



# COMPETENCY BASED FRAMEWORK

LAND RECORD ASSISTANT

JANUARY 2022



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NATIONAL LAND COMMISSION SECRETARIAT

ROYAL GOVERNMENT OF BHUTAN

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**Abbreviation**

CBF	Competency-Based Framework
DoLAM	Department of Land Administration and Management
DoSLR	Department of the Survey and Land Records
GIS	Geoinformation System
HLC	High-Level Committee
ICB	Institutional Capacity Building
KSA	Knowledge, Skills, and Abilities
LTT	Long Term Training
LUC	Land Use Certificate
NCRP	National Cadastral Resurvey Programme
NLCS	National Land Commission Secretariat
OJT	On Job Training
SL	State Land
SRFL	State Reserve Forest Land
STT	Short Term Training
TNA	Training Needs Analysis

## 1. Background

### 1.1 About NLCS (Brief function, its origin, milestones)

Before the enactment of the Land Act, 2007, the National Land Commission Secretariat (NLCS) office was under the Ministry of Agriculture as the then Department of the Survey and Land Records (DoSLR). Following the Land Act, 2007, the NLCS was established as an autonomous agency.

Accordingly, the Department of Land Administration and Management (DoLAM) was formed as one of the Departments under the NLCS. The DoLAM mandates the management, administration, and regulation of private registered lands and State Reserve Forest Land (SRFL) and State Land (SL).

The milestones of the DoLAM includes;

- Carried out National Cadastral Resurvey Programme (NCRP) for the whole nation.
- Issued new Lagthrams after the NCRP for both rural and urban.
- Launched the online land transaction system for both rural and urban to improve the efficiency and effectiveness of service delivery.
- Developed mortgage module systems for both rural and urban.
- Resolved excess/deficit land issues of urban areas through the High-Level Committee (HLC).
- Resolved informal settlements along the highway for the entire nation.
- Initiated to resolve and prevent encroachment on state land.
- Introduced Land Use Certificate (LUC) - It is an additional land tenure ship. ▪ Revised the Land Lease Rules and Regulations.

## **1.2 Vision of NLCS**

The vision of NLCS is to become a dynamic and professional organization that delivers excellent land governance services and provides reliable land information for the nation's well-being.

## **1.3 Missions of NLCS**

To fulfill the above vision, the Department is mandated to:

- Manage, regulate, and administer the ownership and use of land.
- Guarantee the security of land tenure.
- Ensure easy access to reliable land information.

## **1.4 Core Values**

The Department is guided by the following set of core values to promote professionalism customer-driven services:

- Integrity
- Teamwork
- Professionalism
- Innovation
- Customer Driven



## 1.5 Core Functions

The following functions are available from the Department, Dzongkhag/Thromde, Gewog, and Dungkhag Land Record Sector.

Table 1: Core Functions of NLCS

Sl.#	Functions		Department	Dzongkhag	Thromde	Gewog	Dungkhag
1	Land Transactions	Online	✓	✓	✓	✓	✓
2	Chazha Sathrams management	Online	✓				
3	Process private land acquisitions	Online	✓	✓	✓	✓	✓
4	Process land substitutes and cash compensation	Online	✓	✓	✓	✓	✓
5	Process land allotment to Government Agencies and Religious Institutes	Online	✓	✓	✓	✓	✓
6	Process exchange of state land with rural registered land	Online	✓	✓		✓	✓
7	Implementations of the decisions of the Commission and Dispute Settlement Committee	Online	✓	✓	✓	✓	✓
8	Implementations of the directives received from the Office of the Gyalpoi Zimpon	Online	✓				
9	Printing and issuance of lagthrams	Online	✓				
10	Field verifications for resolving discrepancies	Offline	✓	✓			
11	Submit findings and reports to the Commission	Offline	✓				
12	Process for State Reserved Forest Land and State Land on Lease	Offline	✓	✓	✓		
13	Submit reports to the Courts and implement verdicts	Offline	✓				

## 1.6 Organogram

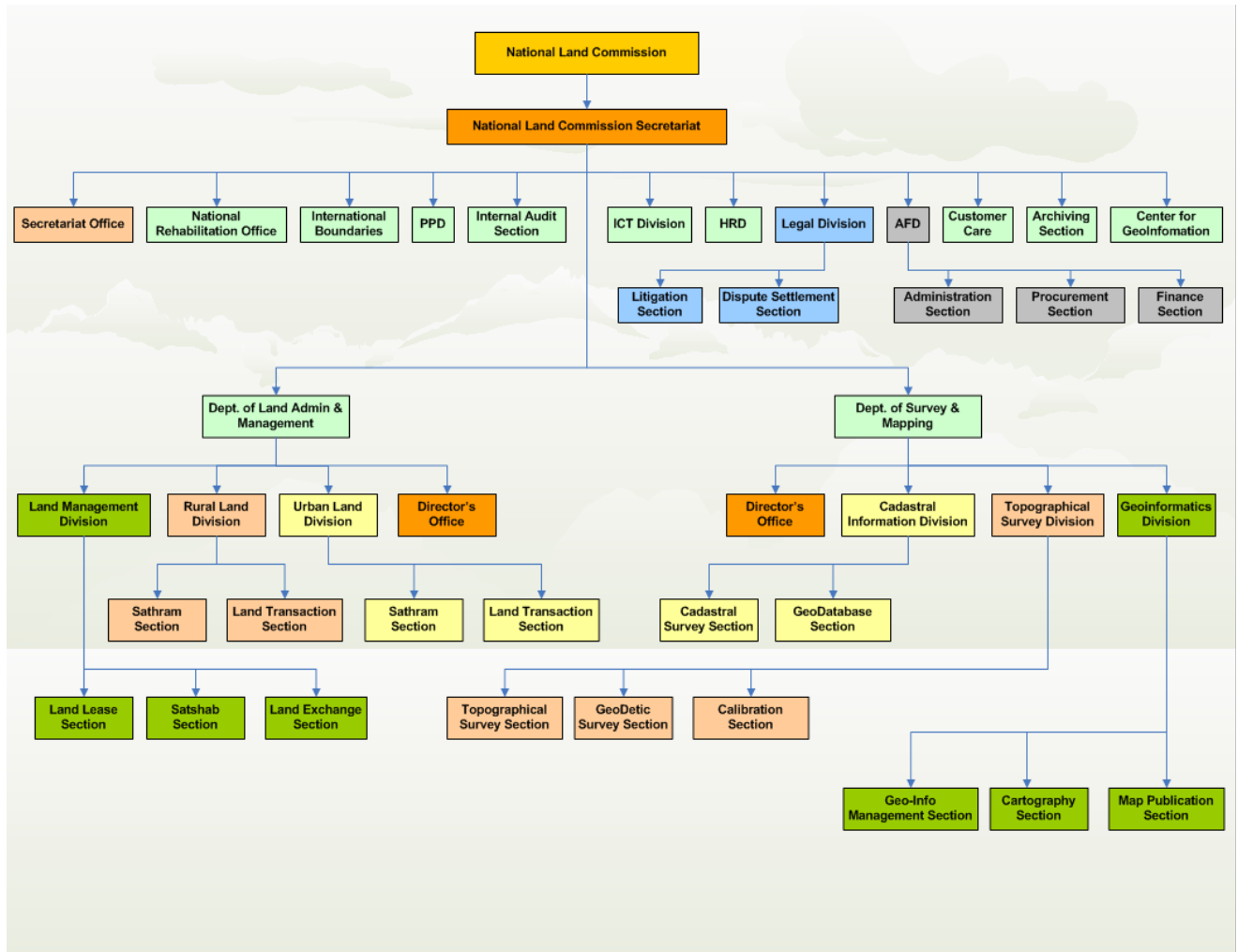


Figure 1: Organogram of NLCS

## 1.7 Staff Strength

The following table shows the existing number of Land Record Assistant.

Table 2: Existing Land Record Assistant

Sl.no	Agency	Existing
1	Department	45
2	Dzongkhag	91
3	Thromde	7
<b>Total Number</b>		<b>143</b>

## **2. Competency-Based Framework for Land Record Assistant**

### **2.1 Introduction**

Competency-Based Framework (CBF) is a consolidation of compelling Human Resource planning and capacity building. It empowers an organization to survey its workforce capacity based on competencies. Through CBF, an organization can better plan for the workforce competencies and capacities that are required to realize its vision, mission, and goals. The System gives an integrated way of developing an organization's workforce by incorporating the specified values, capabilities, and competencies through distinguishing the right skills. These are aptitudes required for the persistent advancement of civil servants to deliver responsibilities viably and proficiently. CBF, moreover, guarantees that all civil servants have a common understanding of the values and anticipated performance behaviors.

The CBF for Land Record Assistants has been developed to encourage enhancement of the capacity and capabilities of the Land Record Assistants to support the objective of the National Land Commission Secretariat to be a professional and dynamic institution committed to excellence, courtesy and service delivery and to protect the country's national interest at all times.

### **2.2 Purpose**

The CBF highlights the knowledge, skills and abilities required for Land Record Assistants 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 Land Record Assistants who are highly knowledgeable, skillful and competent in delivering efficient and effective services of the highest standard.

### **2.4 Objectives**

The objectives of the framework are as follows:

- a. Provide clarity of the role of Land Record Assistant.
- b. Set up a benchmark for enlistment and career enhancement.

- c. Guarantee succession planning.
- d. Evaluate performance gaps and plan training need programs for Land Record Assistants to optimize maximum work performance.
- e. Upgrade competency and professionalism of Land Record Assistants.

## 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 key stakeholders. The framework is endorsed by the 129<sup>th</sup> Commission Meeting of the RCSC held on 1<sup>st</sup> March, 2022.

## 2.6 Structure

The framework has identified clear key roles, competencies, and behavioral indicators of each proficiency level to achieve professional excellence. The framework comprises 3 Key Roles which have 6 Competency Areas. It is elaborated in 16 Key Competencies which are illustrated in 43 Behavioral indicators. The behavioral indicators are further defined across three proficiency levels which multiply to 129 behavioral indicators.

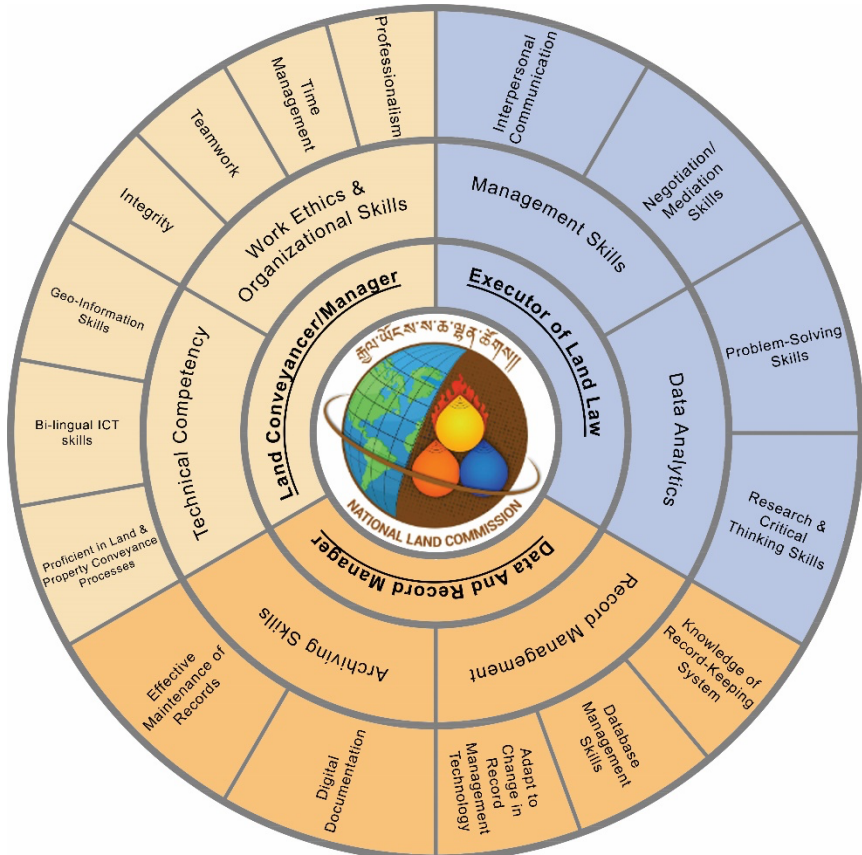


Figure 2: Diagrammatic overview of the CBF for Land Record Assistant

### 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 Land Administration and Management. Following are the key roles expected to be performed by the Land Record Assistant:

- a. Land Record Manager
- b. Land Law Regulator
- c. Data and Record Manager

### 2.6.2 Description of Role Profile

The role profile is the description of roles that Land Record Assistant are expected to demonstrate in achieving the outcomes of the Department of [Land Administration and Management](#). 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 Land Record Assistant to carry out a prescribed set of tasks.

### 2.6.3 Role Profile of Land Record Assistant

Table 3: Role Profile of Land Record Assistant

SN	Key Role	Role Description
1	Land Record Administrator	<ol style="list-style-type: none"> <li>1. Provide effective and efficient land conveyance service to the public.</li> <li>2. Liaise with the relevant stakeholders regarding land matters.</li> <li>3. Issue updated Lagthram/LUC.</li> </ol>
2	Land Law Regulator	<ol style="list-style-type: none"> <li>1. Ensure that the land services are provided in line with the provisions of the land Act.</li> <li>2. Conduct land law awareness.</li> <li>3. Implementation of existing land rules and regulations.</li> </ol>
3	Data and Record Manager	<ol style="list-style-type: none"> <li>1. Record all the land information.</li> <li>2. Classify and archive land information.</li> <li>3. Provide reliable land information to the relevant Stakeholders</li> </ol>

### 2.6.4 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 [Land Record Assistants](#). The framework has identified 6 competency areas as follows:

*Table 4: Key Roles and Competency Areas for Land Record Assistant*

Role #	Key Role	Competency Area
1	Land Record Administrator	1.1 Technical Competency
		1.2 Work ethics and Organizational skills
2	Land Law Regulator	2.1 Management Skills
		2.2 Data analytics
3	Data and Record Manager	3.1 Record Management
		3.2 Archiving skills

### 2.6.5 Identification of Key Competencies Area

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 (18 key competencies) key competencies are presented as below:

*Table 5: Key Roles, Competency Area, and Key Competencies for Land Record Assistant*

SN	Key Role	Competency Area	Key Competencies
1	Land Record Administrator	1.1 Technical Competency	1.1.1 Knowledge of land and property conveyance processes
			1.1.2 Bi-lingual ICT skills
			1.1.3 Basic Geo-Information skills
		1.2 Work ethics and Organizational skills	1.2.1 Integrity
			1.2.2 Teamwork
			1.2.3 Time management
2	Land Law Regulator	2.1 Basic Management Skills	1.2.4 Professionalism
			2.1.1 Interpersonal communication skills
		2.2 Data analytics	2.1.2 Negotiation/ mediation skills
			2.1.1 Basic Problem-solving skills
3	Data and Record Manager	3.1 Record management	2.1.2 Data collection and analytical skills
			3.1.1 Knowledge of record-keeping system

			3.1.2 Adaptation to changing technology
		3.2 Archiving skills	3.2.1 Digital documentation knowledge/skills
			3.2.2 Effective maintenance of records

### 2.6.6 Identification of Behavioral Indicators

The Behavioral Indicators are 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 43 behavioral indicators.

Table 6: Behavioral Indicators for the Key Roles

Key Role 1: Land Record Administrator		
Competency Area	Key Competency	Behavior Indicators
1.1 Technical Competency	1.1.1 Knowledge of land conveyance processes	• Understand basic standard operating procedures adhering to the Land Act of Bhutan 2007, Land rules and regulations, and relevant bylaws.
		• Informed of and up-to-date on the functioning of the land transaction portal.
	1.1.2 Bi-lingual ICT skills	• Demonstrates writing and typing skills in Dzongkha and English for all official correspondences.
• Demonstrates the basic understanding of ICT skills to correct/update land information in the system.		
1.1.3 Basic Geo-Information skills	• Understands basic Geo Information System (GIS) knowledge to prepare basic case reports.	
	• Prepares basic maps as per the requirement.	
1.2 Work ethics and Organizational skills	1.2.1 Integrity	• Display behavior that is ethical, honest, and humane.
		• Take responsibility and accountability of one's decisions and actions, guided by the existing rules and regulations.
		• Provides high quality service and maintains a positive reputation.
	1.2.2 Teamwork	• Actively seeks/provides perspectives from others to ensure inclusiveness and understanding.
		• Follow through on assignments to complete it on time.
		• Functions as an active participant.
		• Collaborates with the team to solve challenges and achieve common objectives.

	1.2.3 Time management	<ul style="list-style-type: none"> <li>• Stays organized to maintain a clear picture of what needs to be achieved.</li> <li>• Prioritize, focus and ensure completion of tasks.</li> <li>• Plans and manages the time spent on various activities.</li> </ul>
	1.2.4 Professionalism	<ul style="list-style-type: none"> <li>• Exhibits a positive professional atmosphere and provides cutting-edge services.</li> <li>• Practices correct occupational health and presents a suitable professional appearance.</li> <li>• Demonstrates an increasing level of professionalism in all areas and knows policies in order to sustain land professions standards.</li> </ul>
<b>Key Role 2: Land Law Regulator</b>		
2.1 Management skills	2.1.1 Interpersonal Communication	<ul style="list-style-type: none"> <li>• Oral and written abilities are used to share information.</li> </ul>
		<ul style="list-style-type: none"> <li>• Realizes and comprehends the viewpoints of others.</li> <li>• Understands and improves from the feedback received.</li> <li>• In all circumstances, maintain a professional demeanor and establish a meaningful relationship with others.</li> </ul>
	2.1.2 Negotiation/ mediation skills	<ul style="list-style-type: none"> <li>• Demonstrates the capacity to persuade and convince people by clearly expressing opinions and suggestions.</li> <li>• Has the ability to negotiate or mediate when conflicting views emerge and effectively communicate his or her point of view while adhering to the agency's rules, regulations, and guidelines.</li> </ul>
2.2 Data Analytics	2.2.1 Basic Problem-solving skills	<ul style="list-style-type: none"> <li>• Incorporates a variety of relevant methods of detecting issues, opportunities, and deception, as well as alternatives for dealing with them.</li> <li>• Ascertains that the alternatives chosen are associated with the least amount of risk for addressing the problems/ opportunities.</li> </ul>
	2.2.2 Data collection and analytical skills	<ul style="list-style-type: none"> <li>• Assembles evidence and results to aid decision-making.</li> <li>• Obtains and generates data for statistical analysis and dissemination.</li> </ul>
<b>Key Role 3: Data and Record Manager</b>		
3.1 Record management	3.1.1 Knowledge of record-keeping system	<ul style="list-style-type: none"> <li>• Possesses the understanding of record management issues and best practice and how they relate to the organization.</li> <li>• Applies record-keeping concepts and methods in an accountable and reliable manner.</li> <li>• Demonstrates effective information retrieval abilities in order to share information with appropriate stakeholders.</li> </ul>
	3.1.2 Adaptation to changing technology	<ul style="list-style-type: none"> <li>• Demonstrate an ability to adapt to and support others in the development and introduction of new recordkeeping practices and procedures.</li> <li>• Shows interest to learn new methods, procedures, or techniques to improve record management.</li> <li>• Adapts to change quickly and easily</li> </ul>
		<ul style="list-style-type: none"> <li>• Maintains a proper inventory of the land record's ICT-based technology for data storage and tracking</li> </ul>



3.2 Archiving Skills	3.2.1 Digital documentation	systems in order to enhance the organization's productivity.
		<ul style="list-style-type: none"> <li>• Monitors the effectiveness of the digital record management system periodically.</li> <li>• Ensures easy access to data to serve the clients efficiently.</li> </ul>
	3.2.2 Effective maintenance of records	<ul style="list-style-type: none"> <li>• Archives historical evidence and land information for the long term.</li> </ul>
		<ul style="list-style-type: none"> <li>• Updates and organizes the record inventory systems periodically.</li> </ul>
		<ul style="list-style-type: none"> <li>• Recognizes the possible new standards and gaps in addressing record maintenance to meet the increasing technological demands.</li> <li>• Ensures safe and efficient storage and easy access to data.</li> </ul>

### 2.6.7 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 Land Record Assistant is categorized into three levels as follows and the Behavior Indicators (BIs) have been identified for all 3 levels of proficiency.

1. Entry level (S5- S3)
2. Experienced level (S2-S1)
3. Advanced (SS4-SS1)

The proficiency level 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. Further, the proficiency level will set a benchmark for the recruitment and deployment. The proficiency levels of each key competency are detailed below:

Table 7: Number of Behavioral Indicators for the Proficiency Level

<b>Key Role 1: Land Record Administrator</b>				
<b>Competency Area: Technical Skills</b>				
<b>Key Competency: Knowledge of land and property conveyance processes</b>				
<b>Sl. No.</b>	<b>Behavior Indicators</b>	<b>Entry (S5-S3)</b>	<b>Experienced (S2-S1)</b>	<b>Advanced (SS4-SS1)</b>
1	Basic understanding of the standard operating procedures adhering to the Land Act of Bhutan 2007, Land rules and regulations, and relevant bylaws.	Learns basic understanding of the level of operating procedure adhering to the Land Act of Bhutan 2007, land rules and regulation and relevant bylaws.	Understands and applies appropriate standard operating procedures adhering to the Land Act of Bhutan 2007, Land rules and regulations, and relevant bylaws.	Educates colleagues on standard operating practices in accordance with Bhutan's Land Act, Land regulations and rules, 2007, as well as any bylaws that may be applicable
2	Informed of and up-to-date on the functioning of the land transaction portal.	Have basic understanding on the functioning of the land transaction portal.	Provides feedback for better implementation and ensures that the system is in compliance with the Land Act and relevant guidelines.	Assist in reviewing the functioning of land transaction portal system.
<b>Key Competency: Bi-lingual ICT Skills</b>				
<b>Sl. No</b>	<b>Behavior Indicators</b>	<b>Entry (S5-S3)</b>	<b>Experienced (S2-S1)</b>	<b>Advanced (SS4-SS1)</b>
1	Demonstrates writing and typing skills in Dzongkha and English for all official correspondences.	Able to compute basic official correspondence in both Dzongkha and English.	Able to compute intermediate level of official correspondence in both Dzongkha and English.	Demonstrates advanced knowledge in computing official correspondence.
2	Displays understanding of ICT skills	Demonstrates the basic understanding of ICT skills to correct/update land information in the system.	Helps to analyze the system's flaws	Assists in coordinating colleagues in acquiring fundamental ICT skills in order to address system flaws.
<b>Key Competency: Basic Geo-information Skills</b>				
<b>Sl. No</b>	<b>Behavior Indicators</b>	<b>Entry (S5-S3)</b>	<b>Experienced (S2-S1)</b>	<b>Advance (SS4-SS1)</b>
1	Understands basic Geo Information System (GIS) knowledge to prepare comprehensive case reports.	Understands basic Geo-Information System (GIS)	Understands intermediate level of Geo-information System (GIS).	Demonstrates knowledge on the Geo-information System (GIS) to prepare case reports.
2	Prepares basic maps as per the requirement.	Understands how to interpret a map.	Creates and interprets basic maps.	Assists colleagues in the creation and interpretation of maps.

<b>Competency Area: Work ethics and Organizational Skills</b>				
<b>Key Competency: Integrity</b>				
<b>Sl. No</b>	<b>Behavior Indicators</b>	<b>Entry (S5-S3)</b>	<b>Experienced (S2-S1)</b>	<b>Advanced (SS4-SS1)</b>
1	Display behavior that is ethical, honest, and humane.	Exhibits a high level of work ethic for dependable results.	Cultivates strong work ethics for consistent performance.	Demonstrates and fosters excellent work ethics.
2	Take responsibility and accountability of one's decisions and actions, guided by the existing rules and regulations.	Understands and takes responsibilities for their work, including issues.	Fosters and encourages effective working on understanding and acceptance of responsibilities, including any problems that may arise.	Take accountability and be able to guide in making decisions based on the legal provisions.
3	Provides high quality service and maintains a positive reputation.	Possesses the knowledge of high-quality services.	Assures that high-quality services are delivered and that a positive reputation is upheld.	Assists in monitoring and analyzing the service provided by colleagues.
<b>Key Competency: Teamwork</b>				
<b>Sl. No</b>	<b>Behavior Indicators</b>	<b>Entry (S5-S3)</b>	<b>Experienced (S2-S1)</b>	<b>Advanced (SS4-SS1)</b>
1	Actively seeks/provides perspectives from others to ensure inclusiveness and understanding.	Actively and honestly contributes to the team's opinions.	Recognizes teammate's point of view and encourages collaboration in order to achieve the Department's goals.	Encourages and motivates team members to accomplish the department's goals.
2	Follow through on assignments to complete it on time.	Shows consistency in completing assigned tasks on schedule.	Ensures a constant trend to complete assigned tasks on time.	Exhibits exemplary behavior that encourages coworkers to finish tasks on schedule.
3	Functions as an active participant in enhancing productivity.	Follows the directives and cooperates to ensure the balance of unity to provide productive services.	Assists in developing ways to ensure the balance of unity and cooperation among team members to provide productive services.	Inspires, invests time and ensures unity and cooperation among the team members to provide productive services.
4	Collaborates with the team to solve challenges and achieve common objectives.	Demonstrates skills to resolve problems/issues and achieve common goals with the team	Takes a proactive approach in identifying team needs and provides appropriate support to finding solutions.	In consultation with the top management, build an effective management team to identify solutions
<b>Key Competency: Time Management</b>				
<b>Sl. No</b>	<b>Behavior Indicators</b>	<b>Entry (S5-S3)</b>	<b>Experienced (S2-S1)</b>	<b>Advanced (SS4-SS1)</b>
1	Stays organized to maintain a clear picture of what needs to be achieved.	Identifies and understands a clear picture of what must be accomplished.	In consultation with the supervisors, set goals to be accomplished.	Strategizes and collaborates to achieve the target.
2	Prioritize, focus and ensure completion of tasks.	Maintains the capacity to prioritize and complete tasks in order to achieve	Specifies both short and long-term goals to	Displays advanced skills required to prioritize tasks to be accomplished by setting

		both short and long-term goals.	distinguish activities to be completed.	both short and long-term goals
3	Plans and manages the time spent on various activities.	Demonstrates the capacity to plan and accomplish tasks within a time frame in order to provide prompt service.	Sets clearly defined work for self and the team to meet the department's objectives.	Assists in monitoring the performance of the team in meeting the assigned deadlines and objectives.
<b>Key Competency: Professionalism</b>				
<b>Sl. No</b>	<b>Behavior Indicators</b>	<b>Entry (S5-S3)</b>	<b>Experienced (S2-S1)</b>	<b>Advanced (SS4-SS1)</b>
1	Exhibits a positive professional atmosphere and provides cutting-edge services.	Learns and understands how to provide services in a friendly and professional situation.	Knows how to examine events and situations in order to comprehend the professional environment and provides advanced services.	Explores conditions or challenges in a professional environment and offers innovative services.
2	Practices correct occupational health and presents a suitable professional appearance.	Keeps a professional appearance and is aware of how to maintain proper occupational health.	Possess and promote proper occupational health and a professional look.	Encourages colleagues to maintain proper occupational health and displays themselves in a professional manner.
3	Demonstrates an increasing level of professionalism in all areas and knows policies in order to sustain land professions standards.	Understands the basic level of professionalism in all fields and is aware of policies that help to keep land profession standards high.	Shows a developing level of professionalism in all areas and is well-versed in policies.	Guides and assures the greatest level of professionalism, and is informed about policies that help to keep land professions standards high.
<b>Key Role: Land Law Regulator</b>				
<b>Competency Area: Management Skills</b>				
<b>Key Competency: Interpersonal Communication</b>				
<b>Sl. No</b>	<b>Behavior Indicators</b>	<b>Entry (S5-S3)</b>	<b>Experienced (S2-S1)</b>	<b>Advanced (SS4-SS1)</b>
1	Oral, written, and interpersonal communication abilities are used to share information.	Displays basic ability to share information through clear oral, written and interpersonal communication.	Exhibits sound skills to share knowledge through clear oral and written skills.	Through effective oral and written skills, motivates and assures knowledge exchange.
2	Realizes and comprehends the viewpoints of others.	Listens to, recognizes, and comprehends other people's viewpoints before drawing conclusions.	Encourages sound reasoning and strong listening skills in order to comprehend other people's viewpoints.	Motivates coworkers to improve their comprehension skills in order to better understand other people's viewpoints.
3	Recognizes and improves from the feedback received.	Accepts and acts on feedback, as well as learning from it.	Examines the feedback and devises a method for addressing the problems.	Creates an enabling atmosphere in which the feedback loop mechanism may be used to boost workplace productivity.
4	Under all circumstances, maintain a professional demeanor.	Exhibits the ability to have a professional demeanor at all times.	Maintains and demonstrates professional etiquette at all times.	Mentors and exhibits the best level of professional etiquette at all times.

<b>Key Competency: Negotiation/ Mediation Skills</b>				
<b>Sl. No</b>	<b>Behavior Indicators</b>	<b>Entry (S5-S3)</b>	<b>Experienced (S2-S1)</b>	<b>Advanced (SS4-SS1)</b>
1	Demonstrates the capacity to persuade and convince people by clearly expressing opinions and suggestions.	Adequately conveys opinions and recommendations to persuade and convince others.	Demonstrates relatively sound aptitude to communicate and inspire others successfully.	Inculcates in colleagues the capacity to communicate and convince others successfully.
2	Has the ability to negotiate when conflicting views exist and effectively communicate his or her point of view while adhering to the agency's rules, regulations, and guidelines.	Has the ability to recognize conflicting views and effectively communicate his or her point of view while adhering to the agency's rules, regulations, and guidelines.	Demonstrates the ability to negotiate or mediate when contrasting ideas exist and effectively communicate his or her point of view while adhering to the agency's rules, regulations, and guidelines.	Realizes and concentrates on solutions in order to negotiate when conflicting views exist and effectively express his or her perspective in accordance with the agency's rules, regulations, and guidelines.
<b>Competency Area: Data Analytics</b>				
<b>Key Competency: Basic Problem-solving Skills</b>				
<b>Sl. No</b>	<b>Behavior Indicators</b>	<b>Entry (S5-S3)</b>	<b>Experienced (S2-S1)</b>	<b>Advance (SS4-SS1)</b>
1	Incorporates a variety of relevant methods of detecting issues, opportunities, and deception, as well as alternatives as counter-measures.	Understands and learns numerous relevant processes for detecting challenges, opportunities, and fraud.	Incorporates a variety of procedures for detecting issues, opportunities, and fraud, as well as choices for dealing with the issue.	Monitors in developing various relevant mechanisms to identify issues/opportunities/fraud and its options to address them.
2	Ascertains that the alternatives chosen are associated with the least amount of risk for addressing the problems/ opportunities.	Observes that the choices chosen are the ones with the lowest risk.	Considers a variety of viewpoints and assesses their feasibility, efficacy, and hazards.	Examines and evaluates the proposed options in order to reduce negative outcomes.
<b>Key Competency: Data collection and analytical skills</b>				
<b>Sl. No</b>	<b>Behavior Indicators</b>	<b>Entry (S5-S3)</b>	<b>Experienced (S2-S1)</b>	<b>Advance (SS4-SS1)</b>
1	Assembles extensive evidence and results to aid decision-making.	Gather extensive data and facts to aid decision-making.	Validates the comprehensive information gathered in order to aid decision-making.	Examines and suggests the essential comprehensive facts and information to aid decision-making.
2	Obtains and generates data for statistical analysis and dissemination.	Retrieves relevant data and analyses it to determine the issue's probable causes.	Identify patterns, trends and underlying causes to foresee possible issues.	Provides the resources and analytical tools needed to assist in developing resolutions and mitigating strategies.

<b>Key Role: Data and Record Manager</b>				
<b>Competency Area: Record Management</b>				
<b>Key Competency: Knowledge of record-keeping system</b>				
<b>Sl. No</b>	<b>Behavior Indicators</b>	<b>Entry (S5-S3)</b>	<b>Experienced (S2-S1)</b>	<b>Advance (SS4-SS1)</b>
1	Possesses the understanding of record management issues and best practice and how they relate to the organization.	Understands and implements rules, processes, and procedures to improve the organization's productivity through streamlining record-keeping methodologies.	Assists in establishing and interpreting implementation of the policies, systems, and procedures to streamline the record-keeping methodologies to increase the productivity of the organization.	Assists in monitoring the development and implementation of policies, processes, and procedures to improve the organization's efficiency through streamlining record-keeping methodologies.
2	Applies record-keeping concepts and methods in an accountable and reliable manner.	Demonstrates the basic ability to maintain records in an accountable and dependable manner.	Assists in ensuring that records are kept to the greatest possible standard in an accountable and ethical way.	Guides and demonstrates exemplary practices in maintaining records in an accountable and credible manner.
3	Demonstrates effective information retrieval abilities in order to share information with concerned stakeholders.	Have basic information retrieval abilities to share with the concerned stakeholders.	Assists the colleagues to retrieve information for sharing with relevant stakeholders.	Monitors and assures that the colleagues have good information retrieval skills for sharing with relevant stakeholders
<b>Key Competency: Adaptation to changing technology</b>				
<b>Sl. No</b>	<b>Behavior Indicators</b>	<b>Entry (S5-S3)</b>	<b>Experienced (S2-S1)</b>	<b>Advanced (SS4-SS1)</b>
1	Demonstrates the ability to adapt to and support others in the development and introduction of new recordkeeping practices and procedures.	Assists with the creation and development of new records management systems.	Assists in implementing innovative techniques for record management system enhancement.	Uncovers inadequacies in existing record management systems and proposes ways to improve them.
2	Shows interest to learn new methods, procedures, or techniques to improve record management.	Displays enthusiasm in learning new record-keeping methods, processes, or strategies.	Assists in expanding and analyzing record management systems, processes, or techniques.	Evaluates modern record management methods, processes, or strategies
3	Adapts to change quickly and easily	Quickly adapts to change and is interested in new concepts in the record management system.	Offers modification recommendations and assists colleagues in adapting to new developments.	Promotes innovation and seeks for continuous improvement in the record management system.

<b>Competency Area: Archiving skills</b>				
<b>Key Competency: Digital Documentation</b>				
<b>Sl. No</b>	<b>Behavior Indicators</b>	<b>Entry (S5-S3)</b>	<b>Experienced (S2-S1)</b>	<b>Advance (SS4-SS1)</b>
1	Maintains a proper inventory of the land record's ICT-based technology for data storage and tracking systems in order to enhance the organization's productivity.	Maintains basic land record inventory and classification techniques for data storage and tracking systems.	Assists in the maintenance of land inventory and classification systems.	Monitors and ensures that appropriate land record inventory and classification procedures are in place.
2	Monitors the effectiveness of the digital record management system periodically.	Displays the understanding of digital record management systems on a regular basis.	Assists in assessing and evaluating the efficacy of the digital record management system periodically.	Periodically reviews and monitors the performance of the digital record management system.
3	Ensures easy access of data to serve the clients efficiently.	Helps ensure easy access to data in order to provide effective service to clients.	Evaluates and offers innovative ways for easy access to data in order to serve clients efficiently.	Monitors access to data in order to service customers and ensures that it complies with the organization's established processes and policies.
<b>Key Competency: Effective maintenance of records</b>				
<b>Sl. No</b>	<b>Behavior Indicators</b>	<b>Entry (S5-S3)</b>	<b>Experienced (S2-S1)</b>	<b>Advance (SS4-SS1)</b>
1	Provides the resources and analytical tools needed to get the best results.	Demonstrates basic skills in the implementation of best practices in record management.	Assists in educating the colleagues to help achieve optimal practices in record management.	Tracks and provides suggestions to colleagues in order to attain the finest record-keeping standards.
2	Updates and organizes the record inventory systems periodically.	Maintains and updates the record inventory systems.	Periodically organizes and examines the record inventory systems.	Monitors and analyzes inventory systems on a regular basis.
3	Recognizes the possible new standards and gaps in addressing record maintenance to meet the increasing technological demands.	Realizes and indicates any potential gaps that need to be remedied in order to improve record keeping.	Assists in resolving the gaps in record keeping that have been identified.	Monitors the system for any weaknesses or loopholes to address for system upgradation.
4	Ensures safe and efficient storage and easy access to data.	Understands the necessity of data storage that is both secure and accessible.	Emphasizes and prioritizes the necessity of data storage that is both secure and accessible.	Monitors and ensures that data is stored safely and efficiently, with easy accessibility.

## 2.7 Training Needs Analysis

The Training Needs is the difference between desired capability and current capability. The Training Needs Analysis (TNA) 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 Land Record Assistants with knowledge and skills. It should be the shared responsibility of the employee and Department to build and enhance their capability and competency.

### 2.7.1 Assessment of Performance Gap

Table 8: Summary of questionnaire survey for TNA

Sl. No	Proficiency level	Staff Strength	Questionnaires shared with	Respondents
1	Advanced Level (SS4-SS1)	5	2	2
2	Experience Level (S2-S1)	47	16	14
3	Entry Level (S5-S3)	91	42	37
	<b>Total Number</b>	<b>143</b>	<b>60</b>	<b>53</b>

The training needs analysis is carried out in consultation with the stakeholders through interview, survey and FGD. The questionnaire is based on 43 behavioral indicators of different proficiency levels on Likert Scale of “Yes, No and May be”. The behavioral indicators were assessed by proficiency level to identify the performance gaps.



## 2.7.2 Training Needs Assessment at each proficiency level

Table 9: Summary of questionnaire survey for TNA

No	Behavior Indicator	Proficiency Level (% Not competent)		
		Entry	Experienced	Advanced
Knowledge of land and property	Basic understanding of the standard operating procedures adhering to the Land Act of Bhutan 2007, Land rules and regulations, and relevant bylaws.	5.4	0	0
	Informed of and up-to-date on the functioning of the land transaction portal.	2.7	35.7	100
Bi-lingual Computer Knowledge	Demonstrates writing and typing skills in Dzongkha and English for all official correspondences.	22.9	35.7	50
	Displays understanding of ICT skills	10.8	14.3	50
Geo-information Skills	Understands basic Geo Information System (GIS) knowledge to prepare comprehensive case reports.	35.1	64.3	50
	Publishes maps as per the requirement.	35.1	85.7	50
Integrity	Display behavior that is ethical, honest, and humane.	16.2	14.3	0
	Take responsibility and accountability of one's decisions and actions, guided by the existing rules and regulations.	0	21.4	0
	Provides high quality service and maintains a positive reputation.	32.4	28.6	0

<b>Teamwork</b>	Actively seeks/provides perspectives from others to ensure inclusiveness and understanding.	0	7.1	0
	Follow through on assignments to complete it on time.	0	14.3	0
	Functions as an active participant in enhancing productivity.	0	21.4	50
	Collaborates with the team to solve challenges and achieve common objectives.	5.4	14.3	0
<b>Time Management</b>	Stays organized to maintain a clear picture of what needs to be achieved.	5.4	14.3	0
	Prioritize, focus and ensure completion of tasks.	5.4	28.6	0
	Plans and manages the time spent on various activities.	10.8	14.3	50
<b>Professionalism</b>	Exhibits a positive professional atmosphere and provides cutting-edge services.	10.8	14.3	50
	Practices correct occupational health and presents a suitable professional appearance.	10.8	21.4	0
	Demonstrates an increasing level of professionalism in all areas and knows policies in order to sustain land professions standards.	18.9	35.7	0
<b>Interpersonal Communication</b>	Oral, written, and interpersonal communication abilities are used to share information.	18.9	28.6	0
	Realizes and comprehends the viewpoints of others.	10.8	14.3	50
	Recognizes and improves from the feedback received.	8.3	14.3	50
	Under all circumstances, maintain a professional demeanor.	22.2	7.1	0
<b>Negotiation Skills</b>	Demonstrates the capacity to persuade and convince people by clearly expressing opinions and suggestions.	8.1	21.4	50
	Has the ability to negotiate when conflicting views exist and effectively communicate his or her point of view while adhering to the agency's rules, regulations, and guidelines.	5.6	21.4	0
<b>Problem-solving Skills</b>	Incorporates a variety of relevant methods of detecting issues, opportunities, and deception, as well as alternatives for dealing with them.	5.7	42.9	0
	Ascertains that the alternatives chosen are associated with the least amount of risk for addressing the problems/ opportunities.	16.2	14.3	0

<b>Data collection and analytical skills</b>	Assembles extensive evidence and results to aid decision-making.	13.5	21.4	0
	Obtains and generates data for statistical analysis and dissemination.	13.5	7.1	50
<b>Knowledge of record-keeping system</b>	Possesses the understanding of records management issues and best practice and how they relate to the organization.	10.8	7.1	50
	Applies record-keeping concepts and methods in an accountable and reliable manner.	10.8	14.3	0
	Demonstrates effective information retrieval abilities in order to share information with appropriate stakeholders.	16.2	14.3	0
<b>Adaptation to changing technology</b>	Demonstrates the ability to adapt to and support others in the development and introduction of new recordkeeping practices and procedures.	13.5	7.1	50
	Shows interest to learn new methods, procedures, or techniques to improve record management.	0	14.3	50
	Adapts to change quickly and easily	0	14.3	50
<b>Digital Documentation</b>	Maintains a proper inventory of the land record's ICT-based technology for data storage and tracking systems in order to enhance the organization's productivity.	21.6	7.1	0
	Monitors the effectiveness of the digital record management system periodically.	32.4	28.6	0
	Ensures easy access of data to serve the clients efficiently.	5.4	7.1	50
<b>Effective maintenance of records</b>	Provides the resources and analytical tools needed to get the best results	5.6	42.9	0
	Updates and organizes the record inventory systems periodically.	13.5	14.3	50
	Recognizes the possible new standards and gaps in addressing record maintenance to meet the increasing technological demands.	21.6	21.4	0
	Ensures safe and efficient storage and easy access to data.	21.6	14.3	50

### 2.7.2.1 Comparison of Key Competencies among Entry Level Proficiency

From the questionnaire survey conducted among the Land Record Assistants belonging Entry Level Proficiency (n=37), Geo-information skill was observed to be the highest non-competent key competency among the respondents with a non-competent mean score of 35%. It is also observed that the most competent key competency was Team-work with a non-competency mean of 1%.

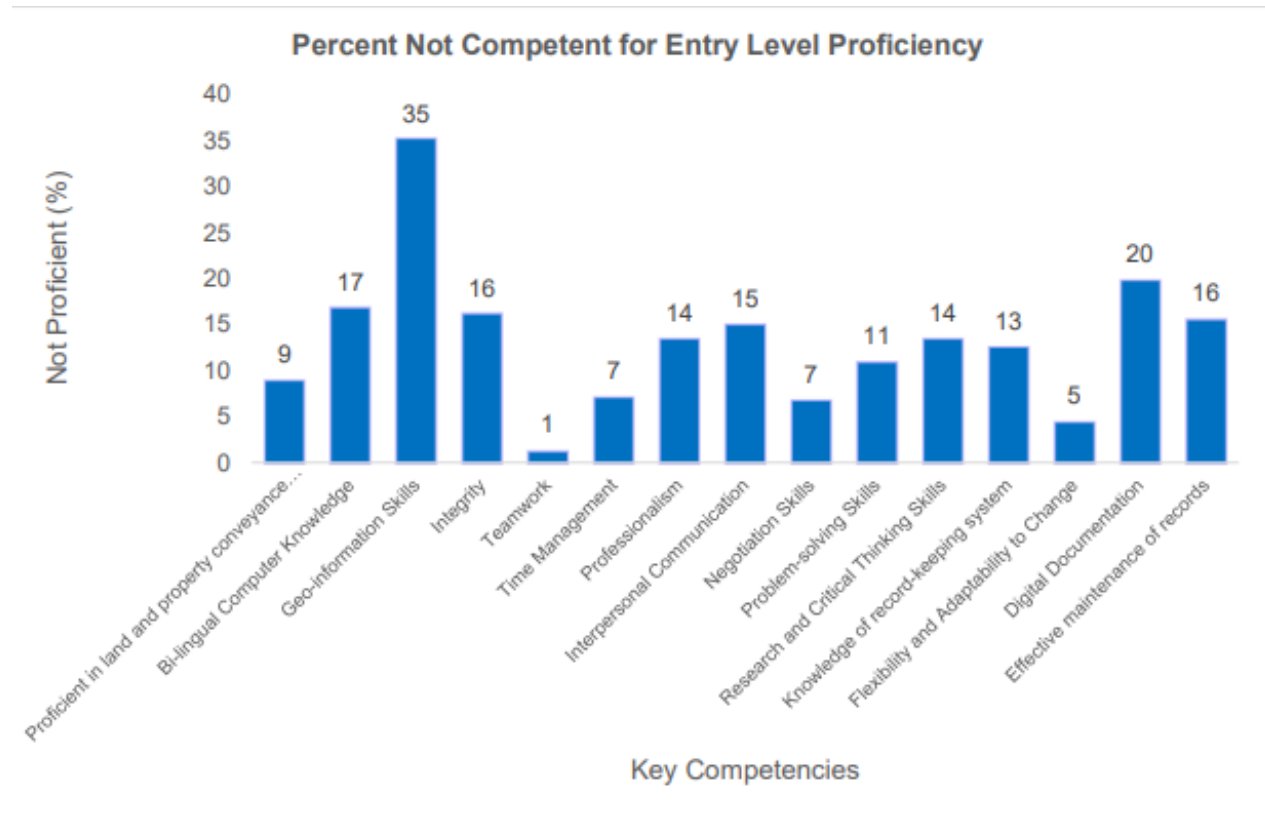


Figure 3: Entry Level Competency for Land Record Assistant

### 2.7.2.2 Comparison of Key Competencies among Experienced Level Proficiency

Among the Land Record Assistants belonging to the Experienced Level Proficiency (n=14), Geo-information skills was observed to be the highest non-competent key competency as well with a mean score of 75%. Knowledge on Record Keeping and Flexibility and Adaptability to Changing technology were observed to be the most competent key competency with both acquiring a non-competent mean score of 12% among the Experienced Level Proficiency.

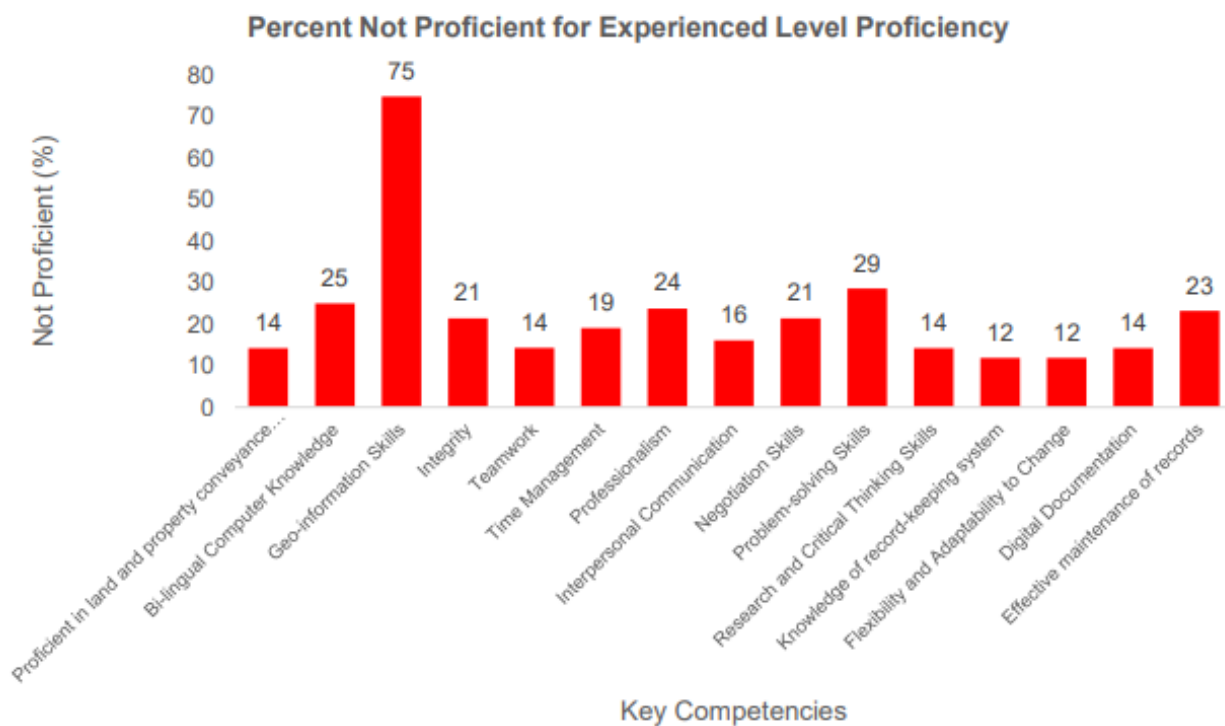


Figure 4: Experienced Level Competency for Land Record Assistant

### 2.7.2.3 Comparison of Key Competencies among Advanced Level Proficiency

Among the Land Record Assistants belong to Advanced Level Proficiency (n=2), Proficiency in Land and Property Conveyance Processes was observed to be the least competent key competency with a non-competent mean score of 67%. Integrity and Problem-solving skills were observed to be the most competent key competency with both acquiring a non-competent mean score of 0% among the Experienced Level Proficiency. However, the data cannot be relied upon owing to the susceptibility of biased results due to low response rate.

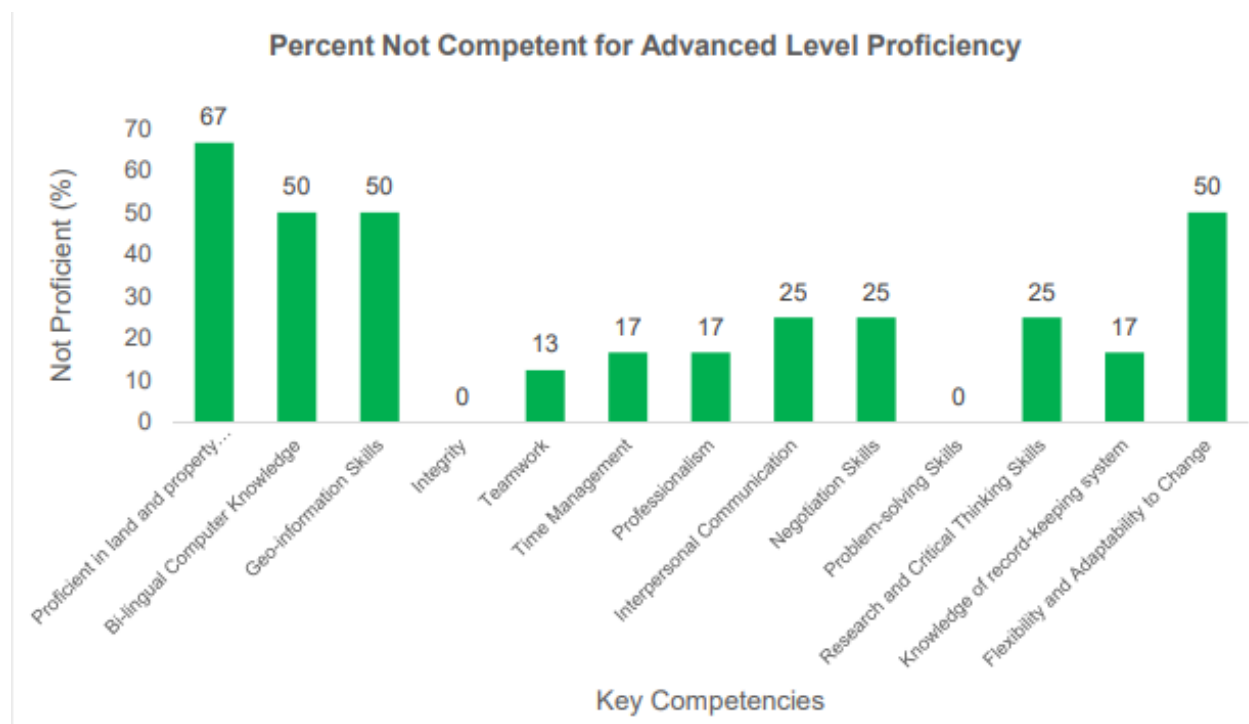


Figure 5: Advanced Level Competency for Land Record Assistant

## 2.7.3 Training Needs Assessment at Entry Level Proficiency (S5-S3)

Table 10: TNA for Entry level Proficiency

<b>Key Role: Land Record Administrator</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>Capacity Development Intervention</b>
<b>Knowledge of land and property conveyance processes</b>	Learns basic understanding of the level of operating procedure adhering to the Land Act 2007, land rules and regulation and relevant bylaws.	Competent	NA	NA
	Have basic understanding on the functioning of the land transaction portal.	Competent	NA	NA
<b>Bi-lingual ICT skills</b>	Able to compute basic official correspondence in both Dzongkha and English.	Not Competent	Lack of written skills especially in Dzongkha	Dzongkha Competency Training
	Displays understanding of ICT skills	Not competent	Limited training	Self-learning/ On Job Training
<b>Geo-information Skills</b>	Understand basic Geo-Information System (GIS)	Not competent	Lack of GIS Skills	Short-term course on GIS
	Understands how to interpret a map.	Not competent	Lack map reading skills	Self-Learning/in-house training/Induction program
<b>Integrity</b>	Exhibits a high level of work ethic for dependable results.	Not competent	No mentorship/ lack of knowledge on rules and regulations	Familiarize and apply rules and regulations
	Understands and takes responsibilities for their work, including issues.	Competent	NA	NA
	Possesses the knowledge of high-quality services.	Not competent	Limited knowledge/ inexperienced	On Job Training/self-learning
<b>Teamwork</b>	Actively and honestly contributes to the team's opinions.	Competent	NA	NA
	Shows consistency in completing assigned tasks on schedule.	Competent	NA	NA
	Follows the directives and cooperates to ensure the balance of unity to provide productive services.	Competent	NA	NA

	Demonstrates skills to resolve problems/issues and achieve common goals with the team	Competent	NA	NA
Time Management	Identifies and understands a clear picture of what must be accomplished.	Competent	NA	NA
	Maintains the capacity to prioritize and complete tasks in order to achieve both short and long-term goals.	Competent	NA	NA
	Demonstrates the capacity to plan and accomplish tasks within a time frame in order to provide prompt service.	Not competent	No experience/ Limited knowledge	On Job Training/Coaching/ Mentoring.
Professionalism	Learns and understands how to provide services in a friendly and professional situation.	Not competent	lack of experience	On job training/Short course
	Keeps a professional appearance and is aware of how to maintain proper occupational health.	Not competent	Lacks professional etiquette	Seminar (Driglam Namzha classes)
	Understands the basic level of professionalism in all fields and is aware of policies that help to keep land profession standards high.	Not competent	No formal training	Conference/Familiarization training
<b>Key Role: Land Law 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>Capacity Development Intervention</b>
Interpersonal Communication	Displays basic ability to share information through clear oral, written and interpersonal communication.	Not competent	Inadequate communication skills and work experience	Induction/ Training
	Listens to, recognizes, and comprehends other people's viewpoints before drawing conclusions.	Not competent	Inexperience/ lack of effective communication/ Inadequate communication skills and work experience	Training on effective communication & presentation
	Accepts and acts on feedback, as well as learning from it.	Competent	NA	NA
	Exhibits the ability to have a professional demeanor at all times.	Not competent	lack of knowledge on code of conduct/limited skills	Induction Program/Training (Awareness/sensitization on the related field)
Negotiation/Mediation	Adequately conveys opinions and recommendations to persuade and convince others.	Competent	NA	NA



	Has the ability to recognize conflicting views and effectively communicate his or her point of view while adhering to the agency's rules, regulations, and guidelines.	Competent	NA	NA
Basic Problem Solving	Understands and learns numerous relevant processes for detecting challenges, opportunities, and fraud, as well as options for addressing them.	Competent	NA	NA
	Observes that the choices chosen are the ones with the lowest risk.	Not competent	Limited experience and confidence on subject matter and inadequate skills.	On Job Training/Coaching/Mentoring
Data collection and analytical skills	Gather extensive data and facts to aid decision-making.	Not competent	Inexperience/inadequate resources	In housing training/Mentoring
	Retrieves relevant data and analyses it to determine the issue's probable causes.	Not competent	Limited research experience, skills and knowledge to determine the issues' probable causes.	On Job Training/Mentoring
<b>Key Role: Data and Record Manager</b>				
Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Capacity Development Intervention
Knowledge of record-keeping system	Understands and implements rules, processes, and procedures to improve the organization's productivity through streamlining record-keeping methodologies.	Not competent	Lacks knowledge on the Standard Operating Procedures	Self-learning/Induction program.
	Demonstrates the ability to maintain records in an accountable and dependable manner.	Not competent	Limited/lack of knowledge and skills.	Self-learning/On-job training/Job instruction training.
	Assist in information retrieval so that information can be shared with the stakeholders concerned.	Not competent	Limited exposure to emerging technologies	Short-term training/ webinar/ workshop
Adaptation to changing technology	Assists with the creation and development of new records management systems.	Not competent	Lack of resources/materials	Prioritization (resources, training)
	Displays enthusiasm in learning new record-keeping methods, processes, or strategies.	Competent	NA	NA
	Quickly adapts to change and is interested in new	Competent	NA	NA

	concepts in the record management system.			
<b>Digital Documentation</b>	Maintains basic land record inventory and classification techniques for data storage and tracking systems.	Not competent	Limited skills on application of digital tools	Training/Mentoring/Sensitization based on international practices
	Displays the understanding of digital record management systems on a regular basis.	Not competent	limited skills and experience	On-job Training / Orientation/Sensitization
	Helps ensure easy access to data in order to provide effective service to clients.	Competent	NA	NA
<b>Effective maintenance of records</b>	Demonstrates basic skills in the implementation of best practices in record management.	Competent	NA	NA
	Maintains and updates the record inventory systems.	Not competent	Limited skills and experience	On-job Training / Orientation/Sensitization
	Realizes and indicates any potential gaps that need to be remedied in order to improve record keeping.	Not competent	Limited skills and experience	On-job Training / Orientation/Sensitization
	Understands and prioritizes the necessity of data storage that is both secure and accessible.	Not competent	Lack of understanding on the importance of safe and accessible data storage	On-job Training / Orientation/Sensitization

## 2.7.4 Training Needs Assessment at Experienced Proficiency Level (S2-S1)

Table 11: TNA for Experienced level Proficiency

<b>Key Role: Land Record Administrator</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>Capacity Development Intervention</b>
<b>Proficient in land and property conveyance processes</b>	Understands and applies appropriate standard operating procedures adhering to the Land Act of Bhutan 2007, Land rules and regulations, and relevant bylaws.	Competent	NA	NA
	Provides feedback for better implementation and ensures that the system is in compliance with the Land Act and relevant guidelines.	Not competent	Lack of adoption in new system	Mentoring/ Training
<b>Bi-lingual - Comp</b>	Able to compute all the official correspondence in both Dzongkha and English.	Not competent	Inadequate knowledge/experience to compute all the Dzongkha	Training/Online learning

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			/English correspondence	
	Helps to analyze the system's flaws	Not competent	Limited knowledge on advancing system	On-job training/ Refreshers course/ Encourage online learning and Mentoring.
<b>Geo-information Skills</b>	Be able to analyze and understand Geo-information System (GIS) knowledge	Not competent	Lacks skill and exposure to analyze and understand GIS.	Online Learning/ Training
	Creates and interprets maps according to specifications.	Not competent	Lacks experience and skills to create and interpret maps.	Coaching/ Mentoring/Training
<b>Integrity</b>	Cultivates strong work ethics for consistent performance.	Not competent	Inadequate knowledge and experiences to cultivate strong wrong ethics for consistent performance.	familiarization/workshop on proper organizational behaviors
	Fosters and encourages effective working on understanding and acceptance of responsibilities, including any problems that may arise.	Not competent	Insufficient experience and knowledge to foster and encourage effective working on understanding and acceptance of responsibilities.	Ethics and Integrity Management Training
	Assures that high-quality services are delivered and that a positive reputation is upheld	Not competent	Lacks motivation to ensure the delivery of high-quality services	Motivation enhancement courses
<b>Teamwork</b>	Recognizes teammate's point of view and encourages collaboration in order to achieve the Department's goals.	Competent	NA	NA
	Ensures a constant trend to complete assigned tasks on time.	Not competent	Inadequate human resources	Recruitment/Training
	Assists in developing ways to ensure the balance of unity and cooperation among team members to provide productive services.	Not competent	No incentives	Incentive mechanism
	Takes a proactive approach in identifying team needs and provides appropriate support to finding solutions.	Not competent	Lack of team-work motivation	Team-work enhancement Training Programs
<b>Time Management</b>	In consultation with the supervisors, set goals to be accomplished.	Not competent	Incompetent organizational behavior	In-house orientation
	Specifies both short and long-term goals to distinguish activities to be completed.	Not competent	Lacks skills to prioritize tasks	In-house orientation
	Sets clearly defined work for self and the team to meet the department's objectives.	Not competent	Not giving due importance to the department's objectives	awareness/sensitization on the importance of the objectives

<b>Professionalism</b>	Knows how to examine events and situations in order to comprehend the professional environment and provides advanced services.	Not competent	Lack of Intellectual/Skill and Knowledge	Short term Training
	Possess and promote proper occupational health and a professional look.	Not competent	No existing practice of Occupational Health Safety Standards (OHS)	Develop OHS and orient on it
	Shows a developing level of professionalism in all areas and is well-versed in policies.	Not competent	Lack of advanced research skills and policies.	Training on advanced research methods and awareness of land policies.
<b>Key Role: Land Law 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>Capacity Development Intervention</b>
<b>Interpersonal Communication</b>	Exhibits sound skills to share knowledge through clear oral and written skills.	Not competent	Insufficient communication skills and work experience.	Training
	Encourages sound reasoning and strong listening skills in order to comprehend other people's viewpoints.	Not competent	Lack of advanced skills/ lack of effective communication	Training on effective communication comprehension skills
	Examines the feedback and devises a method for addressing the problems.	Not competent	Inadequate knowledge to devise a method for addressing the problems	sensitization/ awareness of the prevailing rules and regulations in order to address suitable methods for the problems
	Maintains and demonstrates professional etiquette at all times.	Competent	NA	NA
<b>Negotiation/Mediation Skills</b>	Demonstrates relatively sound aptitude to communicate and inspire others successfully.	Not competent	Lack of role-specific skills and ability	Workshops
	Demonstrates the ability to negotiate when contrasting ideas exist and effectively communicate his or her point of view while adhering to the agency's rules, regulations, and guidelines.	Not competent	<ul style="list-style-type: none"> <li>•Unclear SOP/procedure and guidelines</li> <li>•Lack of deeper understanding of the subject of negotiation skills.</li> </ul>	In house meeting and mentoring on rules and regulation and guidelines
<b>Problem Solving Skills</b>	Introduces various relevant mechanisms to identify issues/opportunities/fraud detection and it's options to address them.	Not competent	•Lacks curiosity and confidence on subject matter	On Job Training/Coaching/ Mentoring
	Considers a variety of viewpoints and assesses their feasibility, efficacy, and hazards.	Not competent	lacks the confidence/inadequate knowledge or skills to come to a conclusion	OJT program and monitoring of new appointees and lateral transfer.

<b>Data collection and analytical skills</b>	Validates the comprehensive information gathered in order to aid decision-making.	Not competent	Inadequate resources/ lacks skills to validate skills gathered for decision making	In housing training/Mentoring
	Identify patterns, trends and underlying causes to foresee possible issues.	Competent	NA	NA
<b>Key Role: Data Record Manager</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>Capacity Development Intervention</b>
<b>Knowledge of record-keeping system</b>	Assists in establishing and interpreting implementation of the policies, systems, and procedures to streamline the record-keeping methodologies to increase the productivity of the organization.	Competent	NA	NA
	Assists in ensuring that records are kept to the greatest possible standard in an accountable and ethical way.	Not competent	Lack of exposure and skills	Self-learning/ Training
	Assists the colleagues to retrieve information for sharing with relevant stakeholders.	Not competent	Inadequate experience to be able to guide the colleagues and stakeholders with the appropriate information.	Familiarize with the data and record keeping/ Mentor, Coaching
<b>Adaptation to changing technology</b>	Assists in implementing innovative techniques for record management system enhancement.	Competent	NA	NA
	Assists in expanding and analyzing record management systems, processes, or techniques.	Not competent	No exposure/ Trainings	Training/Research/Online Training
	Offers modification recommendations and assists colleagues in adapting to new developments.	Not competent	No trainings, exposures and enhancement of knowledge	Training/Exposure/Field Visits
<b>Digital Documentation</b>	Assists in the maintenance of land inventory and classification systems.	Competent	NA	NA
	Assists in assessing and evaluating the efficacy of the digital record management system periodically.	Not competent	Lacks understanding on the advanced digital record management system	On-job Training / Orientation/Sensitization

	Evaluates and offers innovative ways for easy access to data in order to serve clients efficiently.	Competent	NA	NA
<b>Effective maintenance of records</b>	Assists in educating the colleagues to help achieve optimal practices in record management.	Not competent	Stagnant without advancement of technology and improvement in knowledge.	Training, Research, Study Tour
	Periodically organizes and examines the record inventory systems.	Not competent	Unable to organize and examine the record inventory systems due to lack of time constraints and manpower.	Increase manpower
	Assists in resolving the gaps in record keeping that have been identified.	Not competent	Inadequate experience, knowledge and resources.	Training, Research, Online Learning, Receive in-house feed backs.
		Not competent	Inadequate funds for capacity building/lack the knowledge and skills to maintain a proper inventory and security classification system of the land records.	Training emphasizing mainly on best international practices.

## 2.7.5 Training Needs Assessment at Advanced Proficiency Level (SS4-SS1)

Table 12: TNA for Advanced level Proficiency

<b>Key Role: Land Record Administrator</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>Capacity Development Intervention</b>
<b>Knowledge on land and property conveyance processes</b>	Educates colleagues on standard operating practices in accordance with Bhutan's Land Act, Land regulations and rules, 2007, as well as any bylaws that may be applicable	Competent	NA	NA
	Assist in reviewing the functioning of land transaction portal system.	Not competent	Lack in IT skill and advance technology due to constant updation in the system	Training and refresher course
<b>Bi-lingual ICT skills</b>	Demonstrates exclusive knowledge for all official correspondence.	Not Competent	Lack in expressing ideas in a clear and concise manner in writing	Classroom Training
	Assists in coordinating colleagues in acquiring fundamental ICT skills in order to address system flaws.	Not Competent	Lacks knowledge in advancing information communication and technology	Training for computer based knowledge
<b>Geo-information Skills</b>	Demonstrates adequate level of knowledge on the Geo-information System (GIS) to prepare case reports.	Not competent	Lack of GIS Skills/knowledge	Short-term course on GIS
	Assists colleagues in the creation and interpretation of maps.	Not competent	Lack map reading skills	Self-Learning/in-house training/Induction program
<b>Integrity</b>	Demonstrates and fosters excellent work ethics.	Competent	NA	NA
	Take accountability and be able to guide in making decisions based on the legal provisions.	Competent	NA	NA
	Assists in monitoring and analyzing the service provided by colleagues.	Competent	NA	NA
<b>Team work</b>	Encourages and motivates team members to accomplish the department's goals.	Competent	NA	NA

	Exhibits exemplary behavior that encourages coworkers to finish tasks on schedule.	Competent	NA	NA
	Inspires, invests time and ensures unity and cooperation among the team members to provide productive services.	Competent	NA	NA
	In consultation with the top management, build an effective management team to identify solutions	Competent	NA	NA
<b>Time Management</b>	Strategizes and collaborates to achieve the target.	Competent	NA	NA
	Displays advanced skills required to prioritize tasks to be accomplished by setting both short and long-term goals	Not Competent	Lack of training, exposures and Knowledge	Training, Study tour, Online-Researching and Learning
	Assists in monitoring the performance of the team in meeting the assigned deadlines and objectives.	Competent	NA	NA
<b>Professionalism</b>	Explores conditions or challenges in a professional environment and offers innovative services.	Not Competent	Lacks exposure, knowledge and skills	Study tour, training, Online learning and Research, Receive feedback from colleagues.
	Encourages colleagues to maintain proper occupational health and displays themselves in a professional manner.	Competent	NA	NA
	Guides and assures the greatest level of professionalism, and is informed about policies that help to keep land professions standards high.	Competent	NA	NA
<b>Key Role: Land Law 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>Capacity Development Intervention</b>
<b>Interpersonal Skills</b>	Through effective oral and written skills, motivates and assures knowledge exchange.	Competent	NA	NA



	Motivates coworkers to improve their comprehension skills in order to better understand other people's viewpoints	Not Competent	Inadequate work experience and subject knowledge	Training interpersonal on Communication skills
	Creates an enabling atmosphere in which the feedback loop mechanism may be used to boost workplace productivity.	Competent	NA	NA
	Mentors and exhibits the best level of professional etiquette at all times.	Competent	NA	NA
<b>Negotiation/Mediation Skills</b>	Inculcates in colleagues the capacity to communicate and convince others successfully.	Not Competent	Limited communication and interpersonal skills	Training interpersonal on Communication skills
	Realizes and concentrates on solutions in order to negotiate when conflicting views exist and effectively express his or her perspective in accordance with the agency's rules, regulations, and guidelines.	Competent	NA	NA
<b>Problem Solving Skills</b>	Monitors in developing various relevant mechanisms to identify issues/opportunities/fraud detection and its options to address them.	Competent	NA	NA
	Examines and evaluates the proposed options in order to reduce negative outcomes.	Competent	NA	NA
<b>Data collection and analytical skills</b>	Examines and suggests the essential comprehensive facts and information to aid decision-making.	Competent	NA	NA
	Provides the resources and analytical tools needed to assist in developing resolutions and mitigating strategies.	Not Competent	Inadequate work experience and subject knowledge	Training on research and thinking skills.
<b>Key Role: Data and Record Manager</b>				

Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Capacity Development Intervention
Knowledge of record-keeping system	Assists in the development and implementation of policies, processes, and procedures to improve the organization's efficiency through streamlining record-keeping methodologies.	Not Competent	Insufficient knowledge and experiences to streamline the record-keeping methodologies	Training/Retreat to learn or research online.
	Guides and demonstrates exemplary practices in maintaining records in an accountable and credible manner.	Competent	NA	NA
	Monitors and assures that the colleagues have good information retrieval skills for sharing with relevant stakeholders	Competent	NA	NA
Adaptation to changing technology	Uncovers inadequacies in existing record management systems and proposes ways to improve them.	Not Competent	Not up to date with the innovative techniques for record management	Training in design thinking/online classes on record management system
	Evaluates modern record management methods, processes, or strategies	Not Competent	Outdated experience in record management system	Refresher course/ self-learning/online classes on record management system
	Promotes innovation and seeks for continuous improvement in the record management system.	Not Competent	Lacks innovative skill set/ lacks motivation	Design Thinking Workshops
Digital Documentation	Monitors and ensures that appropriate land record inventory and classification procedures are in place.	Competent	NA	NA
	Periodically reviews and monitors the performance of the digital record management system.	Not Competent	Limited skills on application of digital tools	Training and Study tour with regard to the latest digital record keeping system.
	Monitors access to data in order to service customers and ensures that it complies with the organization's established processes and policies.	Not Competent	Limited skills on application of digital tools and time constraints.	Increase manpower and in-house mentoring/training.

<b>Effective maintenance of records</b>	Tracks and provides suggestions to colleagues in order to attain the finest record-keeping standards.	Competent	NA	NA
	Monitors and analyzes inventory systems on a regular basis.	Not Competent	Limited skills and experiences on inventory systems and time constraints.	Increase manpower and in-house mentoring/training.
	Monitors the system for any weaknesses or loopholes to address for system upgradation.	Competent	NA	NA
	Monitors and ensures that data is stored safely and efficiently, with easy accessibility.	Not Competent	Lack of clear benefit for end-user and lacks skill, ability and knowledge	Training on record keeping

## 2.8 Mandatory Short-term Training Program 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.

Table 13: Short-Term Training Program

<b>Mandatory short-term training programs</b>				
<b>Sl. #</b>	<b>Training/Intervention</b>	<b>Target Group</b>	<b>Methods of Implementation</b>	<b>Learning Objectives</b>
1	e-Sakor Portal	Entry and Experienced	Self-learning/in-house training/Induction program adhering to the Land Act 2007, land rules and regulation and relevant bylaws	<ol style="list-style-type: none"> <li>1. Recognize and be able to give feedback on the system glitches.</li> <li>2. Be up to date on the new features.</li> <li>3. Be able to operate the e-sakor portal effectively and efficiently.</li> </ol>
2	Dzongkha Unicode	Entry	Dzongkha Competency Training/on-job training	<ol style="list-style-type: none"> <li>1. Understand and learn the Dzongkha, Choekey, Unicode text, and keyboard layout.</li> </ol>

				<ol style="list-style-type: none"> <li>2. Be able to demonstrate writing and typing skills in Dzongkha for all official correspondences.</li> </ol>
3	IT Fundamentals and Office Productivity Tools.	All levels	Self-learning/Training for computer base knowledge	<ol style="list-style-type: none"> <li>1. Understand the fundamentals of the computer and its applications, so the staff can use the computer as decision support and problem- solving tools.</li> <li>2. To be aware and use the latest technologies and applications.</li> <li>3. Demonstrates advanced knowledge of MS office. Understands IT skills to troubleshoot problems in the system.</li> </ol>
4	Land Administration and Management with GIS	Experienced and Advanced	Short-term course on GIS	<ol style="list-style-type: none"> <li>1. Fundamental concepts and innovative approaches related to securing land tenure both in urban and rural.</li> <li>2. Cadasters and land registration systems in the broader context of land policy and land management.</li> <li>3. Creation and Maintenance of Scalable Real-world land information systems.</li> <li>4. Gain Knowledge, hands-on experience, and implementation know-how in land informatics and 3D Cadaster using possible innovation tools.</li> </ol>
5	Map Reading, designing, and publication of maps	All levels	Self-Learning/in-house training/Induction program	<ol style="list-style-type: none"> <li>1. Improve understanding of GIS and equipped with the knowledge and skills to provide the best services related to maps.</li> <li>2. Understands basic Geo-information System (GIS) knowledge to prepare comprehensive case reports.</li> <li>3. Designs and publishes maps as per the requirement.</li> </ol>
6	Design Thinking	Experienced and Advanced	On Job Training/self-learning/ classroom training	<ol style="list-style-type: none"> <li>1. To immerse into the world of innovation as a systematic process of tackling relevant organizational or social problems.</li> <li>2. To provide stage-wise thinking space for innovative and design creative solutions</li> <li>3. This human-centered approach helps staff to focus on the clients instead of our assumptions about a problem.</li> <li>4. To analyze and synthesize the information to sift out the (real) problem to be solved.</li> </ol>

				5. To create/provide the most suitable solutions that are human-centered.
7	Data collection methods and analysis	Entry and Experienced	On Job Training/Mentoring/STT	<ol style="list-style-type: none"> <li>1. Be able To Understand, demonstrate, and apply the research skills.</li> <li>2. Develop systematic approaches for the data collection process.</li> <li>3. Identify and utilize appropriate analytical research tools for data analysis.</li> <li>4. Promote and encourage the research culture in the organization.</li> <li>5. Be able to manage and utilize the data effectively and submit recommendations and way forward for decision making.</li> <li>6. Analyze and interpret land data for comprehensive report compilation and publication.</li> </ol>
8	Certificate courses in Archival Studies	Entry and Experienced	Training, Research, Study Tour	<ol style="list-style-type: none"> <li>1. Provides staff with a solid foundation in the theory, methodology, and practice of archival science, and in archival history.</li> <li>2. Assists to develop critical thinking and decision- making skills related to all forms of records in the context of client's needs, scientific research, or the protection of historical records.</li> <li>3. To manage and preserve historical land records as well as other relevant materials.</li> </ol>
9	Enhancing basic management/Skills	Experienced and Advanced	Study tour, training, Online learning and Research, Receive feedback from colleagues.	<ol style="list-style-type: none"> <li>1. Develop an understanding of change processes and be able to think critically about obstacles to change.</li> <li>2. Learn to engage in controversy with civility</li> <li>3. Receive peer feedback on negotiation skills and strategy.</li> <li>4. Develop critical thinking skills</li> </ol>
10	Workshop on effective communication skills with the clients	I levels	Study tour, training, Online learning and Research, Receive feedback from colleagues.	<ol style="list-style-type: none"> <li>1. Will enable the LRAs to understand the issues and challenges faced while providing services.</li> <li>2. Help develop strategies to interact with differently-abled persons.</li> <li>3. Be able to create a conducive environment for differently-abled persons.</li> </ol>

11	Training on Record Management System and Digital Documentation	Entry and Advanced	Training and Study tour with regard to the latest digital record keeping system.	<ol style="list-style-type: none"> <li>1. Demonstrate and apply knowledge of inventory and classification systems.</li> <li>2. Plan and design the record management system.</li> <li>3. Promote effective use of 5S (Sort, Set-in Order, Shine, Standardize, and Sustain) strategies.</li> <li>4. Develop and implement digitizing methods for maintaining the standards of record keeping.</li> <li>5. Establishes and implements policies, systems, and procedures to streamline the record-keeping methodologies to increase the productivity of the organization.</li> <li>6. Values and exhibits maintaining records in an accountable and reliable manner.</li> <li>7. Demonstrates good information retrieval skills for sharing information with the relevant stakeholders.</li> </ol>
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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 section under the training needs analysis (Section 2.8) of this document. The mandatory list of training/intervention includes all the programs 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:

- a. Annual prioritization
- b. Most critical area of intervention
- c. Rationalization of selection of participants
- d. Availability of the resource allocation

### **3. Recommendations**

Different stakeholders were engaged and the Land Record Assistants at different proficiency levels were consulted through a series of consultation, meeting, online survey, and workshop and focused group discussions. In the process of CBF development, the team has come up with following recommendations for effective implementation of CBF for Land Record Assistants;

The following recommendations are hereby proposed:

- a. Examine and rewrite the job descriptions for Land Record Assistants in light of the CBF's competencies.
- b. Employ CBF to evaluate employee performance and promote individuals by incorporating the competencies required of a Land Record Assistants.
- c. Perform a Training Needs Analysis (TNA) for the Land Record Assistants periodically.
- d. Annually evaluate the CBF's implementation.
- e. The management should prioritize and implement the proposed interventions to improve the Land Record Assistant's competence.
- f. The management should take the training need assessment constructively and promote personnel for training, workshops, and other activities based on their performance needs.
- g. Implement the Competency-Based Framework for determining who is responsible for what behavior indications.
- h. To raise awareness of the need of acquiring core competences, distribute the Competency-Based Framework to all Land Record Assistants.
- i. CBF should be a living document and should be updated as and when required based on changing needs of the organization.



#### **4. Conclusion**

The National Land Commission Secretariat strives to realize the aim of delivering exceptional land governance services for the benefit of the nation. To have a revolutionary influence on addressing the needs of the general population, the organization must keep up with technological advancements and innovation. Modernizing public service delivery entails developing tactics to optimize chances to provide value to the public sector while also considering the broader implications. Learning, concentrating on successful change, taking initiative, searching out creative chances, and evolving along with the change are all priorities for the employees. For the department, it's all about cultivating a positive culture, making informed decisions, and looking for ways to enhance policies, tactics, and methods to help employees grow in their ability and performance.

The Royal Civil Service Commission's Competency-Based Framework is a timely intervention. Under three proficiency levels, the framework has identified three key roles, six competency areas, 16 key competency areas, and 43 behavioral indicators. The framework highlighted the skills and abilities required of a Land Record Assistant and assisted in analyzing and identifying any gaps. As a result, short and long-term training was offered as a means of assisting employees in obtaining skills, continuing their growth, and professionalizing themselves so that they can carry out their obligations successfully and efficiently.

The Competence-Based Framework for Land Record Assistants will allow the organization to assess existing competency levels to ensure that staff have the knowledge and skills required to provide value to the profession and to the department's overarching mission. The framework will also assist supervisors and managers in making educated decisions on talent recruiting, retention, and succession planning.

Furthermore, understanding the exact behaviors and abilities required for each function can assist the organization in budgeting and planning for capacity development.

## References

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## Annexure I

## Behavioral Indicators (BI) and proficiency level

Key Role 1: Land/Property Conveyancer			
Competency Area	Key Competency	Number of BI	Proficiency Level BI
Technical Competency	Proficient in land and property conveyance processes	3	9
	Bi-lingual computer knowledge	2	6
	Geo-information skills	2	6
Work ethics and organizational skills	Integrity	3	9
	Teamwork	4	12
	Time management	3	9
	Professionalism	3	9
<b>Sub-total of BI</b>		<b>19</b>	<b>57</b>

## Annexure II

## Behavioral Indicators (BI) and proficiency level

Key Role 2: Land Law Advocate			
Competency Area	Key Competency	Number of BI	Proficiency Level BI
Management skills	Interpersonal Communication	4	12
	Negotiation skills	2	6
Data Analytics	Problem-solving skills	2	6
	Research and Critical Thinking Skills	2	6
<b>Sub-total of BI</b>		<b>9</b>	<b>27</b>

## Annexure III

## Behavioral Indicators (BI) and proficiency level

<b>Key Role 3: Data and Record Manager</b>			
<b>Competency Area</b>	<b>Key Competency</b>	<b>Number of BI</b>	<b>Proficiency Level BI</b>
Record Management	Knowledge of record keeping system	3	9
	Flexibility and adaptability to change	2	6
Archiving skills	Digital documentation	3	9
	Effective maintenance of records	4	12
<b>Sub-total of BI</b>		<b>11</b>	<b>33</b>

## Annexure IV

## Summary of the Questionnaire Survey conducted on the Land Record Assistants

No	Behavior Indicator	Proficiency Level (% Not competent)			Mean Score		
		Entry	Experienced	Advanced	Entry	Experienced	Advanced
Proficient in land and property conveyance	Well-versed with the standard operating procedures adhering to the Land Act of Bhutan 2007, Land rules and regulations, and relevant bylaws.	5.4	0	0	9	14.3	66.7
	Understands basic IT skills to correct/update land information in the system.	18.9	7.1	100			
	Informed of and up-to-date on the functioning of the land transaction portal.	2.7	35.7	100			
Bi-lingual ICT skills	Demonstrates writing and typing skills in Dzongkha and English for all official correspondences.	22.9	35.7	50	16.9	25	50
	Demonstrates basic knowledge of the MS office.	10.8	14.3	50			
Geo-information Skills	Understands basic Geo Information System (GIS) knowledge to prepare comprehensive case reports.	35.1	64.3	50	35.1	75	50
	Publishes maps as per the requirement.	35.1	85.7	50			
Integrity	Display behavior that is ethical, honest, and humane.	16.2	14.3	0	16.2	21.4	0
	Take responsibility and accountability of one's decisions and actions, guided by the existing rules and regulations.	0	21.4	0			
	Provides high quality service and maintains a positive reputation.	32.4	28.6	0			
Teamwork	Actively seeks/provides perspectives from others to ensure inclusiveness and understanding.	0	7.1	0	1.35	14.3	12.5
	Follow through on assignments to complete it on time.	0	14.3	0			
	Functions as an active participant in enhancing productivity.	0	21.4	50			
	Collaborates with the team to solve challenges and achieve common objectives.	5.4	14.3	0			
Time Management	Stays organized to maintain a clear picture of what needs to be achieved.	5.4	14.3	0	7.2	19.2	16.7
	Prioritize, focus and ensure completion of tasks.	5.4	28.6	0			

	Plans and manages the time spent on various activities.	10.8	14.3	50			
<b>Professionalism</b>	Exhibits a positive professional atmosphere and provides cutting-edge services.	10.8	14.3	50	13.5	23.8	16.7
	Practices correct occupational health and presents a suitable professional appearance.	10.8	21.4	0			
	Demonstrates an increasing level of professionalism in all areas and knows policies in order to sustain land professions standards.	18.9	35.7	0			
<b>Interpersonal Communication</b>	Oral, written, and interpersonal communication abilities are used to share information.	18.9	28.6	0	15.1	16.1	25
	Realizes and comprehends the viewpoints of others.	10.8	14.3	50			
	Recognizes and improves from the feedback received.	8.3	14.3	50			
	Under all circumstances, maintain a professional demeanor.	22.2	7.1	0			
<b>Negotiation Skills</b>	Demonstrates the capacity to persuade and convince people by clearly expressing opinions and suggestions.	8.1	21.4	50	6.9	21.4	25
	Has the ability to negotiate when conflicting views exist and effectively communicate his or her point of view while adhering to the agency's rules, regulations, and guidelines.	5.6	21.4	0			
<b>Problem-solving Skills</b>	Incorporates a variety of relevant methods of detecting issues, opportunities, and deception, as well as alternatives for dealing with them.	5.7	42.9	0	10.9	28.6	0
	Ascertains that the alternatives chosen are associated with the least amount of risk for addressing the problems/ opportunities.	16.2	14.3	0			
<b>Research and Critical Thinking Skills</b>	Assembles extensive evidence and results to aid decision-making.	13.5	21.4	0	13.5	14.3	25
	Obtains and generates data for statistical analysis and dissemination.	13.5	7.1	50			
<b>Knowledge of record-keeping system</b>	Possesses the understanding of records management issues and best practice and how they relate to the organisation.	10.8	7.1	50	12.6	11.9	16.7
	Applies record-keeping concepts and methods in an accountable and reliable manner.	10.8	14.3	0			
	Demonstrates effective information retrieval abilities in order to share information with appropriate stakeholders.	16.2	14.3	0			
<b>Flexibility and Adaptability</b>	Demonstrates the ability to adapt to and support others in the development and introduction of new recordkeeping practices and procedures.	13.5	7.1	50	4.5	11.9	50
	Shows interest to learn new methods, procedures, or techniques to improve record management.	0	14.3	50			

	Adapts to change quickly and easily	0	14.3	50			
<b>Digital Documentation</b>	Maintains a proper inventory of the land record's ICT-based technology for data storage and tracking systems in order to enhance the organization's productivity.	21.6	7.1	0	19.8	14.3	16.7
	Monitors the effectiveness of the digital record management system periodically.	32.4	28.6	0			
	Ensures easy access of data to serve the clients efficiently.	5.4	7.1	50			
<b>Effective maintenance of records</b>	Provides the resources and analytical tools needed to get the best results	5.6	42.9	0	16	23.3	25
	Updates and organizes the record inventory systems periodically.	13.5	14.3	50			
	Recognizes the possible new standards and gaps in addressing record maintenance to meet the increasing technological demands.	21.6	21.4	0			
	Ensures safe and efficient storage and easy access to data.	22	14.3	50			