



# Competency-Based Framework for Trade Officers

Ministry of Economic Affairs

Thimphu Bhutan

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## **1. Background**

The Ministry had its genesis in 1967 which was then called the Ministry of Trade, Commerce and Industry. In 1968, the first specialized government ministries that came into being included the Ministry of Trade, Industry and Forests, headed by HRH Prince Namgyal Wangchuck as the Tengye Lyonpo.

Subsequently, in 1985 it was renamed as the Ministry of Trade and Industry after the placement of the Department of Forests under the newly established Ministry of Agriculture and Forests. Further, the Ministry was restructured with the inclusion of the Power and Mining Sector, thenceforth, it was designated as the Ministry of Economic Affairs on 17 October 2007.

The Ministry of Economic Affairs (MoEA) comprises of nine Departments, namely, Department of Trade, Industry, Cottage and Small Industry, Intellectual Property, Geology and Mines, Hydropower and Power Systems, Renewable Energy, Office of Consumer Protection and Directorate Services. The Ministry also has six Regional Offices based in Thimphu, Trongsa, Mongar, Samdrup Jongkhar, Gelephu and Phuentsholing.

Currently, there are forty-four officers with the position title of ‘trade officers’ working with the Department of Trade, the Office of Consumer Protection and the six Regional Offices.

### **1.1 Department of Trade**

In 1980, the erstwhile Department of Trade and Industry created under the Ministry of Trade, Industry and Forests was bifurcated into the Department of Trade and Commerce and the Department of Industry and Mines. Later, these Departments were again merged as the Department of Trade and Industry. In the 1990s, this Department was split into Industry Division and Trade Division. In 2000, the Trade Division was upgraded to the Department of Trade with the mandate to enhance trade and commerce, develop trade and economic cooperation and negotiate trade agreements with the neighboring countries.

Currently, there are three divisions under the Department of Trade namely, Internal Trade Promotion and Facilitation Division, Export Promotion Division and Trade Negotiation Division.

### **1.2 Office of Consumer Protection**

The Office of Consumer Protection (OCP) was established in February 2014 under MoEA as per the mandate of the Consumer Protection Act, 2012. The OCP is a statutory agency entrusted to look after the consumers’ wellbeing, protect economic interest and safety of the consumers, educate consumers’ rights and responsibilities, and address their grievances.

The divisions under OCP are Enforcement and Redressal Division, Market Analysis Division and Consumer Enforcement Division.

### 1.3 Regional Office of Economic Affairs

Regional Trade & Industry Office (RTIO) was established in 1980 and further restructured as the Regional Office of Economic Affairs (ROEA) in 2020. The ROEA is entrusted with the same mandates of erstwhile RTIO of facilitating socio-economic activities and economic growth in the country. These offices are responsible for the growth of business and provide consumer protection services in the region by creating an enabling business environment through support and monitoring services in a prompt and efficient fashion.

Currently, there are six RoEAs which act as focal points of the Ministry and are located in Thimphu, Phuentsholing, Gelephu, Trongsa, Mongar and Samdrup Jongkhar to provide administrative, financial, regulatory and facilitative services to the general public.

### 1.4 Vision, Mission and Mandate/Core Functions:

Particulars	Agency		
	Department of Trade	Office of Consumer Protection	Regional Office of Economic Affairs
<b>Vision</b>	To spearhead the growth of a dynamic trade sector leading to a greater prosperity of the nation.	A well informed and protected consumer supported by a fair-trading system and virtuous education program	To spearhead the growth of trading, service and manufacturing sectors in the region thereby contributing to the national economy
<b>Mission</b>	<p>To promote and facilitate trade by creating an enabling environment and to provide prompt and efficient services to the private sector;</p> <p>To create an open and liberal environment conducive for the growth of trade sector;</p> <p>To facilitate the integration of the nation into the regional and global trading system; and</p> <p>To stimulate the growth of the export sector and enhance export earnings;</p> <p>To promote competitive and fair-trade practices within the country.</p>	To promote, protect and advance the social and economic welfare of consumers by providing leadership, advocacy and efficient redress system thereby creating a fair and accessible consumer marketplace	To facilitate the growth of business sector by creating an enabling environment through support and monitoring services, and providing prompt and efficient services to the private sectors

<b>Mandates / Core Functions</b>	To Enhance Non-Hydro Export; Achieve CSI flagship objective; To Improve Market Access; Strengthen the distribution of POL products; Improve Ease of Doing Business; Enhance Trade Related Technical Assistance; Export Diversification through Brand Bhutan; To promote and facilitate trade.	Enhance fair, free, safe and competitive market for consumers and business; Protection of economic interest of consumers through institution of effective consumer protection services; Promote Sustainable Consumption and Production; To promote consumer confidence in Bhutanese products through creation of trusted and reliable products.	Implementation and enforcement of all legislation, regulation, policies and compliance monitoring; Provide facilitative services for all business activities; Facilitation and promotion of ethical businesses; Coordination and collaboration with all field offices of the Ministry; Coordination and collaboration with local governments and relevant agencies.
<b>Core Values</b>	I. Strong ethics and integrity; ii. Fortitude; iii. Selflessness & Patriotism; iv. Right attitude & aptitude; v. Professionalism; and vi. Public service commitment		

## 2. Competency-Based Framework (CBF) for Trade Officers

### 2.1 Introduction

The Royal Civil Service Commission (RCSC) launched the CBF for Civil Service in 2018 with the purpose to cultivate the culture of identifying skill needs of employees, assisting continuous development and professionalizing public servants to deliver responsibilities effectively and efficiently.

A CBF is a model that broadly describes performance excellence within an organization. It defines the knowledge, skills, and attributes needed for people within an organization to perform a given job effectively to contribute to organizational success.

The CBF allows an organization to measure current competency levels to make sure staff members have the expertise needed to add value to their functions. It also helps managers make informed decisions about talent recruitment, retention, and succession strategies. And, by identifying the specific behaviors and skills needed for each role, it enables managers to budget and plan for the training and development an organization really needs. As such, the CBF provides guidance to succession planning in HR, talent management, and training needs in line with the organization's goals and mandates.

The CBF for the Trade Officers is developed to measure current competency level and further enhance the capacity and capabilities of the Trade Officers to deliver responsibilities efficiently and effectively.

This CBF includes three key roles, five competency areas, eleven key competencies and twenty behavioral indicators.

## **2.2 Purpose**

The CBF highlights the knowledge, skills and abilities required for Trade Officers 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**

Build a fraternity of Trade Officers who are highly knowledgeable, skillful and competent in delivering efficient and effective services of the highest standard.

## **2.4 Objectives of CBF**

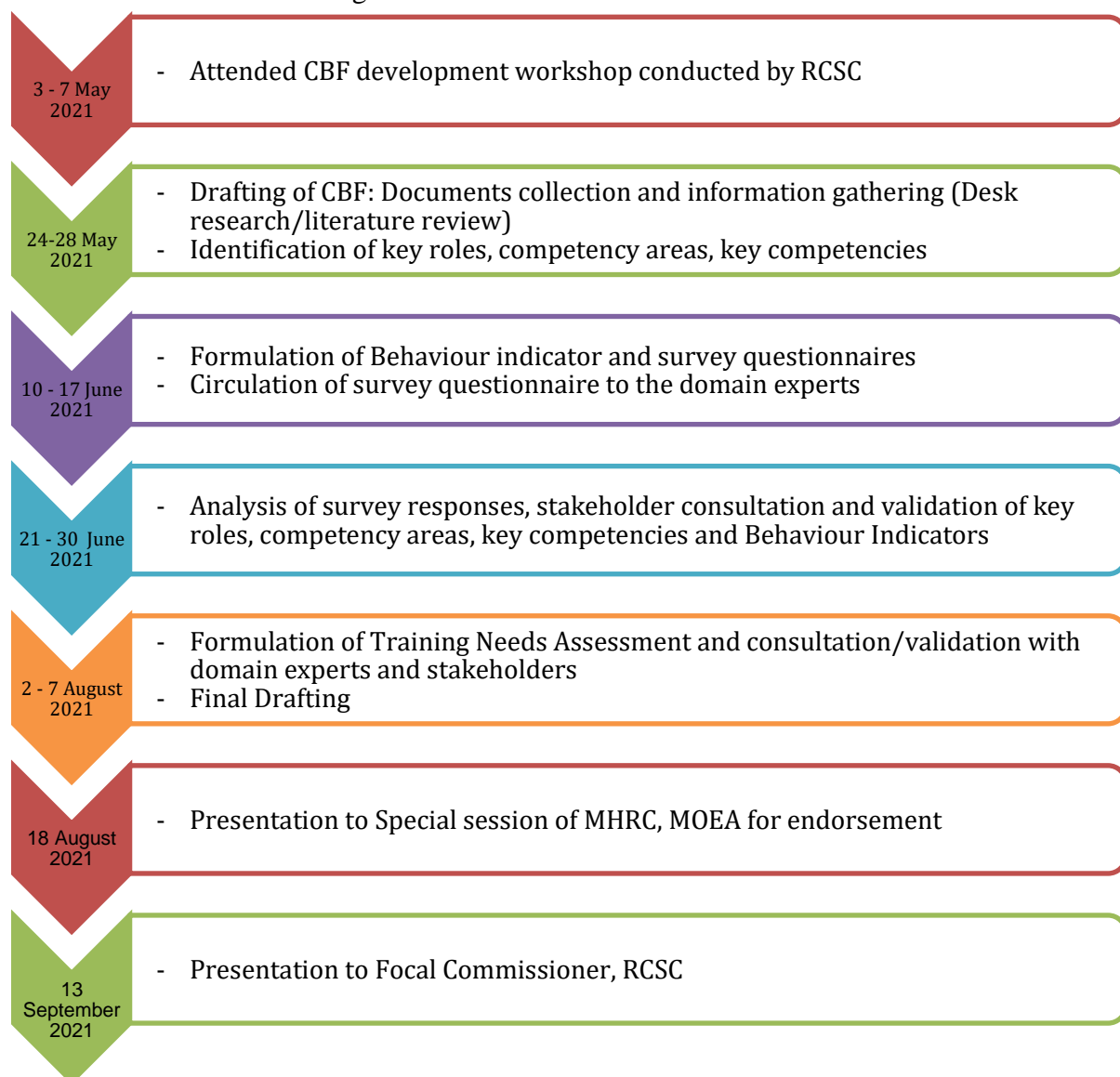
- Offers a clear road map in improving the efficiency of the agency by successfully aligning the Trade Officers' capabilities and knowledge with the agency's priorities.
- Enables agencies to clarify expectations and set clear standards for performance.
- Ensures training and development efforts are effective, goal-oriented, and meaningful.
- Enables agencies to identify the critical skills needed in Trade Officers, so that relevant interventions to address competency gaps can be developed, ensuring a continuous process of learning and professional development.
- Ensures an effective and efficient allocation of HR budgeting and resource allocation by identifying specific training needs.
- Ensures rewards and recognition systems to compensate employees, maximize employee engagement, and encourage behaviors leading to organizational success.
- Provides a clear direction for employees to learn new job skills that enable career progression, which increases the potential for job satisfaction.
- Identifies and develops talent for leadership positions in the future through uncovering of organizational competencies and ensures that the organization has the right people for those pivotal roles that are critical in driving success.
- Facilitates and guides competency-based recruitment by considering the ability and skills of candidates and the training and experience required to perform effectively.
- Provides greater role clarity as it focuses on the job specifications of different proficiency levels within the same category of an occupational group avoiding duplication in roles and responsibilities and allows employees to take ownership of their development.

## 2.5 Framework Development Processes

The development of the framework involved identifying Role Profiles, Competency Areas, Key Competencies, Behavioral Indicators and Proficiency Levels through a rigorous, consultative and inclusive process with domain experts and key stakeholders.

Online surveys and focused group discussion were carried out for information gathering and validation. Virtual meetings were also conducted with the domain experts of Regional Offices of Economic Affairs.

The development process started from the third week of May till the second week of September, 2021 as elaborated in the diagram below:



### **2.5.1 General findings of survey**

The Survey questionnaire was circulated to 42 Trade Officers of which 74% of responses were received. 77% of the respondents were male and 23% Female. It was found that out of total respondents there were 55% holding Master's Degree, 23% Post Graduate Diploma and 23% holding Bachelor's Degree. 45% of the respondents work with the Department of Trade, 42% with the Regional Office of Economic Affairs and 13% from the Office of Consumer Protection. 10% of P5, 29% of P4 level, 36% of P3, 16% of P2 and 10% of P1 level officers responded to the questionnaire.

A total of 25 respondents indicated that their key role as a Trade Officer is that of a Trade Facilitator, followed by 23 responses that indicated Trade Regulator as their key role. 13 responses were for the role of Trade Negotiator.

The main challenges faced by the Trade Officers as indicated in the survey responses were multitasking burden, limited incentives/recognition, lack of domain knowledge/expertise, no specific job responsibilities and lack of conducive work environment, amongst others.

The five main causes of challenges as per the survey responses were limited capacity building programmes (Short term trainings, Workshops, Seminars, etc.), lack of resources (human/technical resources), poor Mentorship and Coaching, lack of stress management skills and lack of analytical & problem-solving skills.

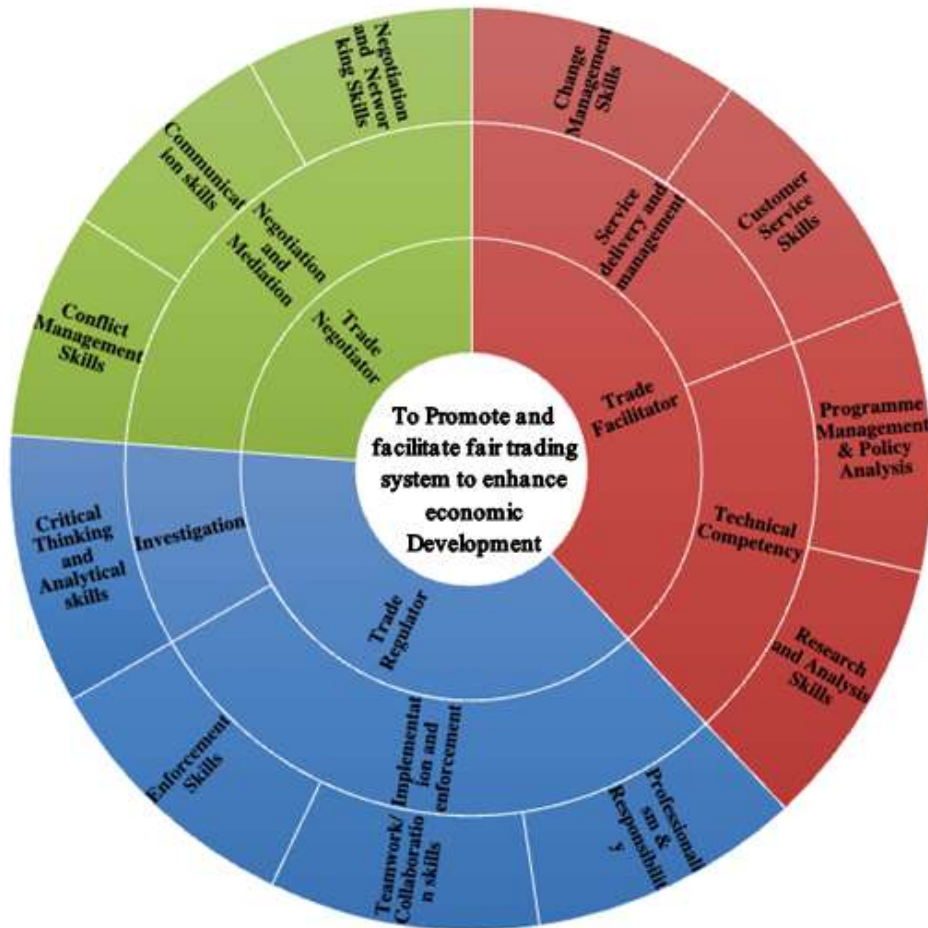
Most of the respondents indicated that they require training in areas of Research, Investigation & Analysis, Trade/Consumer & Competition Acts/Policy/Rules/Regulations, Trade Negotiation, Innovation & Change Management, Mediation & Arbitration Training and Monitoring & Enforcement, amongst others. The most preferred method of interventions as per the survey findings are short term trainings and workshops followed by seminars and internship.

All of the above findings were further validated through focused group discussions with domain experts and stakeholders.



## 2.6 Diagrammatic overview of the CBF

The diagram below represents the CBF for Trade Officers. It includes *three* key roles (Inner circle), *five* competency areas (Middle circle) and *eleven* key competencies (Outer circle).



### 2.6.1 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 Department of Trade, the Office of Consumer Protection and the Regional Offices of Economic Affairs.

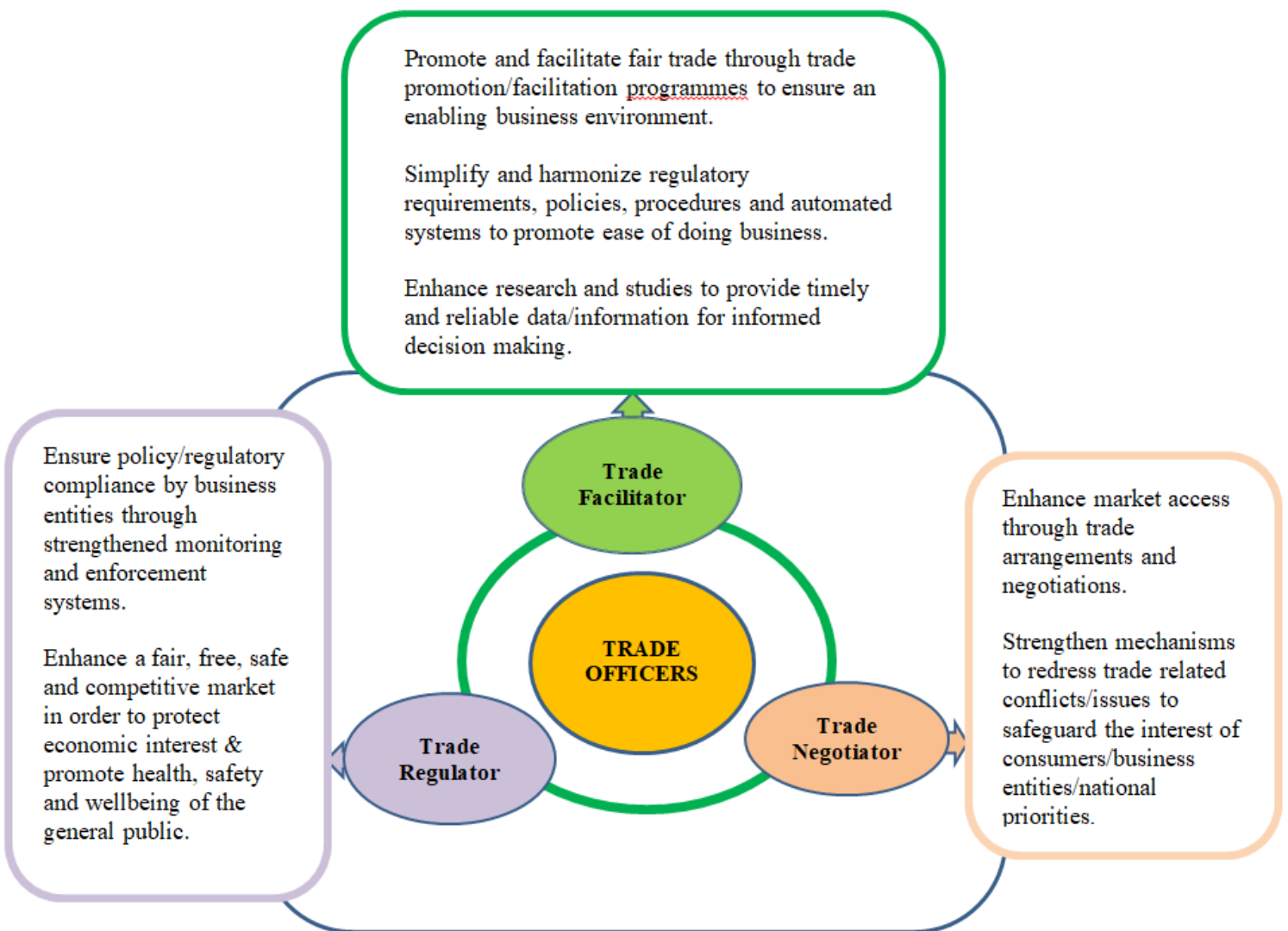
Following are the key roles identified for the Trade Officers:

1. Trade Facilitator
2. Trade Regulator
3. Trade Negotiator

### 2.6.1.1 Description of Role Profile

The role profile is the description of roles that Trade Officers are expected to demonstrate in achieving the outcomes of the Department of Trade, the Office of Consumer Protection and the Regional Offices of Economic Affairs. 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 Officers to carry out a prescribed set of tasks.

### 2.6.1.2 Role Profile of Trade Officers



## 2.6.2 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 Officers. The framework has identified five competency areas as follows: -

Role #	Key Role	Competency Area
1	Trade Facilitator	1.1 Technical Competency
		1.2 Service delivery and management
2	Trade Regulator	2.1 Implementation and enforcement
		2.2 Investigation
3	Trade Negotiator	3.1. Negotiation and Mediation

## 2.6.3 Identification of Key Competencies

The key competency is an observable behavior that indicates the presence of the particular competency. Generally, it is broadly divided as core competency, leadership competency and technical or functional competency. The framework has identified 11 key competencies are presented as below: -

SN	Key Role	Competency Area	Key Competencies
1	Trade Facilitator	1.1 Technical Competency	1.1.1 Research and Analysis Skills
			1.1.2 Programme Management & Policy Analysis
		1.2 Service delivery and management	1.2.1 Customer Service Skills
			1.2.2 Change Management Skills
2	Trade Regulator	2.1 Implementation and enforcement	2.1.1 Enforcement Skills
			2.1.2 Teamwork/ Collaboration skills
			2.1.3 Professionalism & Responsibility
		2.2 Investigation	2.2.1 Critical Thinking and Analytical skills
3	Trade Negotiator	3.1 Negotiation and Mediation	3.1.1 Negotiation and Networking Skills
			3.1.2 Communication skills
			3.1.3 Conflict Management Skills

## 2.6.4 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 20 behavioral indicators.

Competency Area	Key Competency	Behavior Indicators
<b>Key Role 1: Trade Facilitator</b>		
1.1 Technical Competency	1.1.1 Research and Analysis Skills	1.1.1.1 Compiles, maintains and analyses trade/market related data and information to understand market/trade practices and disseminate reliable information
		1.1.1.2 Conducts market research/feasibility studies to understand dynamic force of market/market situations and explore market opportunities.
	1.1.2 Programme Management & Policy Analysis	1.1.2.1 Conducts training and advocacy to upskill the competencies and enhance knowledge on rights & responsibilities of business entities and consumers.
		1.1.2.2 Formulates/reviews plans, policies, rules and regulations, activities and programmes to create an enabling business environment.
		1.1.2.3 Creates platform to promote and diversify export through trade promotion programmes
		1.1.2.4 Enhances Trade Facilitation for Export and Import
1.2 Service delivery and management	1.2.1 Customer Service Skills	1.2.1.1 Demonstrates effective interpersonal skills to cater to the needs of the customers to instill a customer-centric culture.
		1.2.1.2 Provides support and guidance on trade related and consumer protection services to promote ease of doing business
		1.2.1.3 Facilitates trade and business-related services through issuance of business licenses/registration & related clearances for efficient service delivery.
		1.2.1.4 Provides services within the turnaround time for efficient public service delivery.
	1.2.2 Change Management Skills	1.2.2.1 Adapts and embraces change and innovation towards the fulfillment of various goals and objectives of the organization.

<b>Key Role 2: Trade Regulator</b>		
2.1 Implementation and enforcement	2.1.1 Enforcement Skills	2.1.1.1 Oversees monitoring and inspection activities to ensure policy/regulatory compliance by the business entities.
		2.1.1.2 Applies the provisions of rules and regulations correctly to ensure fair trading and competition in the market
	2.1.2 Teamwork/ Collaboration skills	2.1.2.1 Collaborates with relevant agencies for implementation of programmes and regulatory requirements of business practices in the market
	2.1.3 Professionalism & Responsibility	2.1.3.1 Displays professionalism, transparency, integrity, accountability and fairness while enforcing relevant rules and regulations in place.
2.2 Investigation	2.2.1 Critical Thinking and Analytical skills	2.2.1.1 Conducts investigation on matters affecting interest of consumers/businesses/clients and critically reviews/analyses the findings in order to avoid economic harms & promote health, safety and wellbeing of the general public.
<b>Key Role 3: Trade Negotiator</b>		
3.1 Negotiation and Mediation	3.1.1 Negotiation and Networking Skills	3.1.1.1 Participates in dialogues, discussion, deliberations with Bilateral, Regional and Multilateral trading partners in order to enhance market access.
		3.1.1.2 Liaises and collaborates with stakeholders and trading partners/ international organizations to promote and facilitate trade, policy reforms and coordinate capacity building programmes.
	3.1.2 Communication skills	3.1.2.1 Demonstrates effective communication skills to provide efficient service delivery and for trade negotiations.
	3.1.3 Conflict Management Skills	3.1.3.1 Resolves/Redresses conflicts/issues with trading partners, consumers and business entities to safeguard the interest of consumers/business entities/national priorities.

**2.6.5 Classification of Proficiency Levels**

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 Officers is categorized into four levels: i) Entry (P5-P4) ii) Intermediate (P3) iii) Experienced (P2) and iv) Advanced (P1). The framework has identified 20 behavioral indicators across four levels of proficiency.

The proficiency will enable individual officials to distinguish the type of competencies expected in their career path, which will give them an opportunity to enhance competency in achieving

current as well future career goals. As the officials in position levels of P5 & P4 play similar roles, their proficiency levels are merged together. Further, the proficiency level will set a benchmark for the recruitment and deployment. The proficiency levels of each key competency are detailed below:

<b>Key Role 1: Trade Facilitator</b>			
Competency Area: 1.1 Technical Competency			
Key Competency: 1.1.1 Research and Analysis Skills			
Behavior Indicator: 1.1.1.1 Compiles, maintains and analyses trade/market related data and information to understand market/trade practices and disseminate reliable information			
Entry	Intermediate	Experienced	Advanced
Compiles and maintains trade/market related data/information from various databases/publications/markets and provides information as and when required.	Analyses and interprets trade/market related data and information.	<ol style="list-style-type: none"> <li>1. Identifies potential risks/opportunities using the data /information;</li> <li>2. Upon assessment, proposes effective solutions and recommendations;</li> <li>3. Provides guidance on data collection and analysis.</li> </ol>	Provides strategic guidance/inputs, supervision and prescribes the best course of action for decision making.
Behavior Indicator: 1.1.1.2 Conducts market research/feasibility studies to understand dynamic force of market/market situations and explores market opportunities.			
Entry	Intermediate	Experienced	Advanced
Compiles relevant data and information on market forces, market situation, and potential international markets/products for export.	Analyses and interprets relevant data and information to prepare reports/studies.	<ol style="list-style-type: none"> <li>1. Reviews the report/studies and recommends suitable solutions and strategies;</li> <li>2. Provides guidance on research and analysis.</li> </ol>	Provides strategic guidance/inputs, supervision and prescribes the best course of action for decision making.
Key Competency: 1.1.2 Programme Management & Policy Analysis			
Behavior Indicator: 1.1.2.1 Conducts training and advocacy to upskill the competencies and enhance knowledge on rights & responsibilities of business entities and consumers.			
Entry	Intermediate	Experienced	Advanced
<ol style="list-style-type: none"> <li>1. Demonstrates and applies relevant knowledge on the programmes;</li> <li>2. Conducts training/advocacies</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulates plan and activities to conduct training/advocacies;</li> <li>2. Conducts post training analysis</li> </ol>	Conducts training needs assessment and training impact assessment; and provides recommendation.	Provides technical guidance and supervision on planned activities and programmes.

Behavior Indicator: 1.1.2.2 Formulates/reviews plans, policies, rules and regulations, activities and programmes to create an enabling business environment.			
Entry	Intermediate	Experienced	Advanced
Demonstrates and applies relevant knowledge on the plans, policies, rules and regulations, activities and programmes of the organization	Reviews existing plans, policies, rules and regulations, activities and programmes to keep abreast of the latest developments	Assesses plans and policies and submits proposals for formulation of new plan, policies, rules and regulations, activities and programmes	Provides strategic guidance for the formulation of plan, policies, rules and regulation, activities and programmes
Behavior Indicator: 1.1.2.3 Creates platform to promote and diversify export through trade promotion programmes			
Entry	Intermediate	Experienced	Advanced
<ol style="list-style-type: none"> <li>Demonstrates and applies relevant knowledge on various instruments and platforms for export promotion &amp; diversification;</li> <li>Coordinates/organizes trade promotion programmes.</li> </ol>	Reviews and formulates guidelines, rules and regulations, procedures for trade facilitation and promotion programmes and provides recommendations.	Assesses and evaluates existing guidelines, rules and regulations, procedures for promotion and diversification of export and proposes formulation/review of the same.	<ol style="list-style-type: none"> <li>Provides strategic guidance for the formulation of relevant instruments such as guidelines, procedures, etc. to diversify/promote export;</li> <li>Explores export platforms.</li> </ol>
Behavior Indicator: 1.1.2.4 Enhances Trade Facilitation for Export and Import			
Entry	Intermediate	Experienced	Advanced
Facilitates in identification for development of infrastructure/sites and supports/assists in project development.	<ol style="list-style-type: none"> <li>Explores &amp; liaises with international organizations for various technical and financial assistance;</li> <li>Facilitates development of infrastructure and coordinates and manages projects</li> </ol>	<ol style="list-style-type: none"> <li>Oversees ongoing projects and ensures required resources for successful completion;</li> <li>Proactively identifies and mitigates project risks</li> </ol>	Provides guidance, supervision and liaises with relevant agencies to ensure timely completion of infrastructure/sites to facilitate Export and Import.
Competency Area 1.2 Service delivery and management			
Key Competency 1.2.1 Customer service Skills			
Behavior Indicator: 1.2.1.1 Demonstrates effective interpersonal skills to cater to the needs of the customers to instill a customer-centric culture.			
Entry	Intermediate	Experienced	Advanced

Displays effective interpersonal skills to cater to the needs of the customers in an efficient manner.	Displays effective interpersonal skills to cater to the needs of the customers in an efficient manner	<ol style="list-style-type: none"> <li>1. Displays effective interpersonal skills to cater to the needs of the customers in an efficient manner;</li> <li>2. Provides mentoring and coaching to enhance interpersonal skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Displays effective interpersonal skills to cater to the needs of the customers in an efficient manner;</li> <li>2. Provides mentoring and coaching to enhance interpersonal skills</li> </ol>
Behavior Indicator: 1.2.1.2 Provides support and guidance on trade related and consumer protection services to promote ease of doing business			
Entry	Intermediate	Experienced	Advanced
<ol style="list-style-type: none"> <li>1. Demonstrates and applies knowledge of relevant laws, rules, regulations, policies and procedures to provide basic advisory services to the clients;</li> <li>2. Displays commitments to promote a customer-centric culture that emphasizes outstanding service levels</li> </ol>	Provides support and advisory services to the clients and assesses their proposals/issues; and provides recommendations to improve and enhance service delivery.	Reviews the effectiveness of procedures, system and mechanism in place and proposes enhancement strategies	<ol style="list-style-type: none"> <li>1. Provides strategic guidance on addressing systemic issues and oversees administrative control;</li> <li>2. Approves business proposal</li> </ol>
Behavior Indicator: 1.2.1.3 Facilitates trade and business-related services through issuance of business licenses/registration & related clearances for efficient service delivery.			
Entry	Intermediate	Experienced	Advanced
<ol style="list-style-type: none"> <li>1. Provides services in response to client needs in a timely and efficient manner;</li> <li>2. Supports the interests of clients by making choices and setting priorities to meet their requests in compliance with the policies, rules and regulations</li> </ol>	<ol style="list-style-type: none"> <li>1. Anticipates client needs and recommends potential solutions in compliance with the policies, rules and regulations;</li> <li>2. Demonstrates openness to the client's perspective; helps clients to define their needs and provides advice and assistance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifies solutions for clients and advocates actions to address needs;</li> <li>2. Anticipates constraints in the delivery of services and identifies solutions or alternatives in compliance with the policies, rules and regulations.</li> </ol>	Supervises and assesses the quality of services and enhances the effectiveness by proposing suitable policy/systemic intervention
Behavior Indicator: 1.2.1.4 Provides services within the turnaround time for efficient public service delivery.			
Entry	Intermediate	Experienced	Advanced
Provides efficient services within the stipulated SOP and TAT.	<ol style="list-style-type: none"> <li>1. Provides efficient services within the stipulated SOP and TAT;</li> <li>2. Formulates SOPs and TATs;</li> <li>3. Provides recommendations for efficient service delivery.</li> </ol>	Examines the adequacy of the existing procedures and facilitates review of SOPs and TATs	Provides directives/guidance on formulation/review of SOPs and TATs.
Key Competency 1.2.2 Change Management Skills			
Behavior indicator: 1.2.2.1 Adapts and embraces change and innovation towards the fulfillment of various goals and objectives of the organization.			



Entry	Intermediate	Experienced	Advanced
Demonstrates flexibility to accept change and remain open to new ideas and methods	<ol style="list-style-type: none"> <li>1. Contributes creative ideas and initiates change processes and methods;</li> <li>2. Uses change as an opportunity to fulfill various goals and objectives of the organization.</li> </ol>	Effectively implements change processes and fosters acceptance to change; Addresses the concerns of those affected by change and its processes.	<ol style="list-style-type: none"> <li>1. Leads change initiatives &amp; provides guidance for change process and innovation;</li> <li>2. Displays openness to change and new ideas and takes initiatives for the change process.</li> <li>3. Helps manage the emotional impact of change through continuous coaching and mentoring.</li> </ol>

## Key Role 2: Trade Regulator

Competency Area: 2.1 Implementation and Enforcement

Key Competency: 2.1.1 Enforcement Skills

Behavior Indicator: 2.1.1.1 Oversees monitoring and inspection activities to ensure policy/ regulatory compliance by the business entities.

Entry	Intermediate	Experienced	Advanced
Demonstrates and applies knowledge of the legal provisions and instruments to oversee monitoring/inspection of trading/ commercial activities	<ol style="list-style-type: none"> <li>1. Establishes adequate guidelines and measures to facilitate effective monitoring of trading/ commercial activities;</li> <li>2. Conduct gap analysis based on the inspection report and recommend appropriate actions.</li> </ol>	Examines the adequacy of the existing policies, rules and regulations governing trade/commerce and proposes amendments and appropriate policy reforms, where necessary.	Provides directives/guidance on complex issues and ensures efficient implementation of policy/ regulatory requirements by the business entities.

Behavior Indicator: 2.1.1.2 Applies and enforces the provisions of rules and regulations effectively to ensure fair trading and competition in the market

Entry	Intermediate	Experienced	Advanced
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Demonstrates and applies general understanding of trade related rules and regulations and applies efficiently	Interprets and applies specific rules and regulations effectively.	Assesses the applicability of the rules and regulations based on non-compliance of regulatory requirements by business entities and recommends the most appropriate provisions.	<ol style="list-style-type: none"> <li>1. Provides clear directives/guidance on application of ambiguous provisions of rules and regulation;</li> <li>2. Provides clear explanation on complex technical issues on provision of rules and regulation;</li> <li>3. Demonstrates and applies advance knowledge on policies, Acts, rules and regulations</li> </ol>
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**Key Competency: 2.1.2 Teamwork/ Collaboration skills**

**Behavior Indicator: 2.1.2.1 Collaborates with relevant agencies for implementation of programmes and regulatory requirements of business practices in the market**

Entry	Intermediate	Experienced	Advanced
Develops and maintains a network with relevant agencies and partners and uses the network to contribute to the achievement of the objectives of the organization.	Maintains and strengthens relations with relevant agencies and partners in order to accomplish the policy objectives and organizational goals.	Participates in discussions with relevant stakeholders and prepares strategies to implement trade policies/ rules and regulations to create a safe business environment.	<ol style="list-style-type: none"> <li>1. Establishes working relationships to build wide and effective networks for effective implementation of programmes and regulatory requirements.</li> <li>2. Ensures adequate coordination and collaboration</li> </ol>

**Key Competency: 2.1.3 Professionalism & Responsibility**

**Behavior Indicator: 2.1. 3.1 Displays professionalism, transparency, integrity, accountability and fairness while enforcing relevant rules and regulations in place.**

Entry	Intermediate	Experienced	Advanced
Displays professional etiquettes, transparency, integrity, accountability, fairness & compliance to rules and regulations	Displays standard professional etiquettes, transparency, integrity, accountability, fairness & compliance to rules and regulations	Displays highest standard of professionalism, transparency, integrity, accountability, fairness and compliance to rules and regulations in place	Displays highest standard of professionalism, transparency, integrity, accountability, fairness and compliance to rules and regulations in place; Guides the subordinates on professionalism and integrity.

**Competency Area: 2.2 Investigations**

**Key Competency: 2.2.1 Critical Thinking and Analytical skills**

**Behavior Indicator: 2.2.1.1 Conducts investigation on matters affecting interest of consumers/businesses/clients and critically reviews/analyses the findings in order to avoid economic harms & promote health, safety and wellbeing of the general public.**

Entry	Intermediate	Experienced	Advanced
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<ol style="list-style-type: none"> <li>Demonstrates basic understanding of the subject that is being investigated and gathers necessary information for investigation.</li> <li>Demonstrates effective interview skills to acquire required information to strengthen findings for the investigations.</li> </ol>	<ol style="list-style-type: none"> <li>Approaches issues from a logical point of view;</li> <li>Able to break down issues into different parts to increase understanding and analyses the details of the case.</li> <li>Demonstrates standard drafting skills to prepare a detailed and probative investigation report.</li> </ol>	<ol style="list-style-type: none"> <li>Probes and investigates for potential irregularities effectively and recommends suitable solutions and strategies;</li> <li>Undertakes investigations of a complex or protracted nature and liaises with other specialized enforcement agencies in the investigation and reporting of alleged offences.</li> <li>Validates the findings of the investigation and recommends suitable interventive measures.</li> </ol>	<ol style="list-style-type: none"> <li>Critically analyzes the findings of investigation and takes appropriate actions against the noncompliance/breach of rules and regulations in vogue;</li> <li>Employs strategies and systems to uncover/curb anti-competitive/unfair trade practices.</li> </ol>
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### Key Role 3: Trade Negotiator

Competency Area: 3.1 Negotiation and Mediation

Key Competency: 3.1.1 Negotiation and Networking Skills

Behavior Indicator: 3.1.1.1 Participates in dialogues, discussion, deliberations with Bilateral, Regional and Multilateral trading partners in order to enhance market access.

Entry	Intermediate	Experienced	Advanced
Demonstrates and applies relevant knowledge on the subject; facilitates in the preparation of groundwork for bilateral/regional/multilateral negotiations	Prepares country's position and coordinates pre-negotiation meetings; and participates in bilateral/regional/multilateral trade negotiations.	Reviews and proposes alternative views/provides recommendations for decision making on trade negotiations; and participates in bilateral/regional/multilateral trade negotiations.	Actively participates/engages in the bilateral/regional/multilateral negotiations and advises the head of delegation for a successful negotiation.

Behavior Indicator: 3.1.1.2 Liaises and collaborates with stakeholders and trading partners/ international organizations to promote and facilitate trade, policy reforms and coordinate capacity building programmes.

Entry	Intermediate	Experienced	Advanced
Liaises and collaborates with stakeholders and counterparts and contributes to the establishment of a cooperative work environment by fostering positive relationship	Develops and maintains professional partnerships through sharing of knowledge and best practices to achieve objectives and shared interests.	Advices on strategic, financial and technical partnerships with stakeholders and counterparts; and guides subordinates for meaningful engagement with partners/stakeholders.	<ol style="list-style-type: none"> <li>Builds networks and partnerships with a wide range of partners, leveraging their resources in support of the Agency's programmes and priorities.</li> <li>Creates a supportive environment to enhance partnership.</li> </ol>

Key Competency: 3.1.2 Communication Skills

Behavior Indicator: 3.1.2.1 Demonstrates effective communication skills to provide efficient service delivery and for trade negotiations.

Entry	Intermediate	Experienced	Advanced

Demonstrates good command over language to express in varieties of communication settings and styles	Demonstrates and applies effective written and oral communication skills by actively listening and respecting differing views.	<ol style="list-style-type: none"> <li>1. Demonstrates and applies advanced level of written and oral communication skills;</li> <li>2. Actively seeks others' perspectives to ensure inclusiveness and understanding;</li> <li>3. Establishes strong connections with people through communication.</li> </ol>	<ol style="list-style-type: none"> <li>1. Actively listens &amp; respects differing views;</li> <li>2. Provides constructive feedback;</li> <li>3. Provides coaching and mentoring.</li> </ol>
<b>Key Competency: 3.2.1 Conflict Management Skills</b>			
Behavior Indicator: 3.2.1.1 Resolves/Redresses conflicts/issues with trading partners, consumers and business entities to safeguard the interest of consumers/business entities/national priorities.			
Entry	Intermediate	Experienced	Advanced
<ol style="list-style-type: none"> <li>1. Seeks to understand the issues and manages complaints;</li> <li>2. Expresses ideas and suggestions in a clear manner and demonstrates the ability to successfully persuade and influence others;</li> <li>3. Acts as the first point of contact in providing solutions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicates effectively with unsatisfied/aggrieved parties;</li> <li>2. Effectively and proactively identifies common causes and situations that could lead to conflicts;</li> <li>3. Facilitates negotiation/mediation between disputing parties.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifies the need of the parties and proposes the most appropriate recommendations to resolve conflicts, issues and grievances;</li> <li>2. Identifies the driving causes behind the conflict/disputes in order to avoid and mitigate risks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understands and assesses needs, motives, behavior or conditions of parties to the disputes in order to resolve the bitterness and feeling of distrust.</li> <li>2. Provides appropriate recommendations to the disputing parties to make decisions by assessing pros and cons of the conflicts/disputes for successful negotiation/mediation.</li> </ol>

## 2.7 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 Officer with knowledge and skills. It should be the shared responsibility of the employee and Department to build and enhance their capability and competency.

The training needs analysis is carried out in consultation with the stakeholders through interview, survey and FGD. The questionnaire consists of both closed and open-ended questions. The questionnaire is based on 20 behavioral indicators of different proficiency levels on Likert Scale of “Competent” and “Not Competent” followed by open ended questions asking the likely reasons for ‘Not Competent’ and suggest interventions to address the gap. The behavioral indicators were assessed by proficiency level to identify the performance gap.

## 2.7.1 Training Needs Assessment at Entry Proficiency Level

Key Role: Trade Facilitator				
Key Competencies	Description of Proficiency Level	Performance (Competent/ Not Competent)	Likely reason for performance gap	Competency Building Intervention
1.1.1 Research and Analysis Skills	Compiles and maintains trade/market related data/information from various databases/publications/markets and provides information as and when required.	58% C; 42% NC	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 100%</li> <li>2. Lack of exposure/learning opportunities - 83%.</li> <li>3. Inadequate Coaching and Mentoring - 50%.</li> <li>4. Lack of Technological know-how - 33%</li> </ol>	<ol style="list-style-type: none"> <li>1. Training on basic research and methods: -Basics on statistics, data collection, data analysis and interpretation -ICT skills and data analytical tools</li> </ol>
	Compiles relevant data and information on market forces, market situation, and potential international markets/products for export.	58% C; 42% NC	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 100%</li> <li>2. Lack of exposure/learning opportunities - 83%.</li> <li>3. Inadequate Coaching and Mentoring - 50%.</li> <li>4. Lack of Technological know-how - 33%</li> </ol>	
1.1.2 Programme Management & Policy Analysis	<ol style="list-style-type: none"> <li>1. Demonstrates and applies relevant knowledge on the programmes;</li> <li>2. Conducts training/advocacies</li> </ol>	58% C; 42% NC	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 83%</li> <li>2. Lack of exposure/learning opportunities - 58%</li> <li>3. Inadequate Coaching and Mentoring - 42 %.</li> </ol>	<ol style="list-style-type: none"> <li>1. Project/programme Management - Project and Portfolio Management in Organizations - Aspects of result-based management - Risks management - Leading and Managing Project Teams - Monitoring and Evaluation (Executing, Controlling and Closing Projects)</li> <li>2. Logistics and Supply chain management</li> <li>3. Training on basic legal studies -orientation on relevant act, policies, rules and regulation, guidelines, etc.</li> </ol>
	Demonstrates relevant knowledge on the plans, policies, rules and regulations, activities and programmes of the organization	58% C; 42% NC	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 67%</li> <li>2. Lack of exposure/learning opportunities - 67%</li> <li>3. Inadequate Coaching and Mentoring - 42%.</li> </ol>	
	<ol style="list-style-type: none"> <li>1. Demonstrates and applies relevant knowledge on various instruments and platforms for export promotion &amp; diversification;</li> <li>2. Coordinates/organizes trade promotion programmes.</li> </ol>	33% C; 67% NC	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 100%</li> <li>2. Lack of exposure/learning opportunities - 67%</li> <li>3. Inadequate Coaching and Mentoring - 33%.</li> </ol>	
	Facilitates identification for development of infrastructure/sites and supports/assist in project development.	25% C; 75% NC	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 83%</li> <li>2. Lack of exposure/learning opportunities - 67%</li> <li>3. Inadequate Coaching and Mentoring - 58%.</li> </ol>	

1.2.1 Customer Service Skills	Displays effective interpersonal skills to cater to the needs of the customers in an efficient manner.	83% C; 17% NC	<ol style="list-style-type: none"> <li>Lack of relevant training - 75%</li> <li>Lack of exposure/learning opportunities - 67%</li> <li>Inadequate Coaching and Mentoring - 50 %.</li> <li>Lack of Human Resources - 42%</li> </ol>	<ol style="list-style-type: none"> <li>Customer service training <ul style="list-style-type: none"> <li>- Empathy skills training</li> <li>- Customer relationship management</li> <li>- Critical thinking and problem solving in customer service</li> <li>- Time management</li> </ul> </li> </ol> Skills
	<ol style="list-style-type: none"> <li>Demonstrates and applies knowledge of relevant laws, rules, regulations, policies and procedures to provide basic advisory services to the clients;</li> <li>Displays commitments to promote a customer-centric culture that emphasizes outstanding service levels</li> </ol>	58% C; 42% NC	<ol style="list-style-type: none"> <li>Lack of relevant training - 67%</li> <li>Lack of exposure/learning opportunities - 67%</li> <li>Inadequate Coaching and Mentoring - 58%.</li> </ol>	
	<ol style="list-style-type: none"> <li>Provides services in response to client needs in a timely and efficient manner;</li> <li>Supports the interests of clients by making choices and setting priorities to meet their requests in compliance with the policies, rules and regulations</li> </ol>	58% C; 42% NC	<ol style="list-style-type: none"> <li>Lack of relevant training - 67%</li> <li>Lack of exposure/learning opportunities - 67%</li> <li>Inadequate Coaching and Mentoring - 58%.</li> </ol>	
	Provides efficient services within the stipulated SOP and TAT.	58% C; 42% NC	<ol style="list-style-type: none"> <li>Lack of relevant training - 67%</li> <li>Lack of exposure/learning opportunities - 67%</li> <li>Inadequate Coaching and Mentoring - 58%.</li> </ol>	
1.2.2 Change Management Skills	<ol style="list-style-type: none"> <li>Demonstrates flexibility to accept change and remain open to new ideas and methods</li> </ol>	83% C; 17% NC	<ol style="list-style-type: none"> <li>Lack of relevant training - 58%</li> <li>Lack of exposure/learning opportunities - 42%</li> <li>Inadequate Coaching and Mentoring - 58%</li> <li>Lack of clarity on objective of change - 67%</li> <li>Lack of resources to initiate change - 67%</li> <li>Lack of Technical Know-how - 25%</li> </ol>	<ol style="list-style-type: none"> <li>Basic training on change management and innovation</li> </ol>

<b>Key Role: Trade Regulator</b>				
<b>Key Competencies</b>	<b>Description of Proficiency Level</b>	<b>Performance (competent/Not competent)</b>	<b>Likely reason for performance gap</b>	<b>Competency Building Intervention</b>
2.1.1 Enforcement Skills	Demonstrates and applies knowledge of the legal provisions and instruments to oversee monitoring/inspection of trading/ commercial activities	58% C; 42% NC	1. Lack of relevant training - 67% 2. Lack of exposure/learning opportunities - 67% 3. Inadequate Coaching and Mentoring - 42%.	1. Training on trade monitoring and enforcement skills
	Demonstrates and applies general understanding of trade related rules and regulations and applies efficiently	58% C; 42% NC	1. Lack of relevant training - 67% 2. Lack of exposure/learning opportunities - 67% 3. Inadequate Coaching and Mentoring - 42%.	
2.1.2 Teamwork/ Collaboration skills	Develops and maintains a network with relevant agencies and partners and uses the network to contribute to the achievement of the objectives of the organization.	83% C; 17% NC	1. Lack of relevant training - 58% 2. Lack of exposure/learning opportunities - 67% 3. Inadequate Coaching and Mentoring - 42%.	1. Course on teamwork and collaboration skills
2.1.3 Professionalism & Responsibility	Displays professional etiquettes, transparency, integrity, accountability, fairness & compliance to rules and regulations	83% C; 17% NC	1. Lack of relevant training - 67% 2. Lack of exposure/learning opportunities - 50% 3. Inadequate Coaching and Mentoring - 75%.	1. Basic training on integrity, ethics and professional etiquettes
2.2.2 Critical Thinking and Analytical skills	1. Demonstrates basic understanding of the subject that is being investigated and gathers necessary information for investigation. 2. Demonstrates effective interview skills to acquire required information to strengthen findings for the investigations.	25% C; 75% NC	1. Lack of relevant training - 92% 2. Lack of exposure/learning opportunities - 67% 3. Inadequate Coaching and Mentoring - 58%. 4. Lack of required information/data - 50%	1. Training on investigative techniques and research - Training on critical thinking and analysis
<b>Key Role: Trade Negotiator</b>				
<b>Key Competencies</b>	<b>Description of Proficiency Level</b>	<b>Performance (competent/Not competent)</b>	<b>Likely reason for performance gap</b>	<b>Competency Building Intervention</b>
3.1.1 Negotiation and Networking Skills	Demonstrates relevant knowledge on the discussion and prepares groundwork for bilateral/regional/multilateral negotiations	17% C; 83% NC	1. Lack of relevant training - 83% 2. Lack of exposure/learning opportunities - 75% 3. Inadequate Coaching and Mentoring - 42%.	1. Basics on trade negotiations, trade agreement and instruments of trade policy
	Liaises and collaborates with stakeholders and counterparts and contributes to the establishment	83% C; 17% NC	1. Lack of relevant training - 58% 2. Lack of exposure/learning opportunities - 67%	

	of a cooperative work environment by fostering positive relationship		3. Inadequate Coaching and Mentoring - 42%.	
3.1.2 Communication skills	Demonstrates good command over language to express in varieties of communication settings and styles	83% C; 17% NC	1. Lack of relevant training - 92% 2. Lack of exposure/learning opportunities - 58% 3. Inadequate Coaching and Mentoring - 50%.	1. Leadership skills course - Effective written and oral communication skills - Decision making skills - Problem solving skills
3.2.1 Conflict Management Skills	Seeks to understand the issues and manages complaints; Expresses ideas and suggestions in a clear manner and demonstrates the ability to successfully persuade and influence others; Acts as the first point of contact in providing solutions.	83% C; 17% NC	1. Lack of relevant training - 92% 2. Lack of exposure/learning opportunities - 53% 3. Inadequate Coaching and Mentoring - 50%.	1. Mediation and dispute settlement training - Conflict management skills training

### 2.7.2 Training Needs Assessment at Intermediate Proficiency Level

Key Role: Trade Facilitator				
Key Competencies	Description of Proficiency Level	Performance (C/NC)	Likely reason for performance gap	Competency Building Intervention
1.1.1 Research and Analysis Skills	Analyses and interprets trade/market related data and information.	91% C; 9% NC	1. Lack of relevant training - 82% 2. Lack of exposure/learning opportunities - 55%. 3. Inadequate Coaching and Mentoring - 55%. 4. Lack of Technological know-how - 36%	1. Training on research methodology - Training on data analysis and interpretation. - IT/Digital Skills Training and data analysis tool
	Analyses and interprets relevant data and information to prepare report/studies.	91% C; 9 % NC	1. Lack of relevant training - 82% 2. Lack of exposure/learning opportunities - 50%. 3. Inadequate Coaching and Mentoring - 50%. 4. Lack of Technological know-how - 32%	
1.1.2 Programme Management & Policy Analysis	1. Formulates plan and activities to conduct training/advocacies; 2. Conducts post training analysis	82% C; 18 % NC	1. Lack of relevant training - 73% 2. Lack of exposure/learning opportunities - 55%. 3. Inadequate Coaching and Mentoring - 73%.	1. Training on programme/project management - Result based



	Reviews existing plans, policies, rules and regulations, activities and programmes to keep abreast of the latest developments	82% C; 18% NC	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 91%</li> <li>2. Lack of exposure/learning opportunities - 46%.</li> <li>3. Inadequate Coaching and Mentoring - 55%.</li> </ol>	<p>management.</p> <ul style="list-style-type: none"> <li>- Value chain analysis</li> <li>- policy analysis</li> </ul> <ol style="list-style-type: none"> <li>2. Workshops/Seminars on Trade Facilitation</li> <li>3. Workshops/Seminars on trade promotion and trade promotion platforms</li> </ol>
	Reviews and formulates guidelines, rules and regulations, procedures for trade facilitation and promotion programmes and provides recommendations.	73% C; 27% NC	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 100%</li> <li>2. Lack of exposure/learning opportunities - 82%.</li> <li>3. Inadequate Coaching and Mentoring - 55%.</li> </ol>	
	<ol style="list-style-type: none"> <li>1. Explores &amp; liaises with international organizations for various technical and financial assistance;</li> <li>2. Facilitates development of infrastructure and coordinates and manages projects</li> </ol>	73% C; 27 % NC	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 100%</li> <li>2. Lack of exposure/learning opportunities - 73%.</li> <li>3. Inadequate Coaching and Mentoring - 46%.</li> </ol>	
1.2.1 Customer Service Skills	Displays effective interpersonal skills to cater to the needs of the customers in an efficient manner	82% C; 18% NC	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 82%</li> <li>2. Lack of exposure/learning opportunities - 55%.</li> <li>3. Inadequate Coaching and Mentoring - 55%.</li> </ol>	<ol style="list-style-type: none"> <li>1. Training on Customer Care Services <ul style="list-style-type: none"> <li>- Emotional Intelligence.</li> <li>- Time management</li> <li>- Skills Management</li> </ul> </li> <li>2. Seminar on Search inside yourself</li> </ol>
	Provides support and advisory services to the clients and assesses their proposals/issues; and provides recommendations to improve and enhance service delivery.	73% C; 27% NC	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 82%</li> <li>2. Lack of exposure/learning opportunities - 46%.</li> <li>3. Inadequate Coaching and Mentoring - 55%.</li> </ol>	
	<ol style="list-style-type: none"> <li>1. Anticipates client needs and recommends potential solutions in compliance with the policies, rules and regulations;</li> <li>2. Demonstrates openness to the client's perspective; helps clients to define their needs and provides advice and assistance.</li> </ol>	64% C; 36% NC	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 100%</li> <li>2. Lack of exposure/learning opportunities - 55%.</li> <li>3. Inadequate Coaching and Mentoring - 64%.</li> </ol>	
	<ol style="list-style-type: none"> <li>1. Provides efficient services within the stipulated SOP and TAT;</li> <li>2. Formulates SOPs and TATs;</li> <li>3. Provides recommendation for efficient service delivery.</li> </ol>	90% C; 9%NC	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 73%</li> <li>2. Lack of exposure/learning opportunities - 55%.</li> <li>3. Inadequate Coaching and Mentoring - 64%.</li> </ol>	

1.2.2 Change Management Skills	<ol style="list-style-type: none"> <li>1. Contributes creative ideas and initiates change processes and methods;</li> <li>2. Uses change as an opportunity to fulfill various goals and objectives of the organization.</li> </ol>	<p>91% C; 9% NC</p>	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 64%</li> <li>2. Lack of exposure/learning opportunities - 55%.</li> <li>3. Inadequate Coaching and Mentoring - 46%.</li> <li>4. Lack of resources to initiate change - 55%.</li> <li>5. Lack of technological know-how - 27%.</li> </ol>	<ol style="list-style-type: none"> <li>1. Change Management Training. - Innovation - Change process and coping with change</li> </ol>
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**Key Role: Trade Regulator**

Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Competency Building Intervention
2.1.1 Enforcement Skills	<ol style="list-style-type: none"> <li>1. Establishes adequate guidelines and measures to facilitate effective monitoring of trading/commercial activities;</li> <li>2. Conduct gap analysis based on the inspection report and recommend appropriate actions.</li> </ol>	<p>73% C; 27 % NC</p>	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 100%</li> <li>2. Lack of exposure/learning opportunities - 55%.</li> <li>3. Inadequate Coaching and Mentoring - 46%.</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitoring &amp; Enforcement Training; - Workshop/Awareness programmes on Trade/Consumer &amp; Competition Acts/Policy/Rules/Regulations and that of other relevant ministries.</li> </ol>
	<p>Interprets and applies specific rules and regulations effectively.</p>	<p>64% C; 36 % NC</p>	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 100%</li> <li>2. Lack of exposure/learning opportunities - 46%.</li> <li>3. Inadequate Coaching and Mentoring - 46%.</li> </ol>	
2.1.2 Teamwork/ Collaboration skills	<p>Maintains and strengthens relations with relevant agencies and partners in order to accomplish the policy objectives and organizational goals.</p>	<p>82% C; 18 % NC</p>	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 82%</li> <li>2. Lack of exposure/learning opportunities - 46%.</li> <li>3. Inadequate Coaching and Mentoring - 46%.</li> </ol>	<ol style="list-style-type: none"> <li>1. Training/Seminars on teamwork and collaboration skills -team building - team management</li> </ol>
2.1.3 Professionalism & Responsibility	<p>Displays standard professional etiquettes, transparency, integrity, accountability, fairness &amp; compliance to rules and regulations</p>	<p>82% C; 18% NC</p>	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 64%</li> <li>2. Lack of exposure/learning opportunities - 55%.</li> <li>3. Inadequate Coaching and Mentoring - 46%.</li> </ol>	<ol style="list-style-type: none"> <li>1. Workshops/advocacy on integrity, work ethics and professional etiquettes</li> </ol>

2.2.1 Critical Thinking and Analytical skills	<ol style="list-style-type: none"> <li>Approaches issues from a logical point of view;</li> <li>Able to break down issues into different parts to increase understanding and analyses the details of the case.</li> <li>Demonstrates standard drafting skills to prepare a detailed and probative investigation report.</li> </ol>	<p>73% C; 27% NC</p>	<ol style="list-style-type: none"> <li>Lack of relevant training - 82%</li> <li>Lack of exposure/learning opportunities - 55%.</li> <li>Inadequate Coaching and Mentoring - 36%.</li> </ol>	<ol style="list-style-type: none"> <li>Training on Critical thinking and analytical skills <ul style="list-style-type: none"> <li>- Interview</li> <li>- Drafting</li> <li>- Investigation &amp; Analysis</li> <li>- Problem solving</li> </ul> </li> </ol>
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**Key Role: Trade Negotiator**

Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Competency Building Intervention
3.1.1 Negotiation and Networking Skills	Prepares country's position and coordinates pre-negotiation meetings; and participates in bilateral/regional/multilateral trade negotiations.	<p>55% C; 45% NC</p>	<ol style="list-style-type: none"> <li>Lack of relevant training - 91%</li> <li>Lack of exposure/learning opportunities - 55%.</li> <li>Inadequate Coaching and Mentoring - 55%.</li> </ol>	<ol style="list-style-type: none"> <li>Training on Negotiation Skills. <ul style="list-style-type: none"> <li>- Networking Skills</li> </ul> </li> <li>Foundational Leadership Program</li> <li>Internship at WTO, ITC &amp; UNCTAD &amp; UNESCAP</li> </ol>
	Develops and maintains professional partnerships through sharing of knowledge and best practices to achieve objectives and shared interests.	<p>54% C; 46% NC</p>	<ol style="list-style-type: none"> <li>Lack of relevant training - 100%</li> <li>Lack of exposure/learning opportunities - 55%.</li> <li>Inadequate Coaching and Mentoring - 46%.</li> </ol>	
3.1.2 Communication skills	Demonstrates and applies effective written and oral communication skills by actively listening and respecting differing views.	<p>91% C; 9% NC</p>	<ol style="list-style-type: none"> <li>Lack of relevant training - 73%</li> <li>Lack of exposure/learning opportunities - 46%.</li> <li>Inadequate Coaching and Mentoring - 64%.</li> </ol>	<ol style="list-style-type: none"> <li>Training on Communication Skills <ul style="list-style-type: none"> <li>- Effective written and oral communication skills.</li> <li>- Listening Skills</li> <li>- Presentation skills</li> </ul> </li> </ol>
3.2.1 Conflict Management Skills	<ol style="list-style-type: none"> <li>Communicates effectively with unsatisfied/aggrieved parties;</li> <li>Effectively and proactively identifies common causes and situations that could lead to conflicts;</li> <li>Facilitates negotiation/mediation between disputing parties.</li> </ol>	<p>55% C; 45% NC</p>	<ol style="list-style-type: none"> <li>Lack of relevant training - 100%</li> <li>Lack of exposure/learning opportunities - 55%.</li> <li>Inadequate Coaching and Mentoring - 46%.</li> </ol>	<ol style="list-style-type: none"> <li>Training on Conflict resolution <ul style="list-style-type: none"> <li>- Conflict Management</li> <li>- Mediation &amp; Arbitration</li> <li>- Decision making skills</li> </ul> </li> </ol>

### 2.7.3 Training Needs Assessment at Experienced Level

Key Role: Trade Facilitator				
Key Competencies	Description of Proficiency Level	Performance (C/NC)	Likely reason for performance gap	Competency Building Intervention
1.1.1 Research and Analysis Skills	1. Identifies potential risks/opportunities using the data /information; 2. Upon assessment, proposes effective solutions and recommendations; 3. Provides guidance on data collection and analysis.	60% C; 40% NC	1. Lack of relevant training - 60% 2. Lack of exposure/learning opportunities - 40%. 3. Inadequate Coaching and Mentoring - 60%.	1. Training on research methodology - SWOT analysis training - Critical thinking and analysis - Data analysis and statistical tools
	1. Reviews the report/studies and recommends suitable solutions and strategies; 2. Provides guidance on research and analysis.	80% C; 20% NC	1. Lack of relevant training - 40% 2. Lack of exposure/learning opportunities - 80%. 3. Inadequate Coaching and Mentoring - 20%.	
1.1.2 Programme Management & Policy Analysis	Conducts training needs assessment and training impact assessment; and provides recommendation.	100% C		1. Training on project/program management: - Risk Analysis & evaluation - Plan and policy formulation - Result based management. - Value chain analysis 2. Training on policy analysis and review 3. Workshops/Seminars on Trade Facilitation 4. Workshops/Seminars on trade promotion and trade promotion platforms
	Assesses plans and policies and submits proposals for formulation of new plan, policies, rules and regulations, activities and programmes	60% C; 40% NC	1. Lack of relevant training - 60% 2. Lack of exposure/learning opportunities - 40%. 3. Inadequate Coaching and Mentoring - 40%.	
	Assesses and evaluates existing guidelines, rules and regulations, procedures for promotion and diversification of export and proposes formulation/review of the same.	60% C; 40% NC	1. Lack of relevant training - 80% 2. Lack of exposure/learning opportunities - 60%. 3. Inadequate Coaching and Mentoring - 40%.	
	1. Oversees ongoing projects and ensures required resources for successful completion; 2. Proactively identifies and mitigates project risks	40% C; 60% NC	1. Lack of relevant training - 80% 2. Lack of exposure/learning opportunities - 60%. 3. Inadequate Coaching and Mentoring - 60%.	
	1. Displays effective interpersonal skills to cater to the needs of the customers in an efficient manner;	60% C; 40% NC	1. Lack of relevant training - 60% 2. Lack of exposure/learning opportunities - 60%. 3. Inadequate Coaching and Mentoring - 60%.	1. Customer Service Training - Empathy skills - Emotional intelligence

1.2.1 Customer Service Skills	2. Provides mentoring and coaching to enhance interpersonal skills			<ul style="list-style-type: none"> <li>- Customer relationship management</li> <li>- Search inside Yourself</li> <li>- Design Thinking</li> <li>2. Coaching and mentoring Training</li> </ul>
	Reviews the effectiveness of procedures, system and mechanism in place and proposes enhancement strategies	80% C; 20% NC	<ul style="list-style-type: none"> <li>1. Lack of relevant training - 80%</li> <li>2. Lack of exposure/learning opportunities - 60%.</li> <li>3. Inadequate Coaching and Mentoring - 40%.</li> </ul>	
	<ul style="list-style-type: none"> <li>1. Identifies solutions for clients and advocates actions to address needs;</li> <li>2. Anticipates constraints in the delivery of services and identifies solutions or alternatives in compliance with the policies, rules and regulations.</li> </ul>	60% C; 40% NC	<ul style="list-style-type: none"> <li>1. Lack of relevant training - 60%</li> <li>2. Lack of exposure/learning opportunities - 60%.</li> <li>3. Inadequate Coaching and Mentoring - 60%.</li> </ul>	
	Examines the adequacy of the existing procedures and facilitates review of SoPs and TATs	80% C; 20% NC	<ul style="list-style-type: none"> <li>1. Lack of relevant training - 40%</li> <li>2. Lack of exposure/learning opportunities - 60%.</li> <li>3. Inadequate Coaching and Mentoring - 40%.</li> </ul>	
1.2.2 Change Management Skills	<ul style="list-style-type: none"> <li>1. Effectively implements change processes and fosters acceptance to change;</li> <li>2. Addresses the concerns of those affected by change and its processes.</li> </ul>	80% C; 20% NC	<ul style="list-style-type: none"> <li>1. Lack of relevant training - 60%</li> <li>2. Lack of exposure/learning opportunities - 60%.</li> <li>3. Inadequate Coaching and Mentoring - 40%.</li> <li>4. Lack of resources to initiate change - 40%</li> <li>5. Lack of technological know-how - 40%</li> </ul>	<ul style="list-style-type: none"> <li>1. Change and innovation training</li> <li>- Change processes</li> <li>- Removing barriers to change</li> </ul>
<b>Key Role: Trade Regulator</b>				
Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Competency Building Intervention
2.1.1 Enforcement Skills	Examines the adequacy of the existing policies, rules and regulations governing trade and proposes amendments and appropriate policy reforms, where necessary.	60% C; 40% NC	<ul style="list-style-type: none"> <li>1. Lack of relevant training - 80%</li> <li>2. Lack of exposure/learning opportunities - 40%.</li> <li>3. Inadequate Coaching and Mentoring - 60%.</li> <li>4. Lack of coordination among the relevant stakeholders- 20%</li> </ul>	<ul style="list-style-type: none"> <li>1. Monitoring &amp; Enforcement Training</li> <li>2. Workshop/Awareness Programmes on Trade/Consumer &amp; Competition Acts/Policy/Rules/</li> </ul>

	Assesses the applicability of the rules and regulations based on non-compliance of regulatory requirements by business entities and recommends the most appropriate provisions.	60% C; 40% NC	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 80%</li> <li>2. Lack of exposure/learning opportunities - 40%.</li> <li>3. Inadequate Coaching and Mentoring - 60%.</li> <li>4. Lack of coordination among the relevant stakeholders- 20%</li> </ol>	Regulations and that of other relevant ministries.
2.1.2 Teamwork/ Collaboration skills	Participates in discussions with relevant stakeholders and prepares strategies to implement trade policies/ rules and regulations to create a safe business environment.	60% C; 40% NC	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 80%</li> <li>2. Lack of exposure/learning opportunities - 60%.</li> <li>3. Inadequate Coaching and Mentoring - 20%.</li> <li>4. Lack of coordination among the relevant stakeholders- 20%</li> </ol>	<ol style="list-style-type: none"> <li>1. Teamwork and collaboration Training - Team Management - Team Building</li> </ol>
2.1.3 Professionalis m & Responsibility	Displays highest standard of Professionalism, transparency, integrity, accountability, fairness and compliance to rules and regulations in place	80% C; 20% NC	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 80%</li> <li>2. Lack of exposure/learning opportunities - 40%.</li> <li>3. Inadequate Coaching and Mentoring - 20%.</li> <li>4. Lack of coordination among the relevant stakeholders- 20%</li> </ol>	<ol style="list-style-type: none"> <li>1. Workshops/advocacy on integrity, work ethics and professional etiquettes</li> </ol>
2.2.1 Critical Thinking and Analytical skills	<ol style="list-style-type: none"> <li>1. Probes and investigates for potential irregularities effectively and recommends suitable solutions and strategies;</li> <li>2. Undertakes investigations of a complex or protracted nature and liaises with other specialized enforcement agencies in the investigation and reporting of alleged offences.</li> <li>3. Validates the findings of the investigation and recommends suitable interventive measures.</li> </ol>	40% C; 60% NC	<ol style="list-style-type: none"> <li>1. Lack of relevant training - 80%</li> <li>2. Lack of exposure/learning opportunities - 60%.</li> <li>3. Inadequate Coaching and Mentoring - 40%.</li> </ol>	<ol style="list-style-type: none"> <li>1. Training on Critical thinking and analytical skills - Interview - Drafting - Investigation &amp; Analysis - Problem solving</li> </ol>

**Key Role: Trade Negotiator**

Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Competency Building Intervention
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3.1.1 Negotiation and Networking Skills	Reviews and proposes alternative views/provide recommendations for decision making on trade negotiations; and participates in bilateral/regional/multilateral trade negotiations.	60% C; 40% NC	1. Lack of relevant training - 80% 2. Lack of exposure/learning opportunities - 40%. 3. Inadequate Coaching and Mentoring - 20%.	1. Training on Negotiation Skills and Strategies. - Networking Skills - Decision making skills
	Advices on strategic, financial and technical partnerships with stakeholders and counterparts; and guides subordinates for meaningful engagement with partners/stakeholders.	60% C; 40% NC	1. Lack of relevant training - 80% 2. Lack of exposure/learning opportunities - 60%. 3. Inadequate Coaching and Mentoring - 20%. 4. Lack of coordination with stakeholders - 20%	2. Leadership Course 3. Internship at WTO, ITC & UNCTAD & UNESCAP
3.1.2 Communication skills	Demonstrates and applies advanced level of written and oral communication skills; Actively seeks others' perspectives to ensure inclusiveness and understanding; Establishes strong connections with people through communication	60% C; 40% NC	1. Lack of relevant training - 60% 2. Lack of exposure/learning opportunities - 40%. 3. Inadequate Coaching and Mentoring - 40%.	1. Training on Communication Skills - Effective written and oral communication skills. - Listening Skills - Presentation skills
3.2.1 Conflict Management Skills	Identifies the need of the parties and proposes the most appropriate recommendations to resolve conflicts, issues and grievances; Identifies the driving causes behind the conflict/disputes in order to avoid and mitigate risks.	40% C; 60% NC	1. Lack of relevant training - 40% 2. Lack of exposure/learning opportunities - 60%. 3. Inadequate Coaching and Mentoring - 20%.	1. Training on Conflict resolution - Conflict Management - Mediation & Arbitration - Decision making skills

## 2.7.4 Training Needs Assessment at Advanced Level

Key Role: Trade Facilitator				
Key Competencies	Description of Proficiency Level	Performance (C/NC)	Likely reason for performance gap	Competency Building Intervention
1.1.1 Research and Analysis Skills	Provides strategic guidance/inputs, supervision and prescribes the best course of action for decision making.	67% C; 33% NC	1. Lack of relevant training - 67% 2. Lack of exposure/learning opportunities - 33%. 3. Lack of technological know-how - 33%	1. Training on Data Analytics 2. Training on Data Mining Techniques and Application

1.1.2 Programme Management & Policy Analysis	Provides technical guidance and supervision on planned activities and programmes.	90% C;  10%NC	1. Lack of relevant training - 67% 2. Lack of exposure/learning opportunities - 33%. 3. Lack of technological know-how - 33%	1. Training of Advance Decision-Making Techniques - SWOT - Decision Matrix - Marginal Analysis - Pareto Analysis  2. Training on Result Based Management  3. Training on Value Chain Analysis/Management  4. Training on Programme and Project Management Tools and Techniques.
	Provides strategic guidance for the formulation of plan, policies, rules and regulation, activities and programmes	34% C;  66% NC	5. Lack of relevant training - 33% 6. Lack of exposure/learning opportunities - 33%. 7. Lack of technical knowledge - 33%	
	1. Provides strategic guidance for the formulation of relevant instruments such as guidelines, procedures, etc. to diversify/promote export; 2. Explores export platforms.	67% C;  33%NC	3. Lack of relevant training - 33% 4. Lack of exposure/learning opportunities - 33%.	
	Provides guidance, supervision and liaises with relevant agencies to ensure timely completion of infrastructure/sites to facilitate Export and Import.	67% C;  33%NC	Lack of relevant training - 33% Lack of exposure/learning opportunities - 67%.	
1.2.1 Customer Service Skills	1. Displays effective interpersonal skills to cater to the needs of the customers in an efficient manner; 2. Provides mentoring and coaching to enhance interpersonal skills	67% C;  33% NC	Lack of relevant training - 33%	1. Training on Emotional Intelligence 2. Training on Mentoring and Coaching 3. Training on Reframing Matrix
	1. Provides strategic guidance on addressing systemic issues and oversees administrative control; 2. Approves business proposal	67% C;  33% NC	1. Lack of relevant training - 33% 2. Lack of exposure/learning opportunities - 67%.	
	Supervises and assesses the quality of services and enhances the effectiveness by proposing suitable policy/systemic intervention	100% C		



	Provides directives/guidance on formulation/review of SOPs and TATs.	67% C; 33% NC	1. Lack of relevant training - 33% 2. Lack of exposure/learning opportunities - 67%.	
1.2.2 Change Management Skills	<ol style="list-style-type: none"> <li>Leads change initiatives &amp; provides guidance for change process and innovation;</li> <li>Displays openness to change and new ideas and takes initiatives for the change process.</li> <li>Helps manage the emotional impact of change through continuous coaching and mentoring.</li> </ol>	67% C; 33% NC	<ol style="list-style-type: none"> <li>Lack of relevant training - 33%</li> <li>Lack of exposure/learning opportunities - 33%.</li> <li>Inadequate coaching and mentoring- 33%</li> <li>Lack of resources to initiate change- 33%</li> </ol>	<ol style="list-style-type: none"> <li>Training on Removing Barrier to Change</li> <li>Training on Design Thinking</li> <li>Training on Dynamic of Change</li> <li>Training on Change Management Skills</li> </ol>

### Key Role: Trade Regulator

Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Competency Building Intervention
2.1.1 Enforcement Skills	Provides directives/guidance on complex issues and ensures efficient implementation of policy/regulatory requirements by the business entities.	67% C; 33% NC	<ol style="list-style-type: none"> <li>Lack of relevant training - 33%</li> <li>Lack of exposure/learning opportunities - 33%.</li> </ol>	<ol style="list-style-type: none"> <li>Training/workshop on regulatory policy and requirements.</li> </ol>
	<ol style="list-style-type: none"> <li>Provides clear directives/guidance on application of ambiguous provisions of rules and regulation;</li> <li>Provides clear explanation on complex technical issues on provision of rules and regulation;</li> <li>Demonstrates and applies advance knowledge on policies, Acts, rules and regulations</li> </ol>	67% C; 33% NC	<ol style="list-style-type: none"> <li>Lack of relevant training - 33%</li> <li>Lack of exposure/learning opportunities - 33%.</li> </ol>	<ol style="list-style-type: none"> <li>Training on Law Enforcement skill.</li> </ol>

2.1.2 Teamwork/ Collaboration skills	<ol style="list-style-type: none"> <li>Establishes working relationships to build wide and effective networks for effective implementation of programmes and regulatory requirements.</li> <li>Ensures adequate coordination and collaboration</li> </ol>	<p>67% C; 33% NC</p>	<p>Lack of relevant training - 33%</p> <p>Lack of exposure/learning opportunities - 33%.</p>	<ol style="list-style-type: none"> <li>Training on Effective Leadership Style</li> <li>Training on Search Inside Yourself</li> </ol>
2.1.3 Professionalism & Responsibility	<ol style="list-style-type: none"> <li>Displays highest standard of professionalism, transparency, integrity, accountability, fairness and compliance to rules and regulations in place;</li> <li>Guides the subordinates on professionalism and integrity.</li> </ol>	<p>67% C; 33% NC</p>	<ol style="list-style-type: none"> <li>Lack of relevant training - 33%</li> <li>Lack of exposure/learning opportunities - 33%.</li> </ol>	<ol style="list-style-type: none"> <li>Training/Workshop on Integrity and Professional Ethics</li> </ol>
2.2.1 Critical Thinking and Analytical skills	<ol style="list-style-type: none"> <li>Critically analyzes the findings of investigation and takes appropriate actions against the noncompliance/breach of rules and regulations in vogue;</li> <li>Employs strategies and systems to uncover/curb anti-competitive/unfair trade practices</li> </ol>	<p>33% C; 67% NC</p>	<p>Lack of relevant training - 33%</p> <p>Lack of exposure/learning opportunities - 33%.</p>	<ol style="list-style-type: none"> <li>Training on Investigation Techniques and Tools</li> </ol>
<b>Key Role: Trade Negotiator</b>				
Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Competency Building Intervention
3.1.1 Negotiation and Networking Skills	Actively participates/engages in the bilateral/regional/multilateral negotiations and advises the head of delegation for a successful negotiation.	<p>67% C; 33% NC</p>	<ol style="list-style-type: none"> <li>Lack of relevant training - 67%</li> <li>Lack of exposure/learning opportunities - 67%.</li> </ol>	<ol style="list-style-type: none"> <li>Training on Negotiation Skills, Style and Strategies for Managers</li> </ol>

	<ol style="list-style-type: none"> <li>Builds networks and partnerships with a wide range of partners, leveraging their resources in support of the Agency's programmes and priorities;</li> <li>Creates a supportive environment to enhance partnership.</li> </ol>	<p>67% C; 33% NC</p>	<ol style="list-style-type: none"> <li>Lack of relevant training - 33%</li> <li>Lack of exposure/learning opportunities - 33%.</li> </ol>	<ol style="list-style-type: none"> <li>Internship at WTO, ITC &amp; UNTAD &amp; UNESCAP</li> </ol>
3.1.2 Communication skills	<ol style="list-style-type: none"> <li>Actively listens &amp; respects differing views;</li> <li>provides constructive feedback; coaches and mentors the subordinates</li> </ol>	<p>33% C; 67% NC</p>	<ol style="list-style-type: none"> <li>Lack of relevant training - 33%</li> <li>Inadequate coaching and mentoring - 33%.</li> </ol>	<ol style="list-style-type: none"> <li>Training on style and art of effective communication. - Effective Presentation Skills</li> </ol>
3.2.1 Conflict Management Skills	<ol style="list-style-type: none"> <li>Understands and assesses needs, motives, behavior or conditions of parties to the disputes in order to resolve the bitterness and feeling of distrust.</li> <li>Provides appropriate recommendations to the disputing parties to make decisions by assessing pros and cons of the conflicts/disputes for successful negotiation/mediation.</li> </ol>	<p>33% C; 67% NC</p>	<ol style="list-style-type: none"> <li>Lack of relevant training - 67%</li> <li>Lack of exposure/learning opportunities - 67%</li> </ol>	<ol style="list-style-type: none"> <li>Training on Complaint Management Skills</li> </ol>

## 2.8. Mandatory Short-term Programmes and Learning Objectives

The framework has highlighted the likely reasons for the gaps and interventions proposed above. In order to provide a capacity building program, the following are the expected learning objectives. The respective proficiency level officials will be able to achieve the objectives mentioned against each of the training.

Sl. #	Training/Intervention	Target Officers	Method of intervention	Learning Objectives
1.	<ul style="list-style-type: none"> <li>➤ Trade Facilitation</li> <li>- Ecommerce</li> <li>- Import and export procedures</li> <li>- Licensing procedures, etc.</li> </ul>	All Trade Officers	<ol style="list-style-type: none"> <li>Classroom Learning (In country/Ex Country)</li> <li>Workshops/ Seminars</li> <li>Online platforms</li> </ol>	<p>Trade Officers are able to:</p> <ul style="list-style-type: none"> <li>- Acquire &amp; apply knowledge on trade facilitation;</li> <li>- Review existing regulatory requirements of the organization to keep abreast of the latest developments</li> </ul>

2.	Trade promotion and trade promotion platforms: - Branding - Trade fairs and Expo - Bhutan Seal, etc.)	All Trade Officers	1. Classroom Learning (In country/Ex Country) 2. Workshops/ Seminars 3. Online platforms	Trade Officers are able to: - Acquire & apply knowledge on trade promotion and contribute towards fulfillment of organizational goals and objectives
3.	➤ Orientation on Trade/Consumer & Competition Acts/Policy/Rules /Regulations and other relevant regulatory policy and requirements. ➤ Orientation on various mandates/ plans of the three agencies.	Entry level Trade Officers /New recruits	1. Refresher Course 2. Induction Programme	Trade Officers are able: - Effectively applies trade policies, rules and regulation; - Interprets rules and regulations for effective implementation.
4.	➤ Advanced Research Methodology training - Market feasibility studies, market information and surveillance; ➤ Training on Data Analytics, Analysis and statistical tools; ➤ IT/Digital Skills - Data Mining Techniques and Application	All Trade Officers	1. Classroom Learning (In country/Ex Country) 2. Workshops/ Seminars 3. Online platforms	Trade Officers should be able to: - Compile data and information required to assess market information and trade promotion; turn raw data into useful information; - Interpret and critically analyze trade data and statistics through research and stakeholder consultation; - Use various tools/methods to critically analyze data and prepare report/studies & publish reliable data/information - Identify potential risks/opportunities using the data/information and propose effective solution/recommendation; - Explore and analyze large blocks of information to meaningful patterns and trends.
5.	Basics on trade and economic theory, trade agreements and instruments of trade policy	All Trade Officers	1. Classroom Learning (In country/Ex Country) 2. Workshops/ Seminars 3. Online platforms	Trade Officers are able to: - Contribute meaningfully to trade matters; - Acquire & apply knowledge of best international trade practices.
6.	International Trade theory and practices	All Trade Officers	1. Classroom Learning (In country/Ex Country) 2. Workshops/ Seminars 3. Online platforms	Trade Officers are able to: - Interrelate the trade theory with the economic development; - Understand the impact of cross border trade and liberalization; - Analyze the gains from international trade
7.	➤ Monitoring & Enforcement training; ➤ Training on Law Enforcement skills.	Entry and Intermediate Trade Officers	1. Classroom Learning (In country/Ex Country) 2. Workshops/ Seminars 3. Online platforms	Trade Officers are able to: - Oversee the monitoring activities & examine the adequacy of the existing regulatory requirements and propose amendments/appropriate policy reforms; - Conduct gap analysis. Apply relevant provision of Acts, Rules and Regulation for effective enforcement.

8.	Trade Negotiation Networking Skills Short term Internship at WTO, ITC & UNCTAD & UNESCAP	All Trade Officers	<ol style="list-style-type: none"> <li>1. Classroom Learning (In country/Ex Country)</li> <li>2. Workshops/ Seminars</li> <li>3. Online platforms</li> <li>4. Internship</li> </ol>	Trade Officers are able to: <ul style="list-style-type: none"> <li>- Participate meaningfully in trade negotiations.</li> <li>- Develop professional partnerships</li> <li>- Gain hands-on experience/working culture of international agencies</li> </ul>
9.	<ul style="list-style-type: none"> <li>➤ Training on Conflict resolution/ Dispute settlement <ul style="list-style-type: none"> <li>- Conflict Management</li> <li>- Mediation &amp; Arbitration</li> </ul> </li> </ul>	All Trade Officers	<ol style="list-style-type: none"> <li>1. Classroom Learning (In country/Ex Country)</li> <li>2. Workshops/ Seminars</li> <li>3. Online platforms</li> </ol>	Trade Officers are able to: <ul style="list-style-type: none"> <li>- Communicate effectively with aggrieved parties;</li> <li>- Facilitate negotiation/mediation between disputing parties;</li> <li>- Establish positive customer relationships and address issues in timely and cost-free manners;</li> <li>- Assess client needs;</li> <li>- Identify driving causes behind conflict/disputes to avoid and mitigate risks.</li> </ul>
10.	<ul style="list-style-type: none"> <li>➤ Programme/project management <ul style="list-style-type: none"> <li>- project portfolio management in organizations</li> <li>- Result based management.</li> <li>- Value chain analysis/Management</li> <li>- Risks management</li> <li>- plan and policy formulation &amp; analysis</li> <li>- Monitoring and Evaluation (Executing, Controlling and Closing Projects)</li> </ul> </li> <li>➤ Logistics and Supply Chain Management</li> </ul>	All Trade Officers	<ol style="list-style-type: none"> <li>1. Classroom Learning (In country/Ex Country)</li> <li>2. Workshops/ Seminars</li> <li>3. Online platforms</li> </ol>	Trade Officers should be able to: <ul style="list-style-type: none"> <li>- Formulate plan, policies, programmes and activities with clearly identified scope, requirement and stakeholders using appropriate planning tools/methods;</li> <li>- Successfully conduct training/workshop/advocacies;</li> <li>- Conduct training needs assessment and training impact assessment;</li> <li>- Oversee and manage trade promotion/facilitation projects;</li> <li>- Identify, manage and mitigate project risk;</li> <li>- Implement project/programme/activities effectively and efficiently</li> </ul>
11.	<ul style="list-style-type: none"> <li>➤ Trade related International Trade Practices and standards <ul style="list-style-type: none"> <li>- Codex, ISO and other regional standards</li> </ul> </li> </ul>	All Trade Officers	<ol style="list-style-type: none"> <li>1. Classroom Learning (In country/Ex Country)</li> <li>2. Workshops/ Seminars</li> <li>3. Online platforms</li> </ol>	Trade Officers are able to: <ul style="list-style-type: none"> <li>- Understand international trade practices;</li> <li>- compliance to international standards and requirements</li> </ul>
12.	<ul style="list-style-type: none"> <li>➤ Customer service training <ul style="list-style-type: none"> <li>- Customer relationship management;</li> <li>- Critical thinking and problem solving in customer service</li> </ul> </li> <li>➤ Emotional intelligence (Empathy skills)</li> <li>➤ Design Thinking</li> <li>➤ Time management skills</li> </ul>	All Trade Officers	<ol style="list-style-type: none"> <li>1. Classroom Learning (In country/Ex Country)</li> <li>2. Workshops/ Seminars</li> <li>3. Online platforms</li> </ol>	Trade Officers should be able to: <ul style="list-style-type: none"> <li>- Display effective interpersonal skills and openness to cater to the needs of the customers;</li> <li>- Anticipate client needs and recommend potential solutions;</li> <li>- Provide services and support in a timely and efficient manner;</li> <li>- Apply human centric techniques to solve problems in creative and innovative ways by prioritizing customer's needs.</li> </ul>

13.	<ul style="list-style-type: none"> <li>➤ Critical thinking and analytical skills</li> <li>➤ Interview skills training</li> <li>➤ Drafting skills training</li> <li>➤ Training on investigation techniques and tools</li> <li>➤ Problem solving skills training</li> </ul>	All Trade Officers	<ol style="list-style-type: none"> <li>1. Classroom Learning (In country/Ex Country)</li> <li>2. Workshops/ Seminars</li> <li>3. Online platforms</li> </ol>	Trade Officers are able to: <ul style="list-style-type: none"> <li>- Conduct interviews and critically analyze the details of the case;</li> <li>- Undertake investigation and validate findings;</li> <li>- Prepare a detailed and probative investigation report.</li> </ul>
14.	<ul style="list-style-type: none"> <li>➤ Change management and innovation <ul style="list-style-type: none"> <li>- Dynamic of Change, change process and coping with change &amp; removing change barriers</li> </ul> </li> </ul>	All Trade Officers	<ol style="list-style-type: none"> <li>1. Classroom Learning (In country/Ex Country)</li> <li>2. Workshops/ Seminars</li> <li>3. Online platforms</li> </ol>	Trade Officers should be able to: <ul style="list-style-type: none"> <li>- Adapt to change and responds to the changing needs of customers;</li> <li>- Use change as an opportunity to fulfill various goals and objectives of the organization.</li> </ul>
15.	<ul style="list-style-type: none"> <li>➤ Training on Communication <ul style="list-style-type: none"> <li>- Effective written and oral communication skills, Listening Skills, Presentation skills</li> </ul> </li> </ul>	All Trade Officers	<ol style="list-style-type: none"> <li>1. Classroom Learning (In country/Ex Country)</li> <li>2. Workshops/ Seminars</li> <li>3. Online platforms</li> </ol>	Trade Officers are able to: <ul style="list-style-type: none"> <li>- Display effective written, oral communication &amp; presentation skills</li> <li>- Listen and respect differing; views/perspectives to ensure inclusiveness and understanding;</li> <li>- Relay information in a clear and concise manner;</li> <li>- Establish strong connections with people</li> </ul>
16.	<ul style="list-style-type: none"> <li>➤ Team Management <ul style="list-style-type: none"> <li>- Team Building &amp; collaboration</li> </ul> </li> </ul>	All Trade Officers	<ol style="list-style-type: none"> <li>1. Classroom Learning (In country/Ex Country)</li> <li>2. Workshops/ Seminars</li> <li>3. Online platforms</li> </ol>	Trade Officers are able to: <ul style="list-style-type: none"> <li>- Build/Manage team and lead teamwork;</li> <li>- Maintain good working relations with relevant agencies/partners.</li> </ul>
17.	Foundational Leadership Program	Entry & Intermediate Level Officers	<ol style="list-style-type: none"> <li>1. Classroom Learning (In country/Ex Country)</li> <li>2. Workshops/ Seminars</li> <li>3. Online platforms</li> </ol>	P4 & P5 level officers should be able to: <ul style="list-style-type: none"> <li>- Contribute to positive changes in the organization;</li> <li>- Take appropriate decisions.</li> </ul>
18.	Effective Leadership Style Decision making (Decision Matrix, Marginal Analysis, Pareto Analysis)	Experienced & Advanced Level Officers	<ol style="list-style-type: none"> <li>1. Classroom Learning (In country/Ex Country)</li> <li>2. Workshops/ Seminars</li> <li>3. Online platforms</li> </ol>	P1 & P2 level officials are able to: <ul style="list-style-type: none"> <li>- Improve productivity and provide a sense of purpose in the organization;</li> <li>- Lead and implement change processes;</li> <li>- Address the concerns of those affected by change and its processes.</li> <li>- Take timely and appropriate decisions.</li> </ul>
19.	<ul style="list-style-type: none"> <li>➤ Mentoring and Coaching</li> <li>➤ Reframing Matrix</li> </ul>	Experienced & Advanced Level Officers	<ol style="list-style-type: none"> <li>1. Classroom Learning (In country/Ex Country)</li> <li>2. Workshops/ Seminars</li> <li>3. Online platforms</li> </ol>	P1 & P2 level officials are able to: <ul style="list-style-type: none"> <li>- Influence, coach and mentor;</li> <li>- Review the effectiveness of procedures/system/ mechanism in place and identify appropriate solutions;</li> <li>- Evaluate constraints in the delivery of services and examine the adequacy of the existing procedures.</li> </ul>

20.	Periodic Sensitization on Integrity, work ethics and professional etiquettes	All Trade Officers	<ol style="list-style-type: none"> <li>1. Classroom Learning (In country/Ex Country)</li> <li>2. Workshops/ Seminars</li> <li>3. Online platforms</li> </ol>	Trade Officers are able to: <ul style="list-style-type: none"> <li>- Display integrity, accountability, fairness &amp; work ethics;</li> <li>- Foster value, respect and trust in the workplace</li> </ul>
21.	Search inside yourself	All Trade Officers	<ol style="list-style-type: none"> <li>1. Classroom Learning (In country/Ex Country)</li> <li>2. Workshops/ Seminars</li> <li>3. Online platforms</li> </ol>	Trade Officers are able to: <ul style="list-style-type: none"> <li>- Improve productivity and provide the sense of purpose in the organization</li> </ul>

## 2.9 Proposed Long-term Programme (Specialization)

Sl. No	Programme
1	Masters of Business Administration
2	Masters in Development Economics
3	Master of International Trade and Development
4	Internship at WTO, UNCTAD, UNESCAP, ITC
5	Masters in International Trade Law
6	Master of Supply Chain and Logistics Management

## 2.10 Implementation of Competency-Based Framework

The implementation of training and other intervention has to be based on the mandatory programmes/interventions listed under section under the training needs analysis (Section 2.8) of this document. The mandatory list of training/intervention includes all the programmes against the behavior indicators that are found to be “Not Competent” under the Training Needs Analysis. However, for implementation, it has to be prioritized based on the following:

1. Annual prioritization
2. Most critical area of intervention
3. Rationalization of selection of participants
4. Availability of the resource allocation

Implementation has to be initiated and spearheaded by the concerned Department or parent agency in close coordination and collaboration with the respective HR Division.

## **2.11 Recommendations**

### **a) Capacity building programmes**

The capacity building programmes are required to obtain, strengthen and maintain the capabilities of individuals/organizations to set and achieve objectives over time.

The capacity building programmes are upskilling opportunities to enhance theoretical knowledge, practical know-hows and international insights to bring economic growth and troubleshoot any unforeseen economic related barrier and challenge in the country. A robust hands-on training, internship, suitable refresher course and self-development program must be provided to strengthen the mind-sets and skill-sets of officers at the regular intervals.

It was observed that there is a wide gap in the proficiency level; the majority of the officers have expressed KSA inadequacies in the workplace. In addition, they have sought for various internationally recognized/certified enhancement programs, both short-term and long-term, such as specialized courses, internships, training programs, seminars and workshops to build-up KSA.

Many officers are ready to take offers to undergo in-country training, if available, in order to save cost and time. However, training abroad is the most preferred given the extent of exposure one would get.

### **b) Building institutional capacity**

Building institutional capacity (BIC) refers to investment in people, institutions and practices that will enable agencies to achieve objectives. It is said that BIC occurs by acquiring resources (human, financial, networks, knowledge, systems and culture) and integrating them in a way that leads to change in individual behavior and ultimately to more efficient and effective operations of institutions and organizations.

It is found that BIC has to be done on two fronts - tangible and intangible, while tangible includes infrastructure, machinery, resources, organizational structure and systems, legal frameworks and policies. The intangibles on the other hand have to do with social skills; experience and creativity; social cohesion and social capital; values and motivation; habits and traditions; institutional culture etc.

Both the tangibles and intangibles capabilities are important to achieve success. Following measures are proposed for BIC:

1. The organization/agency should be provided with sufficient financial assets and supplied with adequate physical resources in order to build institutional capacity.
2. The organization/agency should undertake an exercise to improve the organizational and technical capabilities of institutions by providing training, improving management



systems, improving working conditions, setting strategic goals for an institution and strengthening the organizational framework.

**c) Implementation of CBF**

The capacity building programmes proposed in this CBF are identified through surveys on behavior indicators where the ability gaps, critical capacity needs and training needs were pointed out prominently.

Implementation of CBF, therefore, should be given highest priority and spearheaded by the parent agency concerned. Majority of the trade officers have expressed urgency for a need to develop competency through various capacity building programmes and building institutional capacities.

The RCSC should coordinate implementation of CBF by formulating a strategy and action plan, providing funding support, assessing the relevancy of training to the profession, arranging training institutes and aligning training based on the proficiency level.

**d) Training Impact Assessment and Database.**

The Training Impact Assessment must be instituted to assess how well the training program met the learner's needs and objectives, what knowledge and skills it has imparted to learners, what desirable change it has brought in the learners' performance, and what organizational benefits it has yielded.

A database should be developed to record all the training/workshop/seminar/foreign travels in order to archive the opportunities availed by individuals for future references.

## **2.12 Conclusion**

Competency-based Framework for Trade Officers is a guiding document for the Department of Trade, the Office of Consumer Protection and the RoEAs to identify the coherent skills required by employees to enhance various human resource functions. The framework will provide guidance to the trade officers to build their capacity to carry out their job specific roles and responsibilities, plan their career and work toward professionalizing oneself in the field of expertise.

The formulation of this framework was undertaken after a week-long training by RCSC in the month of May 2021. The framework has emerged from extensive consultations with trade officers from across the organization. Focus group discussion at all level/grade, a survey, virtual meetings with officers in the regions, literature research and consultation were undertaken, involving colleagues at region and headquarters.

Over the period of time, a considerable task was undertaken in developing role profiles, identifying competency areas, key competencies and Behavioral Indicators, determining levels of proficiency and carrying out Training Needs Analysis for the trade officers.

The framework points out ability gaps, critical capacity needs and training needs to address KSA inadequacies in the workplace. The urgencies have been set forth to develop competency through various building programmes and building institutional capacities.

It is, therefore, a task entrusted to RCSC to coordinate implementation of this CBF by formulating an appropriate intervention in consultation with the Departments and the Regional offices. A pivotal requisite for any organization to deliver “excellence in service’ is development of mind-sets and skill-sets of individual employees.

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