



Competency-based Framework

for

LIVESTOCK SUPERVISOR

(Health/Production/ Extension/Feed & Fodder)

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Department of Livestock
Ministry of Agriculture and Forests
Royal Government of Bhutan



Published By:

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List of Abbreviations

AI	Artificial Insemination
BIs	Behavior Indicators
CBF	Competency Based Framework
C	Competent
DoL	Department of Livestock
EVDP	Essential Veterinary Drug Program
GNH	Gross National Happiness
ICT	Information, Communication and Technology
KSA	Knowledge, Skills & Attitude
LS	Livestock Supervisor
M&E	Monitoring & Evaluation
NC	Not Competent
RCSC	Royal Civil Service Commission
RLDC	Regional Livestock Development Centre
SS	Supervisory & Support

1. Background

1.1 Overview of Department

The Department of Livestock (DoL) initially started as a Department of Animal Husbandry in the first five-year plan (1961-1966), with the establishment of few breeding infrastructures. In the subsequent plans, 28 Bhutanese Veterinary compounders/assistants were trained to provide effective veterinary services to farmers. Since then, the Government has institutionalized many commodity and service centres across the country, demanding more human resources to cater to efficient service deliveries. To realize this, the Government in the subsequent development plans trained many professionals from different institutes, both in-country and ex-countries. At present, Department staff strength stands roughly at 746 professionals (Gonor Directory, DoL, 2020) comprising of specialists, Livestock Production Officers, Veterinary Officers, Para-veterinarians, Livestock supervisors, and Extension officers, serving at different capacities in various livestock commodity centres, farms, regional offices, Dzongkhags, and Gewogs centres. Of the total, 53.35% or 398 employees fall under the supervisory category (Figure 1).

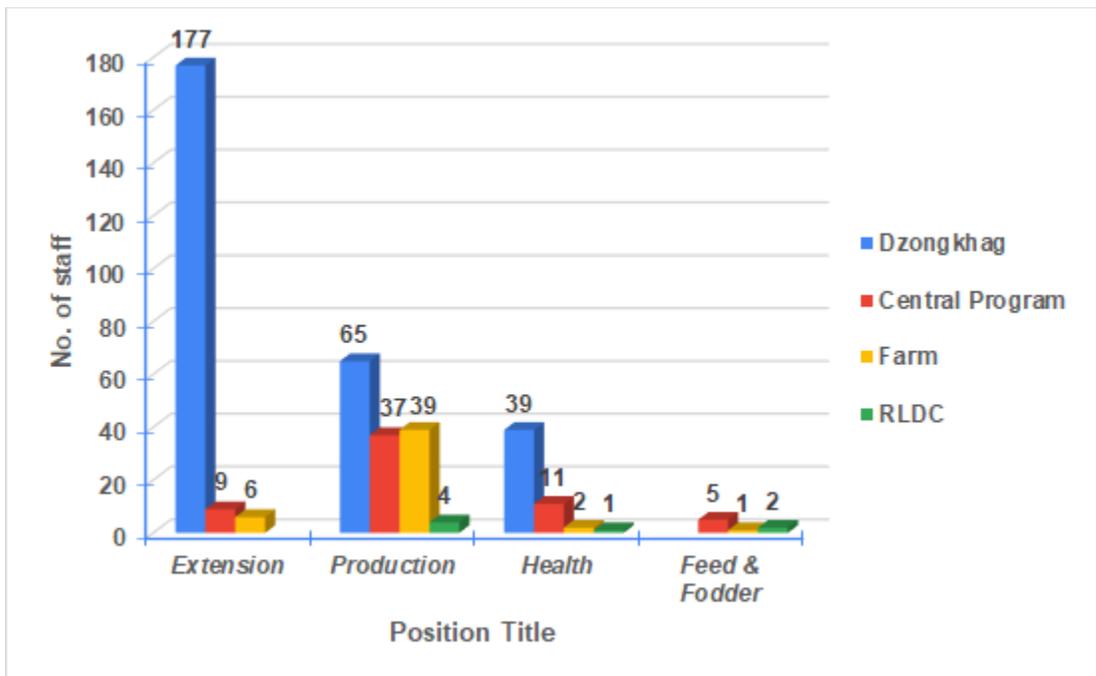


Figure 1. Staff strength under Supervisory Category (Source: DoL, 2020.)

The Department of Livestock is considered one of the most important primary sectors supporting poverty alleviation, economic growth, employment generation, climate-smart farming,

management and utilization of natural resources; and social development. The goals and objectives of the Department are well-aligned towards securing household food and nutrition security, improving rural livelihood, and striving towards achieving self-sufficiency in livestock products.

Thus, the overall goal of the Department is to:

“achieve livestock product self-sufficiency for a prosperous and self-reliant society living in harmony with nature”

To achieve this goal, the following objectives are set:

To enhance food and nutrition security and rural livelihood through promotion of livestock farming

To enhance effective and efficient delivery of livestock services

To generate appropriate technologies for enhancement of livestock production

To encourage youths and public sector investment in livestock enterprises

To promote sustainable management and utilization of Natural Resources and contribute to RNR sector growth

The Department’s goal, objectives and programs are broadly guided by the philosophy of Gross National Happiness (GNH), and aligned towards strengthening its four pillars and corresponding nine domains. Department embarks on a holistic approach to achieve its goal and objectives through effective coordination and consolidation of programs among field offices within the sector, central agencies, local government, and private firms.

1.2 Vision

Self-reliance in livestock products and enhancement of well-being through enhanced domestic production.

1.3 Mission

Enhance livestock productivity through organized production, enterprise development, and value chain management in a sustainable manner.

1.4 Core Values

Professionalism	Consistently behaves in an appropriate manner toward clients, employees, and all stakeholders. Consistently follows company organizational guidelines with regard to public service delivery and generally inquires with the appropriate authority in areas of uncertainty. Leads by example. Displays behaviors that reflect the desired way of doing things. Demonstrate impartial application of organizational policies, procedures and practices.
Innovation	Encourage new ideas to generate solutions for the enhancement of livestock services.
Equity	Promote equity, basic rights, dignity, and access to livestock services.
Integrity	Perform duties in an honest, fair, and responsible way.
Safety	Ensure and safeguard animal and human health.

1.5 Core functions

- Ensure sustainable utilization and management of livestock resources including fishery
- Build and enhance human resource capacity of all levels for efficient service delivery
- Encourage youths and private sector involvement in livestock enterprise development
- Plan, co-ordinate, monitor, and evaluate the implementation of livestock development programs
- Liaise with national and international institutions in mobilizing funds and exchange of technologies

2. Competency-Based Framework for Livestock Supervisor

2.1 Introduction and rationale of CBF

The Royal Civil Service Commission (RCSC) launched the Competency-Based Framework (CBF) for civil service in collaboration with Singapore Polytechnic, with fund support from Temasek Foundation International, Singapore. CBF was launched to assist agencies to identify the skill needs of employees, in professionalizing and continuously developing civil servants to deliver responsibilities effectively and efficiently. RCSC framed the Competency-Based Framework Guidebook for Civil Service 2019 and conducted a series of workshops and trained teams of officials for the development of CBF according to the position directory of different agencies under RGOB. After attending cascading workshop the CBF for Livestock Supervisors (Extension/Production/Health/Feed & Fodder) position under the Department of Livestock has been developed. The team consists of four members, two from Livestock Central Program, and one each from Regional Office and Dzongkhag Livestock Sector.

2.2 Purpose

Livestock Supervisor has to possess sound technical knowledge relevant to animal health, breeding, production, nutrition and enterprises development along with functional skills related to communication (written and oral), mobilization, facilitation, and use of ICTs including social media. They need capacities for assessment, planning, prioritizing, and executing farmers/entrepreneurs' needs and also to support its clients in accessing the market and marketing of livestock produce. The framework is developed with the following aim and objectives.

2.3 Aim

Build a fraternity of Livestock Supervisory professionals who are highly knowledgeable, skillful, and competent in delivering efficient and effective services of the highest standard to its clients.

2.4 Objective

1. Enhance the technical capacity of livestock supervisory professionals to maximize organizational performance
2. Provide greater role and responsibility clarity to ensure deployment of the right person in the right job
3. Identify critical individual performance gaps and develop a plan for continuous professional development
4. Prioritize training programs for livestock supervisory professionals and effectively utilize the HRD budget
5. Ensure HR succession planning and talent retention for effective overall organizational development

2.5 Framework Development Processes

During the workshop, the team has drafted key roles, role profiles, competency areas, key competencies, behavioral indicators, and proficiency levels. These were further validated through consultative workshops, virtual meetings, online surveys and field validations with all relevant stakeholders from Departments, Livestock Central Programs, Government Farms, Regional Livestock Development Centres, and Dzongkhag Livestock Sectors. The final draft was validated with the technical advisory committee of the Department of Livestock. It was developed over three months (Figure 2).

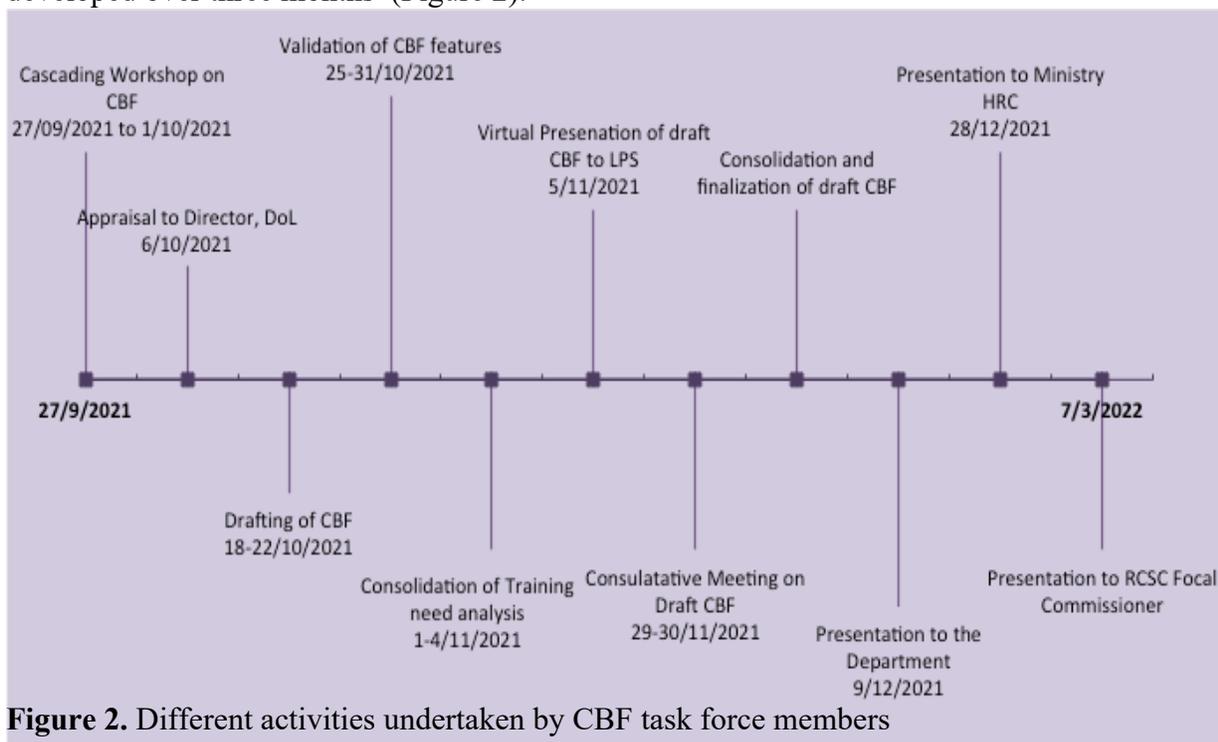


Figure 2. Different activities undertaken by CBF task force members

2.6 Structure

The final CBF for Livestock Supervisor includes two key roles, two competency areas and eight key competencies. The overview of the framework is presented in Figure 3.

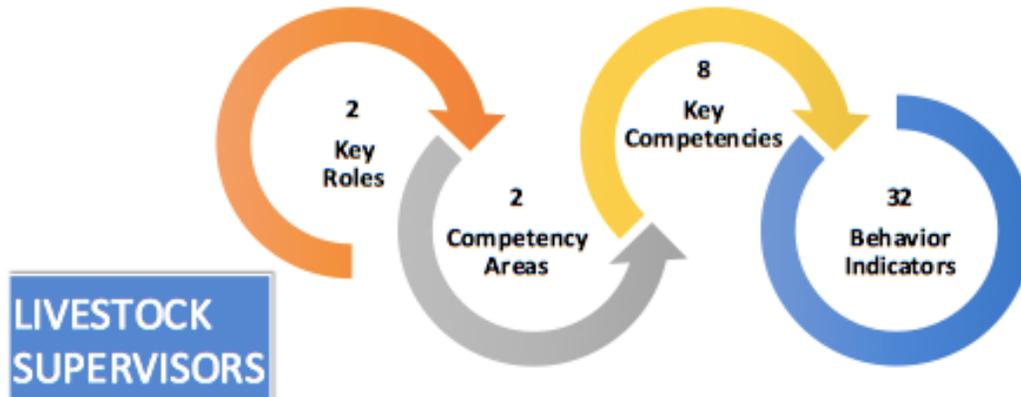
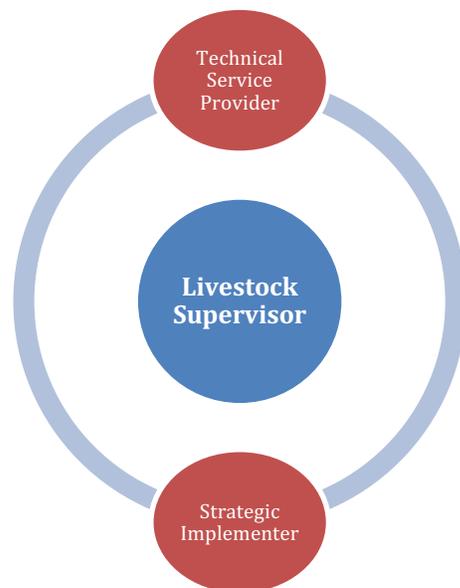


Figure 3. Main features of CBF for Livestock Supervisor

2.6.1 Identification of Key roles

The key role is an organized set of behaviors that are crucial to achieving the current and future goals of the Department of Livestock. Following are the key roles expected to be performed by the Livestock Supervisor:

1. Technical Service Provider
2. Strategic Implementer



2.6.1.1 Description of Role Profile

The role profile is the description of roles that a Livestock Supervisor is expected to demonstrate in achieving the outcomes of the Department of Livestock. 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 Livestock Supervisor to carry out a prescribed set of tasks as indicated in Table 1.

Table 1. Role Profile of Livestock Supervisor

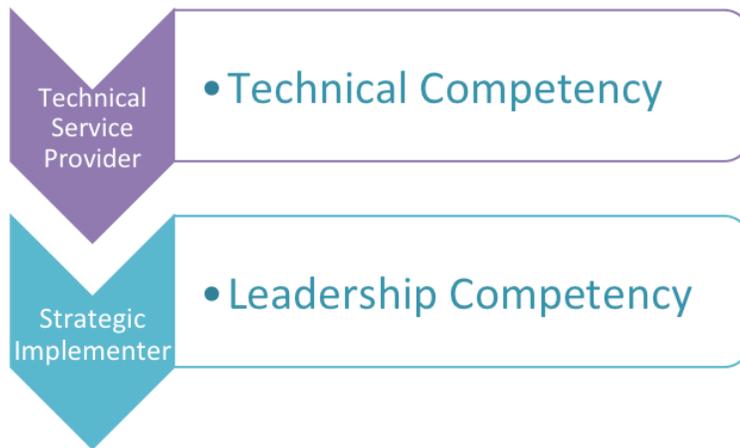
Sl no	Key Roles	Role profile
1	Technical Service Provider	1. Implement efficient animal health services
		2. Implement disease surveillance, prevention, and control programs
		3. Implement Essential Veterinary Drug Program (EVDP)
		4. Promote animal welfare
		5. Indent and distribute livestock input supplies
		6. Provide technical assistance for the establishment of livestock farms/enterprises
		7. Implement feed and fodder development programs
		8. Support and implement livestock value chain development
2	Strategic Implementer	1. Prepare plans and budget for livestock activities
		2. Disseminate available technologies and information on animal health, breeding and production services
		3. Support research on livestock services and programs
		4. Implement policies, strategies, and plans for livestock services and programs
		5. Provide technical assistance in livestock farm management
		6. Collaborate and liaise with relevant stakeholders
		7. Maintain good recording and information sharing system

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 a Livestock Supervisor. Generally, the competency area is broadly divided as core competency, leadership competency and technical or functional competency. The framework has identified technical competency and leadership competency as two competency areas for Livestock supervisors. Leadership competency refers to the values, attitudes, and behaviors that are needed for leading and managing various livestock activities in the field with superior outcomes. Technical competency refers to job-specific skills, knowledge and behaviors; and it is vertical, agency-driven, and based on the core functions and mandate of the

organization. The framework has identified technical competency and leadership competency as two competency areas for livestock supervisors as shown in figure 4.

Figure 4. Identification of Competency Areas



2.6.3 Identification of Key Competencies

The key competency is an observable behavior that indicates the presence of a particular competency. Generally, it is broadly divided into core competency, leadership competency, and technical or functional competency. The framework has identified eight key competencies and are presented in Table 2 below.

Table 2. Identification of Key Competencies

Key Roles	Competency Area	Key competency (KSA)
1. Technical Service Provider	1.1 Technical Competency	1.1.1 Subject knowledge and skills
		1.1.2 ICT knowledge and skills
		1.1.3 Aptitude for technology
2. Strategic Implementer	2.1 Leadership Competency	2.1.1 Planning, Creativity/Innovation, Problem solving, Risk management
		2.1.2 Build organisational capabilities
		2.1.3 Citizen centric, Emotional intelligence, Empathy,
		2.1.4 Professionalism, motivation, Accountability
		2.1.5 Effective communication

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. As shown in Table 3, the framework has identified thirty five behavioral indicators.

Table 3. Identification of Behavioral Indicators

1. Technical Service Provider		
Competency Area	Key competency (KSA)	Behavior Indicators (BI)
1.1 Technical competency	1.1.1 Subject knowledge and skills	1.1.1.1 Demonstrates knowledge and skills in veterinary clinical practices to enhance animal health, production and welfare.
		1.1.1.2 Demonstrate knowledge and skills in disease prevention and control measures to prevent disease outbreaks and safeguard animal and human health.
		1.1.1.3 Demonstrates knowledge and skills in animal breeding practices to enhance animal production.
		1.1.1.4 Demonstrates knowledge and skills in livestock production including apiculture, poultry and fishery; nutrition and technology to enhance production.
		1.1.1.5 Pursues professional knowledge, skills, and technologies to adopt and deliver effective and efficient livestock services.
		1.1.1.6 Demonstrates knowledge and skills on developing and delivering of educational programs on livestock services to farmers/clients.
		1.1.1.7 Possesses and implements effective means for monitoring and evaluating the development programs.
	1.1.2 ICT knowledge and skills	1.1.2.1 Demonstrates sound ICT knowledge and skills to deliver livestock services efficiently and effectively

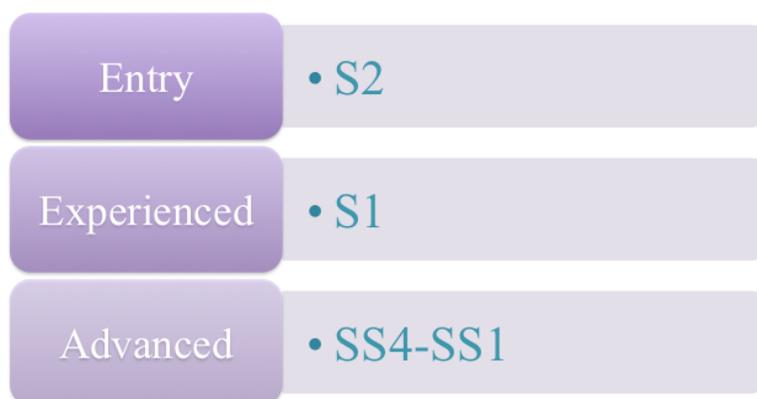
	1.1.3 Aptitude for technology	1.1.3.1 Facilitates adoption and disseminates emerging technologies to enhance production and safeguard animal health, public health, and food safety
2. Strategic Implementer		
2.1 Leadership competency	2.1.1 Planning, Creativity/Innovation, Problem solving & Risk management	2.1.1.1 Possesses sound knowledge on vision, mission, and goals of the Department, livestock legislation, regulations, and livestock development strategies to deliver livestock services efficiently and effectively
		2.1.1.2 Prepares and prioritizes plans and budgets for livestock activities in line with the organization's goals
		2.1.1.3 Takes appropriate action to address inefficiencies in work processes and establishes improved ways of getting the job one
		2.1.1.4 Identifies and analyses issues and problems to find solutions that best serve the organization
		2.1.1.5 Identifies, assesses and controls risks in day-to-day activities or within programs
	2.1.2 Build organizational capabilities	2.1.2.1 Demonstrates responsibility for own actions and shows willingness in carrying out new tasks
		2.1.2.2 Seeks information from clients to understand their needs and expectations and manage the solution appropriately
		2.1.2.3. Recognizes the underlying agendas and needs of others and finds mutually beneficial solutions

		2.1.2.4 Provides assistance, information, or support to others, to build or maintain relationships with them
		2.1.2.5 Take responsibility for the quality of one's work and keep the manager informed on how the work is progressing
		2.1.2.6 Accepts conditions of uncertainty and remains productive when there is a lack of clarity about aspects of one's role
		2.1.2.7 Completes work assignments promptly and efficiently
	2.1.3 Citizen-centric, Emotional intelligence & Empathy,	2.1.3.1 Liaises with citizens to solve their problems, encourages their participation and acknowledges their views
		2.1.3.2 Works with people of diverse backgrounds with dignity and respect regardless of personal differences
		2.1.3.3 Adapts to change by accepting changes in work processes readily and with an optimistic perspective of the resulting benefits
		2.1.3.4 Displays enthusiasm around goals and activities – adopting a positive approach with sensitivity and respect for others
	2.1.4 Professionalism, Motivation & Accountability	2.1.4.1 Demonstrates professional knowledge and skills regularly to stay current and apply new trends or best practices in consistence with the values of the organization
		2.1.4.2 Identifies own skills, knowledge, and behavior gaps and improves own

		performance by taking feedbacks
		2.1.4.3 Shows accountability and transparency in decision-making processes
		2.1.4.4 Shows respect to everyone and manifests humility
	2.1.5 Effective Communication	2.1.5.1 Expresses ideas and issues effectively, both orally and in writing with easy-to-follow examples and demonstrations
		2.1.5.2 Encourages and negotiates sharing of information, skills and technical capability across work teams
		2.1.5.3 Recognizes and takes appropriate action to effectively address problems and opportunities

2.6.5 Classification of Proficiency Levels

The proficiency level is categorized based on the level of expertise. It describes the levels of competency required to perform a specific job successfully. There is a progression of proficiencies at each level. The proficiency level of the Livestock Supervisor is categorized into three levels as i) Entry (S2), ii) Experienced (S1), and iii) Advanced (SS4-SS1). As the officials in position levels of SS4 to SS1 play similar roles, their proficiency levels are merged.



The framework has identified 32 behavioral indicators across three levels of proficiency. The proficiency will enable individual officials to distinguish the type of competencies expected in their career path, which will allow them to enhance competency in achieving current as well future career goals. Further, the proficiency level will set a benchmark for recruitment and deployment. The proficiency levels of each key competency are detailed in Table 4 below:

Table 4. Classification of Proficiency Levels

Key Role 1: Technical Service Provider		
Competency Area: Technical Competency		
Key Competency: Subject knowledge and skills		
Behavior Indicator: 1.1.1.1 Demonstrates knowledge and skills in veterinary clinical practices to enhance animal health, production, and welfare.		
Entry	Experienced	Advanced
Possesses basic knowledge and skills in veterinary clinical practices and animal welfare.	Possesses sound knowledge and skills with application of some level of experiences in veterinary clinical practices and animal welfare.	Possesses advanced knowledge and skills in veterinary clinical practices and animal welfare and can lead and guide subordinates in clinical practices and welfare services.
Behavior Indicator: 1.1.1.2 Demonstrate knowledge and skills in disease prevention and control measures to prevent disease outbreaks and safeguard animal and human health.		
Entry	Experienced	Advanced
Applies basic knowledge and skills in disease prevention and control measures to prevent disease outbreaks and safeguard animal and human health.	Applies sound knowledge and skills in disease prevention and control measures to prevent disease outbreaks and safeguard animal and human health.	Applies advanced knowledge and skills in disease prevention and control measures and is able to lead prevention of disease outbreaks and safeguarding animal and human health.
Behavior Indicator: 1.1.1.3 Demonstrates knowledge and skills in animal breeding practices to enhance animal production.		
Entry	Experienced	Advanced
Applies basic knowledge and skills in animal breeding practices to enhance animal	Applies sound knowledge and skills in animal breeding practices to enhance animal	Applies advanced knowledge and skills in animal breeding practices to enhance animal

production.	production with the application of some field experience.	production, guide and share experiences related to breeding practices.
Behavior Indicator: 1.1.1.4 Demonstrates knowledge and skills in livestock production including apiculture, poultry and fishery; nutrition and technology to enhance the production.		
Entry	Experienced	Advanced
Exhibits basic knowledge and skills in livestock production including apiculture, poultry and fishery; nutrition and technology to enhance the production.	Exhibits sound knowledge and skills in livestock production including apiculture, poultry and fishery; nutrition and technology to enhance the production.	Exhibits advanced knowledge and skills in livestock production, including apiculture, poultry and fishery; nutrition and technology to enhance the production.
Behavior Indicator: 1.1.1.5 Pursues professional knowledge, skills, and technologies to adopt and deliver effective and efficient animal health, production, nutrition, and breeding services.		
Entry	Experienced	Advanced
Acquires basic knowledge and abilities to adopt technologies in animal health, production, nutrition and breeding services.	Acquires and applies professional knowledge and experiences in the use of technologies on animal health, production, nutrition and breeding services.	Possesses and applies advanced knowledge and skills in the application of technologies and submits the challenges in the implementation of new livestock technologies.
Behavior Indicator: 1.1.1.6 Demonstrates knowledge and skills on developing and delivering of educational programs on livestock services to farmers/clients.		
Entry	Experienced	Advanced
Demonstrates basic knowledge and skills on developing and delivering of educational programs on livestock services to farmers/clients.	Demonstrates sound knowledge and skills on developing and delivering of educational programs on livestock services to farmers/clients.	Demonstrates advanced knowledge and skills on developing and delivering of educational programs on livestock services to farmers/clients.
Behavior Indicator: 1.1.1.7 Possesses and implements effective means to monitor and evaluate the development programs.		
Entry	Experienced	Advanced
Applies basic tools and methods in monitoring the livestock development programs.	Applies basic tools and methods in monitoring and evaluating the livestock development programs.	Applies basic tools and methods in monitoring and evaluating the livestock development programs and provides recommendations

		for further improvement.
Key Role 1: Technical Service Provider		
Competency Area: Technical Competency		
Key Competency: ICT knowledge and skills		
Behavior Indicator: 1.1.2.1. Demonstrates sound ICT knowledge and skills to deliver livestock services efficiently and effectively.		
Entry	Experienced	Advanced
Acquires basic ICT knowledge and skills in recording and sharing information using online database systems and tools.	Applies sound ICT knowledge and skills in computer operations in recording, sharing, and preparing reports using online database systems and tools.	Applies advanced ICT knowledge and skills in computer operations, online database systems, and different apps.
Key Role 1: Technical Service Provider		
Competency Area: Technical Competency		
Key Competency: Aptitude for Technology		
Behavior Indicator: 1.1.3.1. Facilitates adoption and disseminates emerging technologies to enhance production and safeguard animal health, human health, and food safety.		
Entry	Experienced	Advanced
Acquires new technologies to enhance production and safeguard animal health, public health, and food safety.	Recognizes and disseminates new technologies to enhance production and safeguard animal health, public health, and food safety.	Adopts new technologies to enhance production and safeguard animal health, public health, and food safety.
Key Role 2: Strategic Implementer		
Competency Area: Leadership Competency		
Key Competency: Strategic View		
Behavior Indicator: 2.1.1.1 Possesses sound knowledge on vision, mission, and goals of the Department, livestock legislation, regulations, and livestock development strategies to deliver livestock services efficiently and effectively.		
Entry	Experienced	Advanced

Understands the vision, mission, and goals of the Department, livestock legislation, and development strategies.	Understands and implements livestock legislation, development programs and strategies to achieve the organization's goals.	Demonstrates sound knowledge on livestock legislation, development programs and strategies to achieve the organization's goals and contributes to the development of new programs/strategies.
Behavior Indicator: 2.1.1.2 Prepares and prioritizes plans and budgets for livestock activities in line with the organization's goals.		
Entry	Experienced	Advanced
Exhibits knowledge in preparing plans and budgets.	Exhibits knowledge in preparing plans and budgets and demonstrates the ability to prioritize activities.	Exhibits knowledge in preparing plans and budgets and demonstrates the ability to prioritize activities as well as mobilize resources.
Behavior Indicator: 2.1.1.3 Takes appropriate action to address inefficiencies in work processes and establishes improved ways of getting the job done.		
Entry	Experienced	Advanced
Involves others in planning for and implementing change, working to gain buy-in for change from relevant stakeholders.	Champions new ideas and supports others to plan and implement change initiatives and generates momentum and genuine enthusiasm for change.	Identifies and visualizes options and formulates innovative approaches- Fosters an environment that supports the smooth implementation of new approaches/programs.
Behavior Indicator: 2.1.1.4 Identifies and analyses issues and problems to find solutions that best serve the Organization.		
Entry	Experienced	Advanced
Strives to collect and validate data for evaluation of current situations.	Analyses the strengths, weakness, opportunities and threats of situations and develops long term approaches and objectives based on these findings.	Create clear long-term strategies focused on adding value to the citizen and making real, lasting change beyond the Civil Service.
Behavior Indicator: 2.1.1.5 Identifies, assesses and controls risks in day-to-day activities or within projects.		
Entry	Experienced	Advanced

Understands his role in contingency planning.	Able to incorporate contingency plans to ensure there is no disruption to operations.	Able to incorporate contingency plans as well as contribute in development of contingency plans.
Key Role 2: Strategic Implementer		
Competency Area: Leadership Competency		
Key Competency: Build organizational capabilities		
Behavior Indicator: 2.1.2.1 Demonstrates responsibility for own actions and shows willingness in carrying out new tasks.		
Entry	Experienced	Advanced
Demonstrates responsibility for own actions and shows a willingness to carry out new task.	Role model work-place-based learning and encourage career development.	Encourage work-place based learning, ensure colleagues take responsibility for their own learning and share it to build organisational capability.
Behavior Indicator: 2.1.2.2 Seeks information from customers to understand their needs and expectations and manage the solution appropriately.		
Entry	Experienced	Advanced
Actively seek information from customers to understand their needs and expectations and manage the solution.	Solves urgent, high impact problems first; stays focused until they are successfully resolved.	Analyzes and prioritizes critical problems accurately and quickly; maintains a sense of urgency in solving even complex problems.
Behavior Indicator: 2.1.2.3. Recognizes the underlying agendas and needs of others and finds solutions that are mutually beneficial.		
Entry	Experienced	Advanced
Anticipates his/her personal, team and department future needs and focuses on solutions that will meet his/her needs now and in the future.	Stand by, promote or defend one's own and team's actions and decisions where needed.	Lead by example, communicate in a truthful, straightforward manner with integrity, impartiality and promote a working environment that supports the values and code.
Behavior Indicator: 2.1.2.4 Provides assistance, information, or support to others, to build or maintain relationships with them.		

Entry	Experienced	Advanced
Seeks opportunities to work positively with team members.	Assumes additional responsibilities to facilitate the achievement of team goals.	Encourages the team to take ownership and responsibility for work.
Behavior Indicator: 2.1.2.5 Take responsibility for the quality of one's work and keep the manager informed of how the work is progressing.		
Entry	Experienced	Advanced
Work with energy and pace, and provide updates regarding progress to keep others informed of the status and outstanding issues.	Review challenges and prioritize roles, responsibilities and secure individual and team ownership.	Maintain a strong focus on priorities, holding others to account for priorities and swiftly responding to changing requirements.
Behavior Indicator: 2.1.2.6 Accepts conditions of uncertainty and remains productive when there is a lack of clarity about aspects of one's role.		
Entry	Experienced	Advanced
Accepts changes in circumstances and new ideas presented to them.	Adjusts own and/or team's approach to embracing changing circumstances and promotes effective team response to a crisis.	Takes a lead role for crisis response, and facilitates organizational response to crisis situations.
Behavior Indicator: 2.1.2.7 Completes work assignments promptly and efficiently.		
Entry	Experienced	Advanced
Implements work strategies and plans to obtain desired results.	Navigates quickly and effectively to resolve problems and obstacles, even when complex and unique circumstances occur.	Leads new initiatives aimed at improving current performance and productivity levels.
Key Role 2: Strategic Implementer		
Competency Area: Leadership Competency		
Key Competency: Productive working relationships		
Behavior Indicator: 2.1.3.1 Liaises with citizens to solve their problems, encouraging their participation and acknowledging their views.		
Entry	Experienced	Advanced

Establishes and maintains a system to collect citizens' feedback.	Considers the impact on citizens as a key factor in any decision.	Strategically and systematically evaluates new opportunities to develop relationships with citizens/clients.
Behavior Indicator: 2.1.3.2 Works with people of diverse backgrounds with dignity and respect regardless of personal differences.		
Entry	Experienced	Advanced
Recognizes cultural differences among people and honors different opinions, styles, and ways of working.	Responds to and directly addresses comments and actions of others that reflect stereotypical views of people that are different from one's self.	Thrives within the context of diverse teams; capitalizes on diversity to find creative solutions and encourages other team members to leverage the diverse talents of agency/state staff.
Behavior Indicator: 2.1.3.3 Adapts to change by accepting changes in work processes readily and with an optimistic perspective of the resulting benefits.		
Entry	Experienced	Advanced
Adjusts schedules, tasks, and priorities when necessary.	Understands the requirements of different situations and effectively adapts his/her behavior even when under stress and pressure.	Encourages others to commit to change initiatives by sharing the expected benefits and how he/she can make modifications to work processes.
Behavior Indicator: 2.1.3.4 Displays enthusiasm around goals and activities – adopting a positive approach with sensitivity and respect for others.		
Entry	Experienced	Advanced
Put forward one's views clearly and constructively, choosing an appropriate communication method.	Gives balanced feedback to others that highlight both strengths and areas of development.	Promotes a culture of teamwork and collaboration.
Key Role 2: Strategic Implementer		
Competency Area: Leadership Competency		
Key Competency: Personal drive and integrity		

Behavior Indicator: 2.1.4.1 Demonstrates professional knowledge and skills regularly to stay current and apply new trends or best practices, consistent with the values of the organization.		
Entry	Experienced	Advanced
Engages in continuous learning opportunities to further develop skills and capabilities, consistent with the values of the organization.	Works towards set goals and behaves appropriately toward clients, employees, and all stakeholders.	Demonstrates high achievement orientation; sets and strives for stretch targets.
Behavior Indicator: 2.1.4.2 Identifies one's skills, knowledge and behaviour gaps and improves own performance by taking on board feedback from colleagues from different backgrounds.		
Entry	Experienced	Advanced
Improves one's performance by taking on board feedback and strives for personal development.	Effectively transfers acquired knowledge and expertise and demonstrates initiative in professional self-development.	Gives constructive and precise feedback based on facts and behavioural patterns observed for professional development.
Behavior Indicator: 2.1.4.3 Shows accountability and transparency in decision-making processes.		
Entry	Experienced	Advanced
Carries his/her fair share of the responsibility of assigned work and demonstrates transparency and accountability for own actions.	Develops and implements programs that promote taking accountability and responsibility.	Works constantly to encourage & support the environment of transformation and change.
Behavior Indicator: 2.1.4.4 Shows respect to everyone and manifests humility.		
Entry	Experienced	Advanced
Do the right thing and show respect to everyone.	Establishes open and honest communication with everyone.	Displays fortitude to support ethical actions that may negatively impact self or stakeholders.
Key Role 2: Strategic Implementer		
Competency Area: Leadership Competency		

Key Competency: Effective Communication		
Behavior Indicator: 2.1.5.1 Expresses ideas and issues effectively, both orally and in writing with easy-to-follow examples and demonstrations.		
Entry	Experienced	Advanced
Speaks clearly in all settings including one-to- one and in larger groups.	Draws on a range of communication styles and channels to achieve maximum impact with an audience, adapting their own style accordingly to different interests.	Shows high level of communication and influencing skills; wins commitment to new initiatives, strategies & goals; builds support with wide range stakeholders.
Behavior Indicator: 2.1.5.2 Encourages and negotiates sharing of information, skills and technical capability across work teams.		
Entry	Experienced	Advanced
Sensitive to the views of others and strives to remain impartial when dealing with conflict.	Fosters team collaboration and addresses conflicts or issues within the team.	Communicates and builds effective relationships within their own organization and across all Government agencies.
Behavior Indicator: 2.1.5.3 Recognizes and takes appropriate action to effectively address problems and opportunities.		
Entry	Experienced	Advanced
Seek information and follow up with his/her supervisor for guidance or direction.	Demonstrates the ability to complete even unfamiliar tasks independently by adapting his/her previously gained knowledge.	Provides advice and direction to others on how to recognize and take appropriate action on problems and opportunities.

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 Livestock Supervisor 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 focused group discussions. The questionnaire consists of both closed and open-ended questions. The questionnaire is based on 32 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 gaps.

2.7.1 Training Needs Assessment at **Entry Proficiency Level**

Key Role: Technical Service provider				
Key Competencies	Description of Proficiency Level	Performance (C/NC)	Likely reason for the performance	Capacity Development

			gap	Intervention
1.1 Subject knowledge and skills	1.1.1 Possesses basic knowledge and skills in veterinary clinical practices and animal welfare.	C		
	1.1.2 Understands basic knowledge and skills in disease prevention and control measures to prevent disease outbreaks and safeguard animal and human health.	NC	Not well versed with existing disease prevention and control plan, inadequate hands-on practice	OJT, Training
	1.1.3 Applies basic knowledge and skills in animal breeding practices to enhance animal production.	NC	Not gained sufficient (practical) skills to apply animal breeding practices	Job Training Instruction/refresher courses
	1.1.4 Exhibits basic knowledge and skills in livestock production including apiculture, poultry and fishery; nutrition and technology to enhance the production.	NC	No orientation program and attachments, Modules on apiculture not in the diploma curriculum	Orientation, Attachments, Training
	1.1.5 Acquires professional knowledge and skills to adopt technologies in animal health, production, nutrition, and breeding.	NC	Inadequate practical experiences and orientation and attachment in the existing system	On-Job training, Induction, orientation, and Mentoring
	1.1.6 Demonstrates basic knowledge and skills on developing and delivering of educational programs on livestock services to	C		

	farmers/clients.			
	1.1.7 Applies basic tools and methods in monitoring the development programs.	NC	Insufficient knowledge to do monitoring of development programs	OJT, Classroom training
1.2 ICT knowledge and skills	1.3.1 Acquires basic ICT knowledge and skills in recording and sharing information using online database systems and tools.	NC	Inadequate trainings	Training
1.3 Aptitude for Technology	1.4.1 Acquires new technologies to enhance production and safeguard animal health, public health, and food safety.	NC	No workshops and exposure visits	Workshop and exposure visits
Key Role: Strategic Implementer				
Key Competencies	Description of Proficiency Level	Performance (competent/ Not competent)	Likely reason for the performance gap	Capacity Development Intervention
2.1 Strategic View	2.1.1 Understands the vision, mission, and goals of the Department, livestock legislation, and development strategies.	NC	No orientation programs and attachments	Orientation, mentoring and attachments
	2.1.2 Exhibits knowledge in preparing plans and budgets.	NC	No meetings and workshops	Mentoring
	2.1.3 Involves others in planning for and implementing change, working to gain buy-in	NC	No experience	OJT

	for change from relevant stakeholders.			
	2.1.4 Strives to collect and validate data for evaluation of current situations.	C		
	2.1.5 Understands his role in contingency planning.	C		
2.2 Build organizational capabilities	2.2.1 Demonstrates responsibility for own actions and shows willingness to carry out new task	C		
	2.2.2 Actively seek information from customers to understand their needs and expectations and manage the solution.	C		
	2.2.3 Anticipates his/her personal, team and department future needs and focuses on solutions that will meet his/her needs now and in the future.	C		
	2.2.4 Seeks opportunities to work positively with team members.	NC	No workshop/training	Workshop/training
	2.2.5 Work with energy and pace and provide updates regarding progress to keep others informed of the status and outstanding issues.	C		

	2.2.6 Accepts changes in circumstances and new ideas presented to them.	C		
	2.2.7 Implements plans and strategies to obtain desired results.	NC	No orientation, OJT	Orientation, OJT, Mentoring
2.3 Productive working relationships	2.3.1 Establishes and maintains a system to collect citizens' feedback.	NC	No knowledge on how to collect feedback	OJT, Workshop
	2.3.2 Recognizes cultural differences among people and honors different opinions, styles, and ways of working.	C		
	2.3.3 Adjusts schedules, tasks, and priorities when necessary.	C		
	2.3.4 Put forward one's views clearly and constructively, choosing an appropriate communication method.	C		
2.4 Personal drive and integrity	2.4.1 Engages in continuous learning opportunities to further develop skills and capabilities, consistent with the values of the organization.	C		
	2.4.2 Improves one's performance by taking on board feedback and strives for personal development.	NC	No mentoring	Mentoring

	2.4.3 Carries his/her fair share of the responsibility of assigned work and demonstrates transparency and accountability for own actions.	C		
	2.4.4 Do the right thing and show respect to everyone.	C		
2.5 Effective Communication	2.5.1 Speaks clearly in all settings including one-to-one and larger groups.	NC	No experience/exposure, no training	OJT, mentoring
	2.5.2 Sensitive to the views of others and strives to remain impartial when dealing with conflict.	NC	No workshop/training	Workshop
	2.5.3 Seek information and follow up with his/her supervisor for guidance or direction.	C		

2.7.2 Training Needs Assessment at **Experienced Proficiency Level**

Key Role 1: Technical Service provider				
Key Competencies	Description of Proficiency Level	Performance (C/NC)	Likely reason for the performance gap	Capacity Development Intervention
1.1 Subject knowledge and skills	1.1.1 Possesses sound knowledge and skills with application of some level of experience in veterinary clinical practices and animal welfare.	NC	No advanced training or upgradation	Refresher course, short term training

	1.1.2 Applies sound knowledge and skills in disease prevention and control measures to prevent disease outbreaks and safeguard animal and human health.	NC	No advanced training or upgradation	Refresher course, short term training
	1.1.3 Applies sound knowledge and skills in animal breeding practices to enhance animal production with the application of some field experience.	C		
	1.1.4 Exhibits sound knowledge and skills in livestock production including apiculture, poultry and fishery; nutrition and technology to enhance the production.	NC	No advanced training and exposure	Training, Study tours
	1.1.5 Acquires and applies professional knowledge and experiences in the use of technologies on animal health, production, nutrition and breeding services.	NC	Lack of updated knowledge and practical experience in animal breeding and reproduction and technologies	On-Job training or Mentoring and classroom training
	1.1.6 Demonstrates sound knowledge and skills on developing and delivering of educational programs on livestock services	C		

	to farmers/clients.			
	1.1.7 Applies basic tools and methods in monitoring and evaluating the development programs.	NC	Insufficient knowledge and skills on monitoring and evaluation of development program	OJT, Classroom training
1.2 ICT knowledge and skills	1.3.1 Applies sound ICT knowledge and skills in computer operations in recording, sharing, and preparing reports using online database systems and tools.	NC	No advanced training and exposure	Training
1.3 Aptitude for Technology	1.4.1 Recognizes and disseminates new technologies to enhance production and safeguard animal health, public health, and food safety.	C		
Key Role: Strategic Implementer				
Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for the performance gap	Capacity Development Intervention
2.1 Strategic View	2.1.1 Understands and implements animal health and livestock development programs and strategies to achieve the organization's goals.	C		

	2.1.2 Exhibits knowledge in preparing plans and budgets and demonstrates the ability to prioritize activities.	C		
	2.1.3 Champions new ideas and supports others to plan and implement change initiatives and generates momentum and genuine enthusiasm for change.	NC	No workshop/training	workshop/OJT
	2.1.4 Analyses the strengths, weaknesses, opportunities and threats of situations and develops long-term approaches and objectives based on these findings.	NC	No workshop/training	workshop/OJT
	2.1.5 Able to incorporate contingency plans to ensure there is no disruption to operations.	NC	No workshop/training	workshop/OJT
2.2 Build Organizational Capabilities	2.2.1 Role model work-place based learning and encourages career development.	NC	No workshop/training	Workshop/training

	2.2.2 Solves urgent, high impact problems first; stays focused until they are successfully resolved.	NC	No workshop/training	Workshop/training
	2.2.3 Stand by, promote or defend one's own and team's actions and decisions where needed.	C		
	2.2.4 Assumes additional responsibilities to facilitate the achievement of team goals.	C		
	2.2.5 Review challenges and prioritize roles, responsibilities, and secure individual and team ownership.	NC	No workshop/training	Workshop/training
	2.2.6 Adjusts own and/or team's approach to embrace changing circumstances and promotes effective team response to crisis.	C		
	2.2.7 Navigates quickly and effectively to resolve problems and obstacles, even when complex and unique circumstances occur.	NC	Not gained enough experience	Training, mentoring

2.3 Productive Working Relationship	2.3.1 Considers the impact on the citizen as a key factor in any decision.	C		
	2.3.2 Responds to and directly addresses comments and actions of others that reflect stereotypical views of people that are different from oneself.	NC	Lack of guidance/counseling	Mentoring, coaching
	2.3.3 Understands the requirements of different situations and effectively adapts his/her behavior even when under stress and pressure.	NC	Lack of guidance/counseling	Mentoring, training
	2.3.4 Gives balanced feedback to others that highlight both strengths and areas of development.	C		
	2.4 Personal drive and integrity	2.4.1 Works towards set goals and behaves appropriately toward clients, employees, and all stakeholders.	C	
	2.4.2 Effectively transfers acquired knowledge and expertise and demonstrates initiative in professional self-development.	NC	Lack of KSA	Training

	2.4.3 Develops and implements programs that promote taking accountability and responsibility.	NC	Lack of guidance/counseling	Mentoring
	2.4.4 Establishes open and honest communication with everyone.	C		
2.5 Effective communication	2.5.1 Draws on a range of communication styles and channels to achieve maximum impact with an audience, adapting one's style accordingly to different interests.	NC	No adequate skills and exposure	Workshop and training
	2.5.2 Fosters team collaboration and addresses conflicts or issues within the team.	NC	No adequate skills and exposure	Workshop and training
	2.5.3 Demonstrates the ability to complete even unfamiliar tasks independently by adapting his/her previously gained knowledge.	NC	No workshop/training	Workshop and training

2.7.3 Training Needs Assessment at **Advanced Proficiency Level**

Key Role: Technical Service provider

Key Competencies	Description of Proficiency Level	Performance (C/NC)	Likely reason for the performance gap	Capacity Development Intervention
1.1 Subject knowledge and skills	1.1.1 Possesses advanced knowledge and skills in veterinary clinical practices and animal welfare and can lead and guide subordinates in clinical practices and welfare services.	NC	No advanced training or upgradation	Refresher course, short term training
	1.1.2 Applies advanced knowledge and skills in disease prevention and control measures and able to lead to prevent disease outbreaks and safeguard animal and human health.	NC	No advanced training or upgradation(they have theoretical knowledge but lack the practical exposure)	Refresher course, short term training, on-job training
	1.1.3 Applies advanced knowledge and skills in animal breeding practices and is able to guide and share experiences related to breeding practices.	NC	Lack of knowledge and skill in specific technologies	Training, Coaching

	1.1.4 Exhibits advanced knowledge and skills in livestock production, including apiculture, poultry and fishery; nutrition and technology to enhance the production.	NC	Lack of knowledge in specific subjects	Training and study tours
	1.1.5 Possesses advanced level of knowledge and skills in the application of technologies and submits the challenges in the implementation of new technologies.	C		
	1.1.6 Demonstrates advanced knowledge and skills on developing and delivering of educational programs on livestock services to farmers/clients.	C		
	1.1.7 Applies basic tools and methods in monitoring and evaluating the development programs and provides recommendations for further improvement.	C		

1.2 ICT knowledge and skills	1.2.1 Applies advanced ICT knowledge and skills in computer operations, online database systems, and different apps.	NC	No advanced training and exposure	Training
1.3 Aptitude for Technology	1.3.1 Adopts new technologies to enhance production and safeguard animal health, public health, and food safety.	C		
Key Role: Strategic Implementer				
Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for the performance gap	Capacity Development Intervention
2.1 Strategic view	2.1.1 Demonstrates sound knowledge of animal health and livestock development programs and strategies to achieve the organization's goals and contributes to the development of new programs/strategies.	C		
	2.1.2 Exhibits knowledge in preparing plans and budgets and demonstrates an ability to prioritize activities as well as mobilize resources.	C		

	2.1.3 Identifies and visualizes options and formulates innovative approaches- Fosters an environment that supports the smooth implementation of new approaches/programs.	NC	No training	Workshop/training
	2.1.4 Create clear long-term strategies focused on adding value to the citizen and making real, lasting change beyond the Civil Service.	NC	No adequate skills and experience	Training workshop
	2.1.5 Able to incorporate contingency plans as well as contribute in development of contingency plans.	C		
2.2. Build organizational capabilities	2.2.1 Encourage work-place based learning, ensure colleagues take responsibility for their learning and share it to build organizational capability.	C		
	2.2.2 Analyzes and prioritizes critical problems accurately and quickly; maintains a sense of urgency in solving even complex	C		

	problems.			
	2.2.3 Lead by example, communicate in a truthful, straightforward manner with integrity, impartiality and promote a working environment that supports the values and code.	C		
	2.2.4 Encourages the team to take ownership and responsibility for work.	C		
	2.2.5 Maintain a strong focus on priorities, holding others to account for priorities and swiftly responding to changing requirements.	C		
	2.2.6 Takes a lead role for crisis response and facilitates organizational response to crises.	C		
	2.2.7 Leads new initiatives aimed at improving current performance and productivity levels.	C		

2.3 Productive working relationship	2.3.1 Strategically and systematically evaluates new opportunities to develop relationships with citizens.	C		
	2.3.2 Thrives within the context of diverse teams; capitalizes on diversity to find creative solutions and encourages other team members to leverage the diverse talents of staff.	C		
	2.3.3 Encourages others to commit to change initiatives by sharing the expected benefits and how he/she can make modifications to work processes.	C		
	2.3.4 Promotes a culture of teamwork and collaboration.	C		
2.4 Personal drive and integrity	2.4.1 Demonstrates high achievement orientation; sets and strives for stretched targets.	C		
	2.4.2 Gives constructive and precise feedback based on facts and behavioral patterns observed for professional development.	C		

	2.4.3 Works constantly to encourage & support the environment of transformation and change.	C		
	2.4.4 Displays fortitude to support ethical actions that may negatively impact self or stakeholders.	C		
2.5 Effective communication	2.5.1 Shows high level of communication and influencing skills; wins commitment to new initiatives, strategies & goals; builds support with a wide range of stakeholders.	NC	No advanced training	Training
	2.5.2 Communicates and builds effective relationships within their organization and across all Government agencies.	NC	No advanced training	Training
	2.5.3 Provides advice and direction to others on how to recognize and take appropriate action on problems and opportunities.	NC	No advanced training	Training

2.8. Mandatory Short-term Program and Learning Objectives

The framework has highlighted the likely reasons for the gaps and interventions proposed above. 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.

Table 5. Short-term Program and Learning Objectives for Entry Proficiency Level

Entry Proficiency Level				
Sl. #	Training/Intervention	Methods of Implementation	Learning Objectives	Subject Category
1	Induction program	Orientation	New graduates are oriented to all functionalities within the Department of Livestock for familiarizing them with Livestock plans, policies, acts, guidelines, and livestock practices.	General
2	Veterinary clinical and preventive practices and animal welfare (animal restraining, behavior, training, and ethics)	Training	To familiarize with clinical and preventive veterinary practices of the country and SOPs; to provide quality clinical and preventive veterinary services and promote animal welfare.	Animal health
3	Refresher course on clinical and preventive veterinary practices including EVDP	Training	To enhance knowledge and skills, keep abreast with new developments in clinical and preventive veterinary practices and EVDP, to foster a culture of continuous learning.	Animal health

4	Wildlife rescue and rehabilitation training program	Training	To gain knowledge and skills on wildlife rescue, immobilization, restraining and rehabilitation.	Animal health
5	Operation of anesthetic machine and patient monitoring	Training	To gain knowledge and skills on operation of anesthetic machine and patient monitoring.	Animal health
6	Critical care/emergency management	Training	Trainees acquire knowledge and skills on critical care/emergency management.	Animal health
7	Dairy management (including native breed) <ul style="list-style-type: none"> • Husbandry practices • Breeding and AI • Clean milk production • Product development and diversification • Enterprise development • Animal health management and farm bio-security 	Training	To gain knowledge and skills on dairy management.	Production
8	Poultry management (including native breed) <ul style="list-style-type: none"> • Brooding/Pullets /Layers/Broilers • Production planning • Hatchery • Enterprise development • Poultry health 	Training	To gain knowledge and skills on poultry management.	Production

	management and bio-security			
9	<p>Piggery management (including native breed)</p> <ul style="list-style-type: none"> • Husbandry practices • Production planning and management • Breeding and AI • Enterprise development • Piggery health management and bio-security 	Training	To gain knowledge and skills on piggery management.	Production
10	<p>Aquaculture management (including native breed)</p> <ul style="list-style-type: none"> • Brood/Fry/Fingerling • Hatchery • Production planning and management • Enterprise development • Aquaculture health management and bio-security 	Training	To gain knowledge and skills on aquaculture management.	Production
11	<p>Small ruminants management (sheep & goat) (including native breed)</p> <ul style="list-style-type: none"> • Husbandry practices • Shearing 	Training	To gain knowledge and skills on small ruminants management.	Production

	<ul style="list-style-type: none"> • Breeding and AI • Enterprise development • Animal health management and bio-security • Product development and diversification 			
12	<p>Animal nutrition</p> <ul style="list-style-type: none"> • Feed and fodder production • Feed formulation for diary, poultry, fishery, apiary, piggery small ruminants, Yak, dog • Rangeland management 	Training	To gain knowledge and skills on animal nutrition.	Nutrition
13	<p>Apiary management</p> <ul style="list-style-type: none"> • Hive and colony management • Queen rearing • Production planning and management • Enterprise development • Product development and diversification • Apiary health management 	Training	To gain knowledge and skills on apiary management.	Production

14	<p>Highland animals management (Yak and Mastiff)</p> <ul style="list-style-type: none"> • Husbandry practices • Breeding and AI • Enterprise development • Animal health management and bio-security • Product development and diversification 	Training	To gain knowledge and skills on highland animals management.	Production
15	<p>Equine management</p> <ul style="list-style-type: none"> • Husbandry practices • Breeding • Animal health management and bio-security • Ecotourism development 	Training	To gain knowledge and skills on equine management.	Production
16	Value chain management (Dairy, Poultry, Piggery, Fishery and Chevron)	Classroom training and exposure visits.	To gain knowledge and skills in value chain management.	Production
17	Climate-resilient livestock farming (Organic, Biogas, etc)	Classroom training and exposure visits.	To gain knowledge and skills in Climate-resilient livestock farming for sustainable livestock development.	Production
18	Attachment/internship program (livestock farms, MPUs, Commodity Centres, Veterinary hospitals, etc)	OJT	Learn and familiarize on Bhutanese farming system, production, nutrition, and technology required to provide efficient technical assistance to	Animal health, production, nutrition and extension

			the beneficiaries.	
19	Training on basic monitoring and evaluation tools for development programs.	Classroom training	To gain knowledge and skills to monitor development programs.	Animal health, production, nutrition and extension
20	Basic training on data analytics (using Microsoft Office, online google applications, database management, etc for record-keeping, data analysis, visualization, and information sharing)	Classroom training	To gain knowledge and skills on the operation of basic record keeping and analytic tools for proper data management and information sharing.	Animal health, production, nutrition and extension
21	Basic application of GIS (QGIS, SW Maps, etc.)	Classroom training	To gain knowledge and skills on GIS application for data collection, analysis, and decision making.	Animal health, production, nutrition and extension
22	Problem-solving techniques (creative thinking, system thinking, self-awareness, team building, etc)	Workshop	To gain knowledge and skills in effective problem-solving techniques.	General
23	Communication and facilitation	Workshop	To gain knowledge and skills in effective communication for technology transfer and information sharing.	Extension
24	Citizen relationship management	Workshop	To gain knowledge and skills in public management to achieve desired outcomes.	General

25	Office management (financial, resource, record keeping etc.)	Training workshop	Be able to manage the office properly and utilize available resources effectively.	General
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Table 6. Short-term Program and Learning Objectives for Experienced Proficiency Level

Experienced Proficiency Level				
Sl. #	Training/Intervention	Methods of Implementation	Learning Objectives	Subject Category
1	Refresher course on the application of AI technology, pregnancy diagnosis, and other emerging technologies.	Refresher training and exposure visit	Be able to apply AI technology, conduct pregnancy diagnoses, and other emerging technologies.	Animal breeding
2	Advanced apiary management	Classroom training and Exposure visit	To gain advanced knowledge and skills on apiary management to execute an apiculture program efficiently.	Production
3	Livestock farm management and animal production	Classroom training and Exposure visit	Be able to apply livestock farm management and animal production.	Production
4	Emerging technologies on animal nutrition (feed formulation, feed analysis, etc.)	Training workshop	Be able to apply knowledge and skills to emerging technologies on animal nutrition.	Animal nutrition
5	Mainstreaming value chain approach (product diversification, processing, value addition, and marketing)	Classroom training and exposure visits.	To gain knowledge and skills in value chain management and be able to mainstream the value chain approach.	Production
6	Communication and extension	Workshop and exposure visit	Be able to apply knowledge and skills in effective communication, information sharing,	Extension

			and technology transfer.	
7	Farmers institution formation and development (groups, cooperatives, federation, etc.)	Classroom training and exposure visit	Be able to facilitate farmers' group formation for community participation in livestock enterprise development.	Production
8	Training on Radioimaging (x-Ray, Ultrasound)	Training	To gain knowledge and skills on radioimaging.	Animal health
9	Training on Rehabilitation (Physiotherapy)	Training	To gain knowledge and skills on operation of physiotherapy equipments.	Animal health

Table 7. Short-term Program and Learning Objectives for Advanced Proficiency Level

Advanced Proficiency Level				
Sl. #	Training/Intervention	Methods of Implementation	Learning Objectives	Subject Category
1	Essential Veterinary Drugs Program (EVDP)	Workshop	Keep abreast, implement and supervise EVDP.	Animal health
2	Outbreak investigation, animal disease surveillance, prevention and control of animal diseases	Training	To gain knowledge and skills on field epidemiological skills (surveillance, disease outbreak investigation and data analysis).	Animal health
3	Application of AI technology, pregnancy diagnosis, and other emerging breeding technologies (embryo transfer and sexed sorted semen)	Refresher training and exposure visit	Be able to apply and supervise the application of AI technology, pregnancy diagnosis, and other emerging breeding technologies.	Animal breeding

4	Advanced livestock farm management and animal production	Classroom training and Exposure visit	Be able to apply and supervise working peers on advanced livestock farm management and animal production.	Production
5	Application of online data management tools and software/data analytical tools	Training workshop	Be able to apply online data management tools and software/data analytical tools.	Animal health, production, nutrition and extension
6	Climate-smart livestock farming (circular economy, smart farming, etc.)	Classroom training and exposure visits.	Be able to apply climate-smart livestock farming practices for sustainable livestock production.	Production
7	Problem-solving techniques (creative thinking, system thinking, self-awareness, team building, etc)	Mentoring and Counselling	Be able to apply and mentor working peers in effective problem-solving techniques.	Animal health, production, nutrition and extension
8	Communication and extension	Workshop and exposure visit	Be able to apply and mentor working peers using effective communication, information sharing, and technology transfer.	Extension
9	Training on oral hygiene and dentistry in pet animals (dogs and cats)	Training	To gain knowledge and skills on oral hygiene and dentistry in pet animals (dogs and cats)	Animal health
10	Training on Semen Processing (Dairy, piggery, sheep, yak, dog), liquid nitrogen plant operation and management	Training	To gain knowledge and skills on Semen. Processing (Dairy, piggery, sheep, yak, dog), liquid nitrogen plant operation and management.	Animal breeding
11	Training on Exotic pet animal medicine	Training	To gain knowledge and skills on handling and	Animal health

			treatment of exotic pet animals.	
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2.9 Implementation of Competency-based Framework

The implementation of training and other intervention has to be based on the mandatory program/interventions listed under the section under the training needs analysis (Section 2.8) of this document. The mandatory list of training/intervention includes all the programs against the behavioral 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. The most critical area of intervention (succession planning)
3. Rationalization of participants selected based on the category of proficiency level
4. Rationalization of participants selected based on the workplace (the right person for the right job)
5. 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.

3. Conclusion

The Competency-based Framework was developed to enhance and strengthen the capacity and capabilities of the Livestock Supervisors with a focus on human resource development. It contains 2 Key roles, 2 Competency Areas, 8 Key Competencies, and 32 Behavior Indicators under three Proficiency Levels (Entry, Experienced, and Advanced). In developing the document, several performance gaps for different proficiency levels of the Livestock Supervisors along with learning objectives and training needs were identified. In total 60 (Entry= 25; Experienced=17 and Advanced=18) short term training was identified for Livestock Supervisors under different proficiency levels. Given Livestock Supervisors play a pivotal role in enhancing livestock production and rural development, this framework will contribute towards enhancing efficiency at an individual and organizational level and in realizing the vision of achieving self-reliance in livestock products and enhancement of well-being through enhanced domestic production.

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