



COMPETENCY-BASED FRAMEWORK FOR RANGERS & FORESTERS

DEPARTMENT OF FORESTS AND PARK SERVICES
MINISTRY OF AGRICULTURE AND FORESTS
ROYAL GOVERNMENT OF BHUTAN





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Foreword

The Department of Forests and Park Services is pleased to publish the Competency-Based Framework (CBF) for the Rangers and Foresters. The CBF introduced by the Royal Civil Service Commission is envisaged to enhance and strengthen the capacity and capabilities of civil servants through different competency development interventions considering the existing performance gaps. Such initiatives will not only help in recognizing the key knowledge, skills, and abilities required to perform duties and responsibilities effectively in an organization but also guide them in enhancing their performance and behaviors at the workplace.

The four-member task force represented by four functional divisions, the Social Forestry and Extension Division (SFED), Nature Conservation Division (NCD), Forest Protection and Enforcement Division (FPED) and Forest Resources and Management Division (FRMD), has completed the development of the CBF for the Rangers and Foresters as per the CBF guideline. The team has performed their assignment with full commitment through a series of consultations, meetings, online surveys, workshops and Focused Group Discussions (FGD) with all the relevant stakeholders to validate their findings to come up with an effective and comprehensive document. I would like to commend the members for meticulously coming up with a holistic CBF. In total, 3 Key Roles (KR), Key Profiles (KP), 7 Competency Areas (KA), 14 Key Competencies (KC), and 14 Behavior Indicators (BI) and Proficiency Level (PL) of each BI, were identified for the Rangers and Foresters. They have also carried out the Training Needs Analysis (TNA), to assess the performance gaps and identified both short-term and long-term training programs and other competency development interventions required at different PL.

The Department is confident that the introduction of CBF for the Rangers and Foresters will greatly benefit in enhancing service delivery through consistent professional and personal development.

With Best Regards,

Lobzang Dorji
(DIRECTOR)

Abbreviations and Acronyms

APA	Annual Performance Agreement
BI	Behavioral Indicator
BFI	Bhutan Forest Institute
CA	Competency Area
CBF	Competency Based Framework
CF	Community Forests
CDI	Competency Development Intervention
DoFPS	Department of Forests and Park Services
DMM	Departmental Monthly Meeting
DFO	Divisional Forest Office
FC	Forestry Clearance
FMU	Forest Management Unit
FYP	Five Year Plan
FD	Functional Divisions
FNCA	Forest and Nature Conservation Act
FNCR	Forest and Nature Conservation Rules and Regulations
FRMD	Forest Resources Management Division
FPED	Forest Protection and Enforcement Division
GIS	Geographic Information System
GNH	Gross National Happiness
GNHC	Gross National Happiness Commission
HR	Human Resource
ICT	Information and Communication Technology
IWP	Individual Work Plan
KC	Key Competencies
KR	Key Roles
KSA	Knowledge, Skills and Abilities
LFMP	Local Area Forest Management Plan
LTT	Long Term Training
M&E	Monitoring and Evaluation
MOG	Major Occupational Group
MoAF	Ministry of Agriculture and Forests
MoAF-HRC	Ministry of Agriculture and Forests – Human Resources Committee
NCD	Nature Conservation Division
NWFP	Non-Wood Forest Product
OJT	On Job Training
PL	Proficiency Level
P&PA	Park & Protected Areas
R&D	Research and Development
RNR	Renewable Natural Resources
RCSC	Royal Civil Service Commission
RGOB	Royal Government of Bhutan
S	Supervisor
SS	Support and Supervisor
SRF	State Reserve Forest
STT	Short Term Training
TAC	Technical Advisory Committee
TOR	Terms of Reference
TNA	Training Need Analysis
UWICER	Ugyen Wangchuck Institute for Conservation and Environment Research

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1. DoFPS and Forest Governance

The Department of Forests and Park Services (DoFPS) was established in 1952 and since then the Department is mandated to manage the country’s natural resources, almost seventy percent of the forest cover in the country. Conservation and sustainable management of natural resources is an integral part of Bhutan’s development paradigm and is the only country in the world that explicitly features its conservation goals in the country’s Constitution. Bhutan 2020 and other national policies and plans also reflects the DOFPS as the custodian of the State Reserve Forests (SRF) in the country.

Seventy one percent of the total geographical area of 3,839,400 ha is under forest cover (2,730,889 ha). Almost all of Bhutan’s forest area is state owned. The State SRF category encompasses several governance types and management regimes, including Forest Management Unit (FMU), local forest, and Community Forests (CF). Over the years, forest governance in Bhutan has transitioned from providing “free access” to “almost no access” to “managed access”. The new dimensions in the present system of governance include the application of scientific approaches to forest management with emphasis on public participation in managing the sustainable use of forest resources while at the same time maintaining the conservation values.

The DoFPS is one of the oldest Government Departments and also one of the largest government Departments with total manpower of 1480 civil servants across the nation. And among them as of April 2022, there are 1077 Rangers and Foresters, spread across the country: 776 in the Divisional Forest Offices (DFO), 268 in the Parks and Protected Areas and 33 in the Functional Divisions (FD):

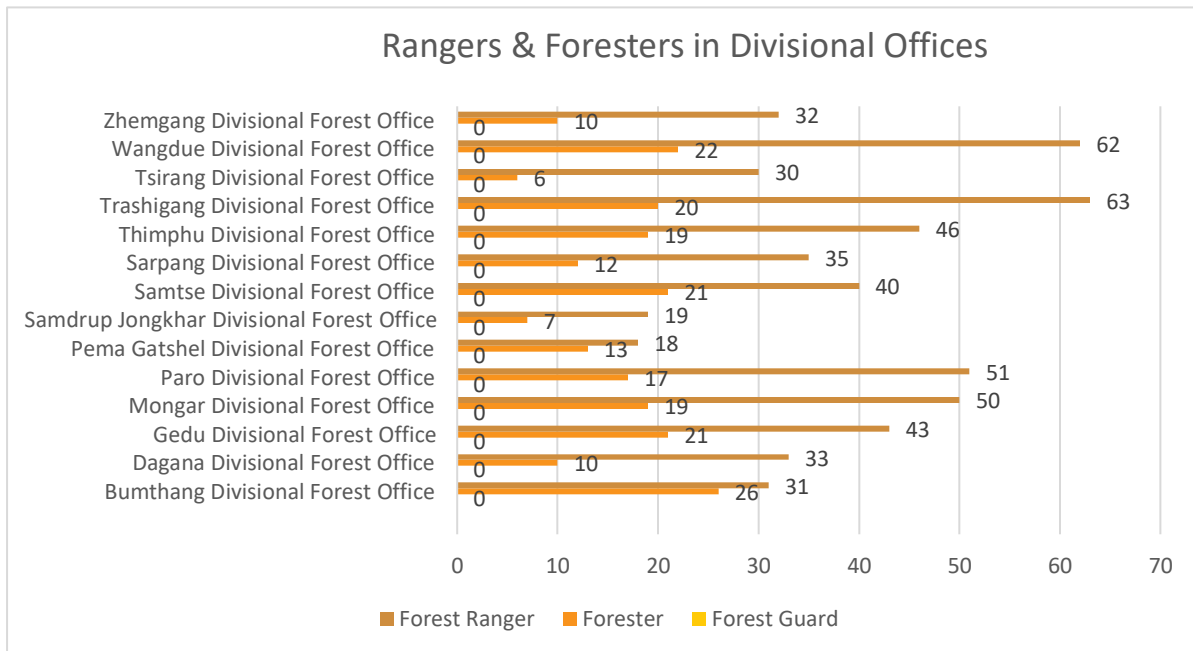


Fig. 1. Distribution of Rangers and Foresters in the Divisional Forest Office

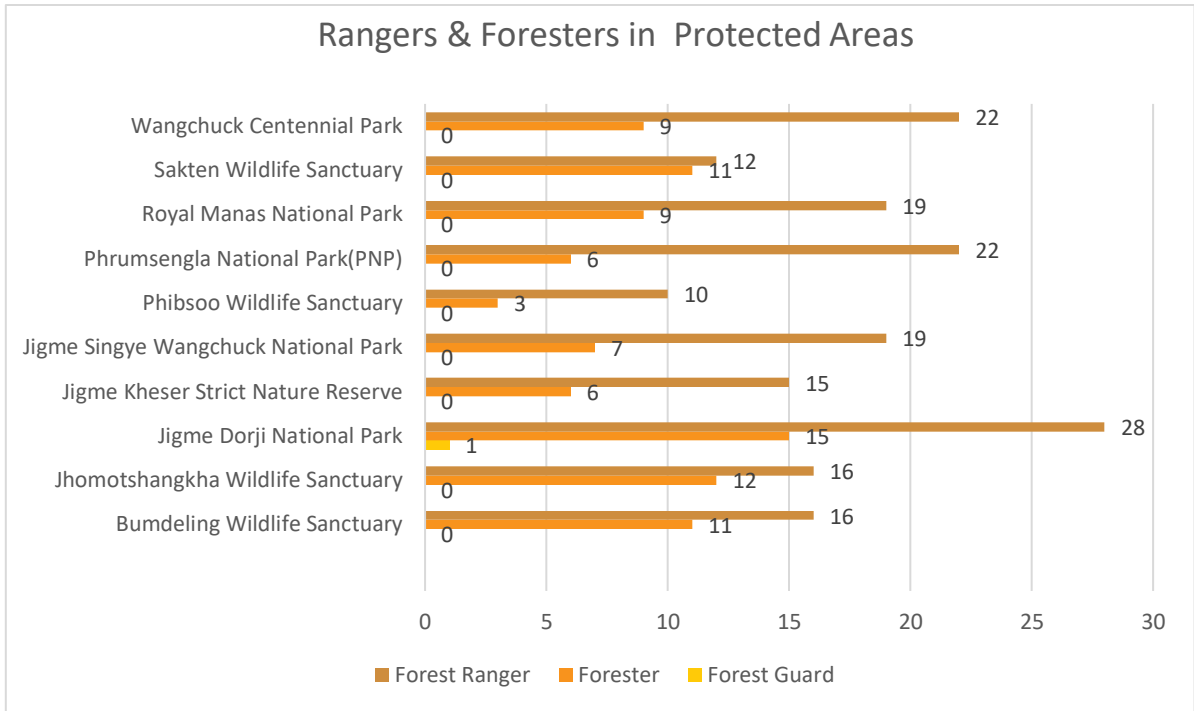


Fig. 2. Distribution of Rangers and Forests in Parks and Protected Areas

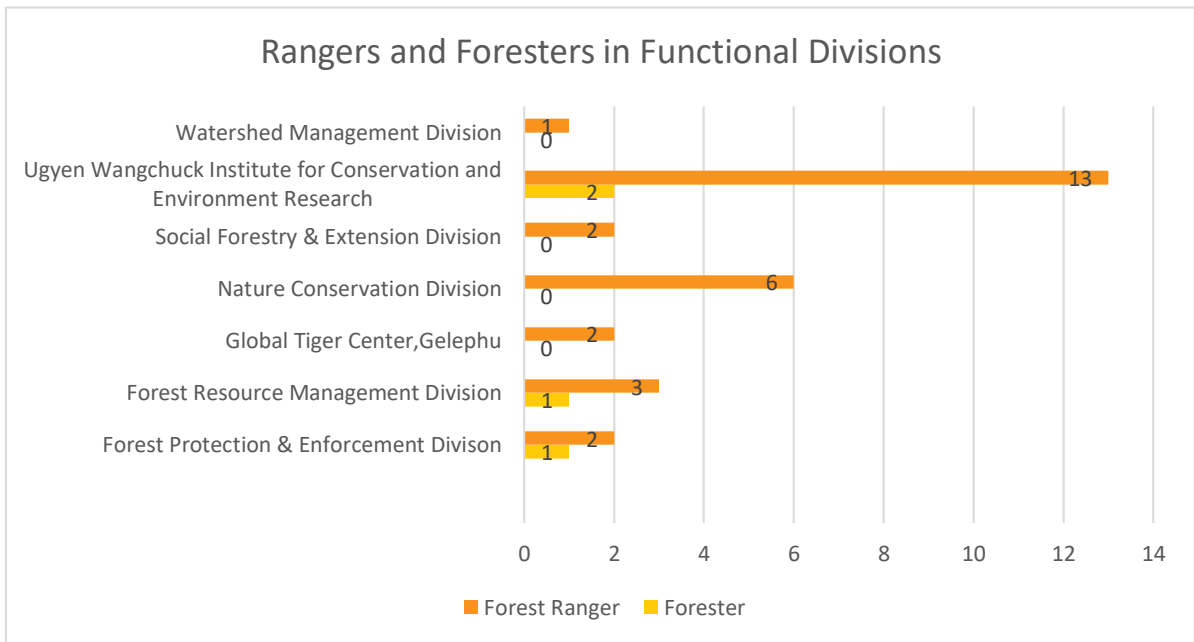


Fig. 3. Distribution of Rangers and Foresters in Functional Divisions and Research & Training Centers

Vision of the Department:

Sustaining Bhutan’s forest resources & biodiversity for the happiness of present and future generations.

Missions of the Department:

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

Core Values:

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

Core Functions:

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

2. Organizational Structure

The DoFPS is under the Ministry of Agriculture and Forests (MoAF) of the Royal Government of Bhutan (RGOB). The head of the Department is the Director and there is an Advisor to the Department, who guides the Department to make major decisions and provide policy and strategic guidance. Additionally, there are thirty-one Chief Forestry Officers (CFO) heading various Functional Divisions (FD), Research and Training Centers, Divisional Forest Offices (DFO), and Park and Protected Area (P & PA) in the country.

There are five Functional Divisions: Forest Protection and Enforcement Divisions (FPED) looks after forestry clearances, illegal activities and patrolling; Social Forestry and Extension Division (SFED) is mandated to provide forestry services via programs such as Community Forestry (CF), livelihood opportunities to local communities and entrepreneurs through the sustainable harvest and marketing of Non wood Forest Products (NWFP), plantation and agroforestry to efficiently utilize the land resources so as to adapt to natural disasters and mitigate climate change through carbon sequestration and green financing; Watershed Management Division (WMD) promotes landscape based ecosystem management and protection of the country's wetlands and critical watersheds; Forest Resources Management Division (FRMD) provides the guidelines to sustainably manage the timber resources of the country through regular inventory, data management and carrying out Monitoring and Evaluation (M& E) of the Forest Management Units (FMU) in sustainable harvest and marketing of forest timber resources with efficient science and technology in developing green economy and infrastructure; and, Nature Conservation Division (NCD) coordinates biodiversity conservation in the Parks and Protected Areas (P&PA).

The two Research and Training Centers, Ugyen Wangchuck Institute for Conservation & Environment Research (UWICER) and Bhutan Tiger Center (BTC) carries out research to promote science based informed decision making. The former carries our research, train foresters and communities in sustainable forest management and biodiversity conservation. Whereas, the latter is focused in conserving tigers and big cats in the country and provides guidance in solving issues such as Human Wildlife Conflict (HWC).

The DFO implements the various programs through the guidance and financing from the various projects managed in the FD. The offices normally have five sections: Administration; Nature Conservation; Social Forestry; Resource Management; and, Protection & Enforcement. The P&PA offices have similar sections within their office. However, they are mostly focused in biodiversity conservation and providing sustainable livelihood opportunities to communities within the PA and have similar sections. In-situ conservation and value addition of forest ecosystem resources for both environmental conservation and recreation is the guiding principle for the management of the almost fifty two percent of the SRF in the country, categorized as P&PA.

The organogram below gives snapshot of the organizational structure of the DoFPS:

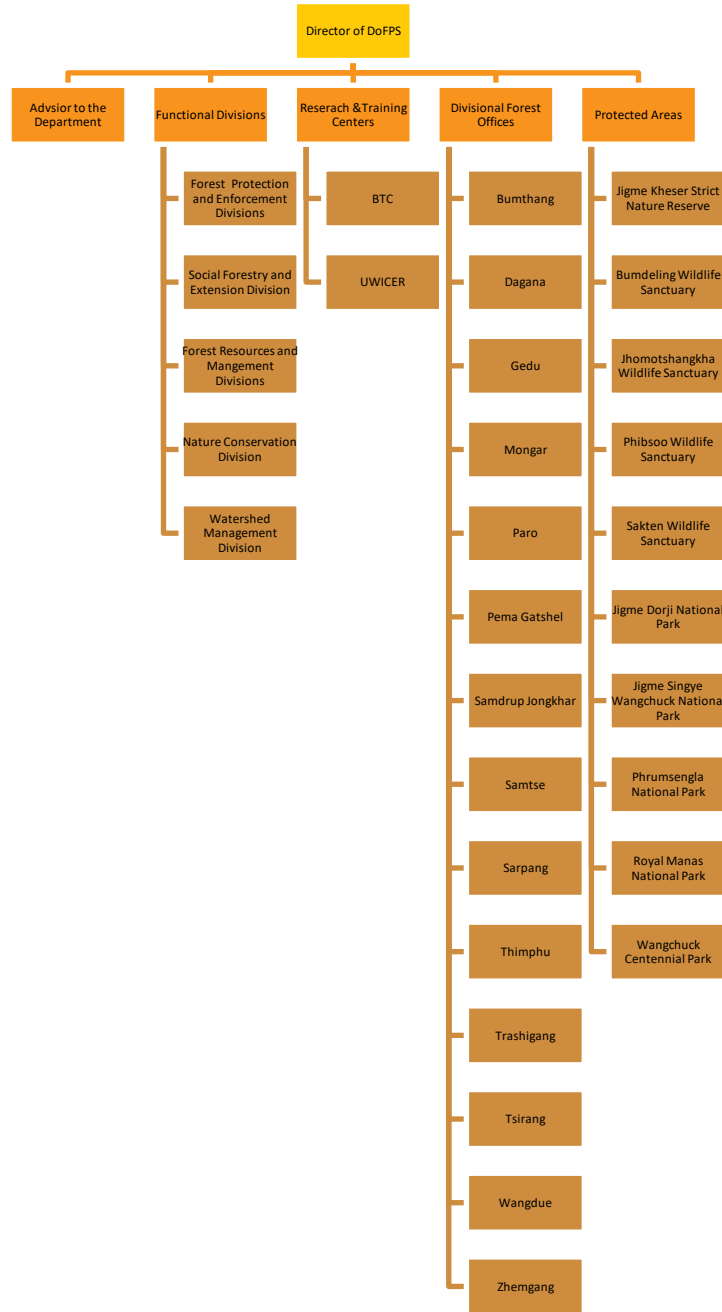


Fig. 4. Organogram of the Department of Forests and Park Services

3. Competency-based Framework (CBF) for Rangers and Foresters

The competency and efficiency at the workplace to attain national goals and objectives have been a concern in the absence of a relevant framework to guide the professional development of civil servants in the country. As a result, the Royal Civil Service Commission (RCSC) has initiated and

adopted the CBF, as a model that broadly defines the blueprint for excellent performance within the organization. It was introduced to enhance the service delivery of civil servants by providing desirable platforms for professional development thus marking a paradigm shift towards a more structured and exhaustive approach to capacity development. The CBF aims to guide an organization to identify skills needed by employees, assist continuous development and professionalization to deliver responsibilities effectively, and enhance efficiency. It ensures that employees have a common understanding of the organization’s values and expected excellent performance behaviors. The programme is aimed at strengthening the capacity and capabilities of the civil servants based on their role specific competency to enhance professionalism, growth and development to contribute optimally to nation building.

The RCSC launched the CBF for Civil Service in collaboration with Singapore Polytechnic International, with funding support from Temasek Foundation International, Singapore. In the first round of the workshop in 2019, the CBF for the Forestry Officers (FO) has been developed to enhance the capacity and capabilities of the FO to support the goal of the DoFPS to be a professional and dynamic institution committed to excellence, courtesy and service delivery and to safeguard the country’s national interest at all times. After the successful adoption of the CBF for the Forestry Officers, the RCSC facilitated the development of the CBF for the Rangers and Foresters, whereby a task force was formed to work on this category of professional civil servants under the DoFPS.

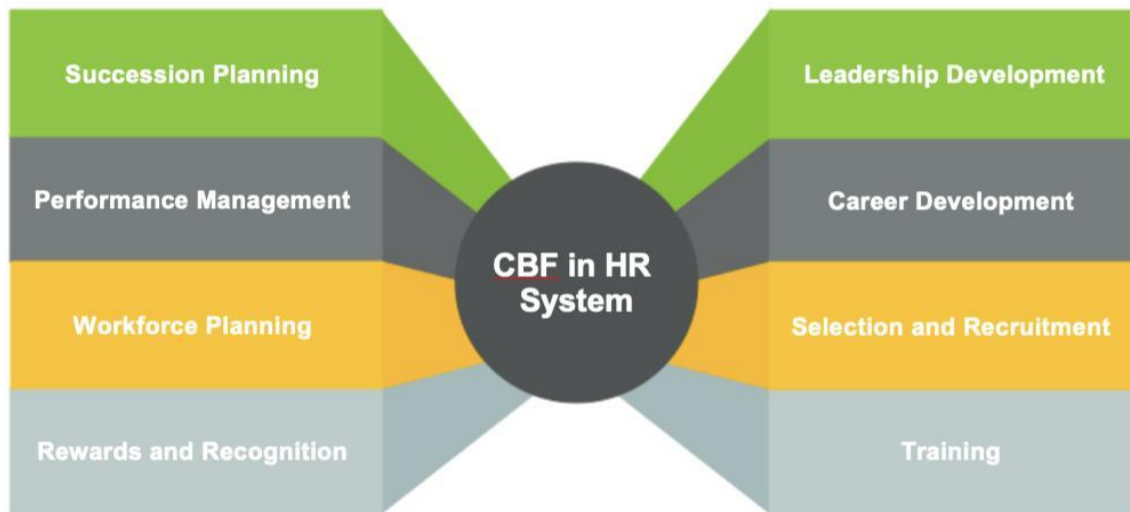


Fig. 5. Benefits of CBF in Human Resources (HR) System

Purpose:

The CBF highlights the knowledge, skills and abilities required for Rangers and Foresters to achieve a high level of professional competence and deliver the highest standard of forestry services in the country. As of today, there are 1078 Rangers and Foresters in the country that will be guided by this CBF. The framework is developed with the following aim and objectives.

Aim:

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

Objectives:

- Introduce Competency-Based Framework and approach in the Department of Forests and Park Services;
- Enhance and strengthen the capacity of Rangers and Foresters by implementing Competency based-framework in HR development;
- Identify major performance gaps and competency development interventions;
- Streamline capacity building by developing a Training Need Assessment; and,
- Enhance human resource management and career progression.

The CBF for the Rangers and Foresters is aligned to the DoFPS’ vision, mission, and core values with a common understanding of critical success factors and desired behaviors within the organization. The CBF as a key HR approach establishes a strong link between the organization and an individual on performance and behavioral aspects. Therefore, different occupational groups in the civil service will have a distinct framework to guide them and this framework will manage all the Rangers and Foresters employed under the DoFPS.

With the introduction of CBF across all the Major Occupational Groups (MOG), the civil servants will remain guided by the principles, knowledge, skills, and ability and are envisaged to enhance service delivery and performance. It will also assist agencies in envisioning definite and coherent skills requirements to strengthen human resource functions primarily in areas such as performance management, succession planning, talent management, and career progression.

4. Framework Development Processes

The overall framework to develop the CBF was provided by RCSC and a rigorous step by step process with extensive stakeholder consultations was developed by the task force within the

DoFPS. The task force followed a work plan with stakeholder consultations and verifications, whereby series of consultation meetings, workshops, online surveys, and focused group discussions were carried out within a span of three months.

The development of the framework involved identifying Key Roles (KR) Role Profiles (RP), Competency Areas (CA), Key Competencies (KC), Behavioral Indicators (BI) and Proficiency Levels (PL) through a consultative and inclusive process with Rangers and Foresters in the country. It was developed through a rigorous, and inclusive consultative process with key stakeholders within the Department. The task force members of the Department organized a series of consultations meetings, workshops, online surveys, and FGD after attending the CBF development training from RCSC. The CBF development processes are highlighted in the figure below:

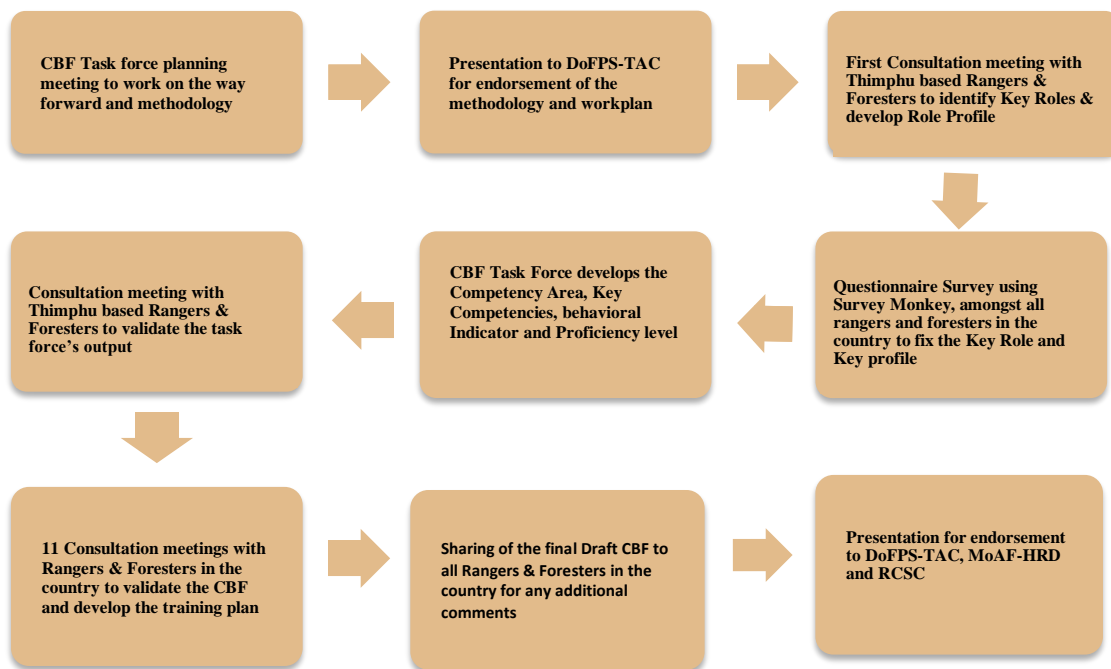


Fig. 6. Overall CBF development process

The development of this CBF followed the following steps, in order to have a framework that has been well consulted in the field where majority of the Rangers and Foresters are stationed. These steps were followed through, so that the concerned parties will take ownership of the CBF and actively participate in their professional development:

1. Department task force was nominated and attended a one-week training on development of CBF, conducted by RCSC;
2. The CBF team nominated by the Department developed a step-by-step methodology with a work plan to develop the CBF for Rangers and Foresters;
3. The methodology and intended workplan for CBF was presented for endorsement to the Technical Advisory Committee (comprising of the Department Specialist and Chief Forestry Officers) within the DoFPS and submitted to RCSC for endorsement;

4. Consultation meeting with the Rangers and Foresters based in Thimphu was carried out to derive the Key Roles;
5. Questionnaire survey to all field staffs (Rangers and Foresters) were floated to validate the Key Roles and Key Profile;
6. The CBF team then worked on the Competency Areas, Key competencies, Behavior Indicator and Proficiency Level;
7. Consultation meeting with Thimphu based Rangers and Foresters was carried out to validate the task force’s output;
8. Eleven consultation meetings with Rangers and Foresters across the country were carried out in different field offices to validate the work done by the team and to develop the Training Need Assessment by identifying the core trainings;
9. The CBF team then analyzed the contributions from the stakeholders and developed the Final draft CBF document;
10. The draft CBF document was then shared with all Rangers and Foresters for their final comments;
11. The CBF document was then presented to DoFPS – TAC and MoAF-HRD for endorsement;
12. The CBF document was then presented to RCSC for endorsement and implementation; and,
13. The Final CBF for Rangers and Foresters were shared with all stakeholders.

Identification of Key Role and Key Profile

The key role is an organized set of behaviors that are crucial to achieve the current and future goals of the Department of Forests and Park Services. The Terms of Reference (TOR) of Rangers and Foresters in the RCSC website was reviewed and additionally consultation workshop to derive Key Roles were carried out. Outcomes of the consultation workshops are in Annexure 1,2 and 3. The Key Profile descriptions were provided after following the entire process below:

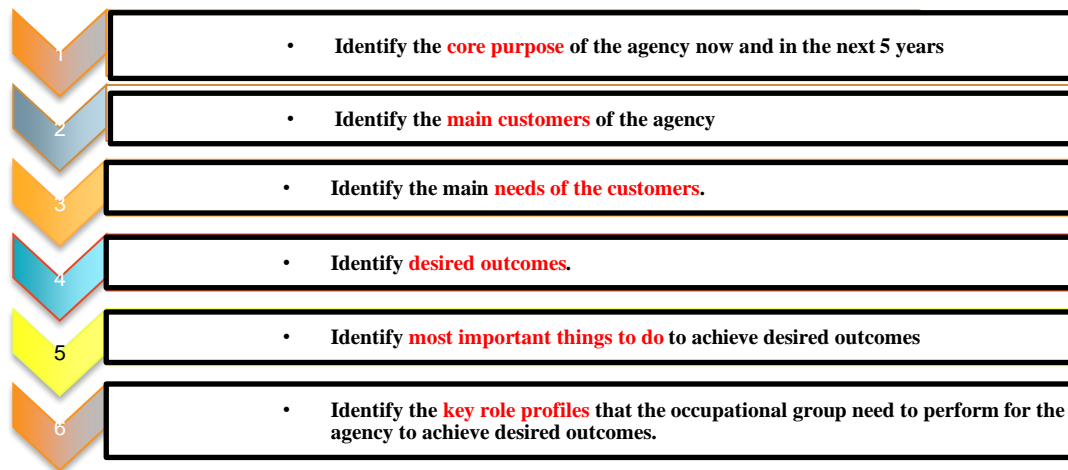


Fig. 7. Step-by-step process of deriving the Key Role and Key Profile

Core Purpose:

Conserve, protect, manage and utilize state forest resources and biodiversity through sustainable forest management, so as to maintain sixty percent of forest coverage at all times to come

Main Customer:

The main customers and services were grouped in the following groups depending on the types of services that are sought and desired outcomes of the services: General Public & Community; Entrepreneurs and Business Entities; Corporates (GBCL, MSPCL, NRDCL); Government Institutes (Monk Body, Armed Forces); NGO, INGO& CSOs; Scholars & Researchers; Field Offices (colleagues); Tourists (Local, Regional & International); and, National Service. The following table also shows the main customer needs and desired outcomes.

The process helped analyze who the main customers were, what were their main needs and what were the desired outcomes of providing the services to the customers. The desired outcomes were linked to the vision, mission, core values and functions of the DoFPS.

5. Structure of the CBF for Rangers and Foresters

The structure of the CBF is built through a logical step by step process. Through deriving the purpose of the agency and the desired outcomes, three key roles are identified. Accordingly, the key profile is described.



Fig. 8. Structure of the CBF for Rangers and Foresters

6. Key Roles and Description of Role Profile

The Step-by-Step process helped come up with the most important things to do for the Rangers and Foresters. Analyzing the relative Purpose, Main Customers, Customer Needs and Desired Outcomes, the three key roles were derived for Foresters and Rangers in the country. The Role Profile is the description of roles that Rangers and Foresters are expected to demonstrate in achieving the outcomes of the Department of Forests and Park Services. 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 Rangers and Foresters to carry out a prescribed set of tasks.

The following three Key Roles and their descriptions were derived and validated with all Rangers and Foresters in the country through a questionnaire survey. The Key Roles are expected to be performed by the Rangers and Foresters.

Enforcement Steward:

- Carry out patrolling and monitoring in the State Reserve Forest Land;
- Enforce and implement Forest Rules and Regulations;
- Coordinate and collaborate with other armed forces to reduce illegal trade of species
- Stay physically fit and maintain uniform code and conduct;
- Detecting offence cases, compounding and legal representation.

Technical Expert:

- Keep abreast with the latest trends in forestry and NR management to enhance internal capacity in sustainable forest management;
- Implement existing policies, rules, regulations and guidelines in terms of sustainable NR management;
- Share experiences/technical knowledge of natural forest management with colleagues to enhance skills and competencies for efficient service delivery;
- Carry out resource assessment, allocation and efficient service delivery
- Provide technical support in sustainable forest management.

Environmental Advocate:

- Engage key stakeholders and communities in order to ensure participation towards management of forestry resources;
- Advocate forestry rules and regulations to ensure conservation and protection of natural resources and environment;
- Create awareness on importance of safeguarding the natural environment and instill sense of co-existence with nature.

7. 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 rangers and foresters. The framework has identified seven competency areas as follows:

Table 1. Key Role and Competency Areas

Role #	Key Role	Competency Area
1	Technical Expert	1.1 Knowledge on sustainable forest management
		1.2 Technical team building
2	Enforcement Steward	2.1 Efficient forest service delivery
		2.2 Physical and mental health to carry out SMART patrolling and monitoring
		2.3 Conflict management
3	Environmental Advocate	3.1 Multi-stakeholder engagement
		3.2 Awareness and advocacy

8. Identification of Key Competencies

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

Table 2. Key Competencies

SN	Key Role	Competency Area	Key Competencies
1	Technical Expert	Knowledge on sustainable forest management	Forest and natural resources assessments
			Scientific forest management
		Technical team building	Team work
2	Enforcement Steward	Efficient forest service delivery	Coordination and collaboration
			Compliance and enforcement
		Physical and mental health to carry out SMART patrolling and monitoring	Decision making and accountability
			Physical health
			Mental health
Conflict management	Problem solving		
3	Environmental Advocate	Multi-stakeholder engagement	Communication skills
			Coordination and integration
		Awareness and advocacy	Networking
			Environmental Influencer
		Training and mentoring	

9. Identification of Behavioral Indicators

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

Table 3. Behavioral Indicator

Key Competency	Behavior Indicators
Forest and natural resources assessments	Effectively apply technical knowledge to carry out forest and natural resources assessments, inventory and mapping, data compilation and analysis
Scientific Forest management	Proactively manage natural resources through a proper planning process with knowledge and skills on silviculture practices and sustainability
Team work	Actively seeks perspectives from others to ensure inclusiveness and understanding
Coordination and collaboration	Foster and encourage effective working relationships with colleagues, stakeholders and partners
Compliance and enforcement	Firm knowledge of existing legal provisions and implementation in fair and transparent manner
Decision making and accountability	Take decisions and responsibility for one's decisions and actions, guided by the existing legal provisions
Physical Health	Physically fit to scale the forest, rugged terrain and high altitude
Mental Health	Sound judgement to make decisions with clear conscience and based on existing field inspection, field report and existing regulations
Problem solving	Apply negotiation and analytical skills in dealing with diverse stakeholders
Communication skills	Obtain information and facts effectively and present to diverse audiences, using a variety of communication methods and tools
Coordination and integration	Collaborates effectively with partner agencies and key stakeholders in sustainable management of forest, biodiversity and natural resources
Networking	Proactively engage with diverse stakeholders, to provide and receive technical support, mobilize resources and utilize judiciously
Environmental Influencer	Utilize interpersonal skills to convince others on sustainable forest management and biodiversity conservation
Training and mentoring	Efficiently mentors and shares knowledge and skills on sustainable natural resources management and biodiversity conservation

10. 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 Rangers and Foresters are categorized into three levels:

- i) Foundation (S5 to S3)
- ii) Experienced (S2-S1)
- iii) Advanced (SS4 to SS1)

This framework has identified fourteen behavioral indicators and each behavioral indicator with three levels of proficiency. The proficiency will enable individual officials to distinguish the type of competencies expected in their career path, which will give them an opportunity to enhance

their competency in achieving current as well future career goals. Furthermore, the proficiency level will also set a benchmark for the recruitment and deployment. The proficiency levels of each key competency are detailed below:

Table 4. Proficiency Level for Key Role 1: Technical Expert

Competency Area: 1.1 Knowledge on sustainable forest management		
Key Competency: 1.1.1 Forest and natural resources assessments		
Behavior Indicator: Effectively apply technical knowledge to carry out forest and natural resources assessments, inventory and mapping, data compilation and analysis.		
Foundation (S5-S3)	Experienced (S2-S1)	Advanced (SS4-SS1)
Possess technical knowledge to carry out forest and natural resources assessments, inventory and mapping, data compilation and analysis with knowledge on botany and identification of flagship wildlife species	Assist in carrying out forest and natural resources assessments, inventory and mapping, data compilation and analysis	Lead forest and natural resources assessments, inventory and mapping, data compilation and analysis
Key Competency: 1.1.2 Scientific Forest Management		
Behavior Indicator: Proactively manage natural resources through a proper planning process with knowledge and skills on silviculture practices and sustainability		
Foundation (S5-S3)	Experienced (S2-S1)	Advanced (SS4-SS1)
Understand basic knowledge in silviculture practice and natural resource planning process	Proactively engage natural resources through a proper planning process with knowledge and skills on silviculture practices and sustainability	Lead the team in carrying out silviculture practices and natural resource planning process
Competency Area 1.2 Technical team building		
Key Competency 1.2.1 Team work		
Behavior Indicator: Actively seeks perspectives from others to ensure inclusiveness and understanding		
Foundation (S5-S3)	Experienced (S2-S1)	Advanced (SS4-SS1)
Seeks views of others to maintain effective working relationship	Consider views of others to ensure inclusiveness and understanding	Analyze views of others and moderate effectively
Key Competency 1.2.2 Coordination and collaboration		
Behavior Indicator: Foster and encourage effective working relationships with colleagues, stakeholders and partners		
Foundation (S5-S3)	Experienced (S2-S1)	Advanced (SS4-SS1)
Understands the purpose and importance of working with colleagues, stakeholders and partners	Co-operates and consistently works with colleagues, stakeholders and partners	Facilitate and encourage team spirit amongst colleagues, stakeholders and partner and work towards achieving agency goal

Table 5. Proficiency Level for Key Role 2: Enforcement Steward

Competency Area: 2.1 Efficient Forest service delivery		
Key Competency: 2.1.1 Compliance and enforcement		
Behavior Indicator: Firm knowledge of existing legal provisions and implementation in fair and transparent manner		
Foundation (S5-S3)	Experienced (S2-S1)	Advanced (SS4-SS1)

Possess knowledge on existing legal provisions (prevailing acts, rules, regulations and procedures)	Coordinates and collaborates with other relevant stakeholders to provide awareness on the relevant legal provisions	Enforce existing legal provisions (prevailing acts, rules, regulations and procedures)
Key Competency: 2.1.2 Decision making and accountability		
Behavior Indicator: Take decisions and responsibility for one’s decisions and actions, guided by the existing legal provisions		
Foundation (S5-S3)	Experienced (S2-S1)	Advanced (SS4-SS1)
Possess knowledge on existing legal provisions and how to make good decisions based on it	Assist and take part in making decisions	Make firm decisions and take accountability
Competency Area 2.2 Physical and mental health to carry out SMART patrolling and monitoring		
Key Competency 2.2.1 Physical Health		
Behavior Indicator: Physically fit to scale the forest, rugged terrain and high altitude		
Foundation (S5-S3)	Experienced (S2-S1)	Advanced (SS4-SS1)
Physically fit with abilities to scale the forest, rugged terrain and high altitude	Able to handle all the field gears, enforcement gadgets and scientific forestry equipment	Coach colleagues to handle all field gears and enforcement gadgets
Key Competency 2.2.2 Mental Health		
Behavior Indicator: Sound judgement to make decisions with clear conscience and based on existing field inspection, field report and existing regulations		
Foundation (S5-S3)	Experienced (S2-S1)	Advanced (SS4-SS1)
Able to understand and interpret the responsibilities in decision making with clear conscience and based on existing rules and regulations	Abilities to follow and execute the decisions made and take accountability of the actions	Mentor colleagues in sound judgement and decision making
Competency Area 2.3 Conflict management		
Key Competency 2.3.1 Problem solving		
Behavior Indicator: Apply negotiation and analytical skills in dealing with diverse stakeholders		
Foundation (S5-S3)	Experienced (S2-S1)	Advanced (SS4-SS1)
Understands how to solve conflicts with problem solving and negotiation tools	Apply various problem solving and negotiation tools to solve conflicts during enforcing the legal provisions and able to communicate in different languages and dialects	Coach colleagues in good communication skills with problem solving and negotiation tools
Key Competency 2.3.2 Communication skills		
Behavior Indicator: Obtain information and facts effectively and present to diverse audiences, using a variety of communication methods and tools		
Foundation (S5-S3)	Experienced (S2-S1)	Advanced (SS4-SS1)
Seeks information and facts required to resolve conflicts	Present information and facts effectively to diverse audiences, using various communication tools	Provide clear, accurate and concise information and facts by persuading stakeholders to take action and take accountability for it

Table 6. Proficiency Level for Key Role 3: Environment Advocate

Key Role 3: Environmental Advocate		
Competency Area: 3.1 Multi-stakeholder engagement		
Key Competency: 3.1.1 Coordination and integration		
Behavior Indicator: Collaborates effectively with partner agencies and key stakeholders in sustainable management of forest, biodiversity and natural resources		
Foundation (S5-S3)	Experienced (S2-S1)	Advanced (SS4-SS1)
Understand the stakeholders, their relevancy to the Department and be able to work with interdisciplinary teams	Able to identify and coordinate stakeholder consultations and waste management initiatives	Lead in efficient coordination activities and integrate the works done by different stakeholders for a shared purpose
Key Competency: 3.1.2 Networking		
Behavior Indicator: Proactively engage with diverse stakeholders, to provide and receive technical support, mobilize resources and utilize judiciously		
Foundation (S5-S3)	Experienced (S2-S1)	Advanced (SS4-SS1)
Understand the stakeholders and their relevancy to the Department and the respective resources they possess	Able to effectively work with partner agencies and key stakeholders	Lead in effectively collaborating with partner agencies and key stakeholders to mobilize resources and seek technical support
Competency Area 3.2 Awareness and advocacy		
Key Competency 3.2.1 Environmental Influencer		
Behavior Indicator: Utilize interpersonal skills to convince others on sustainable forest management and biodiversity conservation		
Foundation (S5-S3)	Experienced (S2-S1)	Advanced (SS4-SS1)
Understands the importance of environmental advocacy and the use of communication methods and tools	Effectively use communication methods and tools to advocate on sustainable forest management	Able to design, plan and execute environmental advocacy program
Key Competency 3.2.2 Training and mentoring		
Behavior Indicator: Efficiently mentors and shares knowledge and skills on sustainable natural resources management and biodiversity conservation		
Foundation (S5-S3)	Experienced (S2-S1)	Advanced (SS4-SS1)
Seek assistance from seniors/mentors to acquire field knowledge and hands on training in natural resources management	Collaborate with colleagues in mentoring and providing training based on acquired field experiences	Lead trainings and mentorship programs and share relevant field experiences as examples

11. Diagrammatic Overview of CBF for Rangers and Foresters

The following diagram is the sunburst diagram that gives a snapshot of the entire CBF for Rangers and Foresters in the DoFPS:

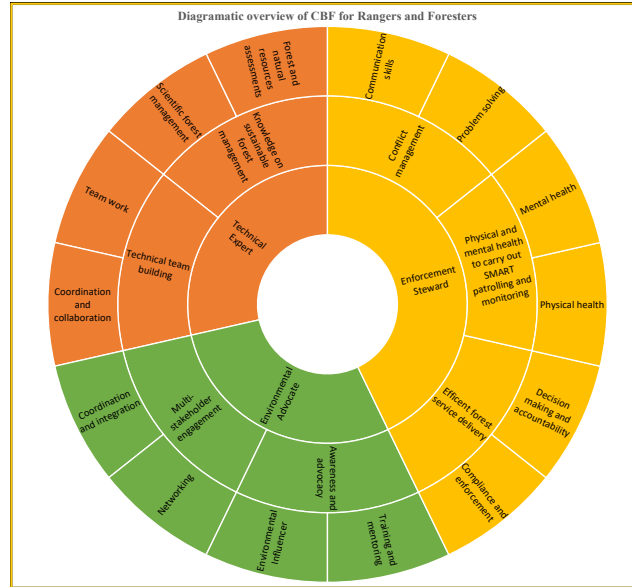


Figure 9. Sunburst Diagram of the CBF for Rangers and Foresters

12. 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 rangers and foresters with knowledge and skills. It should be the shared responsibility of the employee and the Department to build and enhance their capability and competency.

The training needs analysis was carried out by assessing the key competencies of Rangers and Foresters at all three levels under each key role. The behavioral indicators were assessed by proficiency level to identify the performance gaps. The outcome of the training need assessment was developed in consultation with the stakeholders through Focus Group Discussions and submissions from different functional divisions, and reflected in Annexure 4, 5 and 6.

Short-term 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 short-term training program as shown below and further elaborated in Annexure 8. The following learning objectives will guide in the implementation of short-term trainings as listed in Table 11.

Table 7. Learning Objectives under each Proficiency Level

Learning Objectives at Foundational Level	Learning Objectives at Experienced Level	Learning Objectives at Advanced Level
To be able to understand & possess the knowledge on IT skills, survey methodology and mapping, a missing piece in the earlier training modules.	To possess the knowledge on survey methodology, mapping, species identification, basic data analysis and able to assist while implementing the work.	To possess the knowledge on survey design methodology, mapping, species identification and statistics and able to lead the team while implementing the work.
To be able to understand and possess the knowledge and skills in sustainable NR management through effective planning process, technologies and methods of application in the field.	To be able to possess & apply the knowledge and skills in sustainable NR management through effective planning process, technologies and methods of application in the field.	To be able to practice the knowledge and skills in sustainable NR management through effective planning process, technologies and methods of application and able to lead while implementing in the field.
To be able to seek the views of others through effective communication and networking relationship.	To be able to consider the views of others through effective communication, networking and circumvent over cognitive bias	To be able to analyze the views of others through effective communication, networking and moderate cognitive bias effectively
To be able to understand the purpose and importance of working together with the stakeholders and foster effective working relationship	To be able to cooperate and coordinate with the stakeholders through effective networking and working relationship	To be able to facilitate and encourage team spirit and improve working relationship through the correction of system
To be able to understand and possess knowledge on existing legal provisions relevant to Forestry with a requirement to understand in Dzongkha and update regular on all amendments through given platforms	To be able to deal with relevant stakeholders on existing legal provisions relevant to Forestry with a requirement to understand in Dzongkha and update regularly on all amendments through given platforms	To be able to enforce with relevant stakeholders on existing legal provisions relevant to Forestry with a requirement to understand in Dzongkha and update regularly on all amendments through given platforms
To be able to understand and possess knowledge in any changes being made to legal provisions relevant to Forestry through effective communication with the stakeholders in decision making process	To be able to assist in decision making process in legal matters after consulting thoroughly with the staff and eliminate corrupt practices through empowerment	To be able to shoulder higher responsibility, accountability, decision making in legal matters and also by eliminating the corrupt practices and skeptical attitude by the supervisor
To be able to overcome harsh environmental condition and carry arms and ammunitions by staying physically fit all the time	To be able to stay physically fit all the time and make best use of field gears and gadgets for effective enforcement	To be able to stay physically fit all the time and teach field colleagues to use field gears and gadgets for effective enforcement
To enhance knowledge and communication skills to ensure quality decision making by upholding existing rules and regulations.	To be able to take part and contribute in decision making processes and shoulder assigned tasks responsibly with vested accountability.	To be able to give and receive mentoring within colleagues of same workplace or agencies and bring changes in attitude towards receiving constructive criticism and neglecting destructive feedbacks.
To be able to take part in mediating or negotiating internal or disputes from outside the workplace.	To be able to communicate in local dialects and confidently negotiate and solve problem during enforcement of legal provisions.	To broaden communication skills in self and be able to coach the colleagues.

To upscale the skills and be able to practice seeking of information facts for resolving the conflict efficiently.	To enhance communication skills for effective information delivery using diverse communication tools.	To upskill staffs with basic communication skills, computer operation and competency on data management.
To create awareness on the Organizational Structure of our Departments and about relevant agencies and other stakeholders on their function and mandates	To develop communication, coordination and networking skills	To effectively lead and coordinate projects, improve report writing, presentation and formulation of project proposal.
To develop standard action plan for improvement of professionalism at work place and get familiarize with relevant stakeholders	To build capacity for effective coordination and working with partner agencies and mobilize resources.	To build capacity on leadership skills, networking and development of project proposals.
To acquire sound knowledge on specific environmental conservation subjects and communication skills	To update field staffs with latest information of sustainable forest management practices and its successful dissemination to the stakeholders using digital platforms	To equip staffs with sound knowledge on planning, designing, and execution of environmental advocacy program
To motivate individuals to learn from seniors/mentors to perform their duty with professionalism.	Bring change in the attitude towards sharing of field experiences and enhance team spirit.	To enhance knowledge on leadership quality in facilitating training and provide mentorship to young colleagues

Long-term Program (Specialization)

There will be no long-term program for Rangers and Foresters since it is not a priority. However, if there are interested parties BCSR 2019 will guide the process for long-term programs and specialization.

13. 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 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 TNA. 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. Interventions that are reflected as “Not Competent”;
- e. Availability of resources;
- f. Alignment of donor-funded capacity building to the mandatory training identified under this framework.

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

The following summarized table may serve as a basis to foster a training plan in the Department.

Table 8. Short Term Training summarized under each Proficiency Level in each Behavioral Indicator

Behavioral Indicator	Foundation (S5, S4, S3)	Experienced (S2, S1)	Advanced (SS4, SS3, SS2, SSI)
<i>Effectively apply technical knowledge to carry out forest and natural resources assessments, inventory and mapping, data compilation and analysis</i>	<ol style="list-style-type: none"> 1. Basic IT skills (Data entry and management) 2. Survey methodology for different Taxa, CF, NWFP, water ecosystems, etc. 3. GIS & GPS mapping 4. Species Identification (Flora, Fauna, Avifauna) 5. Biodiversity Assessment 6. Technical Report Writing 7. Forest Mensuration 8. Sustainable harvesting of timber, cable craning 9. Integrated equipment for wood-based industries 10. Watershed management (water and wetlands assessment) 	<ol style="list-style-type: none"> 1. Survey Methodology for different Taxa, Carbon stock assessment, CF, etc 2. GIS & GPS mapping 3. Species Identification 4. Basic data entry & analysis in excel 5. Photography 6. Forest Road Inventory and Survey 7. Watershed management (water and wetlands assessment) 8. Hydro metrological data collection 	<ol style="list-style-type: none"> 1. Survey Design & Methodology for different Taxa, Carbon stock, CF, etc. 2. Advanced GIS 3. Species Identification 4. Statistics 5. SMART software 6. Planning & Budget preparation 7. Natural resources monitoring and evaluation 8. Forest Road Inventory and Survey 9. Hydro metrological data collection and analysis
<i>Proactively manage natural resources through a proper planning process with knowledge and skills on silviculture practices and sustainability</i>	<ol style="list-style-type: none"> 1. Silvicultural Systems 2. Natural Resource Management – Community Forestry, NWFP management... 3. Forest Protection 4. Fire management 5. Soil and land management 6. Sampling techniques and survey methodologies 7. Taxonomy 8. HWC interventions 9. Forest Extension and Social Forestry 	<ol style="list-style-type: none"> 1. Silvicultural systems 2. Natural Resource management - Community Forestry, NWFP management... 3. Sustainable forest management 5. Monitoring & Evaluation 6. Incident Command System 7. Silviculture practices and examples in the region 8. Forest Pest and Disease Management 	<ol style="list-style-type: none"> 1. Silvicultural Systems 2. Natural Resource Management - Community Forestry, NWFP management... 3. Sustainable Forest Management (Watershed management, agroforestry) 4. Land Management (CF, NWFP, FMU, LFMP) 5. Management Plan writing (CF, NWFP, FMU, LFMP) 6. Wildlife and Habitat Management 7. Forest Pest and Disease Management
<i>Actively seeks perspectives from others to ensure inclusiveness and understanding</i>	<ol style="list-style-type: none"> 1. Communications skill 2. Coordination meeting 3. Knowledge sharing forum 4. Driklam Namsha 	<ol style="list-style-type: none"> 1. Communications skill 2. Public relationship 3. Knowledge sharing forum 4. Emotional Intelligence 	<ol style="list-style-type: none"> 1. Communications skill 2. Leadership 3. Conflict management 4. Design thinking 5. Human value
<i>Foster and encourage effective working relationships with colleagues, stakeholders and partners</i>	<ol style="list-style-type: none"> 1. Networking 2. Stakeholder mapping 3. Forest governance 	<ol style="list-style-type: none"> 1. Networking 2. Stakeholder mapping 3. Negotiation 4. Team building & management 	<ol style="list-style-type: none"> 1. Networking 2. Stakeholder mapping 3. Negotiation 4. Team building & management 5. Office management & Leadership

<i>Firm knowledge of existing legal provisions and implementation in fair and transparent manner</i>	<ol style="list-style-type: none"> 1. Penal Code of Bhutan 2. RBP Act 3. Dzongkha Unicode 4. Other relevant Forest and Natural Resources Acts & Policies 5. Handling of illegal forestry cases 	<ol style="list-style-type: none"> 1. Paralegal 2. Penal Code of Bhutan 3. RBP Act 4. Other relevant Forest and Natural Resources Acts & Policies 	<ol style="list-style-type: none"> 1. Paralegal 2. Penal Code of Bhutan 3. RBP Act 4. Other relevant Forest and Natural Resources Acts & Policies 5. Legal conflict management 6. Forestry offences & crime scene investigation
<i>Take decisions and responsibility for one's decisions and actions, guided by the existing legal provisions</i>	<ol style="list-style-type: none"> 1. Basic training on legal procedures 2. Legal documentation & Communication in Dzongkha 3. Legal interface (platform) 4. Accountability 	<ol style="list-style-type: none"> 1. Legal documentation & Communication in Dzongkha 2. Legal interface (platform) 3. Anti-corruption 4. Accountability 	<ol style="list-style-type: none"> 1. Legal documentation & Communication in Dzongkha 2. Legal interface (platform) 3. Anti-corruption 4. Decision making 5. Accountability
<i>Physically fit to scale the forest, rugged terrain and high altitude</i>	<ol style="list-style-type: none"> 1. Para -Military 2. First Aid 3. Non-Communicable Diseases (NCD) 4. Bush craft 5. Use of safety gears and other forestry equipment 6. Basic survival training 7. River rafting, swimming 8. Arms and ammunitions training, weapon handling 9. Forest fire management 10. Biodiversity (including wildlife) Survey 11. Rock and tree climbing skills 12. Patrolling 13. Combat 	<ol style="list-style-type: none"> 1. Para -Military 2. First Aid & Wilderness Training 3. Non-Communicable Diseases (NCD) 4. Rock climbing 5. Bush craft 6. River rafting 7. Basic survival training 8. Arms and ammunitions training – weapon handling 9. Animal Rescue 10. Swimming 11. Patrolling 12. Combat 	<ol style="list-style-type: none"> 1. Patrolling 2. Combat/Weapon handling 3. Drone surveillance 4. Crime scene investigation 5. Data collection 6. Basic survival training 7. Arms and ammunitions training 8. Swimming 9. Rock and tree climbing
<i>Sound judgement to make decisions with clear conscience and based on existing field inspection, field report and existing regulations</i>	<ol style="list-style-type: none"> 1. Extension and communication skills 2. Facilitation and conflict management 3. Awareness on existing rules and regulation including amendments. 4. Leadership and decision making 5. Handling and dealing with illegal poachers and timber smugglers 	<ol style="list-style-type: none"> 1. Decision making 2. Leadership 3. Good governance/ Accountability 4. Career advancement 5. Forest and wildlife contraband identification 6. Handling and dealing with illegal poachers and timber smugglers 	<ol style="list-style-type: none"> 1. Basic courses on human resource development/management. 2. Mentoring and coaching. 3. Decision making tools and processes
<i>Apply negotiation and analytical skills in dealing with diverse stakeholders</i>	<ol style="list-style-type: none"> 1. Dzongkha and English language skills 2. Basic courses on communication skills, Mentoring, problem solving and negotiations 	<ol style="list-style-type: none"> 1. Upscaling Dzongkha and English language skills. 2. Legal proceedings 3. Communication skills 4. Attachments and internships 	<ol style="list-style-type: none"> 1. Leadership training (conflict management) 2. Legal training (legal aspects on negotiation and mediation)
<i>Obtain information and facts effectively and present to diverse audiences, using a variety of communication methods and tools</i>	<ol style="list-style-type: none"> 1. Conflict management and problem solving 2. Data/information management. 3. Communication skills and leadership. 4. Creation of PowerPoint. Training on GIS, GPS handling 5. How to use SMART 6. Basic computer operation 	<ol style="list-style-type: none"> 1. Effective communication skill 2. Advance level IT training 3. Accountability building 4. Report writing tips 5. SMART data dissemination 6. Crime scene investigation 7. Intermediate computer operation 	<ol style="list-style-type: none"> 1. Communication skills 2. Basic computer operation 3. Data management 4. Study on human behavior 5. Forestry Rules and Regulation amendments, Civil and Criminal Procedure Code of Bhutan 6. SMART data Analysis 7. Advanced level IT training

<p><i>Collaborates effectively with partner agencies and key stakeholders in sustainable management of forest, biodiversity and natural resources</i></p>	<ol style="list-style-type: none"> 1. Awareness program through on job training 2. Attachment to relevant stakeholders (e.g. Gewog attachment) 3. Internship and exchange programs during early service 4. Mentoring by concerned supervisor 5. Skill development on multi-stakeholder engagement and networking 6. Familiarization tour 	<ol style="list-style-type: none"> 1. Public networking and communication skills. 2. Communication and coordination skills 3. Leadership development skills 	<ol style="list-style-type: none"> 1. Writing interdisciplinary project proposal, including procedures on how to execute and evaluation work progress. 2. Mental and Physical fitness (Wellbeing, Mindfulness). 3. Leadership, sound judgement and decision making. 4. Data modeling, analysis and reporting 5. Management courses 6. Exposure visit
<p><i>Proactively engage with diverse stakeholders, to provide and receive technical support, mobilize resources and utilize judiciously</i></p>	<ol style="list-style-type: none"> 1. Job rotation between different stake holders 2. Integrated periodical meetings between various stakeholders including virtual meeting 3. Internship to know the core mandates of the stakeholders 4. Agency familiarization programs 	<ol style="list-style-type: none"> 1. Networking. 2. Communication 3. Wildlife Rescue 4. Habitat Suitability Assessment 	<ol style="list-style-type: none"> 1. Short course on project proposal development 2. Training on development of leadership skills (Public speaking, preparation of presentations, organizing and coordination of programmes) 3. Technical career advancement
<p><i>Utilize interpersonal skills to convince others on sustainable forest management and biodiversity conservation</i></p>	<ol style="list-style-type: none"> 1. Watershed management, PES, waste recycling including electronic and industrial waste 2. GPS and GIS 3. Content creating (Poster designs, animations, graphic designs for mass media advocacy) 4. Specimen preparation and preservation of important biological species 	<ol style="list-style-type: none"> 1. Refresher course on latest sustainable forest management practices. 2. Data analysis 3. Internship with relevant agencies dealing with water and other forest and natural resources management 4. Specimen preparation and preservation of important biological species 	<ol style="list-style-type: none"> 1. Sensitization of environmental issues through digital platform such; Facebook, YouTube, online portal, etc. 2. Development of project proposal related to environmental issues. 3. Conducting research and scientific paper writing
<p><i>Efficiently mentors and shares knowledge and skills on sustainable natural resources management and biodiversity conservation</i></p>	<ol style="list-style-type: none"> 1. Field attachment on various offices 2. Personal relationship development 3. Workshop 4. Seminars 5. Field visits 6. Design Thinking 	<ol style="list-style-type: none"> 1. Collaboration, coordination, negotiation skills. 2. Water resource management, mitigation techniques on global warming, camera trapping, resource assessment and data assessment. 3. Internship Program 	<ol style="list-style-type: none"> 1. Leadership skills and on mentoring skills 2. Advanced GIS, NR management, Smart patrol 3. Leadership courses 4. Study Tour 5. Habitat Sustainability analysis

14. Recommendations

Different stakeholders were engaged and Rangers and Foresters at different proficiency levels was consulted through a series of consultations, meetings, online surveys, workshops, and focused group discussions. In the process of CBF development, the team has come up with the following recommendations for effective implementation of CBF for Rangers and Foresters:

- Conduct adequate advocacy and provide sufficient training for CBF practitioners and users;
- CBF should be a living document and should be updated as and when required based on changing needs of the organization;
- HR Officers in the organization is critical in driving the successful implementation of CBF;
- The CBF is a new system in the organization and RCSC should communicate and advocate the importance and benefit of CBF across all the organizations for successful adoption and implementation;
- There should be a proper mechanism in place for assessing the success and outcome of CBF across all the organizations;
- RCSC should recommend budget provision for capacity building in the Department/Agency's annual budget as per CBF recommendations;
- Implement the CBF regularly and with equal and equitable participation and recognition;
- Training impact assessment to be instituted.

15. Conclusion

The CBF is introduced to guide government agencies not only towards identifying the skills needed by the employees but also to assist in the continuous professional development of civil servants for effective service delivery. Additionally, CBF defines clear expectations in the work environment and creates an organizational culture for reliable and high-quality service delivery.

The CBF for the Rangers and Foresters consists of 3 Key roles, 7 Competency Areas, 14 Key Competencies, and 14 Behavioral Indicators which will guide and help foster staff mobility, organizational change, and shaping of the organizational culture based on competency. Developed through detailed consultation and a series of validations involving different stakeholders under the DoFPS, CBF will contribute towards the smooth transition of traditional to more structured modern and contemporary management systems.

At the individual level, with CBF in place, it will provide an opportunity for the Rangers and Foresters, to enhance their professional and behavioral competencies. For an organization, it will not only help in envisioning a clear performance expectation but also enable to design of operational, strategic, and succession planning frameworks and programs to enhance overall organizational performance and to realize goals and objectives.

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Annexures

Annexure 1. Key Role of Rangers in the RCSC website

Key roles of the Rangers:

1. Carryout soil and watershed conservation trails, site identification for afforestation and implementation of building infrastructures;
2. Identification of sites for afforestation/reforestation, a bioengineering activity in degraded land and riverbeds;
3. Execution silvicultural operation in high forest, execution of thinning operations of older plantations;
4. Conduct PRA/RRA and identify the potential area for Community and Private Forestry;
5. Mobilizing Forest Fire;
6. Execute field truthing on encroachment and other people-oriented forestry activities;
7. Administers the range staff and manages financial resources for the Range;
8. In the absence of the Superior, administer the Range and Beat staffs, Gewog staff;
9. Supervise, monitor, and evaluate the plan and program activities at Range level, Gewog level from time to time;
10. Quarterly, half yearly or annual reporting of work/activity progress of Range level/Gewog Level;
11. Issue of revenue-oriented books and forms for timber/major forest produce to the public;
12. Verification and forwarding of TA/DA bills to Superior for approval;
13. Maintaining revenue and general cash account and submission to concern authorities;
14. Monitor the Range activities on legal and technical matters;
15. Forest law enforcement with regards to land encroachment, poaching, illegal trade and transit of forest produce, etc. Detection, investigation;
16. As and when required, conduct special patrolling to apprehend forest offenders and compound in the courts;
17. Inspection and reporting for forest land allotment, encroachment, and quarry of forestry mines;
18. Coordinate the demarcation of forest area;
19. Forestry personnel as paramilitary, at times requires to join patrol in the security threatened areas for guarding unlocked forest produces and the security of the country.

Annexure 2. Key Role of Foresters in the RCSC website

Key roles of the Forester:

1. Marking trees/poles and passing of rural timber including stump passing round the year, Checking the movement of forest products;
2. Monitor the identified Watershed, designated forest area, National Parks or as per Management Plan (FMU) etc...;
3. Supervise and guide forest laborers in forest nurseries, creation and maintenance of plantations, bio-engineering activities in degraded land and river beds. Environmental protection activities, record keeping, passing and issuing transit permit;
4. Regular patrolling to curb illegal fishing, poaching, hunting, illegal timber activities etc. Apprehending forest offenders/culprits and reporting for action. Reporting of any unhygienic/threatening /illegal activities detected in the forest;
5. Checking of non-national laborers in forestry operation areas;
6. Submitting progress report to Beat Office;
7. Filing and dispatching of official correspondences at Beat and Range level;
8. Supervision of resin tapping, lemon grass, movement of goats, guarding of wild life;
9. Forest check-post and forest fire duty on a roster system;
10. Deliver extension services to villagers;
11. To guard the forest demarcation pillars and report land encroachment incidences and forest check gates;
12. Collection of filed data and compilation as per directives and submission thereof;
13. Carry out assignments delegated on ad-hoc basis;
14. Forestry personnel as paramilitary, at times requires to patrol in the security threatened areas for guarding unlocked forest produces and the security of the country.

Annexure 3. DoFPS Customer Need and Desired Outcome (Service Delivery)

Main Customer	Main Customer Needs	Desired Outcomes
General Public & Community	Permit (fishing, NWFP, rural timber, firewood and other forest resources allocation)	Natural resources utilized sustainably through equitable and easy accessibility
	Forestry clearance (FC)	
	Sawing order	
	Permission for burning agriculture debris	Forest fire incidences reduced
	Permit for recreational activities (picnicking)	Diverse livelihood opportunities promoted and forest management strategies improved
	NWFP and Community Forest management	
	Clean and available water for drinking, irrigation and commercial use (hydropower, water industries)	
Human wildlife conflict management	Community and agriculture crop damage reduced	
Entrepreneurs and Business entities	Forestry Clearance (land lease, wild life photography, filming, river rafting, commercial timber, developmental activities)	Damage to ecosystem reduced and forest resources equitably distributed
	Permit (resource allocation, marking and passing of timber, trading)	
	Sawing order	
	Provide information on natural resources	Forest based enterprise established
	Provide business ideas	
Corporates (GBCL, MSPCL & NRDCL)	FC and Permit (collection of wildings - seeds and seedlings, medicinal plants)	Sustainable management of resources and environmental impacts reduced
	Selection of sites for plantation	
	Funding opportunities	
	Permitting (timber allocation, marking and passing of timber)	
	Develop and implementation of FMU operational plan	
	Adhoc activities (marking and passing of timber for NRDCL outside FMU)	
Government Institutes (Monk Body, Armed Forces)	Forestry clearance (developmental activities, land leasing)	Illegal activities and impact to the natural environment reduced
	Permit (resource allocation, marking and passing of timber)	
	Field guide and patrolling	
NGOs/ INGOS/CSOs	Permits (research, recreation)	Conservation and protection enhanced
	Education and awareness	
	Technical support	
Scholars and Researchers	Research permit	Decisions made through relevant research
	Technical support	
	Access to archived resources	
Field Offices (Colleagues)	Technical backstopping	Human resources within the department built and maintained sustainably
	Develop protocol, manuals and guidelines for natural resources	
	Resource mobilization	
Tourists (local, regional and International)	Permit (park permit, fishing permit, filming permit)	Desired tourist destination and revenue generation
	Pristine ecosystem services	
	Nature based activities and festivals	
National Service	Northern and southern border patrolling and guarding outpost	Illegal trade of species across the border reduced and natural environment protected
	Pest and disease management	
	Carbon sequestration	
	Waste management	

Annexure 4. Training Needs Assessment at Foundation Level

Foundation Level, Key Role 1: Technical Expert				
Key Competencies	Description of Proficiency Level	Performance (Competent/Not Competent)	Likely reason for performance gap	Capacity Development Intervention
1. Forest and natural resources assessments	Possess technical knowledge to carry out forest and natural resources assessments, inventory and mapping, data compilation and analysis	Not uniformly competent	Modules in computer technology, GIS and mapping using GPS, resource inventory were not taught in the erstwhile Bhutan Forestry Institute. Many have not been upgraded. The training module differ significantly between BFI and UWICER and the syllabus were inconsistent. Opportunities for such trainings were not catered to all the in-service personnel. The tenure for serving in the outpost were too long and there was no uniform job rotation. Personal barriers such as lack of strength and dexterity to perform the task and lack of motives in setting personal goals and also financial and materials resource gap lead to poor performance.	<ol style="list-style-type: none"> 1. Basic IT skills (Data entry and management) 2. Survey methodology for different Taxa, CF, NWFP, water ecosystems etc. 3. GIS & GPS mapping 4. Species Identification
2. Scientific Forest Management	Understand basic knowledge in silviculture practice and natural resource planning process,	Not uniformly competent	They do not understand the basic knowledge on NR planning process, such trainings were not availed in the past and it is even becoming more difficult to catch up with new technologies and methods. Very basic knowledge in silviculture practices and cannot differentiate the application of practices for different forest types. The application of the silvicultural system was never updated especially for the BFI graduates. They were not taught cable craning in logging operations. The Field experience was limited to very few of them. Personal barriers such as lack of strength and dexterity to perform the task and lack of motives too hinders the NR planning process.	<ol style="list-style-type: none"> 1. Silvicultural systems 2. Natural Resource management 3. Forest protection 4. Sustainable harvesting of timber, cable craning 5. Integrated equipment for wood-based industries
3. Team work	Understands the purpose and importance of working with colleagues, stakeholders and partners	Not uniformly competent	They fail to understand the importance of others job performers, often lacking cooperation and coordination among agencies. They are also hesitant to communicate or approach the superiors and that hampers working relationship.	<ol style="list-style-type: none"> 1. Networking 2. Stakeholder mapping
4. Coordination and collaboration	Possess knowledge on existing legal provisions (prevailing acts, rules, regulations and procedures)	Not uniformly competent	They fail to understand the importance of others job performers, often lacking cooperation and coordination among agencies. They are also hesitant to communicate or approach the superiors and that hampers working relationship.	<ol style="list-style-type: none"> 1. Networking 2. Stakeholder mapping
Foundation Level, Key Role 2: Enforcement Steward				

Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Capacity Development Intervention
1.Compliance and enforcement	Possess knowledge on existing legal provisions (prevailing acts, rules, regulations and procedures)	Not competent	The understanding and possession of knowledge on Forest and Nature Conservation Act of 1995 and other Legal provisions such as Penal Code of Bhutan, Land Act, Environmental Act, Police Act etc, and also in Dzongkha competency especially in legal matters are inadequate. They face challenges due to the frequent changes in Forest and Nature Conservation Rules and Regulations, amendments from time to time. The current trend shows that, not all Foresters need to deal with legal matters and the responsibility lies with the Ranger in charge.	<ol style="list-style-type: none"> 1. Penal Code of Bhutan 2. RBP Act 3. Dzongkha Unicode 4. Other relevant Forest and Nature Conservation Acts & Policies 5. Handling of illegal forestry cases
2.Decision making and accountability	Possess knowledge on existing legal provisions and how to make good decisions based on it	Not uniformly competent	The understanding and possession of knowledge in making good decision based on the existing legal provision is inadequate. They face challenges due to the frequent changes in Forest and Nature Conservation Rules and Regulations, amendments from time to time. All the legal provisions other than FNCA 1995 is not understood and there is no interface between the different law enforcement agencies.	<ol style="list-style-type: none"> 1. Legal documentation & Communication in Dzongkha 2. Legal interface (platform) 3. Forest Monitoring (natural resources, sawmills and wood-based industries ...)
3.Physical Health	Physically fit with abilities to scale the forest, rugged terrain and high altitude	Not uniformly competent	Due to the effects of sedentary life style, ageing, gender and underlying health conditions, some are not physically fit to scale the forest, rugged terrain and high altitude. Unlike the other military personnel, physical fitness test is not a requirement once employed and further the infrastructure for physical training do not exist for Forestry staff.	<ol style="list-style-type: none"> 1. Para -Military 2. First Aid 3. Non-Communicable Diseases (NCD) 4. Bush craft
4.Mental Health	Able to understand and interpret the responsibilities in decision-making with clear conscience and based on existing rules and regulations	Not competent	There are frequent changes and amendments in rules and regulations whereby awareness on amended rules and regulations are hardly conducted. Lower qualifications levels of the staffs added by lack of knowledge, experiences and trainings on relevant field results in poor understanding and interpretation of the existing rules and regulations thus hampering in decision making.	<ol style="list-style-type: none"> 1. Extension and communication skills 2. Facilitation and conflict management 3. Awareness on existing rules and regulation including amendments. 4. Leadership and decision making
5.Problem Solving	Understands how to solve conflicts with problem solving and negotiation tools	Not competent	Unless if individuals possess inborn talents or learned through experiences on conflict management, negotiations and problem solving, they were not formally trained in institutions like BFI. Some got no chance to work on it and lacks experience and knowledge in solving problems and negotiation skills.	<ol style="list-style-type: none"> 1. Leadership training (conflict management) 2. Legal training (legal aspects on negotiation and mediation) 3. Handling and dealing with illegal poachers and timber smugglers
6.Communication skills	Seeks information and facts required to resolve conflicts	Not uniformly competent	There exists lower level of skills and practice in gathering facts or information. Lacks coordination among parties/stakeholders and believes on hearsays which results in development of communication gaps. There is no documented information.	<ol style="list-style-type: none"> 1. Training on conflict management and problem solving. 2. Training on Data/information management. 3. Training on communication skills and leadership.

Foundation Level, Key Role 3: Environmental Advocate				
Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Capacity Development Intervention
1.Coordination and integration	Understand the stakeholders and their relevancy to the Department	Not competent	Graduates from erstwhile BFI and fresh recruits are less aware about the various stakeholders and about their functions and mandates. The prolonged engagement into a particular nature of work without job rotation also impact getting aware of various stakeholders which are relevant to the Department. Preference to attend meeting are given to seniors whereby new recruits seldomly get opportunity.	1. Orientation 2. Internship 3. Classroom training
2.Networking	Understand the stakeholders and their relevancy to the Department and the respective resources they possess	Not competent	Fresh recruits are inexperienced and unfamiliar with the working environment. They also have poor understanding of the stakeholders which are relevant to the Department. The problem is persistent in some cases due to poor networking/interaction between the various agencies. There are also issues of not being able to take risk and make correct decision.	1. Job rotation between different stake holders 2. Integrated periodical meetings between various stakeholders including virtual meeting. 3. Internship to know the core mandates of the stakeholders 4. Study tour
3.Environmental influencer	Understands the importance of environmental advocacy and the use of communication methods and tools	Not competent	Fresh recruits and BFI graduates have inadequate knowledge in conveying environmental messages. There is also gap in technical inputs in curricula of BFI/UWICER course pertaining to environmental stewardship and communication skills. Diverse audience with different capacities also affects the effective delivery of environmental messages.	1.Training on spring shed management, PES, waste recycling including electronic and industrial waste 2. Training on handling GPS and GIS 3. Training on content creating (Poster designs, animations, graphic designs for mass media advocacy)
4.Training and mentoring	Seek assistance from seniors/mentors to acquire field knowledge and hands on training in natural resources management	Not uniformly competent	In some cases, low interest to learn leads to not seeking assistance from the seniors and in other cases there are no qualified/experienced seniors. There are also instances of seniors not sharing information and knowledge acquired over the time.	1. Field attachment on various offices. 2. Personal Relationship development. 3. Internship program 4. Workshop 5. Seminars 6. Field visits 7. Study tour

Annexure 5. Training Needs Assessment at Experienced Level

Experienced Level, Key Role 1: Technical Expert				
Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Capacity Development Intervention
1.Forest and Natural Resource assessment	Assist in carrying out forest and natural resources assessments, inventory and	Not uniformly competent	Most of them are not competent in planning and carrying out resource inventory, basic data compilation and analyzing data, GIS and mapping too. Diploma course at CNR and certificate	1. Survey Methodology for different Taxa, Carbon stock assessment, CF, 2. GIS & GPS mapping 3. Species Identification

	mapping, data compilation and analysis		course at UWICER cover only the basics. Opportunities for such trainings were not catered to all the in-service personnel. The tenure for serving in the outpost were too long and there was no job rotation and up gradation trainings. Environmental Barriers such as financial resources and inadequate material are some of the causal factors.	4. Basic data entry & analysis in excel 5. Photography 6. Wetland assessment 7. Biodiversity assessment
2. Scientific Forest Management	Proactively engage natural resources through a proper planning process with knowledge and skills on silviculture practices and sustainability	Not uniformly competent	They do not have proper knowledge and skills in Natural Resources planning process and sustainability practices. They have not availed such training in the past and although they have very basic knowledge and skills in silvicultural and sustainable practices however, cannot differentiate the application for different forest types in the country. The application of the silvicultural system was never updated and the field experiences are limited to very few of them. Personal barriers such as lack of strength and dexterity to perform the task and lack of motives are other hindrances.	1. Silvicultural systems 2. Natural Resource management 3. Sustainable forest management 4. Monitoring & Evaluation tools 5. Silviculture practices and examples in the region
3. Team Work	Co-operates and consistently works with colleagues, stakeholders and partners	Not uniformly competent	Enforcement and policing nature of the work jeopardize cooperation and coordination with the stakeholders. Networking is poor with limited interaction due to unnecessary bureaucratic process that hampers working relationship.	1. Networking 2. Stakeholder mapping 3. Negotiation 4. Team building & management 5. Coordination tools 6. Good governance 7. Communication skills
4. Coordination and collaboration	Coordinates and collaborates with other relevant stakeholders to provide awareness on the relevant legal provisions	Not uniformly competent	Enforcement and policing nature of the work jeopardize cooperation and coordination with the stakeholders. Networking is poor with limited interaction due to unnecessary bureaucratic process that hampers working relationship.	1. Networking 2. Stakeholder mapping 3. Negotiation 4. Team building & management 5. Interdisciplinary planning and management 6. communication skills 7. Coordination and collaboration interventions

Experienced Level, Key Role 2: Enforcement Steward

Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Capacity Development Intervention
1. Compliance and enforcement	Coordinates and collaborates with other relevant stakeholders to provide awareness on the relevant legal provisions	Not competent	The possession of adequate knowledge on the legal provisions and Dzongkha competency especially in legal matters are inadequate. Therefore, the confidence level is low to deal with legal matters with the stakeholders. Frequent changes in Forest and Nature Conservation Rules and Regulations, amendments from time to time misguide the interpretation of rules. Shortages in financial resources and lack of communication skills impede coordination and collaboration with the stakeholders.	1. Paralegal training 2. Penal Code of Bhutan 3. RBP Act 4. Other relevant Forestry and Natural Resources Acts & Policies 5. Anticorruption and ethics training
2. Decision making and accountability	Assist and take part in making decisions	Not uniformly competent	The possession of knowledge on how to assist and make good decision based on the existing legal provision is inadequate.	1. Legal Documentation & Communication in Dzongkha

			The rule of engagement of staff in decision making process do not exist and network of corrupt authorities in the Government, Public and Private weakens the system from effective enforcement and ultimately taking part in making decision is very difficult.	2. Legal interface (platform) 3. Anti-corruption 4. Systems analysis 5. Design thinking 6. mindfulness training 7. landscape management
3.Physical Health	Able to handle all the field gears, enforcement gadgets, scientific forestry equipment and carry arms and ammunitions	Not uniformly competent	Unlike the other military personnel, physical fitness test is not a requirement once employed and further the infrastructure for physical training do not exist for Forestry staff. There is no stock taking of staffs with underlying health condition for possible transfer in appropriate place. The catch-up progress to handle field gears and enforcement gadgets are rather difficult to use for high tech latecomer staff. Other impediments are limited financial resources and personal motivation.	1. Para -Military – arms and ammunitions handling 2. First Aid 3. Non-Communicable Diseases (NCD) 4. Rock climbing 5. Bush craft 6. River rafting 7. Wilderness survival training 8. Use and maintenance of arms and ammunitions 9. Ambush and counter ambush tactics (Poaching)
4.Mental Health	Abilities to follow and execute the decisions made and take accountability of the actions	Not uniformly competent	The practice of non-engagement of staffs in decision making processes and those decisions made by some of the vocals at the top are incompatible with the management plans and target. There are also a trust issues among supervisor and staffs added by the lack of knowledge and experiences.	1. Decision making 2. Leadership 3. Good governance/ Accountability 4. Mindfulness 5. Ethics training
5.Problem Solving	Apply various problem solving and negotiation tools to solve conflicts during enforcing the legal provisions and able to communicate in different languages and dialects	Not competent	Diversity of dialects across different communities and illiterate clients are the barriers in communicating efficiently. Not all staffs are able to communicate in local dialects and the locals do not understand dzongkha particularly in southern Bhutan. Communities are not readily acceptable about the frequent amendments in regulations even after awareness programs.	1. Upscaling Dzongkha and English language skills. 2. Legal proceedings 3. Communication skills 4. Attachments and internships 5. Systems Analysis 6. Design thinking 7. SMART
6.Communication skills	Present information and facts effectively to diverse audiences, using various communication tools	Not uniformly competent	Less opportunities to participate in trainings and workshops affect the development of effective communication skills. Challenges in maintenance of good records due to incompetent skills. Some are less aware of existing rules and regulations as there are frequent amendments leading to lack of confidence for effective communication with the public.	1. Effective communication skill 2. Advance level IT training 3. Accountability building 4. Report writing tips 5. SMART data dissemination 6. Ethics training 7. Mindfulness training

Experienced Level, Key Role 3: Environmental Advocate

Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Capacity Development Intervention
1.Coordination and integration	Able to identify and coordinate stakeholder consultations	Not competent	They lack financial resource to conduct/coordinate timely stakeholder consultation meetings. Also, staffs have inadequate skills to coordinate stakeholder consultation. Some also have less knowledge abouts relevant stakeholders or have little or no personal relationship with relevant stakeholders. This attributed to less opportunity they get to attend	1. Survey Design & Methodology for different Taxa, Carbon stock, CF etc. 2. GIS & GPS mapping 3. Species Identification 4. Statistics 5. SMART software

			consultation meetings that hinder their ability to effectively identify stakeholders.	6. Planning & Budget preparation
2. Networking	Able to effectively work with partner agencies and key stakeholders	Not competent	Staffs have poor networking practices which affects effectively working with partner agencies including poor communication skills. Budget constraints to conduct consultation meeting is also one of the reasons.	1. Networking 2. Communication and presentation skills 3. Interdisciplinary planning and coordination
3. Environmental influencer	Effectively use communication methods and tools to advocate on sustainable forest management	Not competent	The knowledge acquired in the training institutions becomes outdated overtime and at times due to over engagement of staffs in particular task leads to less focus on other aspects. Significant proportion of staffs in the field offices also lack IT knowledge. This enormously limit them to update with latest trends and information on scientific management of forest including their mentality to adopt new gadgets, equipment and tools apart from not being able to advocate sustainable management successfully. There are also issues with lack of financial resources.	1. Refresher course on latest sustainable forest management practices 2. Data analysis 3. Habitat Sustainability Analysis 4. Monitoring and Evaluation Tools 5. Wildlife management 6. Landscape management 7. Use of latest forestry equipment
4. Training and mentoring	Collaborate with colleagues in mentoring and providing training based on acquired field experiences	Not uniformly competent	The knowledge acquired in the institutions becomes obsolete over time and there are seldom refreshers courses. Also, staffs are excessively engaged in particular activity preventing them for handling and acquiring experience by participating in diverse roles and responsibilities. There is also poor practices amongst staffs to coach and mentor junior staffs by the seniors.	1. Collaboration, coordination, negotiation skills. 2. Water resource management, mitigation techniques on global warming, camera trapping, resource assessment and data assessment.

Annexure 6. Training Needs Assessment at Advanced Level

Advanced Level, Key Role 1: Technical Expert				
Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Capacity Development Intervention
1. Forest and Natural Resource assessment	Lead forest and natural resources assessments, inventory and mapping, data compilation and analysis	Not uniformly competent	Not all of them are competent in planning, data compilation and analyzing data, GIS and mapping due to the personal barriers such as lack of strength and dexterity to perform the task and lack of motives in setting personal goals. The system of Coaching and Mentoring did not exist at that point of time. Environmental Barriers such as financial resources and inadequate material are some of the causal factors.	1. Survey Design & Methodology for different Taxa, Carbon stock, CF etc. 2. GIS & GPS mapping 3. Species Identification 4. Statistics 5. SMART software 6. Planning & Budget preparation
2. Scientific Forest Management	Lead the team in carrying out silviculture practices and natural resource planning process	Not uniformly competent	They cannot lead the team in carrying out silvicultural practices and NR planning, their knowledge and skills are limited to institutional syllabus only. No such trainings to lead the team was offered to them in the past. Environmental Barriers such as financial resources and inadequate material and also the personal barriers such as lack of strength and dexterity to perform the task and lack of motives hinders good practices.	1. Silvicultural systems 2. Natural Resource management 3. Sustainable forest management 4. Land management 5. Management plan writing 6. Use of SMART application

				7. Natural resources monitoring and evaluation
3.Team Work	Facilitate and encourage team spirit amongst colleagues, stakeholders and partner and work towards achieving agency goal	Not uniformly competent	They are demotivated by the system and therefore, lack initiative, willingness, courage, intellectual, and physical capacity to work. Enforcement and policing nature of the work also hampers the working relationship.	1. Networking 2. Stakeholder mapping 3. Negotiation 4. Team building & management 5. Office management & Leadership
4.Coordination and collaboration	Facilitate and encourage team spirit amongst colleagues, stakeholders and partner and work towards achieving agency goal	Not uniformly competent	They are demotivated by the system and therefore, lack initiative, willingness, courage, intellectual, and physical capacity to work. Enforcement and policing nature of the work also hampers the working relationship.	1. Networking 2. Stakeholder mapping 3. Negotiation 4. Team building & management 5. Office management & Leadership
Advanced Level, Key Role 2: Enforcement Steward				
Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Capacity Development Intervention
1.Compliance and enforcement	Enforce existing legal provisions (prevailing acts, rules, regulations and procedures)	Not competent	The possession of adequate knowledge on the legal provisions and Dzongkha competency especially in legal matters are inadequate. Frequent changes in Forest and Nature Conservation Rules and Regulations, amendments from time to time misguide the interpretation of rules. Network of corrupt authorities in the Government, Public and Private weakens the system from effective enforcement. Shortages of Human Resource, financial and pool vehicles also impede the enforcement in the field.	1. Paralegal training 2. Penal Code of Bhutan 3. RBP Act 4. Other relevant Acts & Policies 5. Legal conflict management 6. Forestry offences & crime scene investigation
2.Decision making and accountability	Make firm decisions and take accountability	Not uniformly competent	The possession of knowledge on how to make firm decision and take accountability based on the existing legal provision is inadequate. The rule of engagement of staff in decision making process and fixing the accountability do not exist and network of corrupt authorities in the Government, Public and Private sector weakens the system from effective enforcement. There exists a skeptical attitude between the supervisor and the subordinate staff while making decision.	1. Legal documentation & Communication in Dzongkha 2. Legal interface (platform) 3. Anti-corruption 4. Decision making 5. Accountability
3.Physical Health	Coach colleagues to handle all field gears and enforcement gadgets	Not uniformly competent	Due to the effects of sedentary life style, ageing, gender and underlying health conditions, some are not physically fit to scale the forest, rugged terrain and high altitude. Unlike the other military personnel, physical fitness test is not a requirement once employed and further the infrastructure for physical training do not exist for Forestry staff. The catch-up progress to coach colleagues to handle field gears and enforcement gadgets are rather difficult to use for high tech latecomer staffs. There is no stock taking of staffs with underlying health condition	1. Patrolling 2. Combat/Weapon handling 3. Drone surveillance 4. Crime scene investigation 5. Data collection

			for possible transfer in appropriate place. Other impediments are limited financial resources and personal motivation and interest.	
4.Mental Health	Mentor colleagues in sound judgement and decision making	Not competent	The supervisors or colleagues are unable to highlight and pass on honest directives as there exists no willingness to accept by the receiver(s) easily owing to diverse behavior. On the other hand, it is added by the poor communication and mentoring skills of the provider(s).	1. Basic courses on human resource development/management 2. Mentoring and coaching. 3. Decision making tools and process
5.Problem Solving	Coach colleagues in good communication skills with problem solving and negotiation tools	Not uniformly competent	Many are not well versed and skilled in efficient communication and there are no practices of coaching others.	1. Training on communication skills such as spoken Dzongkha, English and other local dialects. 2. Basic courses on communication skills, Mentoring, problem solving and negotiations
6.Communication skills	Provide clear, accurate and concise information and facts by persuading stakeholders to take action and take accountability for it	Not competent	The staffs have inadequate skills in maintenance of proper documentation hindering dissemination of clear information. One of the reasons is due to lack of basic computer operation skills. Some offices also lack equipment such as; computer, printer, GPS, internet facility etc. There are also issues on misinterpretation of rules and regulations. On the other hand stakeholders come from diverse background with various levels of literacy which pose challenges in successfully persuading them to take particular course of action.	1.Communications skills in providing clear, accurate and concise information and facts 2.Persuasion skills to know how to persuade stakeholders to take action and take accountability
Advanced Level, Key Role 3: Environmental Advocate				
Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Capacity Development Intervention
1.Coordination and integration	Lead in efficient coordination activities and integrate the works done by different stakeholders for a shared purpose.	Not competent	There are instances of information gap on amendments of rules and regulations to field offices causing confusion. Sometimes heavy workload leads to mental stress causing ineffective coordination. They are also unaware of functions of different stakeholder. Currently coordination works are carried by section heads. Staffs lack leadership skills.	1.Design thinking 2. Systems analysis 3. landscape management 4. Interdisciplinary planning and management
2.Networking	Lead in effectively collaborating with partner agencies and key stakeholders to mobilize resources and seek technical support	Not competent	Some of the issues that affect leading effective collaboration with partners agencies for recourse mobilization and technical support includes absence of delegation of power to the staffs which limits taking lead roles with the stakeholders. Senior staffs are also limited by their level of expertise in knowledge and management skills due to the qualification. There is also issue on the lack of support from the Department. Other reasons include budget constraints and lack of incentives.	1. Short course on project proposal development 2. Development of leadership skills (Public speaking, preparation of presentations, organizing and coordination of programmes) 3. Technical career advancement
3.Environmental influencer	Able to design, plan and execute environmental advocacy program	Not competent	BFI graduates have inadequate technical knowledge about the subject, including little experience on planning, designing, and execution of environmental advocacy	1. Sensitization of environmental issues through digital platform such; Facebook,

			program. Usually, such task is handled by senior staffs at who are in the position of section heads. Budget constraints and poor engagement with stakeholders also affect implementation of environmental program.	YouTube, online portal, etc. 2. Development of project proposal related to environmental issues. 3. Conducting research and scientific paper writing
4.Training and mentoring	Lead trainings and mentorship programs and share relevant field experiences as examples	Not competent	Staffs have inadequate knowledge on subjects which could be attributed to absence of content in the curricula of the course (Certificate/Diploma) affecting successful mentorship. There are also limited periodical refresher course on knowledge and skill advancement contributing to erosion of self-confidence. Issues such as lack of individual motivation, incentives and initiative also affect leadership and mentoring skills.	1. Leadership skills and on mentoring programs. 2. PowerPoint presentations, GIS, CF planning, Smart patrol etc. 3. Leadership courses

Annexure 7. Short Term Training and their Objectives

Foundation Proficiency Level			
Sl. #	Training/Intervention	Methods of Implementation	Learning Objectives
1	<ol style="list-style-type: none"> 1. Basic IT skills (Data entry and management) 2. Survey methodology for different Taxa, CF, NWFP, water ecosystems, etc. 3. GIS & GPS mapping 4. Species Identification 5. Biodiversity Assessment 6. Sustainable harvesting of timber, cable craning 7. Integrated equipment for wood-based industries 	S5, S4, S3	To be able to understand & possess the knowledge on IT skills, survey methodology and mapping, a missing piece in the earlier training modules.
2	<ol style="list-style-type: none"> 1. Silvicultural Systems 2. Natural Resource Management - Community Forestry, NWFP management... 3. Forest Protection 4. Fire management 5. Soil and land management 6. Nursery and plantation 7. Community Forest management 	S5, S4, S3	To be able to understand and possess the knowledge and skills in sustainable NR management through effective planning process, technologies and methods of application in the field.
3	<ol style="list-style-type: none"> 1. Communications skill 2. Coordination meeting 3. Knowledge sharing forum 4. Driklam Namsha 	S5, S4, S3	To be able to seek the views of others through effective communication and networking relationship.
4	<ol style="list-style-type: none"> 1. Networking 2. Stakeholder mapping 	S5, S4, S3	To be able to understand the purpose and importance of working together with the stakeholders and foster effective working relationship
5	<ol style="list-style-type: none"> 1. Penal Code of Bhutan 2. RBP Act 3. Dzongkha Unicode 	S5, S4, S3	To be able to understand and possess knowledge on existing legal provisions relevant to Forestry with a requirement to understand in Dzongkha and update regular on all amendments through given platforms

	4. FNCA & FNCRR 5. Other relevant Forest and Natural Resources Acts & Policies		
6	1. Legal documentation & Communication in Dzongkha 2. Legal interface (platform) 3. Handling of illegal forestry cases	S5, S4, S3	To be able to understand and possess knowledge in any changes being made to legal provisions relevant to Forestry through effective communication with the stakeholders in decision making process
7	1. Para -Military 2. First Aid 3. Non-Communicable Diseases (NCD) 4. Bush craft 5. Use and maintenance of arms and ammunitions 6. Forest fire management	S5, S4, S3	To be able to overcome harsh environmental condition and carry arms and ammunitions by staying physically fit all the time
8	1. Extension and communication skills 2. Facilitation and conflict management 3. Awareness on existing rules and regulation including amendments. 4. Leadership and decision making	S5, S4, S3	To enhance knowledge and communication skills to ensure quality decision making by upholding existing rules and regulations.
9	1. Dzongkha and English language skills 2. Basic courses on communication skills, Mentoring, problem solving and negotiations 3. Handling and dealing with illegal poachers and timber smugglers	S5, S4, S3	To be able to take part in mediating or negotiating internal or disputes from outside the workplace.
10	1. Conflict management and problem solving 2. Data/information management. 3. Communication skills and leadership. 4. Creation of PowerPoint. Training on GIS, GPS handling	S5, S4, S3	To upscale the skills and be able to practice seeking of information facts for resolving the conflict efficiently.
11	1. Awareness program through on job training 2. Attachment to relevant stakeholders (e.g. Gewog attachment) 3. Internship and exchange programs during early service 4. Mentoring by concerned supervisor 5. Skill development on multi-stakeholder engagement and networking 6. Familiarization tour	S5, S4, S3	To create awareness on the Organizational Structure of our Departments and about relevant agencies and other stakeholders on their function and mandates
12	1. Job rotation between different stake holders 2. Integrated periodical meetings between various stakeholders including virtual meeting. 3. Internship to know the core mandates of the stakeholders 4. Agency familiarization programs	S5, S4, S3	To develop standard action plan for improvement of professionalism at work place and get familiarize with relevant stakeholders
13	1. Watershed management, PES, waste recycling including electronic and industrial waste 2. GPS and GIS 3. Content creating (Poster designs, animations, graphic designs for mass media advocacy)	S5, S4, S3	To acquire sound knowledge on specific environmental conservation subjects and communication skills

14	<ol style="list-style-type: none"> 1. Field attachment on various offices 2. Personal relationship development 3. Workshop 4. Seminars 5. Field visits 6. Design Thinking 	S5, S4, S3	To motivate individuals to learn from seniors/mentors to perform their duty with professionalism.
Experienced Proficiency Level			
Sl. #	Methods of Intervention/Training Requirement		Learning Objectives
1	<ol style="list-style-type: none"> 1. Survey Methodology for different Taxa, Carbon stock assessment, CF, etc 2. GIS & GPS mapping 3. Species Identification 4. Basic data entry & analysis in excel 5. Photography 	S2, S1	To possess the knowledge on survey methodology, mapping, species identification, basic data analysis and able to assist while implementing the work.
2	<ol style="list-style-type: none"> 1. Silvicultural systems 2. Natural Resource management - Community Forestry, NWFP management... 3. Sustainable forest management 5. Monitoring & Evaluation 6. Incident Command System 7. Silviculture practices and examples in the region 	S2, S1	To be able to possess & apply the knowledge and skills in sustainable NR management through effective planning process, technologies and methods of application in the field.
3	<ol style="list-style-type: none"> 1. Communications skill 2. Public relationship 3. Knowledge sharing forum 4. Emotional Intelligence 	S2, S1	To be able to consider the views of others through effective communication, networking and circumvent over cognitive bias
4	<ol style="list-style-type: none"> 1. Networking 2. Stakeholder mapping 3. Negotiation 4. Team building & management 	S2, S1	To be able to cooperate and coordinate with the stakeholders through effective networking and working relationship
5	<ol style="list-style-type: none"> 1. Paralegal 2. Penal Code of Bhutan 3. RBP Act 4. Other relevant Forest and Natural Resources Acts & Policies 	S2, S1	To be able to deal with relevant stakeholders on existing legal provisions relevant to Forestry with a requirement to understand in Dzongkha and update regularly on all amendments through given platforms
6	<ol style="list-style-type: none"> 1. Legal documentation & Communication in Dzongkha 2. Legal interface (platform) 3. Anti-corruption 	S2, S1	To be able to assist in decision making process in legal matters after consulting thoroughly with the staff and eliminate corrupt practices through empowerment
7	<ol style="list-style-type: none"> 1. Para -Military 2. First Aid & Wilderness Training 3. Non-Communicable Diseases (NCD) 4. Rock climbing 5. Bush craft 6. River rafting 	S2, S1	To be able to stay physically fit all the time and make best use of field gears and gadgets for effective enforcement
8	<ol style="list-style-type: none"> 1. Decision making 2. Leadership 3. Good governance/ Accountability 4. Career advancement 	S2, S1	To be able to take part and contribute in decision making processes and shoulder assigned tasks responsibly with vested accountability.

9	1. Upscaling Dzongkha and English language skills. 2. Legal proceedings 3. Communication skills 4. Attachments and internships	S2, S1	To be able to communicate in local dialects and confidently negotiate and solve problem during enforcement of legal provisions.
10	1. Effective communication skill 2. Advance level IT training 3. Accountability building 4. Report writing tips 5. SMART data dissemination	S2, S1	To enhance communication skills for effective information delivery using diverse communication tools.
11	1. Public networking and communication skills. 2. Communication and coordination skills 3. Leadership development skills	S2, S1	To develop communication, coordination and networking skills
12	1. Networking. 2. Communication 3. Wildlife Rescue 4. Habitat Suitability Assessment	S2, S1	1. To build capacity for effective coordination and working with partner agencies and mobilize resources.
13	1. Refresher course on latest sustainable forest management practices. 2. Data analysis 3. Internship with relevant agencies dealing with water and other forest and natural resources management	S2, S1	To update field staffs with latest information of sustainable forest management practices and its successful dissemination to the stakeholders using digital platforms
14	1. Collaboration, coordination, negotiation skills. 2. Water resource management, mitigation techniques on global warming, camera trapping, resource assessment and data assessment. 3. Internship Program	S2, S1	Bring change in the attitude towards sharing of field experiences and enhance team spirit.

Advanced Proficiency Level

Sl. #	Methods of Intervention/Training Requirement		Learning Objectives
1	1. Survey Design & Methodology for different Taxa, Carbon stock, CF, etc. 2. Advanced GIS 3. Species Identification 4. Statistics 5. SMART software 6. Planning & Budget preparation 7. Monitoring and evaluation	SS4, SS3, SS2, SS1	To possess the knowledge on survey design methodology, mapping, species identification and statistics and able to lead the team while implementing the work.
2	1. Silvicultural Systems 2. Natural Resource Management 3. Sustainable Forest Management 4. Land Management 5. Management Plan writing	SS4, SS3, SS2, SS1	To be able to practice the knowledge and skills in sustainable NR management through effective planning process, technologies and methods of application and able to lead while implementing in the field.

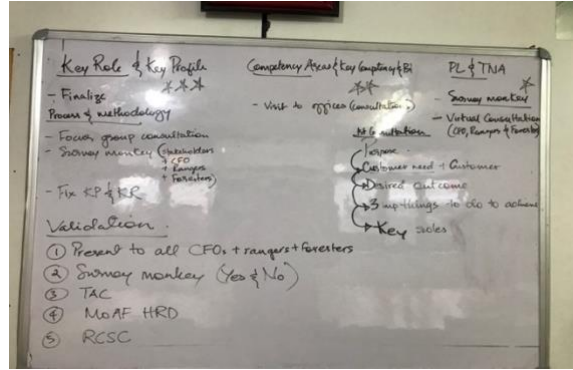
3	<ol style="list-style-type: none"> 1. Communications skill 2. Leadership 3. Conflict management 4. Design thinking 5. Human value 	SS4, SS3, SS2, SS1	To be able to analyze the views of others through effective communication, networking and moderate cognitive bias effectively
4	<ol style="list-style-type: none"> 1. Networking 2. Stakeholder mapping 3. Negotiation 4. Team building & management 5. Office management & Leadership 	SS4, SS3, SS2, SS1	To be able to facilitate and encourage team spirit and improve working relationship through the correction of system
5	<ol style="list-style-type: none"> 1. Paralegal 2. Penal Code of Bhutan 3. RBP Act 4. Other relevant Forest and Natural Resources Acts & Policies 5. Legal conflict management 6. Forestry offences & crime scene investigation 	SS4, SS3, SS2, SS1	To be able to enforce with relevant stakeholders on existing legal provisions relevant to Forestry with a requirement to understand in Dzongkha and update regularly on all amendments through given platforms
6	<ol style="list-style-type: none"> 1. Legal documentation & Communication in Dzongkha 2. Legal interface (platform) 3. Anti-corruption 4. Decision making 5. Accountability 	SS4, SS3, SS2, SS1	To be able to shoulder higher responsibility, accountability, decision making in legal matters and also by eliminating the corrupt practices and skeptical attitude by the supervisor
7	<ol style="list-style-type: none"> 1. Patrolling 2. Combat/Weapon handling 3. Drone surveillance 4. Crime scene investigation 5. Data collection 	SS4, SS3, SS2, SS1	To be able to stay physically fit all the time and teach field colleagues to use field gears and gadgets for effective enforcement
8	<ol style="list-style-type: none"> 1. Basic courses on human resource development/management. 2. Mentoring and coaching. 3. Decision making tools and processes 	SS4, SS3, SS2, SS1	To be able to give and receive mentoring within colleagues of same workplace or agencies and bring changes in attitude towards receiving constructive criticism and neglecting destructive feedbacks.
9	<ol style="list-style-type: none"> 1. Leadership training (conflict management) 2. Legal training (legal aspects on negotiation and mediation) 	SS4, SS3, SS2, SS1	To broaden communication skills in self and be able to coach the colleagues.
10	<ol style="list-style-type: none"> 1. Communication skills 2. Basic computer operation 3. Data management 4. Study on human behavior 5. Forestry Rules and Regulation amendments, Civil and Criminal Procedure Code of Bhutan 	SS4, SS3, SS2, SS1	To upskill staffs with basic communication skills, computer operation and competency on data management.

11	<ol style="list-style-type: none"> 1. Writing interdisciplinary project proposal, including procedures on how to execute and evaluation work progress. 2. Mental and Physical fitness (Wellbeing, Mindfulness). 3. Leadership, sound judgement and decision making. 4. Data modeling, analysis and reporting 5. Management courses 6. Exposure visit 	SS4, SS3, SS2, SS1	To effectively lead and coordinate projects, improve report writing, presentation and formulation of project proposal.
12	<ol style="list-style-type: none"> 1. Short course on project proposal development 2. Development of leadership skills (Public speaking, preparation of presentations, organizing and coordination of programmes) 3. Technical career advancement 	SS4, SS3, SS2, SS1	To build capacity on leadership skills, networking and development of project proposals.
13	<ol style="list-style-type: none"> 1. Sensitization of environmental issues through digital platform such; Facebook, YouTube, online portal, etc. 2. Development of project proposal related to environmental issues. 3. Conducting research and scientific paper writing 	SS4, SS3, SS2, SS1	To equip staffs with sound knowledge on planning, designing, and execution of environmental advocacy programmes
14	<ol style="list-style-type: none"> 1. Leadership skills and on mentoring skills 2. Advanced GIS, NR management, Smart patrol 3. Leadership courses 4. Study Tour 5. Habitat Sustainability analysis 	SS4, SS3, SS2, SS1	To enhance knowledge on leadership quality in facilitating training and provide mentorship to young colleagues

Annexure 8. Training and Consultations



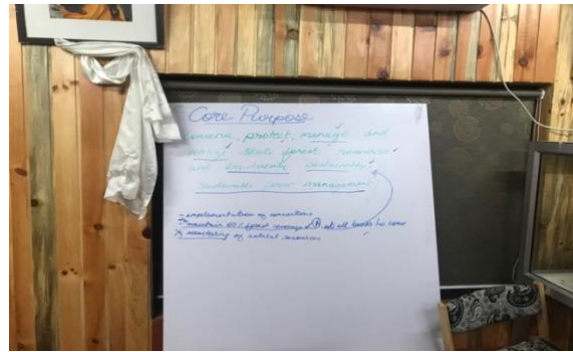
Taskforce trained by RCSC master trainers



Task Force Meeting



Consultations with Thimphu Rangers and Foresters



Key Role Consultations



Consultations with Gedu Divisional Forest Office



Consultations with Jigme Khesar Strict Nature Reserve & Paro Divisional Forest Office



*Consultations with Jigme Dorji National Park
Consultations with UWICER, Bumthang Divisional Forest Office, Wangchuck Centennial Park, and Phrumshingla
Strict Nature Reserve*



*Consultations with Jigme Singye Wangchuck National Park
Consultations with Zhemgang Divisional Forest Office & Royal Manas National Park*



*Consultation with Mongar Territorial Division
Consultations with Tsirang Divisional Forest Office & Dagana Divisional Forest Office*



Presentation to the Director, Advisor and all the Chiefs of the DoFPS



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