



COMPETENCY BASED FRAMEWORK
FOR FORESTRY OFFICERS
APRIL 2019



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Department of Forests and Park Services

Ministry of Agriculture and Forests

Royal Government of Bhutan

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Developed By:

Taskforce Members

1. Norbu Wangdi, Ph.D, Dy. Chief Forestry Officer
Ugyen Wangchuck Institute for Conservation and Environmental Research, Department of Forest and Park Services, Bumthang
2. Dawa Tshering, Sr. Forestry Officer
Forest Protection and Enforcement Division, Department of Forest and Park Services, Thimphu
3. Sangay Chopel, Trade Officer
Department of Trade, Ministry of Economic Affairs, Thimphu
4. Karma Yuden, Human Resource Officer
Human Resource Division, Ministry of Agriculture and Forests, Thimphu
5. Chojour, Human Resource Officer
Human Resource Division, Ministry of Agriculture and Forests
6. Ugyen Phuntsho, Planning Officer
Gross National Happiness Commission, Thimphu
7. Karma Wangdi, Trade Officer
Office of Consumer Protection, Ministry of Economic Affairs, Thimphu

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1. Overview of the Department

The Department of Forests and Park Services (DoFPS) is one of the oldest Government Departments established in 1952. It is also one of the largest government departments with total manpower of 1400 plus civil servants across the nation.

Vision:

- Sustaining Bhutan's forest resources & biodiversity for the happiness of present and future generations

Mission:

- To conserve and manage Bhutan's forest resources & biodiversity to ensure social, economic and environmental well-being, and to maintain a minimum of 60% of the land under forest cover for all times to come.

Mandate:

- Maintenance of a minimum of 60% of the country's geographical area under forest cover for all times to come as mandated by the Constitution of Bhutan through development and implementation of forestry programs;
- Conservation, protection, sustainable management and utilization of state forests, forest soil, water resources and biodiversity through insightful application of good science and science based management prescriptions;
- Ensuring Bhutan's commitments to international and regional conventions, treaties and non-legally binding instruments through participation, facilitating and enactment of enabling policies, legislation, strategies, plans, and programs.

Core values:

- Manage Bhutan's forests for sustainable production of economic and environmental goods and services including sustainable supply of timber and other forest products, and to meet the long term needs of society
- Maintain species persistence and ensure long term sustainability of Bhutan's biodiversity, ecosystem services, natural habitats and cultural heritage;
- Provide for effective and integrated watershed management, maintain and improve water and watershed conditions and contribute to sustainable livelihoods through provision of watershed services;
- Provide for enabling environment for the promotion of ecotourism and creation of nature recreational areas to bring benefits to local communities and enhance conservation;
- Empower rural communities manage forests sustainably for socio-economic benefits, poverty reduction and to contribute to overall sustainable forest management at national level;
- Facilitate raising forestry crop on registered land of individuals or institutions and accrue ecological, social and economic benefits;
- Enable an economically viable and efficient forest based industry aimed at adding value to forest products and build capacity of private sector and rural communities to utilise, process and market forest products;
- Carry out research to generate knowledge, information and technology to support policy implementation and development

2. Background and Rationale

The Royal Civil Service Commission launched the Competency Based Framework for Civil Service in collaboration with Singapore Polytechnic International, with funding support from Temasek Foundation International, Singapore. The programme is aimed at strengthening the capacity and capabilities of the civil servants based on their role specific competency to enhance professionalism, growth and development to contribute optimally to nation building.

The RCSC started the programme by identifying seven professional groups to develop and implement the Competency Based Framework. Forestry Officer is one of the positions identified.

The Competency Based Framework of the Forestry Officer has been developed to further enhance the capacity and capabilities of the Forestry Officers to support the goal of the Department of Forests and Park Services to be a professional and dynamic institution committed to excellence, courtesy and service delivery and to safeguard the country's national interest at all times.

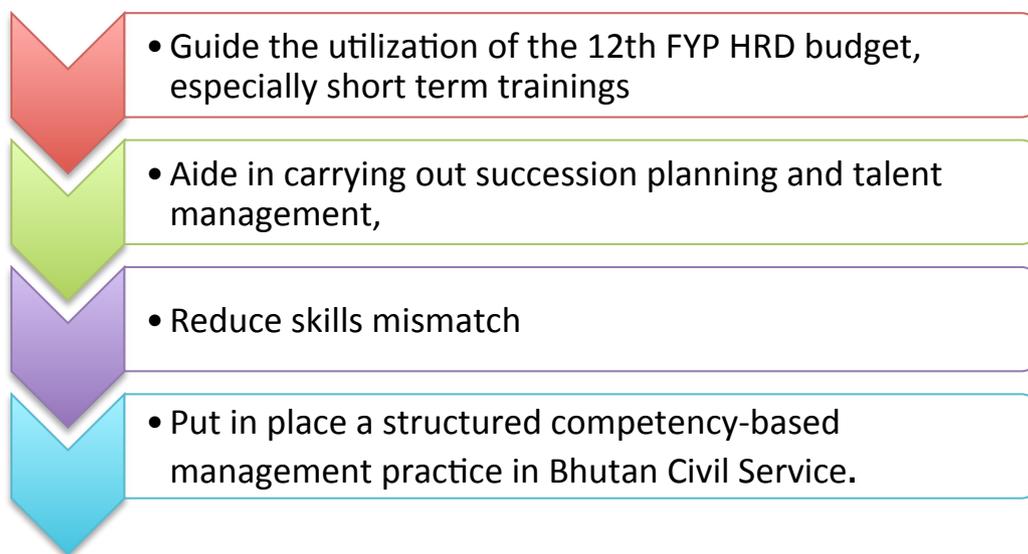


Figure 1 Main Prospects of the Competency Based Framework for Bhutan Civil Service

Since the launch of the programme on 6th August 2018, the Competency Based Framework of the Forestry Officers has been developed through a series of workshops. The final competency framework for Forestry Officers includes 3 role profiles, 11 competency areas and 15 key competencies. The overview of the framework is attached as annexure I.

3. Expected Benefits for Department

The following benefits are expected for the Department of Forests and Park Services:



Figure 2. Key Benefits for the Department of Forests and Park Services

4. Processes and Outcomes

Through consultative and inclusive processes, agency’s role profile, competency areas, key competencies, behavioural indicators and the proficiency levels were developed. These were further validated with the technical advisory committee of the Department of Forests and Park Services.



Figure 3 Competency Framework for Forestry Officers:Development Process and Outcomes

4.1 Key Outcomes

4.1.1 Role profile

The role profile for Forestry service were developed and validated from 08 August till 25 August 2018. Feedback on the role profiles was sought through an online survey from different stakeholders within the Department, Natural Resources Development Corporation Ltd. (NRDCL) and Green Bhutan Corporation Ltd. (GBCL). Specific key role descriptions were developed for the 3 key roles. To further validate the role profiles, consultation meetings were held with the Chiefs of functional divisions at the DoFPS head quarters and with the regional offices in Bumthang and the Ugyen Wangchuck Institute for Conservation and Environmental Research.



Figure 4 Key Roles of Forestry Officers

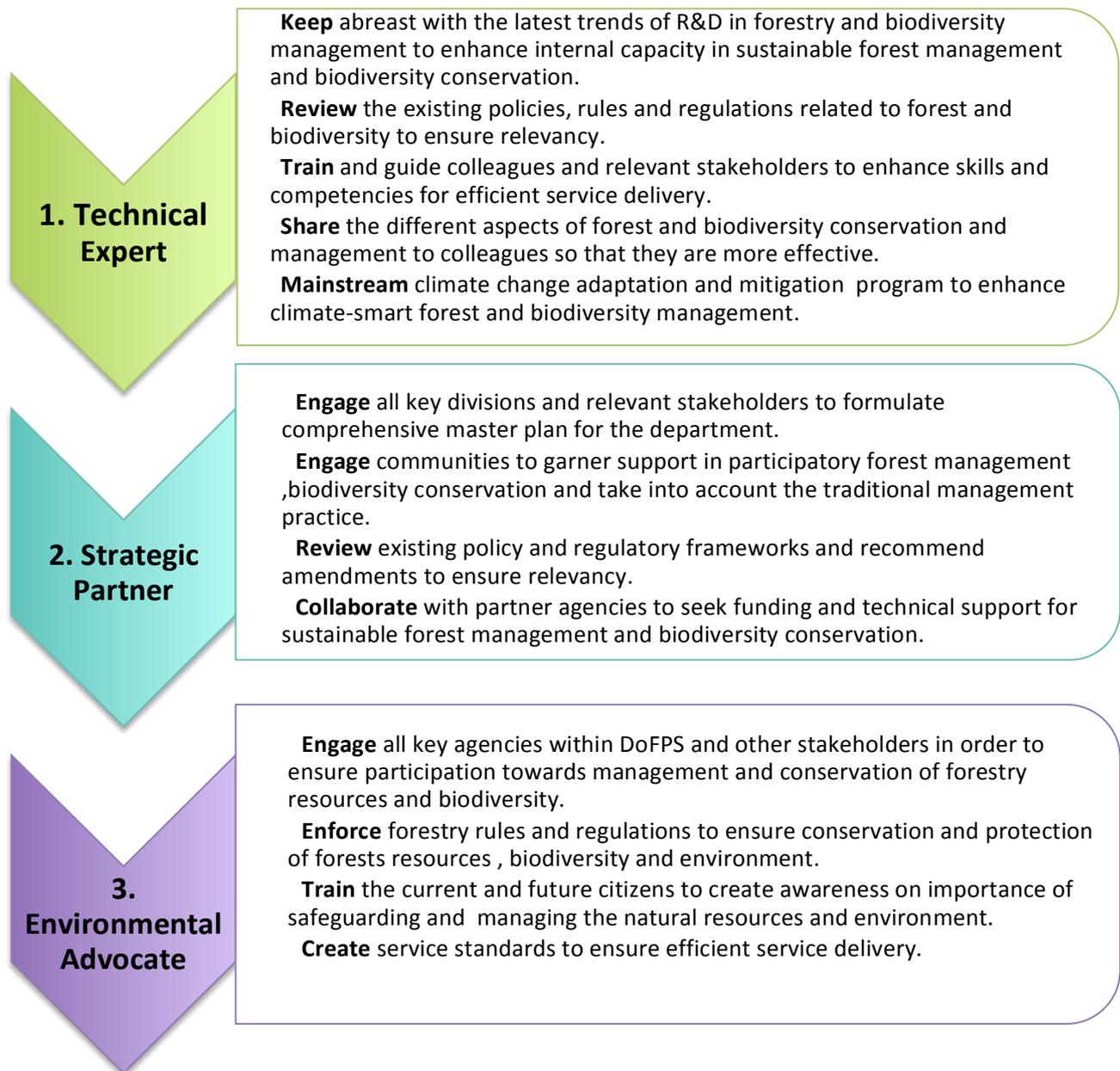


Figure 5 Key Roles and key Role Description for Forestry Officers

4.1.2: Competency Area, Key Competencies, Behavioural Indicators (BIs) and Proficiency levels

Through this process, we identified 11 competency areas, 15 key competencies (Fig.7 & Fig.8) and developed a total of 65 BIs across 4 proficiency levels for the Forestry Officer (Annexure II). These were validated at the final consultation and validation meeting with the Technical Advisory Committee of the Department of Forests and Park Services. Some of the key validation activities undertaken were given in Figure 6.

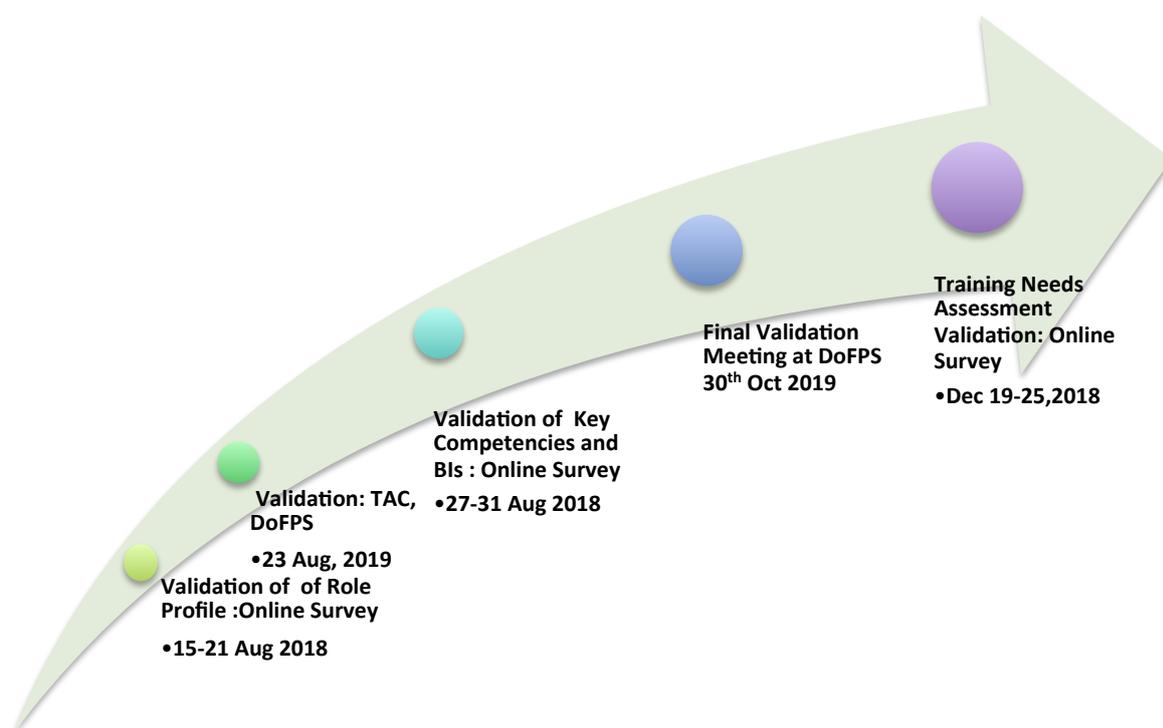


Figure 6 Validation Meetings for the Competency Framework for Forestry Officers

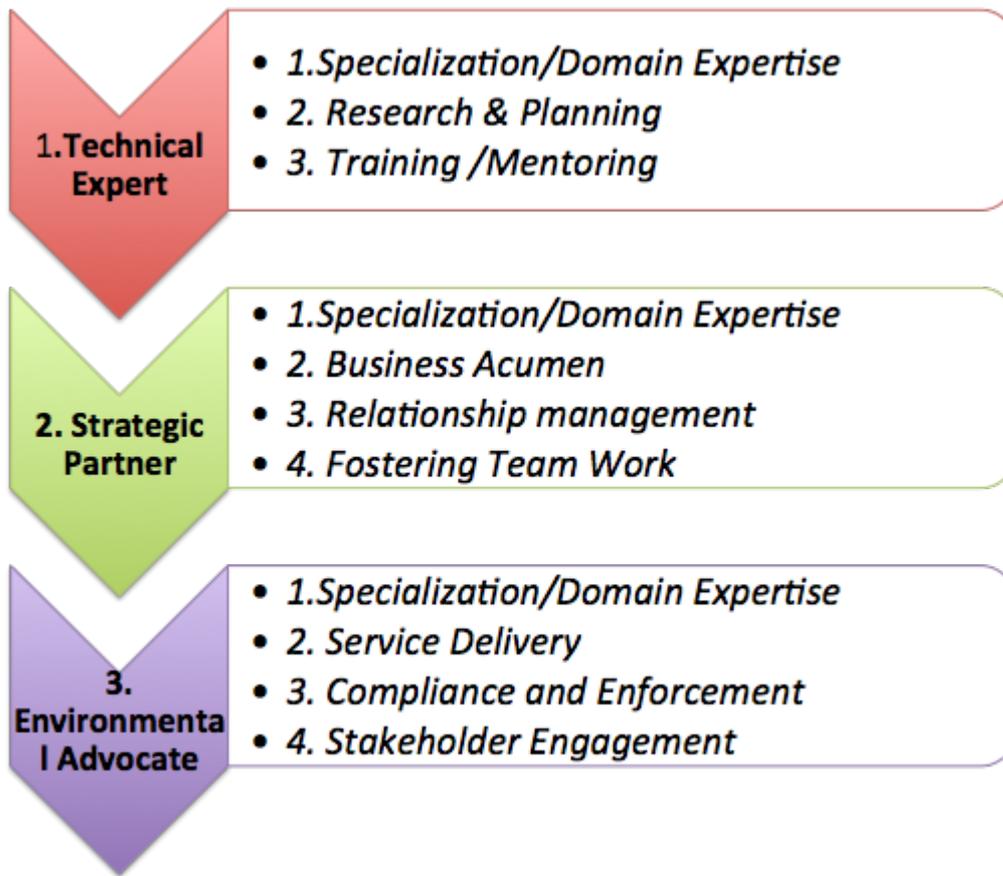


Figure 7 Key Roles and Competency Areas for Forestry Officer

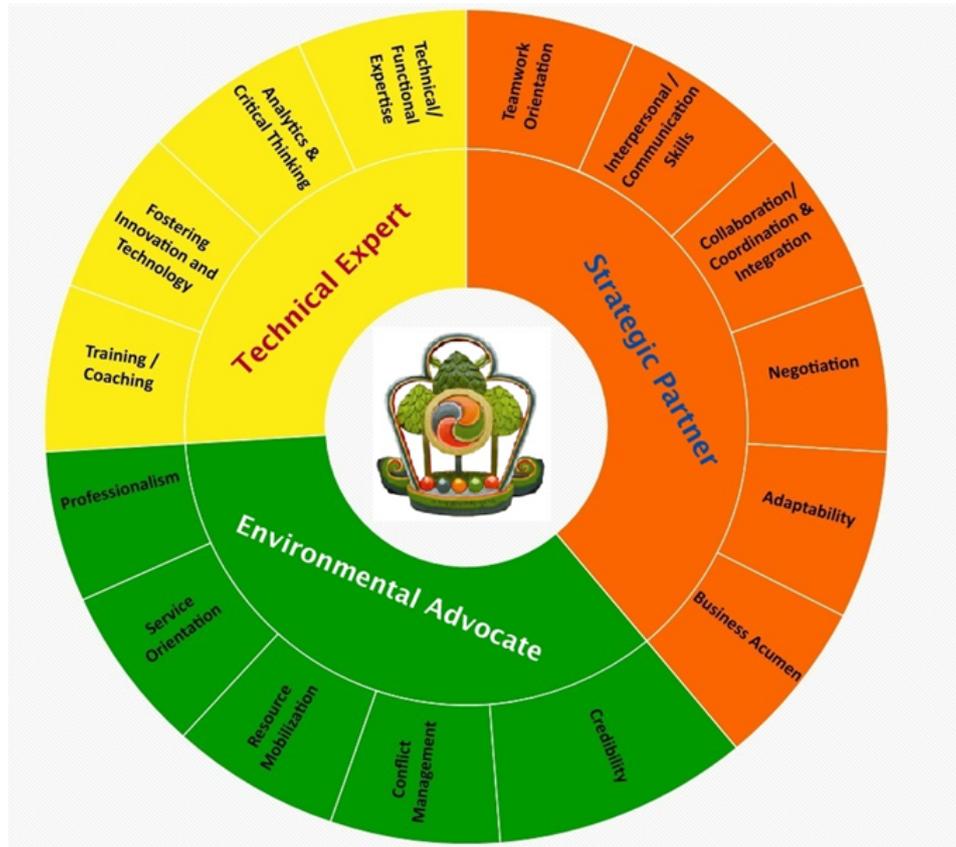


Figure 8 Mandala of Competency Framework for Forestry Officers

The complete set of Competency areas, Key Competencies, Behavioural Indicators (BIs) and Proficiency levels is attached as Annexure II.

4.1.3: Training Need Analysis (TNA)

A training needs analysis was carried out for the Forestry Officers following the steps as specified in Figure 9, from Nov 12-18, 2019 and the outputs were validated from 19-25th December 2018. From the TNA, we identified 16 BIs from first role Technical Expert, 22 BIs from second role : Strategic Partner and 20 BIs from third role, Environmental Advocate as inadequate and requiring further interventions (Fig.11). At the same time, we also recorded the possible reasons for performance gap and the most suitable methods of interventions for these inadequate BIs.

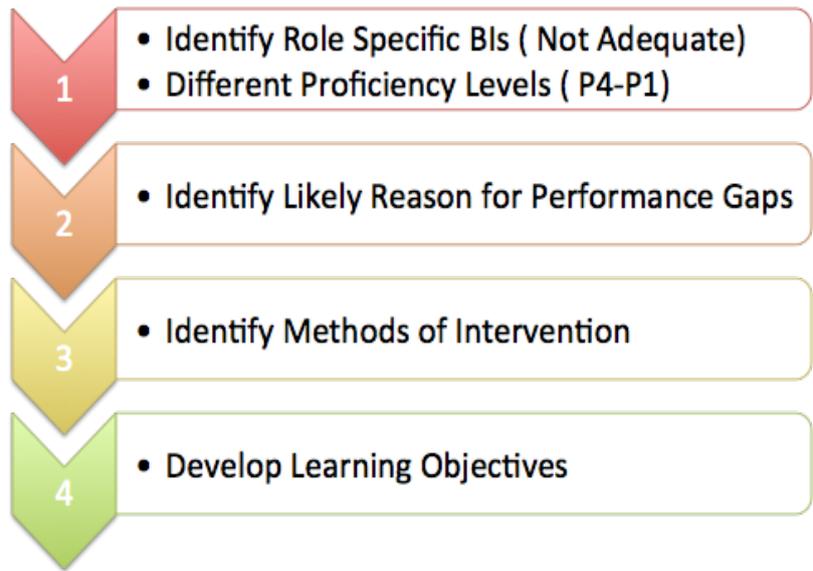


Figure 9 Steps for Training Needs Analysis

Some of the key validation activities undertaken were as follows:

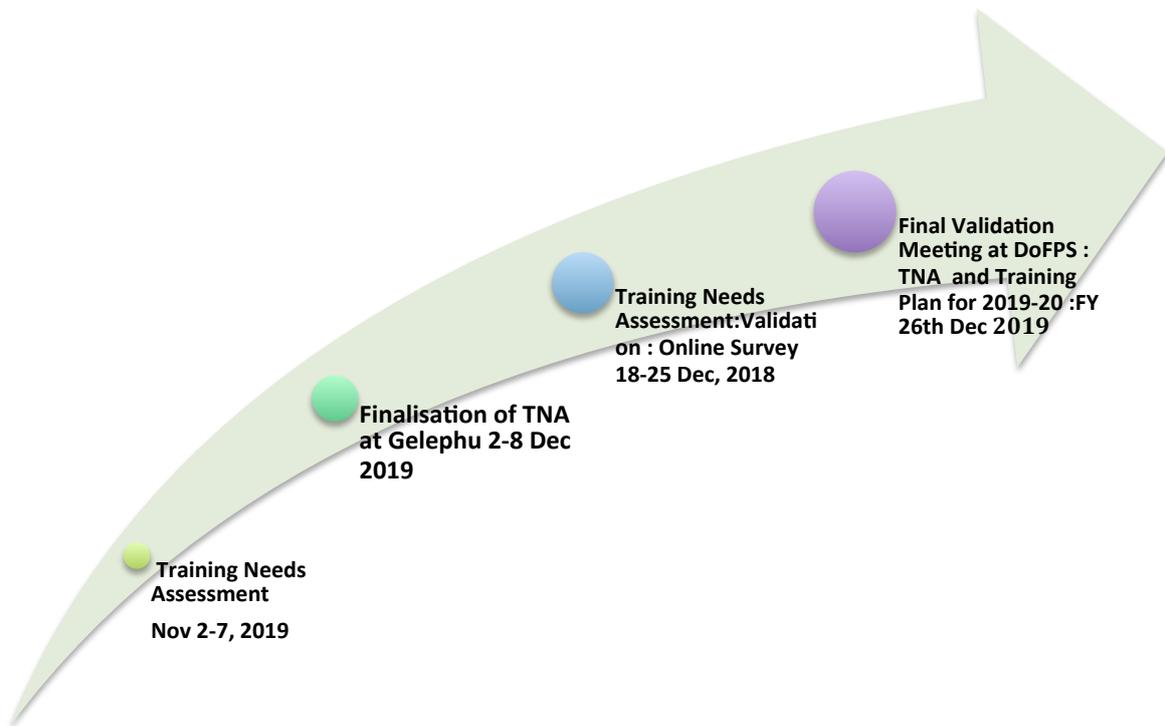


Figure 10 Validation Process for Training Needs Assessment

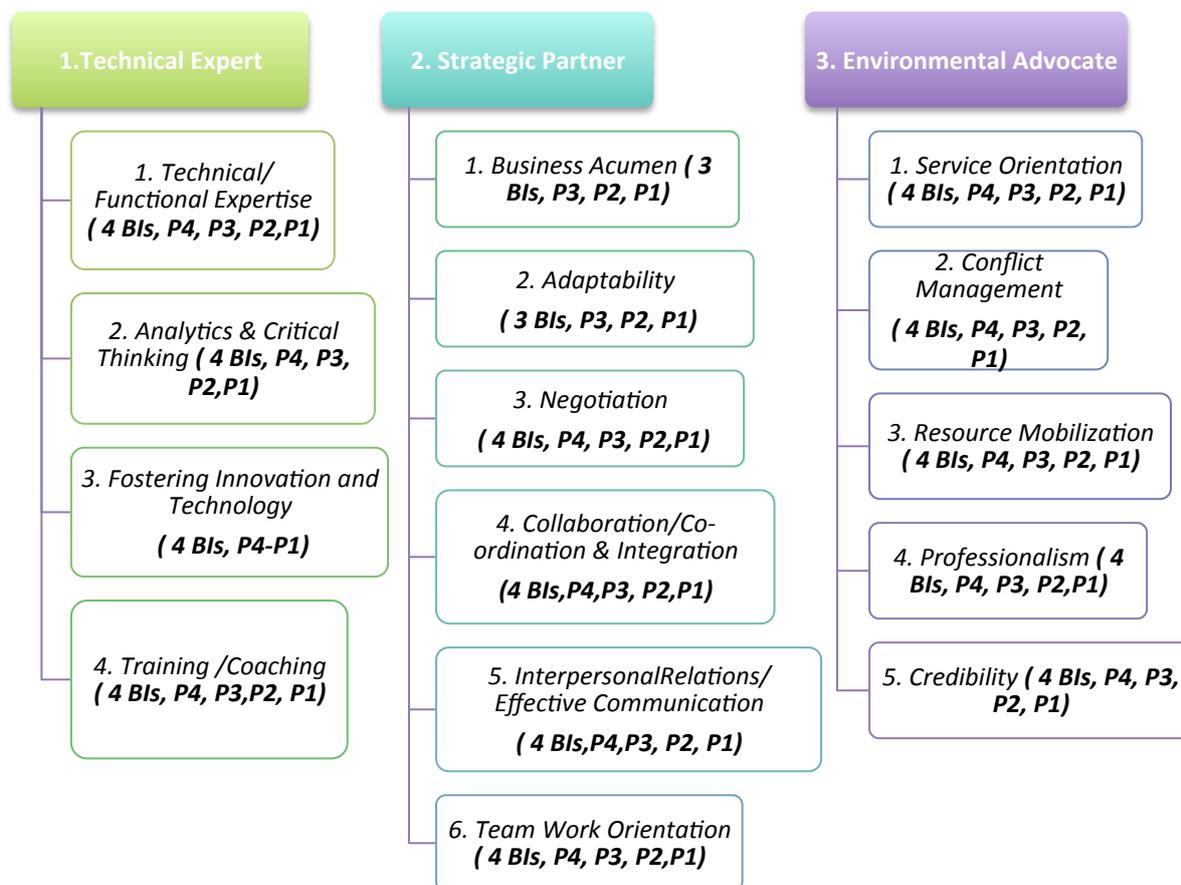


Figure 11 Training Needs Analysis : Behavioral Indicators Requiring Interventions

The detailed TNA Matrix for four position levels of Forestry Officers and training plan for 2019-20 FY is attached as Annexure III.

4.1.1.3.1 Evaluation of current situation

Currently, there is no competency framework for the technical services including the Forestry Services.

The Department of Forests and Park Services is one of the oldest Departments and has more than 1400 + staff. The roles of forestry service is very complex and requires to fulfill the mandates of both a regulator and a service provider. Thus the staff under the Department requires competencies to effectively deliver the services to benefit the larger public.

Based on our experiences and analysis of the current existing staff strength at various positions levels, the BIs in which less than 75 % of the colleagues are “very competent” have been identified as areas requiring interventions to improve performance.

Based on the analysis of the survey and focus group meeting held to find out the reasons for performance gap, it was found that:

(i) *Levels of existing competency*

We observed that the Expert level officers (P1) are the most competent across the proficiency level followed by Experienced level officers(P2), Advanced Level (P3) and the Entry level officers (P4).

(ii) *Based on our analysis, the top 5 reasons for performance gap of Forestry Officers across the proficiency levels(P4-P1) were:*

- 1) **Limited knowledge and skills:** One of the likely reason for limiting Performance among forestry officers was limited role specific knowledge and skills.
- 2) **Lengthy processes and unclear chain of command:** Another likely reason limiting performance was due to existing lengthy processes and unclear chain of command.
- 3) **Limited capacity building opportunities:** Due to stretch assignments, there is acquired and accumulated expertise in some areas. However, there is limited opportunity for the Forestry Officers to learn from one another.
- 4) **Physical /Resources:** One of the factors limiting the performance of forestry officers was also due to inadequate resources (financial, material and human resources), infrastructures and administrative support.
- 5) **Emotional/Incentives:** There was also low intrinsic motivation among the Forestry Officers and proper incentive mechanism, which limited opportunity to improve on performance.

Based on our analysis, among the 15 Key competencies, the following competencies were identified as requiring immediate interventions inorder to improve the performance of the Forestry Officers across all the proficiency levels.

- 1) *Technical/Functional Expertise*
- 2) *Analytics and Critical Thinking*
- 3) *Fostering Innovation and Technology*
- 4) *Adaptability*
- 5) *Negotiation*
- 6) *Collaboration, Coordination and Integration*
- 7) *Interpersonal/Communication Skills*
- 8) *Team Work Orientation*
- 9) *Professionalism and*
- 10) *Resource Mobilization*

For the inadequate BIs under different roles of Forestry Officers across proficiency levels, different methods of interventions were also identified. Some of the most common methods of interventions that were required for improving performance were:

- Formal class room trainings
- Training workshops
- OJT(On the job training) and

- Mentoring

4.1.1.3.2 Key Considerations

In evaluating and prioritising appropriate strategies to address these issues, the following key considerations were made:

1. The Department is constrained in terms of resources such as human resources and financial /material resources.
2. The annual performance agreement (APA) and Department targets for the 12th FYP was also considered.
3. The current existing professional staff strength was also considered. A total of 198 P level Officers currently exists in the DoFPS(Fig.12). These professionals have different level of competencies based on the nature of their duties and placement. They also possess different level of work related knowledge and skills.
4. The Department would require constant support from the Royal Civil Service Commission and the Ministry of Agriculture and Forests.

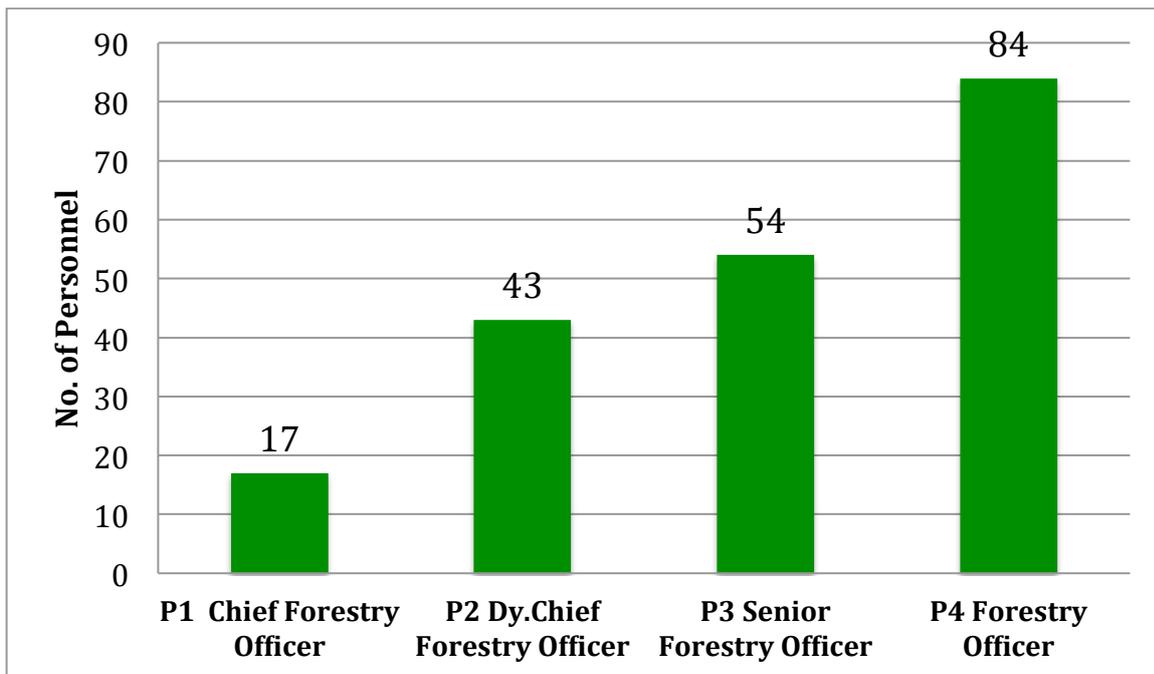


Figure 12 Existing professional strength of DoFPS (Source :HRD, MoAF 2019)

5. Key Recommendations

The following recommendations are proposed for implementing the competency framework for Forestry Officers:

1. Disseminate the competency framework developed for the Forestry Officers by April 2019.

2. Develop and Implement the Formal Training plan for Specialization in Forestry Subjects for **P1 & P2** Level officers.
3. Develop a training plan for enhancing interpersonal skills (such as communication, negotiation, leadership, conflict management, resource mobilization) across all proficiency levels(**P4-P1**).
4. Pilot a mentoring program for entry (**P4**) level Officers in order to create a learning culture, promote professional and personal growth, involves minimal cost and decreases provides a rich experience for the young officers.

Table 1 Timeline of Implementation Plan

Sl no.	Action Plan	Time Frame
1.	<i>Develop a comprehensive training plan and Mentoring program for Forestry Officers</i>	<i>January 2019</i>
2.	<i>Implementation of Training plan and Mentoring Program</i>	<i>April 2019- June 2023</i>
3.	<i>Review of the implementation progress (Annual)</i>	<i>June 2020</i>

6. Conclusion

Based on the framework, the Department may prioritize and implement interventions to strengthen competency of Forestry Officers to deliver effectively and fulfill the three key role. The Department may also prioritize and seek financial and human resources to implement these interventions within the 12th Five Year Plan. The Department may also pilot mentoring programs for the entry level officers.

Acknowledgement

The authors would like to express our gratitude to the Royal Civil Service Commission and the Human Resource Division, Ministry of Agriculture and Forests for the opportunity to be part of this great initiative. This framework would not have been possible without the support of the management of the Department of Forests and Park Services. We would also like to express our heartfelt thanks to all the Chiefs and staff of the functional divisions and the field offices for their valuable contributions which enriched this competency framework. We would also like to greatly acknowledge the experts from Singapore Polytechnic for sharing their knowledge and experiences and providing technical inputs for the overall development of the competency framework.

Finally we would like to express our heartfelt gratitude to Themasek Foundation International for providing financial support for this project.

Annexure I :Competency Framework for Forestry Officer

A. Overview

Number of Key roles identified	3
Number of competency area identified	11
Number of competencies identified	15
Behavioural Indicators	65
Proficiency levels	4 (P4, P3, P2, P1)

B. Competency Areas, Key Competencies and Behavioural Indicators

Role 1: Technical Expert				
Sl. No	Competency Area	Key Competencies	Final key Competencies	Behaviour Indicators
1	1. Domain Expertise (Having in-depth knowledge on forest, biodiversity and related subjects)	<ol style="list-style-type: none"> 1. Technical and functional expertise 2. Science-Policy Linkage 3. Climate-smart forest and biodiversity management 4. Inter-personal/Communication skills 	<ol style="list-style-type: none"> 1. Technical and functional expertise (In-depth knowledge on forest, biodiversity and related subjects) 2. Analytics & Critical Thinking (Sound research knowledge and statistical analysis, influence policy makers to make informed decisions through science-based evidence) 3. Fostering Innovation and Technology (Ability to review, put forth new ideas and recommend relevant technology) 4. Training/Coaching (Recognise capability gaps of subordinates, foster growth, provide opportunities, conducive environment, constant guidance) 	<p>Technical and functional expertise</p> <ol style="list-style-type: none"> 1. Proactively seeks knowledge and information and remains up-to-date on current trends in core technical forestry, biodiversity and related subjects. 2. Effectively applies technical knowledge to carry out job responsibilities. 3. Leads in providing practical/technical advice/solutions to support the Department operation. 4. Continuously pursues personal learning and development opportunities to enhance professional growth and development.
	2. Research & Planning (Sound research and analytical skills, develop effective plans)	<ol style="list-style-type: none"> 1. Technical and functional expertise 2. Fostering Innovation and Technology 3. ICT and Communication skills 4. Research and Analytical skills 5. Strategic Thinking 6. Result-oriented 		<p>Analytics & Critical Thinking</p> <ol style="list-style-type: none"> 1. Independently carries out research to collect reliable data and information pertinent to forestry and biodiversity conservation. 2. Performs thorough analysis and validate information and data on forestry and biodiversity from multiple sources and identify knowledge gaps and future research areas. 3. Provides science/evidence based recommendations to influence policy and decision making. 4. Develops concept proposals to address emerging issues related to forestry, biodiversity conservation and management in Bhutan.

			<p>Fostering Innovation and Technology</p> <ol style="list-style-type: none"> 1. Anticipates change and seeks best practices to address emerging issues and challenges in conservation and management of forests and biodiversity. 2. Identifies and adopts creative approaches and innovative ways of working, technologies, and cost-effective solutions to overcome organizational challenges. 3. Generates new ideas and perspectives to further enhance policies and implementation strategies. 4. Recommends new plans to monitor and develop the effective management system for improved outcome.
	<p>3. Training/Mentoring (Ability to share knowledge and skills, coach and guide subordinates)</p>	<ol style="list-style-type: none"> 1. Technical and functional expertise 2. ICT and Communication skills 3. Coaching 	<p>Training/Coaching</p> <ol style="list-style-type: none"> 1. Clearly recognises the current and future capacity needs of the internal and external stakeholders and provide opportunities and enabling environment for professional development. 2. Mentors peers and subordinates to enhance their technical competence and on-going professional development. 3. Develops and implement relevant training programs to enhance capacity of peers. 4. Uses appropriate training and instruction approaches and tools to effectively deliver the capacity building programs. 5. Provides technical expertise and shares the success stories in forestry and biodiversity management to enhance skills and knowledge.

Role 2: Strategic Partner			
Competency Area	Key Competencies	Final key Competencies	Behaviour Indicators
<p>1. Domain Expertise (Having in-depth knowledge on forest, biodiversity and related subjects)</p>	<p>1. Technical and functional expertise</p>	<p>1. Business Acumen (Explore economic opportunities, assess risks and threats, analysis business trends, develop business master plan) 2. Adaptability (Understand changes in customers, markets, technology and incorporate changes in forestry management and policies) 3. Negotiation (Build consensus reasonably through coordination and compromise, foster cooperation) 4. Collaboration, Coordination, and Integration (Build constructive network, trust and confidence inside and outside the agency, work cooperatively with multiple stakeholders, effective organization, integrate diverse views for a balanced outcome) 5. Inter-personal/Communication skills (Foster conducive inter-personal and have effective communication skills, Effective writing skills (grant writing, policy briefs, technical and academic reports), contextual communication (verbal and non-verbal), use of technical information accurately, appropriate ICT tools) 6. Teamwork orientation (Work as a team member towards achieving common goals)</p>	<p>Business Acumen 1. Analyzes relevant business trends and identify economic opportunities, financial mechanisms, economic factors and regulations, and develop a comprehensive business master plan for forestry sector. 2. Recognizes business threats and/or opportunities affecting the forestry sector and recommending actions to address them. 3. Translates the organization’s vision and goals into relevant plans and actions and further realigning work efforts with changes in organizational targets. 4. Collaborates effectively with partner agencies and key stakeholders to mobilise resources and technical support for sustainable management and forestry and biodiversity management of forest.</p>
<p>2. Business Acumen (Analyze business trends and opportunities, develop comprehensive business master plan)</p>	<p>1. Business Acumen</p>	<p>(Foster conducive inter-personal and have effective communication skills, Effective writing skills (grant writing, policy briefs, technical and academic reports), contextual communication (verbal and non-verbal), use of technical information accurately, appropriate ICT tools) 6. Teamwork orientation (Work as a team member towards achieving common goals)</p>	<p>Adaptability 1. Demonstrates flexibility and creativity during unusual or unexpected circumstances. 2. Responds to change with a positive attitude and willingness to adapt and find new ways to accomplish work objectives. 3. Drives the implementation of change in work environment, and monitors their impacts to ensure organizational performance is improved or sustained. 4. Exhibits willingness to learn new</p>

			<p>methods, procedures, techniques or systems to improve organizational performance.</p> <p>4. Develops concept proposals to address emerging issues related to forestry, biodiversity conservation and management in Bhutan.</p>
	<p>3. Relationship Management (Ability to identify key stakeholders, establishing strong working relationships and working environments)</p>	<p>1. Inter-personal/Communication skills 2. Adaptability 3. Negotiation skills 4. Collaboration 5. Leadership and personal effectiveness</p>	<p>Negotiation</p> <p>1. Maintains conducive working relationship environment with all stakeholders for collective service delivery. 2. Discusses key issues related to forest and biodiversity management and recommend new solutions. 3. Makes a consensus reasonably through coordination and compromise and to get agreement and co-operation from partners and stakeholders. 4. Objectively manages difficult situations with stakeholders and identify a common solution to achieve a win-win outcome. 5. Uses negotiation and mediation skills to effectively resolve issues as a team.</p>
			<p>Collaboration, Coordination, and Integration</p> <p>1. Leverages working relationships with customers and colleagues to build strong connections, cooperation and collaboration. 2. Works cooperatively with multiple stakeholders, demonstrating willingness</p>

				<p>to consider alternative approaches or ideas.</p> <p>3. Deals effectively with confrontational situations, demonstrating diplomacy, tact, empathy and consideration for differing points of view.</p> <p>4. Organizes regular meetings among stakeholders to enhance cooperation and discussions to meet the changing needs of users.</p> <p>5. Asks questions to identify shared interests, experiences or other common ground</p> <p>6. Shows an interest in what others have to say; acknowledges their perspectives and ideas</p> <p>7. Creates a culture that recognizes and clearly appreciates the business concerns and perspectives of others</p> <hr/> <p>Inter-personal/Communication skills</p> <p>1. Uses interpersonal skills to build cooperative relationships with customers and stakeholders and partners.</p> <p>2. Tailors and presents information and facts effectively to diverse audiences, using a variety of communication methods and tools.</p> <p>3. Actively seeks perspectives from others to ensure inclusiveness and understanding.</p> <p>4. Creates impactful written communication, provide feedback and comments to improve others written materials.</p>
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			<p>6. Teamwork orientation</p> <ol style="list-style-type: none"> 1. Considers the views of others to maintain effective working relationship. 2. Co-operates and consistently works with other team members to accomplish task and goals. 3. Fosters and encourage effective working relationships with colleagues, stakeholders and partners. 4. Facilitate team spirit among the staff to achieve the ultimate goals of the agency.
Role 3: Environmental Advocate			
Competency Area	Key Competencies	Final key Competencies	Behaviour Indicators
<p>1. Domain Expertise (Having in-depth knowledge on forest, biodiversity and related subjects)</p>	<p>1. Technical and functional expertise</p>	<p>1. Service-oriented (Understand needs of customers, develop plans and activities to meet their needs)</p> <p>2. Professionalism (Maintains high standards of professional and ethical conducts)</p> <p>3. Conflict management (Manage conflicts through unbiased decisions, provide critical judgment)</p> <p>4. Resource Mobilization (Mobilize HR and material resources for efficient and effective performance)</p> <p>5. Credibility (Maintain professional ethics, gain trust and confidence from the customers and relevant stakeholders)</p>	<p>Service-oriented</p> <ol style="list-style-type: none"> 1. Proactively identifies key customers and stakeholders underlying needs, and the work activities and methodologies that will best address these needs. 2. Continuously assists business partners and customers achieve their work goals via application of their own skills and knowledge 3. Proactively listens to customers and involves them in all stages of planning 4. Discusses options with customers for alternate ways to meet expectations efficiently and cost-effectively

	<p>2. Stakeholder Engagement (Fruitful engagement of multi-sectoral stakeholders)</p>	<ol style="list-style-type: none"> 1. Coordination and Integration 2. Interpersonal/Communication skills 3. Negotiation skills 4. Resource Mobilization 	<p>Professionalism</p> <ol style="list-style-type: none"> 1. Demonstrates professional, ethical conduct, such as trust, integrity, confidentiality and discretion during the conduct of all work activities. 2. Applies principles of quality assurance and scientific rigor in all work activities. 3. Balances the need for 'attention to detail' with a focus on goals and objectives to achieve the desired outcomes. 4. Applies specialized knowledge, skills and judgment to accomplish desired results and/or provide excellent customer service.
	<p>3. Forestry Service Delivery (Timely and efficient delivery of forestry services)</p>	<ol style="list-style-type: none"> 1. Technical and functional expertise 2. Customer-oriented 3. Inter-personal/Communication skills 4. Professionalism 5. Credibility 	<p>Conflict management</p> <ol style="list-style-type: none"> 1. Builds consensus and commitment to the team mandate, vision, goals, roles, responsibilities, and processes. 2. Resolves conflicts, confrontations and disagreements in a constructive manner. 3. Maintains positive, productive working relationships despite differing/conflicting situations and personalities. 4. Assumes responsibility for own actions and the consequences for actions undertaken and decisions made.

	<p>4. Compliance & Enforcement (Firm implementation of rules and regulations in fair and transparent manner)</p>	<ol style="list-style-type: none"> 1. Technical and functional expertise 2. Analytical skills 3. Conflict management 4. Inter-personal/Communication skills (Advocacy) 5. Information management 		<p>Resource Mobilization</p> <ol style="list-style-type: none"> 1. Coordinates resources (including financial, logistical, supplies, etc.) needed to implement work/project plans and achieve desired results. 2. Commits resources to improve performance. 3. Builds local stewardship skills and resources of community leaders, stakeholder groups and residents can effectively participate in national forest plan development, implementation, monitoring and adaptive management.
				<p>Credibility</p> <ol style="list-style-type: none"> 1. Ensures unbiased implementations of rules and regulations to all users 2. Enforces unbiased rules and regulations for effective implementation and relevancy. 3. Observes ethics and integrity to promote corruption free practices in forestry 4. Navigates effectively through political and organizational complexities to avoid or overcome potential barriers to successful completion. 5. Consistently reliable and dependable over time; always delivers on commitments 6. Creates an environment in the organization where others are expected to have a thorough knowledge and

				command of all the relevant facts and information in all situations command of all the relevant facts and information in all situations.
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C. Proficiency Levels and Behaviourial Indicators

Role 1: Technical Expert				
Key Competencies	Proficiency Level			
	Entry (P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
1. Technical Expert	<p>1. Possesses in-depth knowledge in core technical forestry, biodiversity and related subjects.</p> <p>2. Applies technical knowledge to carry out job responsibilities and solve issues in forestry and biodiversity management.</p> <p>3. Is sought out for information, to provide input and advice in his/her technical area.</p> <p>4. Proactively pursues personal learning and development opportunities to enhance professional growth and development.</p>	<p>1. Possesses in-depth and up-to-date knowledge and skills in core forestry and biodiversity subjects</p> <p>2. Effectively applies technical knowledge to solve a range of problems in forestry and biodiversity management.</p> <p>3. Is sought out as an expert, to provide advice or solutions in his/her technical area.</p> <p>4. Proactively pursues personal learning and development opportunities to enhance professional growth and development of self and colleagues.</p>	<p>1. Possesses a comprehensive and in-depth knowledge and skills in a specific area of forestry /biodiversity.</p> <p>2. Effectively applies technical knowledge to solve a broad range of complex problems in forestry and biodiversity management.</p> <p>3. Is sought out as an expert, to provide advice or solutions in his/her technical area.</p> <p>4. Proactively pursues personal learning and development opportunities to enhance professional growth and development of self and colleagues.</p>	<p>1. Possesses a comprehensive and in-depth knowledge and skills in a specific area of forestry /biodiversity; considered an expert in specific technical area.</p> <p>2. Is able to develop technical solutions to extremely complex problems in forestry and biodiversity management that cannot be solved using existing methods or approaches.</p> <p>3. Is sought out as an expert, to provide advice, direction, or solutions to the most complex problems in forestry and biodiversity management.</p> <p>4. Encourages and creates opportunities for enhancing professional growth and development of colleagues and enhance organizational</p>

<p>2. Analytics & Critical Thinking</p>	<p>1. Observes obvious discrepancies and inconsistencies in available information on forestry and biodiversity and validates them. 2. Develops concept proposals and conduct assessments/studies to address emerging issues related to forestry, biodiversity conservation and management in Bhutan. 3. Suggests recommendations for influencing policy decisions. 4. Examines the costs, benefits, risks, and opportunities in decision-making.</p>	<p>1. Notices discrepancies and inconsistencies in available information on forestry, biodiversity and related fields and validates them. 2. Develops concept proposals and conduct assessments to address emerging issues related to forestry, biodiversity conservation and management in Bhutan. 3. Provides science/evidence-based recommendations to influence policy and decision making to the higher authorities. 4. Analyzes the costs, benefits, risks, and opportunities in decision-making.</p>	<p>1. Performs thorough analyses and validates information and data on forestry and biodiversity from multiple sources and identifies knowledge gaps and future research areas. 2. Independently carries out assessments/studies to collect reliable data and information pertinent to forestry and biodiversity conservation and management in Bhutan. 3. Provides a wide range of science/evidence-based recommendations to influence policy and decision making to the higher authorities. 4. Carries out thorough analyses to assess and compare the costs, benefits, risks, and opportunities, in decision-making.</p>	<p>1. Carries out thorough analyses and notices even subtle discrepancies and inconsistencies in available information. 2. validates information and data on forestry and biodiversity from multiple sources and identify knowledge gaps and recommends future research areas. 2. Leads a wide range of policy impacts studies to solve a wide range of problems in many aspects of forestry and biodiversity management. 3. Provides a wide range of science/evidence-based recommendations to influence policy and decision making to the management. 4. Directs/carries out thorough analyses to assess and compare the costs, benefits, risks, and opportunities to render final decision.</p>
<p>3. Fostering Innovation & Technology</p>	<p>1. Uses efficient, faster, and cheaper ways to do things to further enhance work environment and implementation. 2. Explores and uses new approaches, methods, and technologies. 3. Contributes in developing a new method or approach, as part</p>	<p>1. Adopts creative approaches and innovative ways of working, technologies, and cost-effective solutions to overcome organizational challenges. 2. Often, proposes new approaches, methods or technologies for practical implementation in the field. 3. Contributes in developing a new</p>	<p>1. Anticipates change and seeks best practices to address emerging issues and challenges in conservation and management of forests and biodiversity. 2. Regularly proposes new approaches, methods or technologies that are highly successful. 3. Personally develops and</p>	<p>1. Identifies and adopts creative approaches and innovative ways of working, technologies, and cost-effective solutions to overcome organizational challenges. 2. Promotes a culture that regularly proposes new approaches, methods, or technologies relevant in forestry</p>

	<p>of a team.</p> <p>4. Works cooperatively with others and suggests solutions to problems.</p>	<p>method or approach, as part of a team.</p> <p>4. Works effectively and cooperatively with others to produce innovative solutions for a number of problems.</p>	<p>proposes a new method or approach that enhances departmental outputs.</p> <p>4. Works effectively with full cooperation with others to produce innovative solutions for a wide range of problems.</p>	<p>and biodiversity management that are highly successful.</p> <p>3. Provides full support and coach others to personally develop a new method or approach that enhance Department outputs.</p> <p>4. Fosters strong collaboration with others to produce practically innovative solutions for emerging issues.</p>
<p>4. Training / Coaching</p>	<p>1. Often provides feedback to subordinates to encourage them and improve their performance.</p> <p>2. When problems and issues occur, meets with subordinates to deal with them.</p> <p>3. Mentors peers and subordinates to enhance their technical competence and on-going professional development.</p> <p>4. Explores avenues for education and capacity development opportunities for self and subordinate staff.</p> <p>5. Encourages subordinates and peers to take advantage of self-development opportunities.</p>	<p>1. Usually provides constructive feedbacks to subordinates to encourage them and improve their performance.</p> <p>2. Proactively meets with subordinates and deals with issues and problems.</p> <p>3. Usually mentors peers and subordinates to enhance their technical competence and on-going professional development.</p> <p>4. Explores avenues for education and capacity development opportunities for self and subordinate staff.</p> <p>5. Encourages subordinates and peers to take advantage of self-development opportunities.</p> <p>6. Proposes relevant training needs and programs to enhance capacity of peers.</p>	<p>1. Always provides constructive feedbacks to staff to encourage them to be more effective and thus achieve the agency's desired goals and outputs.</p> <p>2. Proactively meets with staff members on a regular basis, and deals with issues and problems with common solutions.</p> <p>3. Proactively mentors peers and subordinates to enhance their technical competence and on-going professional development.</p> <p>4. Always explores and recommends education and development opportunities for staff. Proposes that all new employees receive a full orientation to the organization.</p> <p>5. Develops and implement relevant training programs to</p>	<p>1. Provides regular feedbacks to staff in order to motivate them and enhance their performance. Establishes trust, listens actively, leads in planning processes, tracks progress, and ensures that the agency goals and outputs are achieved.</p> <p>2. Proactively meets with staff members on a regular basis, and deals with issues and problems with common solutions.</p> <p>3. Always mentors staff to enhance their technical competence and on-going professional development.</p> <p>4. Takes an active role in training and developing staff through coaching, mentoring, job rotations, or</p>

			<p>enhance capacity of peers.</p> <p>6. Encourages employees to take advantage of self-development opportunities.</p>	<p>mobility to new roles or positions. Ensures that all new employees receive a full orientation to the organization.</p> <p>5. Clearly recognizes the current and future capacity needs of staff and provide opportunities and enabling environment for professional development.</p> <p>6. Constantly encourages staff to advantage of self-development.</p>
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Role 2: Strategic Partner

Key Competencies	Proficiency Level			
	Entry (P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
1. Business Acumen	<p>1. Actively seeks guidance from superiors and strives to address customer needs.</p> <p>2. Develops relationship with customers and willingly work with them to ensure effective service delivery.</p> <p>3. Actively listens and responds to customer needs and delivers services on time.</p>	<p>1. Proactively initiates activities and plans to address customer needs effectively.</p> <p>2. Develops relationship with customers and willingly work with them to ensure effective service delivery.</p> <p>3. Actively responds to customer needs and takes prompt action to provide services on time.</p>	<p>1. Promptly listens and incorporates views of customers and identifies better options to meet their needs.</p> <p>2. Maintains positive and long-term working relationship to ensure efficient service delivery.</p> <p>3. Consistently responds positively to customer needs to ensure timely service delivery.</p>	<p>1. Proactively identifies key customers underlying needs, and initiates plans, activities and approaches that best addresses their needs.</p> <p>2. Promotes service oriented and dynamic working relationship culture to enhance efficient service delivery.</p> <p>3. Anticipates challenges and issues in addressing customer needs and devises strategies and approaches to enhance service delivery.</p>

<p>2.Adaptability</p>	<p>1. Shows high professional ethics during implementation of the daily activities. 2. Applies principles of paramilitary approaches and ethics while carrying out the tasks. 3. Strives to seek a balance between immediate and long-term agency goals. 4. Applies specialized knowledge and skills to accomplish desired results and provide efficient service delivery.</p>	<p>1. Shows and maintains high professional ethics while carrying out daily. 2. Applies principles of paramilitary approaches and ethics while delivering the tasks. 3. Strives to seek a balance between immediate and long-term agency goals. 4. Applies specialized knowledge and skills to accomplish desired results and to provide excellent service delivery.</p>	<p>1. Shows and maintains high professional ethics while carrying out the daily activities, formulating plans and programs. 2. Consistently applies principles of paramilitary approaches and code of conduct while delivering the tasks. 3. Strives to seek a balance between immediate and long-term agency goals and accordingly suggest plans and actions. 4. Applies specialized knowledge, skills and critical judgment to accomplish desired results and provide efficient service delivery.</p>	<p>1. Demonstrates and promotes a culture of professionalism and ethics within the organization. 2. Facilitates and promotes principles of paramilitary approaches and ethics/code of conduct within the organization. 3. Focuses and analyses the short-term and long-term agency goals and adopts appropriate strategies to achieve the desired outcomes. 4. Promotes and encourages application of specialized knowledge, skills and critical judgment to ensure success and professionalism within the agency.</p>
<p>3.Negotiation</p>	<p>1. Identifies issues and challenges within the existing system and initiates negotiation process. 2. Possesses good ability to listen to others' points of view and negotiate a fair compromise. 3. Actively seeks guidance from supervisors/experts to resolve disagreements.</p>	<p>1. Identifies issues and challenges within the existing approaches and suggests measures to address. 2. Possesses a very good ability to listen to others' points of view and negotiate a fair compromise. 3. Considers the perspectives of others to achieve desired/win-win outcomes.</p>	<p>1. Identifies key issues and challenges within the existing approaches and critically analyses and suggests measures to address and make changes. 2. Possesses an excellent ability to listen to others' points of view and negotiate a fair compromise. 3. Develops and uses strategies to persuade others,</p>	<p>1. Critically analyses key issues and challenges within the existing approaches and adopt creative solutions to overcome organizational challenges. 2. Actively listens to all points of view with an open mind, seeks collaborative solutions, and negotiates a fair compromise. 3. Demonstrates diplomatic</p>

			<p>particularly in sensitive situations.</p> <p>4. Uses effective approaches to settle disagreements amicably.</p>	<p>approaches and develop trust amongst stakeholders.</p> <p>4. Encourages staff to come up with creative solutions to achieve win-win outcomes.</p>
4. Collaboration, Coordination, and Integration	<p>1. Engages multiple stakeholders to take part in regular meetings and decision-making processes to enhance cooperation.</p> <p>2. Asks questions to identify shared interests, experiences or other common ground to enhance collaboration and integration.</p> <p>3. Shows interests in what others have to say; acknowledge their perspectives and ideas.</p>	<p>1. Works cooperatively with multiple stakeholders, demonstrates willingness to consider alternative approaches or ideas.</p> <p>2. Organizes regular meetings among stakeholders to enhance cooperation and discussions to meet the changing needs of users.</p> <p>3. Analyses the perspectives and inputs of stakeholders and suggests changes and integration to plans and programs.</p>	<p>1. Guides and leverages working relationships with customers and colleagues, to build strong connections and cooperation and collaboration.</p> <p>2. Builds constructive networks within and outside the organization to facilitate the accomplishment of results.</p> <p>3. Critically analyses the perspectives and inputs of stakeholders and recommends changes and integration to plans and programs.</p>	<p>1. Deals effectively with confrontational situations, demonstrates diplomacy, tact, empathy and consideration for differing points of view and provides solutions.</p> <p>2. Builds and ensures constructive networks within and outside the organization to realize the goals.</p> <p>3. Creates a culture that recognizes and clearly appreciates the agency's concerns and perspectives of others.</p>
5. Inter-personal/ Communication skills	<p>1. Seeks perspectives and advice from others to have a clear understanding and communicate to the stakeholders.</p> <p>2. Uses interpersonal skills to build cooperative relationships with stakeholders.</p> <p>3. Develops clear and concise communication materials and</p>	<p>1. Tailors and presents information and facts effectively to diverse audiences, using a variety of communication mode.</p> <p>2. Demonstrates interpersonal skills to build cooperative relationships with stakeholders.</p> <p>3. Develops clear and concise communication materials and documents.</p>	<p>1. Consistently delivers accurate, clear, and concise messages, orally or in writing to effectively communicate with stakeholders.</p> <p>2. Effectively uses interpersonal skills to build cooperative relationships with stakeholders.</p> <p>3. Develops impactful written communication materials,</p>	<p>1. Delivers clear, accurate and concise (succinct) messages, and persuades stakeholders to take action.</p> <p>2. Demonstrates and encourages use of interpersonal skills to foster professional relationships.</p> <p>3. Develops impactful written communication materials, provide feedback and</p>

	documents.		provides feedback and comments to improve others written documents.	communicates the strategic direction towards understanding and achieving the agency goals.
6.Teamwork Orientation	<ol style="list-style-type: none"> 1. Considers the views of others to maintain effective working relationship. 2. Co-operates and consistently works with other team members to accomplish task and goals. 	<ol style="list-style-type: none"> 1. Builds and maintains effective working relationships among colleagues and stakeholders. 2. Consistently works with diverse stakeholders to solve problems and achieve tasks and goals. 	<ol style="list-style-type: none"> 1. Initiates and maintains effective working relationships among colleagues and stakeholders. 2. Frequently uses opportunities to work as a team to impart organizational knowledge and experiences to help others succeed. 	<ol style="list-style-type: none"> 1. Fosters and encourage effective working relationships with colleagues, stakeholders and partners. 2. Facilitate team spirit among the staff to achieve the ultimate goals of the agency.

Role 3: Environmental Advocate

Key Competencies	Proficiency Level			
	Entry (P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
1. Service-oriented	<p>1. Actively seeks guidance from superiors and strives to address customer needs.</p> <p>2. Develops relationship with customers and willingly work with them to ensure effective service delivery.</p> <p>3. Actively listens and responds to customer needs and delivers services on time.</p>	<p>1. Proactively initiates activities and plans to address customer needs effectively.</p> <p>2. Develops relationship with customers and willingly work with them to ensure effective service delivery.</p> <p>3. Actively responds to customer needs and takes prompt action to provide services on time.</p>	<p>1. Promptly listens and incorporates views of customers and identifies better options to meet their needs.</p> <p>2. Maintains positive and long-term working relationship to ensure efficient service delivery.</p> <p>3. Consistently responds positively to customer needs to ensure timely service delivery.</p>	<p>1. Proactively identifies key customers underlying needs, and initiates plans, activities and approaches that best addresses their needs.</p> <p>2. Promotes service oriented and dynamic working relationship culture to enhance efficient service delivery.</p> <p>3. Anticipates challenges and issues in addressing customer needs and devises strategies and approaches to enhance service delivery.</p>

<p>2. Professionalism</p>	<p>1. Shows high professional ethics during implementation of the daily activities. 2. Applies principles of paramilitary approaches and ethics while carrying out the tasks. 3. Strives to seek a balance between immediate and long-term agency goals. 4. Applies specialized knowledge and skills to accomplish desired results and provide efficient service delivery.</p>	<p>1. Shows and maintains high professional ethics while carrying out daily. 2. Applies principles of paramilitary approaches and ethics while delivering the tasks. 3. Strives to seek a balance between immediate and long-term agency goals. 4. Applies specialized knowledge and skills to accomplish desired results and to provide excellent service delivery.</p>	<p>1. Shows and maintains high professional ethics while carrying out the daily activities, formulating plans and programs. 2. Consistently applies principles of paramilitary approaches and code of conduct while delivering the tasks. 3. Strives to seek a balance between immediate and long-term agency goals and accordingly suggest plans and actions. 4. Applies specialized knowledge, skills and critical judgment to accomplish desired results and provide efficient service delivery.</p>	<p>1. Demonstrates and promotes a culture of professionalism and ethics within the organization. 2. Facilitates and promotes principles of paramilitary approaches and ethics/code of conduct within the organization. 3. Focuses and analyses the short-term and long-term agency goals and adopts appropriate strategies to achieve the desired outcomes. 4. Promotes and encourages application of specialized knowledge, skills and critical judgment to ensure success and professionalism within the agency.</p>
<p>3. Conflict management</p>	<p>1. Assists in building consensus and common understanding of mandates, vision, goals, roles, responsibilities. 2. Strives to maintain positive and productive working relationships despite conflicting situations. 3. Identifies potential conflicts and seek advice from superiors for resolving the</p>	<p>1. Works cooperatively with others to build consensus and solve problems and reach to common agreement. 2. Strictly maintains positive and productive working relationships despite conflicting situations. 3. Actively identifies and assess the severity of potential conflicts and initiates actions to resolve.</p>	<p>1. Effectively resolves conflicts, confrontations and disagreements in a constructive manner. 2. Listens openly to others' views and maintains positive and productive working relationship to find solutions for the conflicts. 3. Critically assesses the severity of potential conflicts and initiates actions to</p>	<p>1. Professionally negotiates conflicts, confrontations and disagreements in a constructive manner. 2. Demonstrates a keen ability to distinguish the severity of conflicts and resolve conflicts amicably. 3. Effectively identifies and prevents potential conflicts from arising.</p>

	issues.		resolve.	
4. Resource Mobilisation	<ol style="list-style-type: none"> 1. Coordinates resource mobilization adhering to organization goals and objectives. 2. Utilizes available resources to implement plans and activities to achieve desired outputs. 	<ol style="list-style-type: none"> 1. Effectively coordinates resources required to implement action plans and achieve desired results. 2. Utilizes available resources judiciously to implement plans and activities to achieve desired outputs. 	<ol style="list-style-type: none"> 1. Effectively coordinates resources required to implement action plans and achieve desired results. 2. Identifies cost saving measures and judiciously uses resources effectively to achieve high quality outputs. 	<ol style="list-style-type: none"> 1. Facilitates resource mobilization to improve overall performance and achieve the agency goals and objectives. 2. Promotes stewardship of resources and develop strategies for effective implementation to achieve agency goals and objectives.
5. Credibility	<ol style="list-style-type: none"> 1. Acts ethically and assumes responsibility for one's actions and its consequences. 2. Remains reliable and dependable and strives to deliver organizational commitments. 3. Ensures unbiased implementations of rules and regulations to all stakeholders. 	<ol style="list-style-type: none"> 1. Acts ethically and ensures excellent service delivery to gain trust and confidence of stakeholders. 2. Consistently remains reliable and dependable and always delivers organizational commitments. 3. Critically analyses the conflicting clauses /provisions in rules and regulations and recommends changes to ensure effective implementation. 	<ol style="list-style-type: none"> 1. Acts ethically and applies specialized knowledge, skills and judgment to accomplish desired results and for excellent service delivery. 2. Always remains reliable and dependable and delivers organizational commitments exceedingly. 3. Effectively carries out thorough analyses of conflicting provisions in Rules and Regulations and further recommends for amendments to the agency. 	<ol style="list-style-type: none"> 1. Demonstrates and promotes highly professional and ethical conduct towards efficient service delivery to achieve the agency goals and objectives. 2. Displays and nurtures strong sense of commitment and credibility towards ensuring organizational success. 3. Creates an environment in the organization where others are expected to have a thorough knowledge and command of all the relevant facts and information in all situations to ensure credibility.

Annexure III Training Needs Analysis

Role 1. Technical Expert					
Key Competency	Position Level	Behavioral Indicator (Not Adequate)	Likely reason for performance gap	Method of interventions	Learning objectives
1. Technical and Functional Expertise	P4	1. Applies technical knowledge to carry out job responsibilities and solve issues in forestry and biodiversity management.	1. Intellectual/Skill and Knowledge (Lack of role-specific knowledge and skills) 2. Intellectual/Procedures or Methods (Lengthy processes and unclear chain of command)	1. Job orientation 2. OJT 3. Training/Workshop	1. Develop effective operational plan for Forest Management Unit after the successful completion of OJT in Forest Resource Management Division. 2. Develop sustainable Watershed Management plan after undergoing OJT in Watershed Management Division. 3. Develop effective research proposal on biodiversity and wildlife to generate baseline data after completion of workshop on project proposal development.
	P3	1. Effectively applies technical knowledge to solve a range of problems in forestry and biodiversity management.	1. Intellectual/Procedures or Methods (Lengthy processes and unclear chain of command) 2. Physical/Resources (Limited resources and support)	1. Classroom training (Project management) 2. Mentoring 3. Study/exposure visits	1. Develop innovative plans and programs to enhance sustainable forestry and biodiversity management after successfully undergoing training and study visits. 2. Implement innovative plans and programs to enhance sustainable forestry and biodiversity

					<p>management after successfully undergoing training and study visits.</p> <p>3. Develop effective forestry and biodiversity management strategies that address range of problems after successful completion of training.</p> <p>4. Develop proposal to garner resources from the management to effectively implement plans and programs.</p>
P2	<p>1. Possesses a comprehensive and in-depth knowledge and skills in a specific area of forestry/biodiversity; proactively seeks to remain up-to-date on current trends.</p>	<p>1. Intellectual/Skill and Knowledge (Limited task related skills, policies, and procedures)</p> <p>2. Physical/Resources (Limited resources and support)</p>	<p>1. Trainings</p> <p>2. Workshop (disseminate policies, plans, programs)</p> <p>3. Mentoring</p>	<p>1. Develop innovative plans and programs to enhance sustainable forestry and biodiversity management after successfully undergoing training.</p> <p>2. Implement innovative plans and programs to enhance sustainable forestry and biodiversity management after successfully undergoing training and study visits.</p> <p>3. Develop effective forestry and biodiversity management strategies that address range of problems after successful completion of training.</p> <p>4. Develop proposal to garner resources from the management to effectively implement plans and programs.</p>	

	P1	1. Is sought out as an expert, to provide advice, direction, or solutions to the most complex problems in forestry and biodiversity management.	1. Emotional/Incentives (Lack of incentive mechanism, and fixed career prospects) 2. Physical/Resources (Limited resources and support)	1. Incentive mechanisms/training 2. Project Management training	1. Develop and implement well-justified forest management strategies that address a diversity of objectives. 2. Develop proposal to garner resources from the management to effectively implement plans and programs.
2. Analytics & Critical Thinking	P4	1. Develops concept proposals and conduct assessments/studies to address emerging issues related to forestry, biodiversity conservation and management in Bhutan.	1. Intellectual/Skill and Knowledge (Lack of role-specific knowledge and skills) 2. Physical/Resources (Limited resources and support) 3. Emotional/Motives (Lack on intrinsic motivation, initiative)	1. Classroom training 2. Self/Online learning 3. Workshops 4. Prioritization (resources, training) 5. Mentoring/coaching	1. Develop effective forestry and biodiversity management strategies that address range of problems after successful completion of training. 2. Develop proposal to garner resources from the management to effectively implement plans and programs. 3. Apply the techniques and tools of project planning, monitoring and evaluation for effectively managing forestry projects. 4. Align the daily tasks to the national and organizational goals to enhance performance.
	P3	1. Analyzes the costs, benefits, risks, and opportunities in decision-making.	1. Intellectual/Skill and Knowledge (Lack of role-specific knowledge and skills) 2. Intellectual/Procedures (Lengthy processes and unclear chain of command)	1. Classroom training 2. Self/Online learning 3. Workshops 4. Prioritization (resources, tasks) 5. Mentoring/coaching	1. Critically evaluate the costs and benefits of any projects and take decisions. 2. Follow the existing implementation modalities and provide suggestions for improvement. 3. Evaluate human dimensions of

				sustainable forest and biodiversity management, including all relevant stakeholders, perspectives, and policies and devise comprehensive management plans.
P2	1. Performs thorough analyses and validates information and data on forestry and biodiversity from multiple sources and identifies knowledge gaps and future research areas.	1. Physical/Task Expectations (limited specific task related skills).	1.Training /Workshop	1.Critically evaluate the available science and information on forestry and biodiversity and prioritize research and development agenda for societal benefits. 2. Incorporate the basic knowledge of forestry, biodiversity management and natural sciences into decision making to benefit the society at large. 3. Apply quantitative reasoning skills to forestry problems to devise solutions for emerging problems to enhance livelihood.
P1	2. Leads a wide range of policy impacts studies to solve a wide range of problems in many aspects of forestry and biodiversity management.	1. Intellectual/Skill and Knowledge (Limited project management skills) 2.Physical/Resources (Limited resources and support)	1.Training/Workshop(Project Management/Strategic Management)	1.Apply essential research and analytical skills to conduct high impact research to find effective solutions. 2. Develop effective forestry and biodiversity management strategies that address range of problems after successful completion of training.

					3. Apply strategic skills in managing forestry projects and programs to enhance service delivery.
3. Fostering Innovation and Technology	P4	1. Explores and uses new approaches, methods, and technologies.	1. Intellectual/Skill and Knowledge (Limited technology dev. skills) 2. Physical/Resources (Limited resources and support)	1. Training/ Study tour	1. Develop effective forestry and biodiversity management strategies that address range of problems after successful completion of training. 2. Apply strategic knowledge and skills to develop approaches, tools and technologies to enhance service delivery.
	P3	1. Often, proposes new approaches, methods or technologies for practical implementation in the field.	1. Intellectual/Skill and Knowledge (Limited technology dev. skills) 2. Physical/Resources (Limited resources and support)	1. Training/ Study tour	1. Develop effective forestry and biodiversity management strategies that address range of problems after successful completion of training. 2. Apply strategic knowledge and skills to develop approaches, tools and technologies to enhance service delivery.
	P2	1. Regularly proposes new approaches, methods or technologies that are highly successful.	1. Intellectual/Skill and Knowledge (Limited technology dev. skills) 2. Physical/Resources (Limited resources and support)	1. Training/ Study tour	1. Develop effective forestry and biodiversity management strategies that address range of problems after successful completion of training. 2. Apply strategic knowledge and skills to develop approaches, tools and technologies to enhance service delivery.
	P1	1. Promotes a	1. Intellectual/Skill and	1. Training/ Study tour	1. Develop effective forestry and

		culture that regularly proposes new approaches, methods, or technologies relevant in forestry and biodiversity management that are highly successful.	Knowledge (Limited technology dev. skills) 2. Physical/Resources (Limited resources and support)		biodiversity management strategies that address range of problems after successful completion of training. 2. Apply strategic knowledge and skills to develop approaches , tools and technologies to enhance service delivery.
4. Training/Coaching	P4	1. Mentors peers and subordinates to enhance their technical competence and on-going professional development.	1. Intellectual/Skill and Knowledge (Limited task related skills) 2. Physical/Capacity (limited ability to deliver) 3. Emotional/Motives (lack of motivation, initiatives	1. Training 2. Mentoring/ Coaching	1. Build effective personal and professional relationships. 2. Set clear goals for personal growth and learning. 3. Reflect on experiences and lessons learned from the mentoring program and apply for future tasks. 4. Objectively assess one's strengths and opportunities for growth.
	P3	1. Usually mentors peers and subordinates to enhance their technical competence and on-going professional development.	1. Intellectual/Skill and Knowledge (Limited task related skills) 2. Physical/Capacity (Inadequate 3. Emotional/Motives (lack of motivation, initiatives	1. Training 2. Mentoring/ Coaching	1. Build effective personal and professional relationships. 2. Set clear goals for personal growth and learning.

	P2	1. Usually mentors peers and subordinates to enhance their technical competence and on-going professional development.	1. Intellectual/Skill and Knowledge (Limited task related skills and knowledge) 2. Physical/Capacity (Inadequate skills for new tasks)	1. Training 2. Mentoring/ Coaching	1. Build effective personal and professional relationships. 2. Set clear strategic goals for agency's growth and development. 3. Reflect on experiences and lessons learned from the mentoring program and apply for future tasks.
	P1	1. Takes an active role in training and developing staff through coaching, mentoring, job rotations, or mobility to new roles or positions. Ensures that all new employees receive a full orientation to the organization.	1. Intellectual/Skill and Knowledge (Limited task related skills and knowledge) 2. Physical/Capacity (Inadequate skills for new tasks)	1. Training 2. Mentoring/ Coaching	1. Build effective personal and professional relationships. 2. Set clear strategic goals for agency's growth and development. 3. Reflect on experiences and lessons learned from the mentoring program and apply for future tasks. 4. Objectively assess organization's and personal strengths and opportunities for growth.

Role 2. Strategic Partner

Role 2. Strategic Partner					
Key Competency	Position Level	Behavioral Indicator (Not Adequate)	Likely reason for performance gap	Method of interventions	Learning objectives
1. Business Acumen	P4				
	P3	1. Analyzes relevant business trends and identifies economic opportunities, financial mechanisms, and economic factors and regulations, and initiates development of a comprehensive business master plan for forestry sector.	1. Physical/Resources (inadequate resources and materials) 2. Intellectual/Procedures or Methods (Unclear chain of command, lengthy procedures, unclear SOP)	1. Proposal/Effective proposal writing 2. Mentoring/coaching 3. Classroom training (Project based situation analysis and Project Management training)	1. Develop comprehensive business master plan for biodiversity and forestry based project activities. 2. Apply the best approaches to identify current trends in forestry and biodiversity after undergoing project management training. 3. Project future opportunities for biodiversity and forestry based business activities after successful completion of training /study visits.
	P2	1. Recognizes business threats and opportunities affecting the forestry sector and recommending actions to address them within the master plan.	1. Physical/Resources (inadequate resources and materials) 2. Emotional/Incentives (Lack of incentive mechanism)	1. Proposal/Effective proposal writing 2. Mentoring/coaching 3. Training	1. Apply the best solution to overcome the potential threats to the forestry based business with effective business master plan. 2. Explore business opportunities in the forestry based project and provide recommendation for effective implementation.

	P1	1. Champions the art of cross-sectoral dialogues and review recommendation for effective decision-making to achieve the desired goals.	1.Physical/Resources (inadequate resources and materials) 2.Intellectual/Procedures or Methods (Incentive mechanism, lengthy process)	1. Proposal/Effective proposal writing 2. Seminar/Workshop (disseminate policies, plans, programs)	1. Develop effective proposals to garner resources from the management to effectively implement plans and programs. 2. Develop innovative plans and program in harmony with other policies and laws to achieve specific targets. 3. Exhibit creativity in aligning all interest and need of projects and programs
2. Adaptability	4	1. Exhibits willingness to learn new methods, procedures, techniques or systems for self-development.	1.Intellectual/Procedures or Methods (Lack of guidance and conducive environment and system for self development)	1. OJT 2. Mentoring 3. Self-Learning	1. Apply methods and skills for self development to adapt with the system to deliver services
	3	1.Deals effectively with various stakeholders and different situations.	1. Intellectual/Skill and Knowledge (lack of good communication, negotiation and problem solving skills)	1. Training 2. workshop	1. Communicate clearly the issues and possible solutions with stakeholders to resolve differences. 2. Apply negotiation skills to solve problems effectively in different situations 2. Develop effective professional working relationship with stakeholders
	2	1. Understands the requirements of different situations and effectively adapts his behavior even under stressful situations.	1.Intellectual/Procedures or Methods (lack of situational analysis skills) 2.Emotional/Motives. (Lack of proper incentives and protection)	1. Incentive and protection mechanism 2. Training 3. Mentoring	1. Analyze different situation and manage the stressful situation

	1	1. Drives the implementation of change and monitors their impacts to ensure organizational performance is improved or sustained.	1. Emotional/Motives (Lack of motivation and incentives) 2. Physical/Resources (Insufficient administrative support and resources)	1. Proper delegation of authority. 2. Task based incentives 3. Leadership Training/ M&E	1. Motivate employees to improve the organizational performance and take responsibility with accountability 2. Monitor organizational performance effectively
3. Negotiation	4	1. Possesses good ability to listen to others' points of view and negotiate a fair compromise.	1. Intellectual/Skill and Knowledge (lack of role specific skills) 2. Emotional/Motives (Lack on intrinsic motivation, initiative)	1. OJT 2. Training/Workshop 3. Mentoring/coaching	1. Recognize the basic principles of negotiation and the need to negotiate in a sustainable way 2. Develop a coherent case and set clear objectives
	3	1. Possesses a very good ability to listen to others' points of view and negotiate a fair compromise.	1. Intellectual/Skill and Knowledge (lack of role-specific skills) 2. Intellectual/Procedures or Methods (Unclear chain of command, lengthy procedures, unclear SOP)	1. Prioritization (resources, case sensitive) 2. Workshops 3. Mentoring/coaching	1. Recognize whether they are being cooperative or competitive 2. Develop an Action Plan for use in the workplace 3. Enhance negotiation skills by applying best practices in a real-world setting
	2	1. Possesses an excellent ability to listen to others' points of view and negotiate a fair compromise.	1. Emotional/Incentives (Lack of fair incentive mechanism, reward) 2. Emotional/Mission (unclear command, policies)	1. Workshops 2. Mentoring/coaching	1. Develop calm and objectivity throughout the negotiation process 2. Recognize the various stages of effective negotiation 3. Develop strategies to ensure positive outcomes

	1	1. Demonstrates diplomatic approaches and develop trust amongst stakeholders.	1. Intellectual/Procedures or Methods (unclear command, procedures) 2. Information flow (timely, accurate information)	1. Workshop/Seminar	1. Deal with hostility and negotiate acceptable solutions 2. Apply negotiation skills in a varying situations 3. Apply psychology principles to negotiate effectively
4. Collaboration, Coordination, and Integration	4	1. Engages multiple stakeholders to take part in regular meetings and decision-making processes to enhance cooperation.	Intellectual/Procedures or Methods (Limited knowledge on effective coordination of multi-sectoral meetings)	1. OJT 2. Workshops 3. Self/Online learning 4. Mentoring/coaching	1. Carry out effective coordination among multiple stakeholders after undergoing OJT and workshop
	3	1. Analyses the perspectives and inputs of stakeholders and suggests changes and integration to plans and programs.	Intellectual/Skill and Knowledge (Limited knowledge on task related skills and policies)	1. Classroom training (Analytical skills) 2. Workshops (policies)	1. Carry out effective analytics and make crucial contribution in the integration of plans and programs after undergoing training on analytical skills and workshop on relevant policies.
	2	1. Builds constructive networks within and outside the organization to facilitate the accomplishment of results.	Intellectual/Skill and Knowledge (Limited knowledge on task related skills and to build effective network and collaboration)	1. Training (Partnership Building, Interpersonal skills) 2. Mentoring/coaching	1. Carry out effective analytics and make crucial contribution in the integration of plans and programs after undergoing training on analytical skills and workshop on relevant policies

	1	1. Deals effectively with confrontational situations, demonstrates diplomacy, tact, empathy and consideration for differing points of view and provides solutions.	Physical/Task Expectations (Provide delayed and ineffective decisions which do not resolve the demanding situations)	1. Classroom training (Decision making) 2. Self/Online learning 3. Workshops (SELP)	1. Provide effective and timely decisions to resolve demanding situations after undergoing relevant training and workshop.
5. Inter-personal/ Communication skills	4	1. Develops clear and concise communication materials and documents.	Physical/Resources (Lack of adequate materials and resources)	1. Classroom training (Writing communication materials) 2. Self/Online learning 3. Workshops 4. Prioritization (resources)	1. Develop clear and concise communication materials after undergoing training on effective writing of communication materials.
	3	3. Develops clear and concise communication materials and documents.	Physical/Resources (Lack of adequate materials and resources)	1. Classroom training (Writing communication materials) 2. Self/Online learning 3. Workshops 4. Prioritization (resources)	1. Develop clear and concise communication materials after undergoing training on effective writing of communication materials.
	2	1. Consistently delivers accurate, clear, and concise messages, orally or in writing to effectively communicate with stakeholders.	Intellectual/Skill and Knowledge (Does not always express ideas in a clear and concise manner orally or in writing)	1. Classroom training (Communication) 2. Self/Online learning 3. Workshops	1. Express ideas in a clear, concise, and effective manner both orally and in writing, after undergoing training on communication skills.

	1	1. Demonstrates and encourages use of interpersonal skills to foster professional relationships.	Intellectual/Skill and Knowledge	1. Classroom training	1. Foster professional relationship and interpersonal skills among staff. 2. Promote and creates an environment to enhance interpersonal skills and professionalism.
6. Teamwork Orientation	4	1. Co-operates and consistently works with other team members to accomplish task and goals.	1. Emotional (lack of the ability to work well with others)	1. Mentoring 2. Trainings 3. Coffee conversations	1. Build team rapport to enhance personal effectiveness.
	3	1. Consistently works with diverse stakeholders to solve problems and achieve tasks and goals.	1. Emotional/ Motives (lack of motivation/ initiative) 2. Physical/ Resources (Inadequate human resources)	1. Mentoring 2. Trainings 3. Self/ online learning	1. Foster stronger relationship and cohesiveness in teams to achieve the desired outcome 2. Develop a good insight into the behavioral dynamics of self and others to achieve the goals set
	2	1. Initiates and maintains effective working relationships among colleagues and stakeholders.	1. Emotional/ Incentives (lack of incentives) 2. Physical/ Resources (Inadequate personnel available to do the task	1. Incentive mechanism 2. Mentoring 3. Trainings 4. Self/ online learning	1. Foster team spirit for achievement of common goals 2. Maintain effective working relationship among colleagues and stakeholders.

	1	1. Fosters and encourages effective working relationships with colleagues, stakeholders and partners.	Emotional/ Incentives (lack of incentives)	1. Incentive mechanism 2. Training	1. Promote team spirit among colleagues to effectively implement plans and program to achieve common goals.
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Role 3. Environmental Advocate					
Key Competency	Position Level	Behavioral Indicator (Not Adequate)	Likely reason for performance gap	Method of interventions	Learning objectives
1. Service-oriented	P4	3. Actively listens and responds to customer needs and delivers services on time.	1. Intellectual/ Skill and knowledge (lack of task related skills) 2. Physical/ Resources (Inadequate personnel available to do the task 3. Procedures/ Methods (Policies and procedure lapses)	1. Classroom trainings 2. Workshops 3. OJT 4. SOP	1. Comply with SOP for effective service delivery. 2. Comply with the existing rules and regulations for effective service delivery
	P3	1. Actively responds to customer needs and takes prompt action to provide services on time.	1. Intellectual/ Skill and knowledge (lack of task related skills) 2. Physical/ Resources (Inadequate personnel available to do the task	1. Classroom trainings 2. Workshops 3. OJT 4. SOP	1. Comply with SOP for effective service delivery. 2. Comply with the existing rules and regulations for effective service delivery

			3. Procedures/ Methods (Policies and procedure lapses)		
	P2	1. Consistently responds positively to customer needs to ensure timely service delivery.	1. Intellectual/ Skill and knowledge (lack of task related skills) 2. Physical/ Resources (Inadequate personnel available to do the task) 3. Procedures/ Methods (Policies and procedure lapses)	1. Classroom trainings 2. Workshops 3. OJT 4. SOP	1. Comply with SOP for effective service delivery. 2. Comply with the existing rules and regulations for effective service delivery 3. Leadership and change management
	P1	1. Anticipates challenges and issues in addressing customer needs and devises strategies and approaches to enhance service delivery.	1. Intellectual/ Skill and knowledge (lack of task related skills) 2. Physical/ Resources (Inadequate personnel available to do the task) 3. Procedures/ Methods (Policies and procedure lapses)	1. Classroom trainings 2. Workshops	1. Comply with SOP for effective service delivery. 2. Comply with the existing rules and regulations for effective service delivery 3. Change management and leadership
2. Professionalism	P4	1. Applies principles of paramilitary approaches and ethics while carrying out the tasks.	1. Physical/Resources (inadequate resources and support to conduct paramilitary trainings and insufficient space and support services) 2. Intellectual/Skill and Knowledge (Short of role-specific knowledge/ skills/experiences in achieving the task)	1. Training on Paramilitary Approaches 2. Self/Online learning 3. Workshops 4. Prioritization (resources, training)	1. Develop standard action plan to improve professionalism at work place. 2. Apply paramilitary skills to work effectively as a guardian of natural resources 3. Develop a good insight into the behavioral dynamics and ethics of self and others

	P3	1. Applies principles of paramilitary approaches and ethics while delivering the tasks.	1.Physical/Resources (inadequate resources and support to conduct paramilitary trainings and insufficient space and support services) 2.Intellectual/Skill and Knowledge (Short of role-specific knowledge/ skills/experiences in achieving the task)	1. Training on Paramilitary Approaches	1. Develop standard action plan to improve professionalism at work place. 2. Apply paramilitary skills to work effectively as a guardian of natural resources 3. Develop a good insight into the behavioral dynamics and ethics of self and others
3. Conflict management	P4	3. Identifies potential conflicts and seek advice from superiors for resolving the issues.	1. Emotional/Motives (Lack of intrinsic motivation, initiative, team spirit) 2.Intellectual/Skill and Knowledge (Lack of role-specific knowledge and skills)	1. Self leadership 2. Self/Online learning 3. Workshops 4. Prioritization (resources, training) 5.Mentoring/coaching 6. Feedback 7.Classroom training	1. Support everyone and confidently manage conflicting situations 2. Identify best methods in dealing with conflict and analyze strengths & weaknesses of others and self 3. Provide learners with the tools to manage conflict situations much more effectively
4. Resource Mobilization	P4	1. Coordinates resource mobilization adhering to organization goals and objectives.	Intellectual/Skill and Knowledge (lacks basic or task related skills)	1. Classroom training 2. Mentoring	1. Develop effective resource mobilization plans 2.Understand the task clearly for effective coordination and implementation of resource mobilization plans

	P3	1. Effectively coordinates resources required to implement action plans and achieve desired results.	Intellectual/Skill and Knowledge (Lacks knowledge on policies and procedures that impact doing the task)	1. Workshop 2.Meetings/conferences	1. Develop effective resource mobilization plans 2. Analyze existing policies and procedures to develop effective resource mobilization and implementation plans to achieve desired result
	P2	1. Identifies cost saving measures and judiciously uses resources effectively to achieve high quality outputs.	1.Physical/Resources (inadequate resources and support to conduct paramilitary trainings and insufficient space and support services) 2.Intellectual/Skill and Knowledge (Short of role-specific knowledge and skills in achieving the task)	1.Trainings 2.Mentoring/Coaching	1. Develop effective resource mobilization plans 2.Understand the task clearly for effective coordination and implementation of resource mobilization plans
	P1	1. Promotes stewardship of resources and develop strategies for effective implementation to achieve agency goals and objectives.	1.Physical/Resources (inadequate resources)	1. Trainings 2. Workshops	1. Develop effective resource mobilization plans 2. Analyze existing policies and procedures to develop effective resource mobilization and implementation plans to achieve desired result
5. Credibility	P4	1. Acts ethically and assumes responsibility for one's actions and its consequences.	Emotional/Motives (Personal values conflict with task accomplishment)	1. Training (Ethics and Integrity) 2. Orientation 3. Mentoring	1. Identify ethical dilemmas and apply different theoretical approaches while shouldering responsibilities 2. Apply the concept of personal integrity to maintain ethics and credibility

P3	1. Acts ethically and ensures excellent service delivery to gain trust and confidence of stakeholders.	Emotional/Motives (Personal values conflict with task accomplishment)	1. Training (Ethics and Integrity) 2. Mentoring/Coaching	1. Identify ethical dilemmas and apply different theoretical approaches while shouldering responsibilities 2. Apply the concept of personal integrity to maintain ethics and credibility
P2	1. Acts ethically and applies specialized knowledge, skills and judgment to accomplish desired results and for excellent service delivery.	Emotional/Motives (Personal values conflict with task accomplishment)	1. Training (Ethics and Integrity) 2. Mentoring/Coaching	1. Identify ethical dilemmas and apply different theoretical approaches while shouldering responsibilities 2. Apply the concept of personal integrity to maintain ethics and credibility
P1	1. Demonstrates and promotes highly professional and ethical conduct towards efficient service delivery to achieve the agency goals and objectives.	Emotional/Motives (Personal values conflict with task accomplishment)	1. Training (Ethics and Integrity) 2. Mentoring/Coaching	1. Identify ethical dilemmas and apply different theoretical approaches while shouldering responsibilities 2. Apply the concept of personal integrity to maintain ethics and credibility

Annexure IV Training Plan – Mandatory Trainings for 2019-20 Fiscal Year

Method of Intervention: Formal Classroom Training (In-country/Ex-country)					
Priority	Target Group	Number of Participants	Training Description	Training Provider	Cost (Million. Nu)
Specialization Courses	P2-P1	15	Specialization courses	IIFM,WII, ICFRE, Third countries	6
Advanced Forest Management Techniques	P2-P1	15	Advanced Forest Management Techniques	WII, IIFM, ICFRE, Third countries	5
Advanced Wildlife Management Techniques	P2-P1	15	Advanced Wildlife Management Techniques	WII, IIFM, ICFRE, Third countries	5
Leadership Management	P2-P1	15	Leadership Management	RCSC	0.15
Change Management	P2-P1	15	Change Management	RCSC	0.15
Mentoring and Coaching Skills	P2-P1	15	Mentoring and Coaching Skills	RCSC	0.15
Watershed Management	P4-P3	25	Watershed Management	UWICER	0.75
Floriculture and Landscaping	P4-P3	20	Floriculture and Landscaping	UWICER	1
NWFP and Agroforestry Technology	P3-P2	20	NWFP and Agroforestry Technology	UWICER	0.75
Timber Product Development and Diversification	P3-P2	20	Timber Product Development and Diversification	UWICER	0.75
Taxonomic Skills (Flora and Fauna)	P4-P3	25	Taxonomic Skills (Flora and Fauna)	UWICER	0.75
Research Methods & Analytical Skills	P4-P3	25	Research Methods & Analytical Skills	UWICER	0.75

Scientific Paper and Report Writing	P4-P3	25	Scientific Paper and Report Writing	UWICER	0.75
Statistical Tools and Analysis	P4-P3	25	Statistical Tools and Analysis	UWICER	0.75
Socioeconomic Analysis Tools	P4-P3	25	Socioeconomic Analysis Tools	UWICER	0.75
Effective Communication-Science Policy Linkage	P3-P2	25	Effective Communication-Science Policy Linkage	UWICER	0.75
Natural Resource Economics	P3-P2	25	Natural Resource Economics	UWICER & Conservation Strategy Fund	1
Proposal Development & Writing Skills	P4-P3	25	Proposal Development & Writing Skills	UWICER	0.75
Mainstreaming Climate Change Adaptation in Forestry Sector	P4-P3	25	Short course on mainstreaming climate change adaptation in Forestry Sector	TERI, India	6
Field Survival & Tactical Skills(Paramilitary Code & Ethics)	P4-P3	25	Short course on Field Survival and Tactical Skills and Paramilitary approaches	RBA, Tencholing, Bhutan	0.6
Sensitization Workshops (4 regions)	1200+	1200+	Conduct sensitization workshop for the Competency Framework for the Forestry Professionals	DoFPS Task Force Members/HRD	1
				Sub-Total	33.55

Method of Intervention: On the Job Training					
Priority	Target Group	Number of Participants	Training Description	Training Provider	Estimated cost
Financial Management	P4-P3	25	Short course on RGOB Financial Norms, Procedures, Budgeting.	Concerned agency	0.6
Project Management	P4-P3	25	Short course on project management	Concerned agency	
Policy Leadership/Orientation	P4-P3	25	Short course on Policy Leadership	Concerned agency	
Method of Intervention: Online Course					
Priority	Target Group	Number of Participants	Training Description	Training Provider	Estimated cost
NA	NA	NA	NA	NA	NA

Method of Intervention: In-Service Training after selection into civil service (first 1-3 Months)					
Priority	Target Group	Number of Participants	Training Description	Training Provider	Estimated cost
Field Survival & Tactical Skills(Paramilitary Code & Ethics)	P4-Entry	15-20	Two weeks short course at the RBA , Tencholing on the basic field survival and paramilitary ethics.	RBA , Tencholing, Wangdue	0.5
Project Management			These are mandatory course after induction into the Civil Service for Forestry Service Occupational group.	UWICER	3
Financial Management					
Leadership Management					
Change Management					
Team Management & Leadership					
GIS & Basics of Remote Sensing Applications					
Policy Leadership/Orientation					
Effective Communication-Science Policy Linkage					
Floriculture and Landscaping					
Taxonomic Skills (Flora and Fauna)					
				GRAND TOTAL	37.05

Technical Support:



Department of Forests and Park Services
P.O. Box 1345
Thimphu Bhutan
Phone # +975 (02) 321185/322487
EPABX #: +975 (02) 334458/334487



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