it is to have coordinated efforts, standardised frameworks, and strong leadership support to make sure that CBT implementation works and lasts.

CBT has a lot of potential to make employees work better and organisations work better, but it is very important to deal with these implementation problems. To get the most out of CBT, organisations need to spend money on precise definitions of competencies, combine training with performance systems, create a culture that supports learning, and get executives to commit to the process.

Research Gap

Although in the current literature, there is always a strong emphasis on Competency-Based Training (CBT) as a method of enhancing employee performance and organisational efficiency, there is a significant gap in research about its long-term implications particularly in the UAE government sector. Majority of past studies largely employ cross sectional research designs, which capture outcome at a single point in time, thus giving limited insights on the long-term effects of CBT interventions on employee performance and organisational productivity.

Also, some research, such as that conducted by Alteneiji (2020) and Al Mazrouei (2018) consider the implementation of CBT in the UAE public sector, but they primarily consider short-term or immediate performance results, staff involvement, or skill growth. Empirical studies to examine the degree to which these training programs lead to measurable and lasting improvements in performance management systems, career development, or organisational efficiency are lacking.

This is an essential gap because performance management within government agencies requires not just skills development but alignment to long-term strategic plans, accountability frameworks and use of competencies within and across departments. Without longitudinal analysis, policymakers and training designers do not have detailed recommendations on improving CBT programs to have long-term effects.

This research will therefore address this gap by analyzing the long-term effects of competency-based training on performance management within the UAE government. The study aims to provide empirical data on the effects of CBT on the performance outcomes in the long-term using a systematic and measurable research approach, therefore, informing policy and practice in the context of effective workforce development in state institutions.

Summary of Literature Review

The reviewed literature indicates that Competency-Based Training (CBT) is a critical tool of promoting effective performance management. Empirical research always reveals that in cases where training programs are aligned to well defined competencies, organizations enjoy better employee productivity, enhanced alignment of individual roles and organizational goals and improved service delivery outcomes. Coupling competency frameworks to performance management systems are important in ensuring that individual skills are directly related to performance expectations which can be measured to both support individual and organizational growth.

With these known advantages, there are also important gaps that are found in the literature, especially in terms of contextual use of CBT in the UAE government sector.

Although a number of studies have been conducted on the effects of competency-based initiatives on the short-term or immediate effects, there is a paucity of research on assessing the long-term effects of competency-based initiatives on long-term performance gains, employee participation, and institutional performance. In addition, issues like poor implementation of competency frameworks, cultural barriers in the organization, and different degrees of leadership support have not been adequately dealt with in literature.

It is essential to fill these gaps to contribute to the development of academic knowledge and the implementation of CBT in the context of the public sector. Evidence-based information on the role of competency-based training in long-term performance management can be offered through further research to policy makers, human resource practitioners and organizational leaders to facilitate the construction of more competent and sustainable training programs that can achieve the strategic goals.

Conclusion

Competency-Based Training (CBT) is one of the key areas of promoting performance management in the UAE governmental sector. CBT maximizes the productivity of employees, their leadership skills, and service delivery outcomes by aligning the training interventions with the organization-specific competencies and organizational goals. When competency frameworks are integrated into performance management systems, skill development will be measurable and targeted and tied directly to institutional performance objectives. Although the above advantages have been demonstrated, issues like competency definition, change resistance, and lack of uniform implementation of the frameworks may hinder the best results. These issues need a firm dedication to leadership, an encouraging organizational culture to be addressed, and standardized structures. Longitudinal style should be embraced in future research to assess the long-term effectiveness of CBT in performance management, thus guiding policy and practice in the long-term workforce development and the excellence of the public sector.

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