



Knowledge and Policies Council Series

First Session Report: UAE Leadership School

March 2014

About the Council

Mohammed Bin Rashid School of Government took the initiative of launching the Knowledge and Policies Council, a round table dialogue program, to promote meaningful dialogues that will enrich shared knowledge within government entities. The Council also aims to highlight vital public topics and policies of high priority within the framework of the renown achievements realized by government entities in the UAE in various fields, positioning them locally, regionally, and globally as leaders within their specializations. Additionally, the Council strives to encourage the dissemination of expertise, promote knowledge sharing, and ensure that all government entities benefit from the same.

In this context, the School aims for participant diversity at every session, so as to include federal and local levels, central authorities, and specialized authorities, in addition to promoting the engagement of influential non-government stakeholders in relevant discussions. This will enable meaningful, comprehensive dialogues and the ability to tackle topics from a variety of perspectives, as the School seeks to restructure the Knowledge and Policies Council with a view to integrating it within comprehensive action agendas that will enable the Council to conduct in depth discussions of topics on the table. This, in turn, will enhance common understanding and knowledge-sharing efforts.

The objectives of the Council can be summarized in providing a platform for cognitive dialogue between experts, specialists and stakeholders involved in the government sector with a view to highlighting issues of priority and importance on government and community levels. The Council also aims to document and disseminate dialogue in a balanced, comprehensive and practical manner to enrich cognitive content within government. Additionally, the Council strives to encourage individual and organizational communication and relationships, and to strengthen the cognitive network within government to enhance effective organizational cooperation. Finally, the Council strives to present insights and recommendations that will have an effective impact on joint action and the development of government performance.

UAE Leadership School

Executive Summary

The United Arab Emirates witnessed consecutive achievements in comprehensive development, positioning the country as a leading model at global levels. The UAE government sector played a prominent role in this process, both locally and federally, and in this context, the capabilities and practices of UAE government entities have evolved dramatically and distinctively, becoming a worldwide reference for best practices. However, because this development took place individually within government entities, knowledge and practice development were concentrated within each entity, and despite the positive outcomes of this experience - positive competition and good results - there were nonetheless challenges that highlighted the importance of integration and coordination between entities in order to provide common shared value to participating stakeholders.

In this light, His Highness Sheikh Mohammed Bin Rashid Al Maktoum strove towards enhancing communication, coordination and participation, both in terms of knowledge and planning. As a result, the School took the initiative of launching the Knowledge and Policies Council, a round table dialogue program. The council aims to promote meaningful dialogue to enrich knowledge amongst various government entities, in addition to highlighting public topics and policies that are of relevance to both the community and the government. In order to strengthen dialogue between the various entities and promote effective knowledge sharing, the School aims to ensure the diversity of participants at every session, so as to include both federal and local levels, central authorities (such as the Prime Minister's Office and the General Secretariat of the Executive Council), and specialized authorities (such as ministries or government entities). This will enable meaningful, comprehensive discussions to address topics from a variety of perspectives. Towards this goal, and in collaboration with participants, the School will regularly publish the roundtable discussion outputs and disseminate to all stakeholders.

>> Table of Contents

Executive Summary	1
Introduction	2
Points of discussion	3
The Need to Document the UAE Leadership School	3
Documenting the UAE Leadership School	4
Objectives of Documenting the UAE Leadership School	5
Overview of Leadership Development in the State	6
Leadership Development Program Design	7
The Need to Evaluate Leadership Development Programs	9
Recommendations	10
First Session Participants	12

Introduction

There are many schools of thought and models of leadership as this field remains controversial in terms of concept and models. There is, however, a consensus on the importance of leadership and the pivotal role it plays in the development of organizations, nations and peoples. Consequently, the race to build leaders and promote the leadership thought has no boundaries. This is particularly true in light of the intensified global competition and rapid technological developments in a world that “recognizes neither the weak nor the second place”, to quote the words of His Highness Sheikh Mohammed Bin Rashid Al Maktoum, UAE Vice President and Prime Minister and Ruler of Dubai.

Forty-two years since the union was founded, leadership was and remains the secret behind the success and prosperity of our nation. From the very beginning, the UAE was headed by effective, renowned and local leadership that contributed to building a modern state, becoming an exceptional worldwide model on federal experience. This leadership also proved that believing in concepts of leadership and developing new generations of leaders for the UAE government ensures success, sustainability and excellence, thus making successful leadership an embedded characteristic of this country. As such, the UAE established a unique school for outstanding leadership, one which we can proudly and confidently call the UAE Leadership School. Every Emirati has the right to be proud of this school, and to speak of UAE leaders, their achievements and attributes, at international forums. It is also our duty to research, document and build a framework for this distinguished school so that it may qualify future generations, and become

the foundation for developing and building future leaders who will ensure continued development and excellence for the UAE.

The UAE Leadership School was founded by the late Sheikh Zayed Bin Sultan Al Nahyan, the man who gave so generously that it is impossible to mention all the good he has done in this document. He is the man who built this union. He is the benevolent. He is the wise man whose memory lives throughout the Arab and Muslim world.

The greatest legacy bequeathed by Zayed to Emiratis is the unique Emirati approach and leadership model which stems from the country’s religious and cultural values. Zayed was a leader in his achievements, in his upholding of values and principles, and in the positions he took. He was a leader who led by example, and did not reduce leadership to mere positions and achievements. Rather he himself was a school for UAE leadership. The greatest proof of which are his aphorisms which remain a beacon of light for the nation’s people. His Highness Sheikh Mohammed Bin Rashid Al Maktoum once said, “We learned at schools and colleges, but I have not found a school or university that is greater than Zayed.”

Modern UAE government leadership took root under the leadership of His Highness Sheikh Khalifa Bin Zayed Al Nahyan, through commitment to Zayed’s successful approach to leadership, and through taking this approach to higher levels by incorporating concepts of excellence, quality and modernity, thus making leadership a common, shared concept among all leaders in the state. This led to comprehensive development in all areas of government operations, and raised the standards of living and overall well-being of its citizens.

His Highness Sheikh Mohammed Bin Rashid

Al Maktoum is a leading contributor to embedding and enriching the pillars of the UAE Leadership School. He is the leader who impressed the world with the great speed at which Dubai was built and developed. The leader who plowed the sea, and reached higher with skyscrapers than ever dared before. His Highness added much to the concept of UAE leadership. He is the man who coined the famous ambitious slogan to be “number one”. He is the man behind the positive energy and behind all the motivation towards global competitiveness and excellence in government performance. Despite his many responsibilities, His Highness took it upon himself to document leadership thought. He published numerous books including *My Vision* and *Flashes of Thought* in which he sought to document UAE leadership thought and make it accessible to all citizens. In his book *My Vision*, His Highness focuses on the future vision, on will and determination. In his second book, *Flashes of Thought*, His Highness focuses on motivation, guidance and positive energy for citizens and government employees; “We want to change the concept of leadership so that it includes anyone who has the ambitions and the will to change himself, and also to benefit his society.”

The UAE School of Leadership boasts many leaders, too many to mention here. What can we say about Zayed’s foresight? Rashid’s vision? Khalifa’s wisdom? Mohammed Bin Rashid’s ideology? Mohammed Bin Zayed’s warmth and hospitality? Sultan’s knowledge and scholarship? Or about many front and second row government leaders, as well as women in leadership who add to the UAE’s success story. Therefore there exists an urgent need to continue to document and develop the framework for this distinguished school so that it may become the universal platform for future leaders.

Given the reality of the Arab world, this becomes even more urgent. The Arab state is in need of thought systems and mechanisms capable of creating leaders who are able to promote Arab societies. As such, we believe that the UAE Leadership School represents a unique model that closely replicates Arab reality.

Points of Discussion

The Need to Document the UAE Leadership School

As the UAE continues on its path of development, achieving one great success after another, and with the rapid advancement and excellent positioning, the country as a worldwide reference for comprehensive development, it is important to prepare for new challenges that will differ in nature from those met during the initial development phase. An important challenge which must be a priority on the agenda of leaders and decision-makers is balance. The start of the development process saw some economic, social, cultural and organizational sectors achieve greater positive results and achievements than others. Therefore, the next phase includes achieving balance between the sectors and promoting inter-organizational collaboration at various levels. Sustainable development is another challenge where some countries excelled and others failed. Additionally, questions were raised on the depth of this rapid development, but speedy economic recovery from the global economic crisis provided proof that this experience in growth and development has indeed achieved the necessary depth, stability and sustainability.

It is therefore important to document the practices that have contributed to this achievement in order to enable leaders to address the challenges ahead, whether by promoting knowledge transfer between the

different levels and sectors in the state, or by sharing this knowledge across generations.

Documenting the UAE Leadership School

The need for historical documentation and highlighting role models in UAE leadership practices

Leadership practices in the UAE has contributed significantly to the foundations of the modern state. The ability of rulers to develop an ambitious vision to promote progress and well-being played a big part in building clear foundations and enabling excellence and the organizational state. Building the welfare and productive state, empowering citizens and enriching the cognitive content and skills within the UAE society, in addition to strengthening the role and broadening the base of citizen participation in the development process, were and remain a vision shared by the state's sheikhs and rulers.

The role of the sheikhs and rulers was not limited to the development and dissemination of the state's vision and future, rather they have led the path to the realization of the vision. They have always been exemplary role models, as demonstrated by their positions and the examples they set in action, dedication and accomplishment, as well as providing guidance on dedication and commitment, which gave the state a coherent, strong and capable team strengthened by the knowledge, inspiration and ambitious vision of its leadership.

Our leadership also excelled in motivating stakeholders through the use of a variety of effective tools. By adopting principles of accountability and transparency in implementation and empowerment practices, and through effective investment in developing human and organizational capital, and effective use of accountability

and penalty, leadership was able to direct the government body in an integrated manner towards achieving vision objectives and providing services that enable competitiveness and sustainable development in the state.

Since the founding of the nation, and for over forty years, the UAE's sheikhs and rulers have presented role models in leadership. This leadership was not limited to politics or executive government. Rather they have extended beyond these limits to become a leadership concerned with economic, social and cultural development. This has been fully demonstrated at various levels within the state, and be evidenced by the UAE's achievements in comprehensive and sustainable development within a relatively short time when compared to the experiences of other countries.

Consequently, it is important to document UAE leadership practices since the founding of the state, as a knowledge resource that will enrich intellectual and organizational content, to become an integral part of the state's inner consciousness and cultural heritage, and embedding value infused with local flavor and international achievement toward building the nation and achieving its vision.

The need for specialized documentation (defining development practices and strengthening leadership role in the UAE management system)

UAE leadership practices were not limited to sheikhs and rulers, rather the sheikhs and rulers have supported the growth of executive leaders within government entities, whether within government structures and non-government sectors. The emergence of technocratic leadership maximized the UAE's sheikhs and rulers ability to work and achieve. This category produced many distinguished leaders who

have effectively led development plans within the state's sectors. Such performance can be witnessed within transport, energy, security, economy, tourism and other sectors.

Since the founding of the state, the UAE provided leadership models that have left their mark on local reality as well as the world map in terms of competence and ability to deliver. Thus, documenting the UAE Leadership School will enable the state to address two major challenges:

1. Sustainability

UAE Leadership practices, even in its technocracy, carry the local values derived from the state's rich cultural heritage, following the distinctive leadership path of the state's sheikhs and rulers. The challenge lies in documenting the local approach which is harmonious with the modern system, the ability to build foundations that ensure accord between sector leaders at various levels, and the effective transfer of this system from one generation of leaders to the next.

2. Streamlining Challenge

Despite outstanding and remarkable achievements within the various sectors, there remain key sectors that need further development. Balance and harmony between the state's different sectors pose a real challenge to promoting sustainable development. This may be due, in part, to the fact that leadership within the different sectors was not always compatible with one another, or at least closely comparable. For instance, by comparing the education and health sectors to tourism, industry and transport, it becomes clear that the former offer more opportunities for development in order to join the elite at global levels. Consequently, documenting the UAE

Leadership School becomes an important factor in horizontal knowledge and practice transfer between sectors. Additionally, the streamlining of practices beyond the public sector towards the private sector and non-government organizations, will add value to the development process. The value offered by this school may extend beyond the borders of the state, to become one of the UAE's contributions to strengthening organizational systems in the Arab region.

Objectives of Documenting the UAE Leadership School

After discussing and identifying challenges that will enable the UAE Leadership School to be effective, the objectives of documenting and streamlining can be summarized as follows:

- **Highlighting Success Stories in Leadership Development**

Leadership holds an important and pivotal role in comprehensive development in the UAE. It is important therefore to document the role of leadership as an organizational practice and as individual performance, and the impact of both on society. The methodological and scientific highlighting of success stories enhances organizational commitment towards sustained investment in leadership development and growth.

- **Leadership Development and Corporate Culture**

With the shift in leadership development from focusing on personal development, and building the individual's charisma and influence, to strengthening organizational leadership and collective accountability, the UAE Leadership School aims to be the driving force behind leadership development as a corporate culture that enhances integration and harmony.

- **Expanding the Scope of Leadership Development**

Leadership development efforts are still concentrated on a limited number of employees in government organizations in particular. This in turn limits the effectiveness of the leadership system in relation to response and change. Therefore documenting and disseminating the UAE Leadership School aims to broaden the base of beneficiaries from leadership development programs and courses in order to enhance leadership effectiveness and ability to achieve results and deliver value to stakeholders.

- **Enriching Leadership Development Practices with Local Content**

Much of the literature, methodology, examples and case studies on leadership development, continue to rely heavily on input coming from outside the local or regional cultural and knowledge system. The reasons for this are poor documentation and research efforts at local and regional levels in this field. Thus the UAE Leadership School is looking to take on a major role in coordinating documentation efforts to enrich cognitive content with case studies, research and knowledge from local sources.

- **Convergence Within Leadership Development Efforts**

There are numerous leadership development programs and initiatives available at various levels in the state. However, they all share the same objective; namely to provide the organizational community with capacities and practices that will enhance the state's efficiency and competitiveness. Consequently, inter-learning and shared experiences, while retaining each program's specific characteristics, presents an opportunity to enhance program efficiency from two perspectives. First: enriching

shared experiences and benefiting from overall experiences embedded in each program. And second: aligning concepts, principles and ideas in order to enhance the capabilities of program participants in terms of collaboration and cooperation. This in turn will lead to strengthening program efficiency in developing organizational leadership and shared responsibility.

Overview of Leadership Development in the State

There are many leadership development programs in the state operating under numerous sponsorship umbrellas. These programs can be classified under two main criteria:

Organizational Scope

Whether the program is offered to a single entity (organizational program) and directed to the members of this entity exclusively, or it is being developed and offered to a group of organizations, such programs often fall under the management of a central government entity such as human resources departments, executive boards within the emirates, etc., thus multiple entities, departments and ministries take part in such programs.

Timescale

Whether or not the program is offered on an ongoing basis with consecutive participants graduating via an effective action plan and a certified curriculum which is continually developed and improved from one training session to the next. Whether the program is offered sporadically after being developed for a specific need, or in response to interim requirements without there being any plans to offer the program continuously and to other categories of participants.

Leadership Development Programs	Programs offered on a continuous basis	Programs evaluated intermittently or once only
Internal Programs (on organizational or entity level)	<ul style="list-style-type: none"> • Can be beneficial in directly tackling local challenges • Strengthens internal dialogue between leaders with differing expertise and specializations 	<ul style="list-style-type: none"> • Strengthens internal dialogue between leaders with differing expertise and specializations
Centralized Programs (on government level for several organizations, entities, or ministries)	<ul style="list-style-type: none"> • Can be beneficial in tackling comprehensive challenges on government and community level • Strengthens organizational dialogue and communication between various leaderships within various entities 	<ul style="list-style-type: none"> • There are no leadership development programs in this category • Workshops can be considered for the discussion of joint affairs (comprehensive strategy or government program) within this category

There are strengths and weaknesses for each category in the leadership programs matrix. It is important to study and analyze the mechanisms and outcomes of each program so as to provide an integrated model that balances strengths and converts weaknesses into opportunities.

Leadership Development Program Design

The 10-20-70 model is an accepted model for leadership development programs in terms of balanced capabilities, as indicated by numerous studies (e.g. Center for Creative Leadership) and as practiced by companies and organizations (such as Google, General Electric and others).

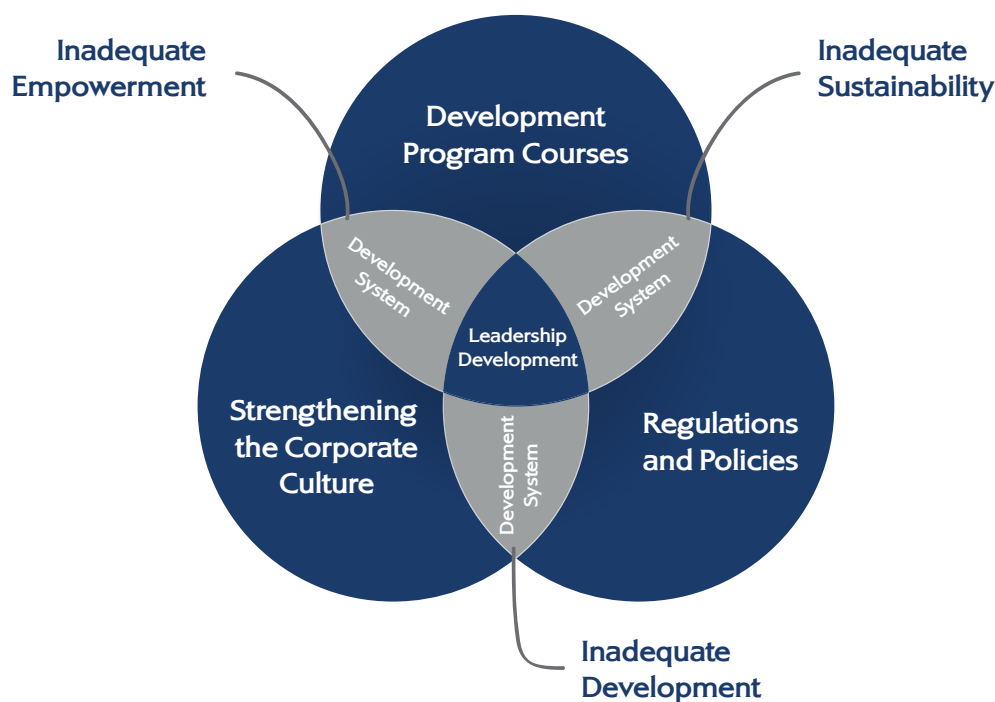
10%	20%	70%
Development Methodologies		
Training through programs and courses	Development through individual interaction	Development through direct action
What development programs are directed at capacity building and leadership awareness?	What is the corporate culture? And what interaction platforms promote systematic and rational dialogue and debate?	What systems and policies strengthen motivation toward leadership development and exercising leadership roles?
Scope of the challenge		
Development to recognize and address future challenges and responsibilities	Development to recognize and address shared challenges and responsibilities	Development to recognize and address current challenges and responsibilities

10% of program value is derived from training courses based on lectures and classroom interaction. 20% from the creation of platforms for constructive and practical dialogue, promoting the exchange of knowledge, experiences, opinions and ideas between employees and executives. Through this dialogue, the ideas put forward in training programs are deepened and a common understanding is fostered between employees and executives. This in turn helps create a common working language and enables the harmonization of methodologies and operational plans.

The remaining 70% of program value is derived from on-the-job training. This is where concepts and practices studied and discussed are translated into practical reality within the work culture and daily methodologies of the organization. This in turn expands the scope of development

programs towards enabling a work environment for trainees that provides the greatest value because leadership development occurs beyond classroom training i.e. when trainees return to their daily jobs.

Taking this model into account, we find that most leadership development programs focus, to a large extent, on training through training courses. Although some programs have began expanding their scope to include promoting individual interaction between trainees, in addition to some work environment related activities, these efforts remain tentative, limited and non-comprehensive. There is a need to create a comprehensive development program that lives up to the 10-20-70 model as failure to achieve this balance will lead to significant program value loss.



The Need to Assess Leadership Development Programs

While the various levels and categories of leadership development programs have attracted large financial and human investments, efforts to evaluate the impact of these programs in terms of effectiveness and sustainability were often limited and non-comprehensive. Leadership development programs must be assessed at three levels to evaluate effectiveness:

1) Participating Individuals

Assess impact on participants' capabilities, skills, and tools and their satisfaction levels with implemented development methodologies.

2) Participating Organizations

Assess impact on work environment, organizational capacity and the operational effectiveness of participating organizations, as well as satisfaction levels with the performance development of participants, both individually and collectively.

3) Government System Integration

Assess impact on promoting awareness, collective thought, inter-dialogue and collaboration between ministries, organizations and government entities, as well as satisfaction levels of central government entities with the development in government leadership content.

It is important to assess leadership development programs at each level,

based on clear and comprehensive criteria. The following basic criteria must form part of the assessment process:

Efficiency and productivity: measuring use of available financial, knowledge and human resources to expand program services to achieve its greatest possible productivity and best possible use of available resources.

Effectiveness: measuring results and added value to participating stakeholders, as well as organizations and the government system in terms of strengthening leadership capacity, practical efficiency, collective accountability and result achievement.

Sustainability: examining the sustainability of program value and results at individual, organizational and governmental levels, through continued dialogue, and the continued development of cognitive abilities and skills.

It is important to build and implement an integrated methodology for assessing the performance and the impact of leadership development programs at state level. Such a methodology will serve to promote overall opportunities to develop applied practices within each program, as well as encourage experience and knowledge sharing, and interconnectivity of methodologies to support opportunities for program synergy and increased effectiveness at various levels.

Evaluation Criteria Assessment Levels	Proficiency	Efficiency	Sustainability
Individual	Average time required for program completion	Leadership capacity development	Participant commitment rates to continued development program
Organizational	Cost of developing participants	Impact of development programs on leadership organizations	Effectiveness of joint action and strategic achievement
Government	Number of qualified candidates	Levels of cognitive content and skills in government	Availability of multiple alternatives for government leadership positions

Recommendations

1. The Importance of Building and Introducing the UAE Leadership School System

Business methodologies and mechanisms have continued to develop for over 40 years, with the consecutive achievements by UAE leaders which form the foundation of the UAE Leadership School. This is something that should be studied and benefitted from. While manifestations of this leadership may be similar or different, depending on phase and level, it has become important to position the UAE Leadership School as a model endowed with local culture and global effectiveness with the aim of enriching individual awareness, organizational capacity, and empowering systematic exercise of leadership within the state.

2. The Importance of Documenting Leadership Practices

It is not possible to benefit from the UAE expertise and leadership which has achieved genuine accomplishments without documenting them. These accomplishments have led to real, sustainable development of both state and community. Documenting the experiences and achievements of leaders who led the development and growth process serves to enhance the collective and organizational memory in the state. Additionally, benefitting from the leaders themselves as a knowledge resource and cultural reference will enhance the efficiency of leadership development in an Emirati context.

3. Enriching Training Resources and Development Curriculum with Local Scientific Knowledge

There is no doubt that theories, ideologies and leadership development programs have evolved dramatically at the global level. It is important to take advantage of the knowledge and tireless efforts to develop leaders. But it is equally important to enrich and infuse training programs with local resources and knowledge that reflect the unique local experience and culture which has played a vital role in the success of the UAE development experience. In this way, we may have leaders with international standards and local knowledge who are able to work as a large team committed to a unified goal.

4. Identifying Knowledge Exchange Opportunities Within Programs

There are many leadership development programs operating in the state under numerous sponsorship umbrellas, all of which aspire to numerous immediate objectives. Each of these experiments have many positive points and offer many opportunities for improvement. Additionally, each of these programs boasts rich and highly valuable cognitive resources and action mechanisms. For this reason, it is important to develop systematic administrative mechanisms to enhance communication between these programs to improve their collective efficiency. This is important, not only because of the mutual enrichment of practices and knowledge, but also because it will enable harmonization between ideas and methodologies, and the awareness and language built into leadership, toward enhancing the collective efficiency of future leadership.

5. Broadening the Scope of Leadership Development

Leadership development programs and efforts are still concentrated in the public sector to a large extent, and these are largely focused on first and second level employees who do not exceed 20% of total staff. Since developing and empowering leadership are some of the most effective tools in promoting change, it is important to broaden efforts for leadership development to reach greater categories. It is also important not to limit efforts and leadership development programs to broadening their reach to larger segments within government, but also to go beyond the public sector and into the private sector and even the educational system at schools and universities.

6. Enhance evaluation mechanisms for leadership development programs and processes comprehensively and systematically

Leadership development programs have developed in the state and they have attracted large financial and human investments. But regardless of program efficiency or participant validation, it is important to enhance assessment mechanisms so that they are comprehensive on the individual, institutional and societal level. It is also important that such assessment includes monitoring the efficiency levels of these programs, prudence in using resources, enhancing productivity, efficiency and success levels in enriching the leadership capacity individually and collectively, and the sustainability of program outcomes. An integrated assessment of these programs offers a real opportunity to develop them further and to a practical and cognitive return on investment in leadership development.

First Session Participants

Name	Designation
H.E. Ali Rashid Al Ketbi	Chairman of Abu Dhabi Dhabhi Tawteen Council, Assistant Secretary-General for the Public Administration Directorate, and member of the Board of Trustees of the Mohammed Bin Rashid School of Government
Dr. Ali Sebaa AlMarri	Executive President, MBRSG
H.E. Abdullah Al Basti	Director-General, Executive Office, Dubai
H.E. Huda Al Hashimi	Executive Director of Strategy and Policies, the Prime Minister's Office
Major General Dr. Abdul Quddus Abdul Razak Obaidli	Assistant Adjutant General for Quality and Excellence, Dubai Police
H.E. Dr. Rashid Al Leem	Chairman, Sharjah Electricity & Water Authority
H.E. Ahmed Al Mahri	Assistant Secretary-General for Executive Council and General Secretariat Affairs

Mohammed Bin Rashid School of Government

The Mohammed Bin Rashid School of Government was launched in 2005 under the patronage of His Highness Sheikh Mohammed Bin Rashid Al Maktoum, UAE Vice President, Prime Minister and Ruler of Dubai as the first research and teaching institution focusing on governance and public policy in the Arab world. The School aims to support good governance in the UAE and the Arab world, and adopting effective public policies in the UAE and the region.

Toward this goal, the School also collaborates with international organizations concerning research and training programs. Additionally, the School organizes international and regional conferences and specialized workshops, and holds forums to facilitate the exchange of ideas and knowledge, and continued dialogue on national and regional levels.

The School is committed to knowledge creation and sharing, the dissemination of best practices, and the training of policy makers in the country and the region. To this end, the School strives to develop its capabilities to support research and teaching programs including:

- Applied research in public policy and public administration
- Master of Public Policy and Public Administration
- Executive Education for senior officials and managers
- Knowledge forums presented by experts and policy makers



كلية محمد بن راشد
للإدارة الحكومية
MOHAMMED BIN RASHID
SCHOOL OF GOVERNMENT

A copy of this report can be requested by email: publications@mbrsg.ac.ae
To view more publications, please visit: www.mbrsg.ae

Mohammed Bin Rashid School of Government

Convention Tower, Thirteenth Floor
PO Box 72229 Dubai, United Arab Emirates
Tel: +971 4 329 3290, Fax: +971 4 329 3291