



COMPETENCY BASED FRAMEWORK FOR TRADE INSPECTORS

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Background

1.1 About the Ministry and Regional Offices

The Ministry of Trade & Industry, which was subsequently renamed as the Ministry of Economic Affairs, was established in 1967. Initially, known as the Ministry of Trade, Commerce and Industry, it was established as a full-fledged Ministry in 1968 under the reign of the third Druk Gyalpo His Majesty King Jigme Dorji Wangchuck, and renamed as the Ministry of Trade, Industry and Forests. Presently besides the inclusion of the Power & Mining Sector, it has been officially designated as the Ministry of Economic Affairs from October 17th 2007. The Ministry of Economic Affairs comprises eight Departments besides the Directorate Services, Policy and Planning Division, and Internal Audit.

The Ministry also has six Regional Offices based in Thimphu, Phuntsholing, Gelephu, Trongsa, Mongar, and Samdrup Jongkhar. The Regional Office of Economic Affairs (ROEA) is the focal point for all administrative, financial, regulatory and facilitative services of the Ministry, therefore, represents the Ministry in the respective regions

1.2 Vision of the Ministry

To promote a green and self-reliant economy sustained by an IT-enabled knowledge society guided by the philosophy of GNH.

1.3 Mission of the Ministry

To create an enabling environment, including institutions and infrastructure for the sustainable growth of the economy through public & private sector development

1.4 Core Values

- (i) Accountability and transparency for all actions
- (ii) Commitment to excellence and professionalism
- (iii) Integrity in all matters
- (iv) Service to all stakeholders

1.5 Objectives of the Ministry

- i. To enhance economic growth through sector diversification
- ii. To reduce the risk associated with geo-hazards
- iii. To enhance employment opportunities
- iv. To promote the use of alternative renewable energy
- v. To promote Export
- vi. Achieve Flagship Objective

1.5.1 Functions of the Regional Office of the Economic Affairs (ROEA)

- i. Implementation and enforcement of all legislation, regulation, policies and compliance monitoring;
- ii. Provide facilitative services for all business activities;
- iii. Facilitation and promotion of ethical businesses;
- iv. Coordination and collaboration with all field offices of the Ministry;
- v. Coordination and collaboration with local governments and relevant agencies.

2. Competency-Based Framework for Trade Inspectors

2.1 Introduction

The Royal Civil Service Commission launched a competency-based framework (CBF) in August 2018 for civil service in collaboration with Singapore Polytechnic with funding support from Temasek Foundation International, Singapore and the Royal Government of Bhutan. 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 CBF of the Trade Inspectors has been developed to further enhance the capacity and capabilities of the trade inspectors in line with the Vision, Mission and Objectives of the Ministry of Economic Affairs. The CBF of the Trade Inspectors is provided 3 Role Profiles, 9 Competency Areas and 27 Competencies.

2.2 Purpose

The CBF highlights the knowledge, skills and abilities required for Trade Inspectors to achieve a high level of professional competence and deliver the highest standard services. The framework is developed with the following aim and objectives.

2.3 Aim and objectives

Build a fraternity of Trade Inspectors who are highly knowledgeable, skilful and competent in delivering efficient and effective services of the highest standard. The concept paper also aims at seeking approval of the Royal Civil Service Commission and management to:

- i. Implement the competency-based framework for Trade Inspectors.
- ii. Prioritize training for the capacity building based on gaps identified.
- iii. The critical training needs and cost estimate to be worked out in consultation with HRD.

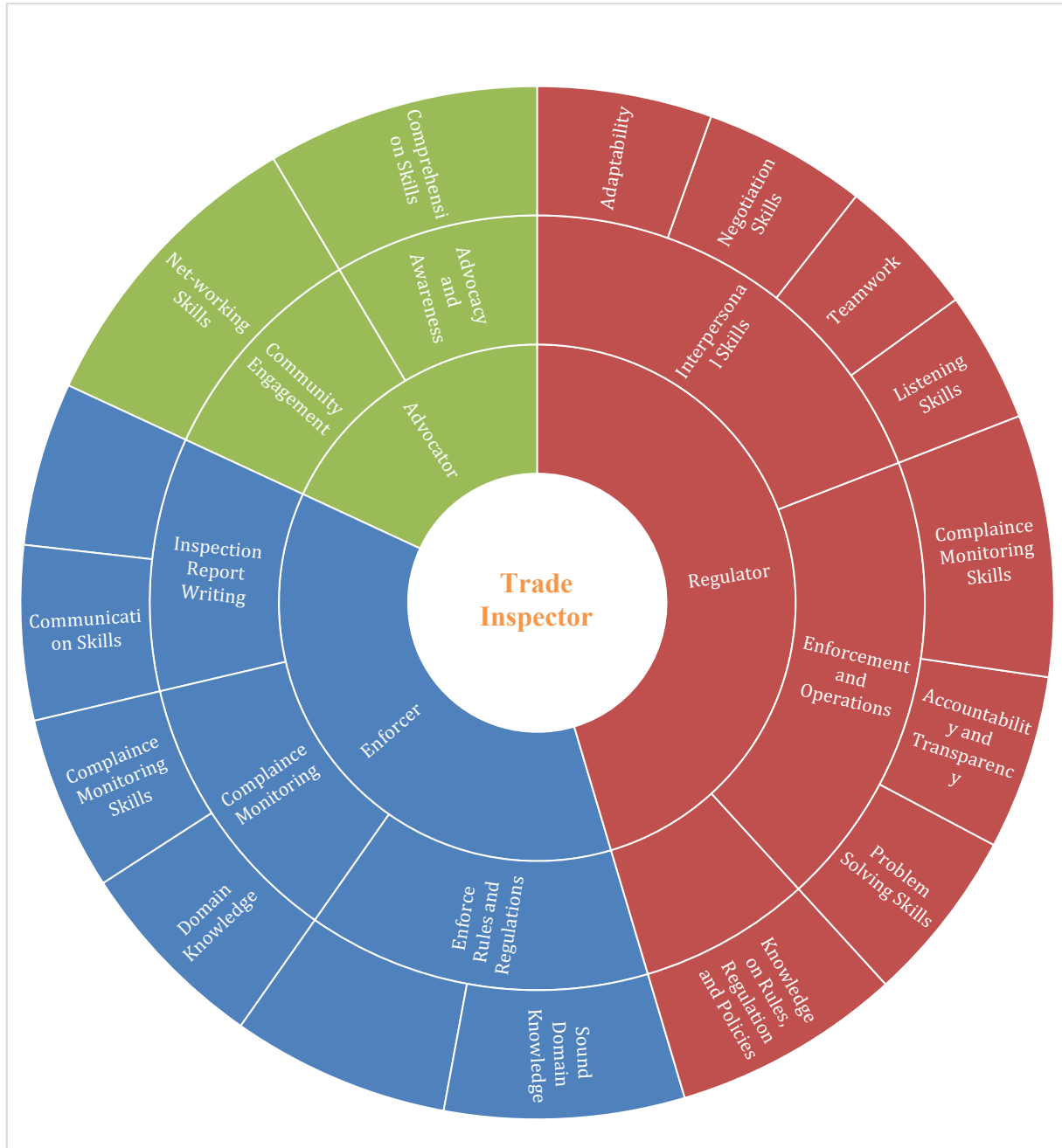
2.4 Framework Development Processes

The development of the framework involved identifying Role Profiles, Competency Areas, Key Competencies, Behavioral Indicators, and Proficiency Levels through a consultative and inclusive process with Trade Inspectors. The validation was also carried out against the Competency Frameworks of similar agencies in other countries.

2.5 Structure

Trade Inspector

Brief explanation and diagrammatic (pie chart) overview of the CBF



2.5.1. Identification of Key Role

The key role is an organized set of behaviors that are crucial to achieve the current and future goals of the Ministry of Economic Affairs. Following are the key roles expected to be performed by the Trade Inspectors:

- i. Enforcer
- ii. Regulator
- iii. Advocator

2.5.1.1. Description of Role Profile

The role profile is the description of roles that Trade Inspectors are expected to demonstrate in achieving the outcomes of the Ministry of Economics. It defines outcomes and competencies for an individual role. It concentrates on outcomes rather than duties, which provides better guidance than a job description on expectations. It does not constrain Trade Inspectors to carry out a prescribed set of tasks.

Role Profile of Trade Inspectors

SN	Key Role	Role Description
1	Enforcer	Enforce Rules, regulations and correct business procedures to ensure fair trade practice.
		Ensure accurate, on time and comprehensive report on the inspection
		Ensure compliance to rules, regulations and procedures by the businesses for all times
2	Regulator	Inspect business establishments to promote fair trade practices.
		Inspect PoL Retail outlets regularly to ensure right quantity and quality products at all times and compliance to prescribed safety measures
		Monitor imports to curb deflection of imported products and illegal imports
		Monitor industries to ensure compliance on environmental laws to minimize the impact on the environment.
		Monitor exports of products to ensure the origin of the product is protected.
3	Advocator	Disseminate business rules and regulations to the license holders to ensure compliance and proper conduct of business

		Provide timely information on latest procedures and policy changes and notifications issued by the government to the license holders to keep them well informed.
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2.5.2. Identification of Competency Areas

The competency area is the clustering of key competencies by related behavior and functions of each role. It comprises a set of Knowledge, Skills and Abilities (KSA) that result in essential behaviors expected from Trade Inspectors. The framework has identified nine competency areas as in the following table:

Role #	Key Role	Competency Area
1	Enforcer	1.1 Enforce Rules and Regulations
		1.2 Inspection report writing
		1.3 Compliance Monitoring
2	Regulator	2.1 Domain Knowledge and Professionalism
		2.2 Enforcement and Operations
		2.3 Interpersonal Skills
3	Advocator	3.1 Comprehension-Skills
		3.2 Community Engagement

2.5.3. Identification of Key Competencies

The key competency is an observable behavior that indicates the presence of the particular competency. The framework has identified 17 key competencies are presented as below:

SN	Key Role	Competency Area	Key Competencies
1	1. Enforcer	1.1 Enforce Rules and Regulations	1.1.1. Sound Domain Knowledge

			1.1.2. Team work and collaboration
			1.1.3. Discerning skills
		1.2 Inspection Report Writing	1.2.1. Communication Skills
			1.2.2 Writing skills
		1.3 Compliance Monitoring	1.3.1 Domain Knowledge
			1.3.2 Compliance Monitoring skills
SN	Key Role	Competency Area	Key Competencies
2	Regulator	2.1. Domain Knowledge and Professionalism	2.1.1 Knowledge on Rules, Regulation and Procedures
		2.2. Enforcement and Operations	2.2.1 Problem Solving Skills
			2.2.2 Compliance Monitoring Skills
			2.2.3 Accountability and Transparency
		2.3 Interpersonal Skills	2.3.1 Teamwork
			2.3.2 Listening skills
			2.3.3 Negotiation Skills
			2.3.4 Adaptability

SN	Key Role	Competency Area	Key Competencies
3	Advocator	3.1 Advocacy and awareness	3.1.1 Comprehension Skills
		3.2 Community Engagement	3.2.1 Networking Skills

2.5.4 Identification of Behavioral Indicators

The Behavioral Indicators is the description of competencies based on various proficiency levels. It outlines a collection of desired and observable motives, traits and behaviors when executing or carrying out the assigned task. It serves as a tool to guide evaluations of employee performance. The framework has identified 27 behavioral indicators.

Role 1: Enforcer			
Sl. No	Competency Area	Key Competencies	Behavioral Indicators
1	1.1 Rules and Regulations implementation	1.1.1. Sound Domain Knowledge	1.1.1.1. Exhibits clear understanding of rules, regulations and procedures
			1.1.1.2. Identifies correct provisions of rules, regulations and procedures for appropriate application.
			1.1.1.3. stays cognizant of the changes in rules, regulations and procedures
		1.1.2. Team work and collaboration	1.1.2.1. Maintains cordial working relationship with colleagues
			1.1.2.2. Seeks necessary clarifications from co-workers whenever necessary
			1.1.2.3. Understands the assignment of individual roles and responsibilities in the team

	1.1.3. Discerning skills	1.1.3.1. Analyzes the issues to come up with the most suitable resolution	
		1.1.3.2. Validates credibility of information prior to taking any action	
	1.2. Inspection report writing	1.2.1 Communication Skills	1.2.1.1. Clearly briefs/informs the supervisor on the inspection related issues, challenges and findings
		1.2.2. Writing skills	1.2.2.1. Produces clear, concise and comprehensive inspection report
		1.2.3. Documentation	1.2.3.1. Maintains proper record of all relevant information accurately
			1.2.3.2. Produces the document promptly as and when asked by the supervisor
	1.3. Compliance Monitoring	1.3.1. Domain Knowledge	1.3.1.1. Keeps oneself updated on the compliance rules, regulations and procedures
			1.3.1.2. Applies accurate provisions of rules, regulations and procedures as and when required
		1.3.2. Compliance Monitoring skills	1.3.2.1. Conducts periodic inspections of the businesses to ensure compliance and to report non-compliance
			1.3.2.2. Ensures operation of businesses as per the existing rules and regulations.

Role 2: Regulator

Sl. No.	Competency Area	Competencies	Behaviour Indicators
2	2.1. Domain Expertise and Professionalism	2.1.1 Accountability and Transparency	2.1.1.1. Ensures timely submissions of monitoring and inspection reports in the standard reporting format for informed decision making.
			2.1.1.2. Discharges the responsibilities in a fair, just and transparent manner.
	2.2. Enforcement and Operations	2.2.1 Problem Solving Skills	2.2.1.1 Acknowledges responsibility for one's own actions
		2.2.2. Team Work	2.2.2.1 Works and Collaborates as a team in pursuit of a common goal.
			2.2.2.2 Cooperates and mutually supports the team members.
		2.2.3 Negotiation skills	2.2.3.1 Actively listens to client's views, comments and feedback for appropriate course of actions
	2.2.4 Listening skills	2.2.4.1 Possesses ability to listen, express, convince and sort out the issues amicably for appropriate course of action	
2.3 Interpersonal Skills	2.3.1 Adaptability	2.3.1.1. Stays cognizant of changes in the diverse working environment and accommodates accordingly.	
		2.3.1.2 Cooperates and mutually supports the team members.	
	2.3.2 Comprehension skills	2.3.2.1 Disseminates information accurately on prevailing rules and regulations for better compliance.	

		2.3.3 Networking Skills	2.3.3.1 Builds cordial relationship with stakeholders through community engagement for better understanding of procedures, rules and regulations by clients for compliance.
Role 3: Advocator			
Sl. No.	Competency Area	Key Competencies	Behaviour Indicator
3.	3.1 Advocacy and awareness	3.1.1 Comprehension skills	3.1.1.1 Disseminates information accurately on prevailing rules and regulations for better compliance
	3.2. Community Engagement	3.2.1 Negotiation skills	3.2.1.1 Builds cordial relationship with stakeholders through engagement for better understanding of procedures, rules and regulations and compliance

2.5.5 Proficiency level (PL)

The proficiency level is categorized based on the level of expertise. It describes the levels of a competency required to perform a specific job successfully. There is a progression of proficiencies at each level. The proficiency level of Trade Inspectors is categorized into three levels as follows and The Behaviour indicators (BIs) have been identified for all 3 levels of proficiency.

- i. Entry level (S5- S3)
- ii. Experienced level (S2-S1)
- iii. Advanced (SS4 and above)

The proficiency level will enable individuals to distinguish the type of competencies expected in their level and will give opportunity to enhance their competencies in achieving current as well as future career goals. Further, the proficiency level will set a benchmark for the recruitment and deployment. The proficiency levels of each key competency are detailed in the table below:

Key Role 1: Enforcer
Competency Area: Enforce Rule and Regulations
Key Competency: Sound domain Knowledge

Sl.no	Behaviour Indicators	Entry (S5-S3)	Experienced (S2-S1)	Advanced (SS4 & above)
1	Exhibits Clear understanding of rules, regulations and procedures	Learns and exhibits basic understanding of the rules, regulations and procedures	Understands and applies appropriate rules, regulations and procedures	1.Provides suggestions and feedback for better implementation and compliance of the rules, regulations and procedures. 2.Guides their Jr. officers in daily discharge of responsibilities
2	Identifies correct provisions of rules, regulations and procedures for appropriate applications	Learns and keeps oneself aware of the rules, regulations and procedures	1.Applies accurate rules, regulations and provisions while discharging daily duties 2.Guides the Jr. Officers in the area of application of correct provisions of rules and regulations.	Provides valuable suggestions, feedback for improvement in the rules and regulations and its practicality
3	Stays cognizant of changes in rules, regulations and procedures, notifications and circulars etc	Keeps oneself abreast of the changes in rules, regulations, procedures and other necessary information	Demonstrate proper understanding of amendments in rules, regulations and laws and also provides guidance to the Jr. Officers in these areas	Provides inputs and shares experiences on the pros and cons for better decision making and necessary amendments

Key Competency: Team work and collaboration

Sl. No	Behaviour Indicators	Entry level(S5-S3)	Experienced level (S2-S1)	Advanced level (SS4 & above)
1	Maintains cordial working relationships with colleagues	Builds good working relationship with colleagues at all level through respect and enthusiasm to learn	Provides guidance to the jr. officers for better collaboration and maintains good working relationship with all levels of colleagues	Contributes towards maintain better relationship with colleagues at all levels through valuable suggestions and means
2	Seeks necessary clarifications and information from co-workers whenever necessary	Exhibits readiness to learn and learn from mistakes, learn from officials at all levels	Provides necessary guidance to the Jr. Officers/whoever seeks for it and is ready to seek clarifications from supervisors	Takes responsibility and accountability of the team work and leads the team in getting necessary information and clarifications
3	Understands the assignment of individual roles and responsibilities in the team	Understands and respects one's responsibility and work delegation in the team	Understands and delivers one's responsibilities assigned and also guides the Jr. officials	Takes responsibility and accountability of assigned tasks and ensures on time completion of work by the team

			to complete their share of work	
Key Competency: Discerning Skills				
Sl. No	Behaviour Indicators	Entry level(S5-S3)	Experienced level (S2-S1)	Advanced level (SS4 & above)
1	Analyzes issues to come up with the most suitable solution	Exhibits interest in the situation and participates in the resolving the issue	Actively participates in the matter and provides alternatives and solutions for resolution of the issue	Exhibits presence of better discerning skills and provides solutions to solve the issue and seeks for proper guidance from the supervisor if necessary.
2	Validates the credibility and accuracy of the information prior to implementation	Shows interest in the details of the issue and collects necessary information	Validates the information with colleagues & supervisor before implementation	Able to understand the accuracy and the credibility of the information, seeks validations from supervisors, stakeholders and others as necessary and ensures the accuracy of the information.
Competency Area: Inspection report writing				
Key Competency: Communication Skills				
Sl. No	Behaviour Indicators	Entry level(S5-S3)	Experienced level (S2-S1)	Advanced level (SS4 & above)
1	Clearly briefs, informs the supervisor on the inspection report, issues, challenges and findings	Studies the report, issues and challenges and findings for providing information to the supervisor	ensures that the reports, findings and issues are comprehensive and guides the jr. officers on the reporting formats and accuracy of the report	Ensures submission of clear, precise and comprehensive report to the supervisors
Key Competency: Writing skills				
Sl.no	Behaviour Indicators	Entry level(S5-S3)	Experienced level (S2-S1)	Advanced level (SS4 & above)
1	Develops clear, concise and comprehensive inspection report	Learns the basics on the inspection report writing and writes clear reports of the inspection, seeks guidance from the Sr. officials	Guides the Jr. officials on the basics of the inspection report writing and ensures the report is clear and accurate	Guides the Jr. officials on the clear, concise and comprehensive report writing, ensures the team submits clear, concise and comprehensive report on the inspection and provides necessary inputs
Key Competency: Documentation				
Sl. No	Behaviour Indicators	Entry level(S5-S3)	Experienced level (S2-S1)	Advanced level (SS4 & above)
1	Maintains proper and accurate record of all relevant information, papers, files, reports	Ensures all records of reports are maintained properly	Guides the Jr. Officers on the need to maintain proper records and its importance Maintains accurate and proper records of all documents	Guides the colleagues on the need to maintain documents properly and ensures that all documents are maintained properly by the team members and the officials

2	Produces the documents as and when asked	Seeks guidance from the sr. officials and ensures all documents are well maintained	Maintains documents in clear, concise and systematic manner	Is always ready with properly maintained documents for prompt submitted to the supervisors as and when asked. Also, suggest various means and ways for systematic and effective documentation to the Jr. officers
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Competency Area: Compliance Monitoring

Key Competency: Domain Knowledge

Sl. No	Behaviour Indicators	Entry level(S5-S3)	Experienced level (S2-S1)	Advanced level (SS4 & above)
1	Ensures operation of bussiness as per the rules, regulations and procedures in place	Keeps oneself updated on the compliance rules, regulations and procedures	Applies relevant rules, regulations and procedures during inspections and reporting and as when and necessary	Provides necessary guidance to the Jr. Officers and ensures proper implementation of rules, regulations and procedures and better compliance by the businesses

Key Competency: Compliance Monitoring Skills

Sl. No	Behaviour Indicators	Entry level(S5-S3)	Experienced level (S2-S1)	Advanced level (SS4 & above)
1	Conduct periodic inspection of bussiness to ensure compliance and to report non-compliance	Exhibits interest in monitoring and learns the basics of monitoring skills	Applies appropriate compliance monitoring skills to resolve conflicts and issues at the field	Possess comprehensive knowledge on the compliance monitoring, ensures better compliance by the businesses and accurate and comprehensive reporting of the inspection and its findings

Key Role 2: Regulator

Competency Area: Domain knowledge and professionalism

Key Competency: Knowledge on rules, regulations and procedures

Sl.no	Behaviour Indicators	Entry (S5-S3)	Experienced (S2-S1)	Advanced (SS4 & above)
n	Identifies and applies correct provisions of rules, regulations in the execution of the functions	Acquaints with the provisions of the prevailing rules, regulations and procedures	Identifies, interprets and applies correct provisions of the rules, regulations and procedures	Identifies, interprets and applies correct provisions of rules, regulations and procedures and provides necessary suggestions for future improvement

Competency Area: Enforcement and Operations

Key Competency: Problem solving

Sl. No	Behaviour Indicators	Entry level(S5-S3)	Experienced level (S2-S1)	Advanced level (SS4 & above)
1	Identifies and analyses issues to take appropriate action	Observes and understand the issues through active listening	Identifies and analyses the issue to determine the appropriate interventions	Ensures effective conflict resolutions using appropriate problem-solving tools and techniques

Key Competency: Compliance Monitoring Skills

Sl. No	Behaviour Indicators	Entry level(S5-S3)	Experienced level (S2-S1)	Advanced level (SS4 & above)
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1	Ensures operations of business entities in compliance to the existing rules and regulations and procedures	Acquaints with existing rules, compliance and quality standards and conducts inspection and monitoring with guidance	Conducts inspection and monitoring and disseminates information on compliance rules and regulations	Identifies, interprets and analyses the result and provides suggestions for appropriate course of action
2	Ensures timely submission of monitoring and inspection report in the standard reporting format for informed decision making	Compiles, inspection and monitoring report in the standard format	Compiles comprehensive and credible inspection and monitoring report	Analyses the inspection and monitoring report and provides recommendations for informed decision

Key Competency: Accountability and transparency

Sl. No	Behaviour Indicators	Entry level(S5-S3)	Experienced level (S2-S1)	Advanced level (SS4 & above)
1	Discharges the responsibilities in fair, just and transparent manner	Demonstrates positive attitude to learn and act in fair, just and transparent manner	Ensures fair, just and transparent discharge of the responsibilities	Guides and promotes fairness and transparency in discharging responsibilities
2	Acknowledges the responsibility for one's own action	Displays positive attitude to learn and take responsibilities for one's own action	Exhibits abilities to accept responsibilities for one's own action	Promotes sense of accountability at workplace for promoting work ethics and commitment

Competency Area: Interpersonal Skills

Key Competency: Team work

Sl.no	Behaviour Indicators	Entry level(S5-S3)	Experienced level (S2-S1)	Advanced level (SS4 & above)
1	Works and collaborates as a team in pursuit of a common goal	Maintains a sense of team spirit by developing a shared understanding and enthusiasm in pursuit of the common goal	Promotes shared understanding of the Team's objectives and work towards the accomplishment of the common goal	Leads, manages and motivates the team for achieving the expected outcome
2	Cooperate and support team members	Builds positive working relationships of mutual trust and empathy and proactively offers support to the members	Encourages and shows appreciation for other team members' contributions	Appreciates, coordinates and guides team members by providing clear direction and feedback

Key Competency: Listening skills

Sl. No	Behaviour Indicators	Entry level(S5-S3)	Experienced level (S2-S1)	Advanced level (SS4 & above)
1	Actively listens to client's views, comments and feedback for appropriate course of action	Displays positive attitude to practice active listening	Actively involves and takes timely action and weighs the potential short and long-term impact of different options	Makes clear, informed decisions and takes timely action and weighs the potential short- and long-term impact of different options

Key Competency: Adaptability

Sl. No	Behaviour Indicators	Entry level(S5-S3)	Experienced level (S2-S1)	Advanced level (SS4 & above)
1	Stays cognizant of changes in the diverse working environment and accommodates accordingly	Aware of the surrounding and situations, and try to adapt accordingly	Ability to adapt effectively to variety of situations, individuals or groups and policy changes	Adapts and is able to explain and convince others of the need for adaptation according to change of policies, structures and methods.
Key Role 3: Advocate				
Competency Area: Advocacy and Awareness				
Key Competency: Comprehension Skills				
Sl. No	Behaviour Indicators	Entry level(S5-S3)	Experienced level (S2-S1)	Advanced level (SS4 & above)
1	Disseminates information accurately on prevailing rules and regulations for better compliance	Assists the supervisors and peers in creating awareness on prevailing rules, regulations and procedures	Conducts awareness workshop on prevailing rules and regulations to the intended audience with support from the supervisors	Coordinates and collaborates with other relevant stakeholders to provide awareness on the relevant rules, regulations and procedures in consultation with the supervisors
Competency Area: Community engagement				
Key competency: Networking skills				
Sl. No	Behaviour Indicators	Entry level(S5-S3)	Experienced level (S2-S1)	Advanced level (SS4 & above)
1	Builds cordial relationship with stakeholders through community engagement for better understanding of procedures, rules and regulations by clients for better compliance	Assists supervisors in identifying relevant stakeholders on the enhancement of knowledge on bussiness related rules, regulations and policies	Builds networks and partnerships with identified stakeholders in order to achieve the objective with support from the supervisors	Seeks feedbacks and suggest improvement in rules, regulations and procedures through ground experience

2.5.6 Training Needs Analysis

The Training Needs is the difference between desired capability and current capability. The Training Needs Analysis is the process of recognizing the skills gap and needs of training. It is the procedure to determine whether the training will bring out the solution to the problem. It ensures that training is targeting the correct competencies, the correct employees and the needs of the Department.

The training can reduce, if not eliminate, the gap by equipping the Trade Inspectors with knowledge and skills. It should be the shared responsibility of the employee and the Department/Ministry to build and enhance their capability and competency. The training needs analysis is carried out in consultation with the stakeholders through the interview and FGD. The behavioral indicators were assessed by proficiency level to identify the performance gaps.

2.5.6.1 Training Needs Assessment at Entry Level:

Key Role: Enforcer /Regulator					
Competencies	Behavioral Indicators	Performance (Competent/ Not competent)	Likely reason for performance gap	Methods of Intervention/ Training Requirement	Learning Objectives
	Demonstrates sound knowledge of business licensing procedures for efficient service delivery	Not Competent	1. Newly appointed and no knowledge of the online systems 2.No adequate IT skills	1. Hands on Training on the prevailing online systems 2. Job Attachments 3.Short course on basic IT	Entry level inspectors will be able to correctly use the system without much error and apply the relevant provision(s) of the trade and industrial Regulations and Operating Procedures in their area of work.
	Compiles accurate licensing report for informed decision making	Not Competent	1.Newly Appointed and not used to report writing 2. No feedback on the performance	1. Workshop on report writing and official correspondences 2. Digital Documentation 2. Short course on basic IT	1. The entry level inspectors will have sound knowledge of the format followed in report writing and forwarding reports. 2.The inspectors will be equipped with MS word and excel skill to do the digital reporting as per the requirements

1.2 Knowledge on rules, regulation and procedures	Demonstrates understanding of rules, regulation and procedures	Not Competent	<ol style="list-style-type: none"> 1. Newly recruited/transferred 2. Inadequate understanding of policies, Laws, Rules and Regulation, and Operating Procedures 3. No feedback on performance 	<ol style="list-style-type: none"> 1. Induction program 2. On the Job Attachments 3. Workshop on policies, Laws, Rules and Regulation, and Operating Procedures. 	<ol style="list-style-type: none"> 1. Familiarize with the Agencies vision and mission and core functions 2. Knowledge of existing rules and regulation and policies in place 3. Familiarize with the working procedures and job requirements
	Able to apply relevant rules and regulations	Not Competent	<ol style="list-style-type: none"> 1. New recruits/transferees with sound knowledge of the existing rules and policies in place 2. No feedback system on performance 	<ol style="list-style-type: none"> 1. Induction Program 2. Attachments with line departments and regional offices 	<ol style="list-style-type: none"> 1. Familiarize with the Agencies vision and mission and core functions 2. Knowledge of existing rules and regulation and policies in place 3. Familiarize with the working procedures and job requirements

1.3 Digital skills	Facilitates the clients for availing online service effectively.	Not Competent	<ol style="list-style-type: none"> 1. Newly recruited/transferred 2. Not enough involvement in the facilitation work. 	<ol style="list-style-type: none"> 1. Workshop on identifying and facilitating business opportunities 2. Attachment programs 3. Mentoring 	<ol style="list-style-type: none"> 1. The entry level inspectors will understand the importance of facilitation. 2. To enable hands-on experience and provide an opportunity to apply the rules, principles and techniques theoretically learnt into practice
	<ol style="list-style-type: none"> 1. Tries to identify and understand their concerns and knows what information and services must be provided. 2. Directs customers to the appropriate persons or authorities heard. 	Not Competent	<ol style="list-style-type: none"> 1. Not confident and not able to communicate clearly 2. Not fully aware about requirements to avail services by the customers. 	<ol style="list-style-type: none"> 1. Keep engaged /attached in customer desk services/self help desks. 2. Workshop on Trade policies, Laws, Rules and Regulation 	<ol style="list-style-type: none"> 1. Gain confidence and communicate confidently and properly. 2. Understand the functions of the Ministry, Department and Regional Offices and be able to provide correct information to the customers.

1.4 Basic IT skills	Operates basic ICT applications	Not Competent	Not involved in training related jobs in the past	<ol style="list-style-type: none"> 1. Attend Advocacy Training conducted by line departments 2. Training on identifying training needs and business opportunities 	<ol style="list-style-type: none"> 1. Observe seniors and learn how it is done. 2. Able to identify the training needs of the clients and give feedback to the departments
	<ol style="list-style-type: none"> 1. Coordinates and impart basic relevant knowledge to the targeted clients with support from supervisors 2. Design and impart relevant training to the targeted clients in consultation with superiors 	Not Competent	Newly Appointed and inadequate knowledge regarding training needs	<ol style="list-style-type: none"> 1. TOT on entrepreneurship 2. Attend Trainings conducted by line departments 3. Mentoring 	<ol style="list-style-type: none"> 1. Confidently impart required trainings to the clients and stakeholders. 2. Observe, learn and share his views and feedbacks with the supervisors

1.5 Customer Care Skills	Understands the expectation of clients for efficient service delivery	Not Competent	Not confident enough to communicate with customers	Workshop on Customer Care	Able to advise customers promptly on as per the guidelines.
	Provides timely interventions for complaints, feedbacks comment of clients	Not Competent	Inability to deal with client and use positive language	Training on Customer Care and Grievance redressal	Demonstrates good customer management skills
1.6 Communication skills	Possesses traits to express and convince clients for enhancement of service delivery	Not Competent	Lack of communication Skills and confidence	Workshop on Communication Skills	Commits to and promotes a customer-centered culture that emphasizes on outstanding and seeks to provide high quality support, value and service.
Key Role: Regulator					

Key Competencies	Behavioral Indicators	Performance (competent/Not competent)	Likely reason for performance gap	Methods of Intervention/ Training Requirement	Learning Objectives
2.1 Knowledge on rules, regulation and procedures.	Demonstrates sound knowledge on compliance rules and regulations	Not Competent	Inadequate knowledge on updated policies, rules and regulations	Workshop on Trade policies, Laws, Rules and Regulation, and Operating Procedure	Get updated and acquainted with the prevailing rules and regulations

<p>2.2 Problem Solving Skills</p>	<p>Identifies and analyses issues to take appropriate action</p>	<p>Not Competent</p>	<p>Lack of analytical and interpersonal skills to take action</p>	<ol style="list-style-type: none"> 1. Design Thinking workshop 2. Experience sharing programs 3. Foundational Leadership Programs 	<ol style="list-style-type: none"> 1. Foster citizen-centric mind-set, and to embrace creativity and change. 2. Acquiring Design Thinking competencies and new ways of thinking can help generate innovative solutions to improve efficiency, quality, productivity, and user satisfaction 3. Build confidence and job relevant knowledge to share ideas and solve problems effectively 4. Strategic Thinking
<p>2.3 Compliance Monitoring Skills</p>	<p>Ensures operation of business entities in compliance with the existing rules, regulations and procedures</p>	<p>Not Competent</p>	<p>Lack of practical knowledge of the field inspection due to multitasking/different TOR</p>	<ol style="list-style-type: none"> 1. Workshops on standards and compliance monitoring on POL, Environment, etc.) 2. Workshop in coordination with BSB on compliance and different types of standards 	<p>Able to carry out monitoring and inspection efficiently and implement the relevant rules</p>

	Ensures timely submissions of monitoring and inspection reports in the standard reporting format of r informed decision making	Not Competent	<ol style="list-style-type: none"> 1. No experience in report writing. 2. Lack of IT skills 	<ol style="list-style-type: none"> 1. Workshop on report writing and business communication 2. Basic course on MS Word and Excel 3. Training on Dzongkha Unicode/correspondences 	<ol style="list-style-type: none"> 1. Able to write report and do data entry without the help of supervisor 2. Able to us the IT knowledge confidently and do more than what is required
2.4 Accountability and transparency	Discharges the responsibilities in a fair, just and transparent manner	Not Competent	Newly Appointed and not adhering to the Civil Service code of Conduct and Ethics	Workshop on Civil Service Code of Conduct and Ethics	Adhere to the code of conduct and ethics sincerely

		Not Competent	<ol style="list-style-type: none"> 1. Not experienced enough to discharge duties in line with laws, rules and regulations 2. No adequate knowledge of rules and regulations 3. No feedback on performance 	<ol style="list-style-type: none"> 1. Workshop on Civil Service Code of Conduct and Ethics 2. Quarterly briefing and updates by the supervisors 	Able to discharge his/her duties in line with laws, rules, regulations.
2.5 Team Work	Works and collaborates as a team in pursuit of a common goal	Not Competent	Not enthusiastic and understanding common goals	<ol style="list-style-type: none"> 1. Team building through group works 2. Field visits in teams 3. Monthly Experience/feedback sharing programs 	<ol style="list-style-type: none"> 1. Develop Team spirit and work in pursuing a common goal. 2. Share ideas, suggestions and complaints

	Cooperates and mutually support the team members	Not Competent	Lacking interpersonal skills	<ol style="list-style-type: none"> 1. Workshop on Relationship Management 2. Workshop on Communication Skills 	<ol style="list-style-type: none"> 1. Foster personal and professional relationship and build trust. 2. Acquires necessary skills of effective communication with others in social and formal settings.
2.6 Listening Skills	Actively listens to clients views, comments feedback for appropriate course of action	Not Competent	<ol style="list-style-type: none"> 1. Lack analytical and interpersonal skills 2. No adequate knowledge of Laws, rules and regulations 	<ol style="list-style-type: none"> 1. Foundation Leadership Programs 2. Coaching programs 	<ol style="list-style-type: none"> 1. Increase employee engagement and self-confidence and thereby be able to give recommendations/take decisions. 2. Clarity on goals and foster positive work culture.
2.7 Adaptability	Stays cognizant of changes in the diverse working environment and accommodates accordingly	Not Competent	<ol style="list-style-type: none"> 1. Work Environment different from previous work environment 2. New systems in place. 	<ol style="list-style-type: none"> 1. Induction course 2. Training on new online systems in place. 	<p>Adapt to the surroundings easily.</p> <p>Work and use the system confidently</p>

Key Role: Advocate

Key Competencies	Behavioral Indicators	Performance (competent/Not competent)	Likely reason for performance gap	Methods of Intervention/ Training Requirement	Learning Objectives
3.1 advocacy and awareness	Disseminates information accurately on prevailing rules and regulations for better compliance	Not Competent	No experience in conducting programs and inadequate knowledge on prevailing norms	<ol style="list-style-type: none">1. Attachment with line departments2. Attend Business Advocacy Trainings3. Training on Advocacy Strategy and Approach	Able to conduct and assist the supervisors in conducting awareness programs confidently.

3.2 Networking Skills	Builds cordial relationship with stakeholders through community engagement for better understanding of procedures, rules and regulations by clients for compliance	Not Competent	Newly Appointed / New Work Environment and inadequate interpersonal skills	<ol style="list-style-type: none"> 1. Familiarization tours to the business areas, Gewog and dzongkhags. 2. Conduct information session with the stakeholders 	<p>Able to collaborate and work closely with the stakeholders.</p> <p>Enhance knowledge about the existing rules and regulations.</p>
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Summary of current performance gap for Entry Level Inspectors (S5 – S3)

Sl. No.	Role	Competency Area	Competency	No. of BIs	Competent	Not Competent
1	1. Business Service Provider	1.1 Domain Knowledge and Professionalism	1.1.1 Mastery over Licensing procedures	2	0	2
			1.1.2 Knowledge and application of Rules, Regulations and procedures	2	0	2

		1.2 Digital skills	1.2.1 Online service system knowledge	2	0	2
			1.2.2 Basic IT skills	2	0	2
		1.3 Client Mangement	1.3.1 Customer Care Skills	2	0	2
			1.3.2 Communication Skills	1	0	1
2	2: Business Regulator	2.1 Domain Expertise and Professionalism	2.1.1 Knowledge on Rules, Regulation and Policies	1	0	1
		2.2 Enforcement and Operations	2.2.1 Problem Solving Skills	2	1	1
			2.2.2 Compliance monitoring skills	2	1	2
			2.2.3 Accountability and Transparency	2	0	2

		2.3 Interpersonal Skills	2.3.1 Team Work	2	0	2
			2.3.2 Listening skills	1	0	1
			2.3.3 Adaptability	1	0	1
3	3: Advocator	3.1 Advocacy and awareness	3.1.1.Comprehension skills	1	0	1
		3.2 Community Engagement	3.2.1 Networking Skills	1	0	1

2.5.8 Training Needs Assessment at Experienced Level

Key Role: Business Service Provider

Key Competencies	Behavioral Indicators	Performance (competent/ Not competent)	Likely reason for performance gap	Methods of Intervention /Training Requirement	Learning Objectives
1.1 Mastery over licensing procedures	Demonstrates sound knowledge of business licensing procedures for efficient service delivery	Not Competent	New environment and new systems in place	Refresher course on online systems in place and update on new changes.	Confidently use the system and improve productivity.
	Compiles accurate licensing reports for informed decision making	Competent	N.A	N.A	N.A

1.2 Knowledge on rules, regulation and procedures	Demonstrates sound understanding and application of rules, regulation and policies	Competent	N.A	N.A	N.A
	Provides service effectively	Competent	N.A	N.A	N.A
1.3 Knowledge on Online service system	Facilitates the clients for availing online services effectively	Competent	N.A	N.A	N.A

	Generates licensing data from online system	Competent	N.A	N.A	N.A
1.4 Basic IT skills	Operates basic ICT applications	Not Competent	Not involved in training related jobs in the past	1.Attend Advocacy Training conducted by line departments 2. Training on identifying training needs and business opportunities	1. Observe seniors and learn how it is done. 2. Able to identify the training needs of the clients and give feedback to the departments
	Designs and imparts relevant training to the targeted clients in consultation with superiors	Not Competent	Lack of knowledge on training design	1.Training design/methods and training need assessment	

1.5 Customer Care Skills	Understands the expectation of clients for efficient service delivery	Not competent	1. New work environment 2. Inadequate knowledge on customer care services	2. Training on Client Orientation	Helps to meet and understand customers short term and long term needs
	Provides timely interventions for complaints, feed backs, comments of the clients	Not Competent	Inadequate knowledge on customer care services and grievance redressal	1.Training on Client Orientation 2.Workshop on Consumer Protection and Grievance Redressal	1. Helps to meet and understand customers short term and long term needs 2. Able to attend to complaints and solve the issues in a timely and effective manner.
1.6 Communication skills	Possesses traits to express and convince clients for enhancement of service delivery	Not Competent	Inadequate knowledge on communication skills	1. Workshop on customer care services. 2. Communication skills	1. Foster personal and professional relationships and build trust. 2. Acquires necessary skills of effective communication with others in social and formal settings.

Key Role: Business Regulator

Key Competencies	Description of Proficiency Level	Performance (competent/ Not competent)	Likely reason for performance gap	Methods of Intervention/Training Requirement	Learning Objectives
2.1 Knowledge on rules, regulation and procedures	Demonstrates sound knowledge on compliance rules regulations and standard quality	Competent	N.A	N.A	N.A
2.2 Problem Solving Skills	Identifies and analyses issues to take appropriate actions	Not competent	Inadequate knowledge on problem solving method	Workshop on Effective Problem Solving and Decision Making	

2.3 compliance Monitoring Skills	Ensures operation of business entities in compliance with the existing rules, regulations, standard quality and procedures	Not Competent	Lack of knowledge on compliance and quality standard	Training on Monitoring and Compliance Standards (POL , Environment, BSB, etc)	
	Ensures timely submission of monitoring and inspection reports in the standard reporting format for informed decision making	Not competent	No proper training on POL testing and inspection/investigation methods	Training on Monitoring and Compliance Standards (POL , Environment, BSB, etc)	Carry out monitoring and inspection effectively
2.4Accountability and transparency	Discharges the responsibilities in a fair, just and transparent manner	Competent	N.A	N.A	N.A

	1. Acknowledges responsibility for one's own action	Competent	N.A	N.A	N.A
2.5 Team Work	Works and collaborates as a team in pursuit of a common goal	Competent	N.A	N.A	N.A
	Cooperates and mutually support the team members	Competent	N.A	N.A	N.A

2.6 Listening Skills	Actively listens to clients views, comments and feedback for appropriate action.	Not competent	1. Lack analytical and interpersonal skills 2. No adequate knowledge of Laws, rules and regulations	1. Foundation Leadership Programs 2. Coaching programs 3. Workshop on Design Thinking	1. Increase employee engagement and self-confidence and thereby able to make give recommendations/take decisions. 2. Encourage Empathy 3. Strategic Thinking
2.7 Adaptability	Stays cognizants of changes in the diverse working environment and accommodates accordingly.	Not competent	Lack of knowledge due to the change in nature of the work and environment	Refresher course on rules, regulation and policies	Able to adapt accordingly and work effectively
Key Role: Business Advocate					
Key Competencies	Description of Proficiency Level	Performance (competent/ Not competent)	Likely reason for performance gap	Methods of Intervention/Training Requirement	Learning Objectives

3.1 Awareness and advocacy	Disseminates information accurately on prevailing rules and regulations for better compliance	Not competent	1. Lack of knowledge on presentation skills and methods. 2. Not done before due to HR constraint	1. Training on Advocacy Strategy and Approach 2. Session on support services provided by respective line departments 3. TOT on Entrepreneurship	1. Able to conduct advocacy programs effectively
3.3 Networking Skills	Builds cordial relationship with stakeholders through community engagement for better understanding of procedures, rules and regulations by clients for compliance	Not competent	Newly Appointed / New Work Environment and inadequate interpersonal skills	1. Familiarization tours to the business areas, Gewogs and dzongkhags. 2. Conduct information session with the stakeholders	1. Able to collaborate and build network easily. 2. Able to achieve organizational objective easily

Summary of current performance gap for Experienced Level (S2 – S1)

Sl. No.	Role	Competency Area	Competency	No. of BIs	Competent	Not Competent
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1	1. Business Service Provider	1.1 Domain Knowledge and Professionalism	1.1.1 Mastery over Licensing procedures	2	1	1
			1.1.2 Knowledge on Rules, Regulations and Procedures	2	2	0
		1.2 Digital skills	1.2.1 Online service system knowledge	2	0	2
			1.2.2 Basic IT skills	2	0	2
		1.3 Clients Management	1.3.1 Customer Care Skills	2	0	2
			1.3.2 Communication Skills	1	0	1
2	2: Regulator	2.1 Domain Expertise and Professionalism	2.1.1 Knowledge on Rules, Regulation and Procedures	1	1	0

		2.2 Enforcement and Operations	2.2.1 Problem Solving Skills	2	0	2
			2.2.2 Compliance monitoring skills	3	1	2
			2.2.3 Accountability and Transparency	2	2	0
		2.3 Interpersonal Skills	2.3.1 Team Work	2	2	0
			2.3.2 Listening Skills	1	0	1
			2.3.3 Adaptability	1	0	1
3	3: Advocate	3.1 Advocacy and awareness	3.1.1 Comprehension skills	1	0	1

		3.3 Community Engagement	3.3.1 Networking Skills	1	0	1
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2.5.9 Training Needs Assessment at Advanced Level

Key Role: Business Service Provider					
Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Methods of Intervention/Training Requirement	Learning Objectives
1.1 Mastery over Licensing procedures	Demonstrates sound knowledge of business licensing procedures for efficient service deliver	Competent	N.A	N.A	N.A
	Compiles accurate licensing report for informed decision making	Competent	N.A	N.A	N.A

1.2 Knowledge on rules, regulation and procedures	Demonstrates sound understanding and application of rules, regulation and procedures	Competent	N.A	N.A	N.A
	Provides services effectively	Competent	N.A	N.A	N.A
1.3 Online service system knowledge	Facilitates the clients for availing online services effectively	Competent	N.A	N.A	N.A
	Generates licensing reports from online system	Competent	N.A	N.A	N.A

1.4 Basic IT skills	Operates basic ICT applications	Competent	N.A	N.A	N.A
1.5 Customer Care Skills	Understands the expectation of clients for efficient service deliver	Competent	N.A	N.A	N.A
	Provides timely interventions for complaints, feedback and comments of the client	Not Competent	New work environment and lacking customer care skills	1.Training on Client Orientation 2.Workshop on Consumer Protection and Grievance Redressal	1. Helps to meet and understand the customer's short term and long term needs. Takes appropriate actions in line with rules and regulation.
1.6 Communication skills	Possesses traits to express and convince clients for enhancement of service delivery	Competent	N.A	N.A	N.A

Key Role: Business Regulator

Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Methods of Intervention/Training Requirement	Learning Objectives
2.1 Knowledge on rules, regulation and procedures	Demonstrates sound knowledge on compliance rules and regulations and quality standards	Competent	N.A	N.A	N.A

2.2 Problem Solving Skills	Identifies and analysis issues to take appropriate actions	Not competent	Lack of leadership and analytical Skills	1.Training on Leadership Skills 2. Workshop on Design Thinking 3. Attachment with Line Departments	1. Develop Strategic Thinking and solve problems promptly. 2. Encourage empathy and try to understand and analyze the problems properly. 3. Get knowledge about the problem solving process
	Decides, takes action and follows up on actions and suggests future improvement.	Not competent	Lack of leadership and analytical Skills	1.Training on Leadership Skills 2. Workshop on Design Thinking 3. Attachment with Line Departments	1. Develop Strategic Thinking and solve problem promptly. 2. Encourage empathy and try to understand and analyze the problems properly. 3. Get knowledge about the problem solving process

2.3 Compliance Monitoring Skills	Ensures operations of business entities in compliance with the existing rules, regulations and procedures	Competent	N.A	N.A	N.A
	Ensures timely submission of monitoring and inspection report in the standard reporting format for informed decision making	Competent	N.A	N.A	N.A
2.4 Accountability and transparency	Discharges the responsibilities in a fair, just and transparent manner	Competent	N.A	N.A	N.A
	Acknowledges responsibility for one's own actions	Competent	N.A	N.A	N.A

2.5 Team Work	Works and collaborates as a team in pursuit of a common goal	Competent	N.A	N.A	N.A
	Cooperates and mutually support the team members	Competent	N.A	N.A	N.A
2.6 Listening skills	Actively listens to clients views, feedback for appropriate actions.	Not competent	1.Lack of interpersonal skills 2. Change in nature of job	1.Refresher course on trade rules, regulations and policies and operation procedures 2. Leadership Training	1. Increase employee engagement and self-confidence and thereby be able to give recommendations/take decisions. 2. Able to apply relevant rules and regulations and take decisions. 3. Strategic Thinking

2.7 Adaptability	Stays cognizant of changes in the diverse working environment and accommodate accordingly	Not competent	Due to change in working environment/those on lateral transfer	1. Refresher course on rules, regulation and policies 2. Attachment	Confidently adapts to a new work environment and work productively.
Key Role: Advocate					
Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Methods of Intervention/Training Requirement	Learning Objectives
3.1 Awareness and advocacy	Disseminates information accurately on prevailing rules and regulations for better compliance	Not Competent	No capacity building done	Training on advocacy strategy and approach	1. Able to coordinate and collaborate efficiently with stake holders. 2. Confidently provides awareness according to the target audience

3.3 Networking Skills	Builds cordial relationship with stakeholders through community engagement for better understanding of procedures, rules and regulations by clients for compliance	Competent	N.A	N.A	N.A
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Summary of current performance gap for Advanced Level (SS4 - SS1)

Sl. No.	Role	Competency Area	Competency	No. of BIs	Competent	Not Competent
1	1. Business Service Provider	1.1 Domain Knowledge and Professionalism	1.1.1 Mastery over licensing procedures	2	2	0
			1.1.2 Knowledge and application of Rules, Regulations and Policies	2	2	0
		1.2 Digital skills	1.2.1 Online service system knowledge	2	2	0

			1.2.2 Basic IT skills	2	2	0
		1.2. Clients management	1.3.1 Customer Care Skills	2	1	1
			1.3.2 Communication Skills	1	1	0
2	2: Regulator	2.1 Domain Expertise and Professionalism	2.1.1 Knowledge and understanding of Rules, Regulation and Policies	1	1	0
		2.2 Enforcement and Operations	2.2.1 Problem Solving Skills	2	0	2
			2.2.2 compliance Monitoring skills	3	3	0
			2.2.3 Accountability and Transparency	2	1	1

		2.3 Interpersonal Skills	2.3.1 Team Work	2	2	2
			2.3.2 Listening Skills	1	0	1
			2.3.3 Adaptability	1	0	1
3	3: Advocate	3.1 Advocacy and awareness	3.1.1 Comprehension skills	1	0	1
		3.3 Community Engagement	3.3.1 Networking Skills	1	1	0

2.5.10. Outcomes of the Training Needs Assessment

The likely reasons for the performance gap were listed below based on the findings: -

- a) No Training Needs Assessment Carried Out;
- b) Shortage of Human Resources;
- c) Lack of Standard Induction/Orientation Program;
- d) Limited Capacity Building Opportunity;
- e) Limited/Lack of Knowledge and Skills: The following are the list of areas where there is limited or lack knowledge and skills.
 - i. Interpersonal and Analytical Skills
 - ii. Knowledge and Skills on Advocacy Strategy and Approach
 - iii. Not updated on the existing Laws, Rules and Regulations
 - iv. Knowledge on Record and Data Management System: Information Communication and Technology Skills
 - v. Dzongkha Correspondence Skills

2.6. Methods of Intervention

Based on the findings from TNA, following methods of intervention can be adopted to build the competency and address performance gaps:

- a) Institute Standard Induction Program for New Appointees and Employees on Lateral Transfer;
- b) Institute Monitoring, Evaluation and Feedback System;
- c) Establish Institutional Capacity Building Program;
- d) Encourage Joint Ownership For Continuous Professional Development (CPD);
- e) Attachments and Collaboration and Linkages
- f) Recruitment of additional Human Resources; and
- g) Provide Short Term Training (STT)
 - i) Training on Advocacy Strategy and Approach;
 - ii) Training on use of G2C and other online systems in place
 - iii) Workshop on Trade Laws, rules and Regulations and policy changes
 - iv) Refresher Course on updated G2C systems and other online systems in place at every level
 - v) Training on Foundational Leadership
 - vi) Training on Reporting and Data Management System and Digital Documentation;
 - vii) Training on Dzongkha Correspondence and Basic Translation;
 - viii) Training on Client Orientation
 - ix) Training on Monitoring and Compliance Standards (POL, Environment, others, etc.,)
 - x) Workshop on Design Thinking

2.6.1. List of Mandatory Competency Development Interventions (CDI)

The list of mandatory competency development intervention provided below for each role and proficiency level.

Entry Level (S5-S3)			
Key Role	Name of CDI	Duration	Methods of Intervention

Service Provider	Induction Program for New Appointees and Employees on Lateral Transfer	1 week	Induction Program
	Training on basic IT	1 Month	Short Term Training (STT)
	Hands on Training on the G2C online systems	1 Week	STT
	Workshop on prevailing rules and Regulations and policy changes	5 days	Workshop
	Workshop on report writing, official correspondences and digital documentation	1 week	Workshop
	Attachments in line Departments/regional Offices/customer care desks	1 Month	Attachment
	Trainings by line departments	As per the advocacy schedule	OJT
	Training on Customer Care and Grievance redressal	1 week	Training

	TOT on entrepreneurship	10 Days	Training
	Workshop on Communication Skills	1 week	Workshop
	Mentoring program	1 Month	Mentoring
Regulator	Induction program to new recruits /lateral transferees	1 week	Induction program
	Workshop on policies, Laws, Rules and Regulation, and Operating Procedure	1 Week	Workshop
	Foundational Leadership Training	1 Month	STT
	Workshop on Design Thinking	2 Weeks	Workshop
	Experience Sharing programs	Quarterly	Part of OJT
	Attachments with line departments and regional offices	1 Month	Attachment

Training on standards and compliance Monitoring (POL, Environment, BSB, etc.)	1 Week	STT
Basic IT course (MS Word and Excel)	1 Month	STT
Training on Dzongkha Unicode/correspondences	2 weeks	Training
Workshop on report writing and business communication	1 week	Workshop
Workshop on Civil Service Code of Conduct and Ethics	3 Days	Workshop
Quarterly briefing and updates by the supervisors	Quarterly	On Job Training(OJT)
Group Works for Team Building	Ad-hoc	OJT
Field visits in teams	Ad-hoc	OJT

	Monthly Experience/feedback sharing programs	Monthly	OJT
	Workshop on Relationship Management	5 days	Workshop
	Workshop on Communication Skills	5 days	Workshop
	Foundation Leadership Programs	2 weeks	STT
	Coaching	quarterly	Coaching
Advocate	Attachments with line departments and regional offices	1 Month	Attachment
	Attend Trainings conducted by line departments	As per the advocacy schedule	OJT
	Training on Advocacy Strategy and Approach	1 week	STT
	Workshop on Communication Skills	5 days	Workshop

	Training on Dzongkha Unicode/ Dzongkhag correspondences	2 weeks	Training
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Experienced Level			
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Service Provider	Refresher course on online systems in place and update on new changes.	1 week	Training
	Attend Trainings conducted by line departments	As per the advocacy schedule	OJT
	Training on identifying training needs and business opportunities	1 week	Training
	Training design/methods and training need assessment	1 week	Training
	Workshop on Consumer Protection and Grievance Redressal	1 week	Workshop
	Training on Client Orientation	1 week	Training

	Communication skills	1 Week	Training
Regulator	Workshop on customer care services	1 week	Workshop
	Workshop on Effective Problem Solving and Decision Making	1 week	Workshop
	Training on Monitoring and Compliance Standards (POL , Environment, BSB, etc)	1 week	Training
	Foundation Leadership Programs	2 weeks	STT
	Coaching	quarterly	Coaching
	Workshop on Design Thinking	2 Weeks	Workshop
	Refresher course on Trade laws, rules, regulation and policies.	1 week	Workshop
	Session on support services provided by respective line departments.	2 days	Half yearly

	TOT on Entrepreneurship	10 Days	Training
	Training on Dzongkha Unicode/ Dzongkhag correspondences	2 weeks	Training
	Workshop on Communication Skills	1 Week	Workshop
	Training on Dzongkha Unicode/ Dzongkhag correspondences	2 weeks	Training
Advocate	Training on Advocacy Strategy and Approach	1 week	Training
	Session on support services provided by respective line departments	2 days	OJT
	TOT on Entrepreneurship	1 week	Training
	Workshop on Communication Skills	1 Week	Workshop
	Training on Dzongkha Unicode/ Dzongkhag correspondences	2 weeks	Training

Familiarization tours to the business areas, Gewog and dzongkhags.	Once a year (right after probation period)	OJT
Conduct information session with the stakeholders	1 day	OJT

Advanced Level

Service Provider	Training on Client Orientation	1 week	Training
	Workshop on Consumer Protection and Grievance Redressal	1 week	Workshop
Regulator	Foundation Leadership Programs	2 weeks	STT
	Foundational Leadership Training	1 Month	STT
	Workshop on Design Thinking	2 Weeks	Workshop
	Refresher course on Trade laws, rules, regulation and policies.	1 week	Workshop

Advocate	Training on Advocacy Strategy and Approach	1 week	Training
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2.6.2 List of Mandatory Long Term Training (Specialization)

Course Title	Priority			Number of Slots
	Immediate (2021-22)	Medium (2022-23)	Long-term (2023++)	
Bachelors in Business Management		Medium		
2. Diploma in Information Management System		Medium		
3. Diploma in Trade policies and Monitoring		Medium		
4. Diploma in Quality testing and standard (POL, Environment,)	Priority			

2.6.3. Implementation of Competency based Framework

The implementation of training and other CDI has to be based on the mandatory CDI listed under section 2.6.1 of this document. The mandatory list of CDI includes all the interventions that are found to be in both “Competent” and “Not Competent” under the Training Needs Analysis.

However, for implementation, it has to be prioritized based on the following:

1. Most critical area of intervention without its intervention will lead to low or non-performance
2. Interventions which are reflected as “Not Competent”
3. Availability of the resource allocation
4. Need specific focus on the training and development of Trade Inspectors at an experienced level which has a high rate of attrition.
5. Trade inspectors at all levels perform multiple jobs due to HR constraints.

For implementation, the prioritization has to be done on the annual basis by the concerned department/division and the HR Division of the agencies.

3. Recommendations

The following recommendations are made to implement the competency Framework Trade Inspectors:

- a. Disseminate the competency framework developed for Trade Inspectors by July, 2021.
- b. Training to be prioritized to build competencies in a phase wise manner
- c. The critical training needs and cost estimate to be worked out and prioritized by HRD.

4. Conclusion

This framework is designed to guide and assist Trade Inspectors to plan a career they aspire to. This frame highlights the importance of each individual to be aware of their Competencies and develop themselves through three stages of proficiency level.

This document will help the Department to prioritize and implement methods of interventions to address the competency gap within the 12th Five Year Plan. Appropriate training and workshops can be given seeking financial and human resources to implement these interventions. The Department may also pilot mentoring programs to enhance efficiency and effectiveness of assessing officials.

