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COMPETENCY BASED FRAMEWORK
CULTURAL OFFICERS

DEPARTMENT OF CULTURE
MINISTRY OF HOME AND CULTURAL AFFAIRS

FOREWORD

The Department of Culture is pleased to publish the Competency Based Framework (CBF) for the Cultural Officers. The CBF is introduced by the RCSC to enhance service delivery of the civil servants through different competency development interventions based on the assessment of 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 taskforce consisting of four members (Cultural Officers) from different Dzongkhags and the Department has completed the development of CBF for the Cultural Officers as per the CBF guideline. The team has performed their assignment with full commitment through a series of consultation, meetings, online surveys, workshops and focused group discussions with all the relevant stakeholders to validate their findings to come up with an effective and comprehensive document. In total, 3 Key Roles, 5 Competency Areas, 15 Key Competencies and 32 Behavioral Indicators were identified for the Cultural Officers. They also have carried out the training needs analysis to assess the performance gaps and also identified both short-term and long-term competency development interventions required at different proficiency levels. Therefore, the Department is confident that introduction of CBF for the Cultural Officers will greatly benefit in enhancing service delivery through a consistent professional and personal development.

With Best regards,

Nagtsho Dorji (Ms)
DIRECTOR

His Majesty the King granted an audience to the Dzongkhag Cultural Officers and the staff of the Ministry of Home and Cultural Affairs on 8th February 2018 at the conference hall of the Department of Culture (DoC).

His Majesty's Command

1. Every citizen must understand the importance of sustaining our cultural heritage for the country.
2. Bhutan has witnessed astounding developmental progress in the last 15 years. But as in the case of the progress witnessed in road development and hydropower construction, we must question ourselves if our cultural heritage is also being strengthened side by side with our developmental activities.

3. The infrastructure developmental activities can always be implemented in due time without losing out on it, but in case of Culture, the loss cannot be recovered in course of time if actions are not taken immediately.

4. We must constantly review and reflect whether our culture is being preserved intellectually, physically, emotionally and spiritually every day.

5. We must continue to have a common national identity for the country that transcends ethnicity, diversity and regionalism.

6. Driglam Choesum etiquettes to Emotional intelligence, which has played a crucial role in keeping the sovereignty and security of our country. Our unique culture has helped us navigate through several difficult times and therefore, we must understand its importance and continue to sustain it stronger than before.

7. Our unique culture is strongly reflected in the behavior of our people and therefore, our unique traditions and customs must be nurtured in our children.

8. The roles and responsibilities of parents/communities /cultural officers/Dzongdags in nurturing the cultural values in our children must be strongly played out.

9. The 12th FYP must see to it that there is substantial groundbreaking initiative in the field of sustenance and continuity of our cultural heritage.

10. The new post of Chadri Gopen must be instituted immediately. The Cultural Officers must focus on the strategic aspect of preserving and promoting the unique culture of Bhutan.

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ABBREVIATION

ADB: Asian Development Bank
BCSR: Bhutan Civil Service Rules and Regulations
C: Competent
CBF: Competency Based Framework
CO: Cultural Officer
CSAB: Civil Servant Act of Bhutan
DoC: Department of Culture
FGD: Focused Group Discussion
GNH: Gross National Happiness
HRC: Human Resource Committee
HRD: Human Resource Division
KSA: Knowledge, Skills and Abilities
LZ: Lhengye Zhungtshog
MoHCA: Ministry of Home and Cultural Affairs
NC: Not Competent
NCCA: National Commission for Cultural Affairs
OD: Organization Development
PL: Proficiency Level
RCSC: Royal Civil Service Commission
RGoB: Royal Government of Bhutan
SCCA:`   Special Commission for Cultural Affairs
SPI: Singapore Polytechnic International
TFI: Temasek Foundation International

1. Background

1.1 About the Department

The origin of the Department dates back to the Mid 1980s. Previously known as the Special Commission for Cultural Affairs (SCCA), the Commission was established through a Royal Decree on 31st July 1985 with the mandate to preserve and promote the rich cultural and traditional heritage of our Nation. Having declared the preservation and promotion of our national heritage as one of the cornerstones of our development philosophy of Gross National Happiness, the commission took the responsibility of promoting and preserving thereof. However, to invigorate the commission, it was reconstituted in 1998 as the Solzin Lhentshog with 15 members. Following the devolution of the executive authority to the elected council of ministers in June 1998, the SCCA was reconstituted for the third time in September 1998 with 15 members for a term of three years with H.E Lyonpo Thinley Gyamtsho, the Honorable Ministry, as its Chairman. With the restructuring exercise of the Government Organizations, the Commission was again renamed as the National Commission for Cultural Affairs (NCCA), which later became a Department of Culture (DoC) under the Ministry of Home and Cultural Affairs (MoHCA) in 2003 vide circular no LHENZHUNG/02/03/943 dated 19/06/03.

The Department of Culture is one of the important departments upholding the principles of preserving and promoting the cultural and spiritual values contributing towards the realization of GNH.

1.2 Vision of the Department

"Be a central agency for realization of a harmonious and progressive society through preservation, protection, development and promotion of the shared ideals & values and the unique cultural identity and its expressions."

1.3 Missions of the Department

1. Conserve, protect, develop and promote all tangible and intangible cultural heritage.
2. Support the continuity and development of significant cultural expressions.
3. Manage the diverse cultural resources and ensure their sustainable development.
4. Integrate cultural heritage into all areas of national development.
5. Support the promotion of research in culture.

1.4 Core Values

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

- Appreciation for Cultural and Spiritual Values
- Driglam Choesum
- Jawa Choedlam
- Zacha Drosum
- Tha-Damtse Lay-Jumdrey
- Sampa Semkey dhang Phemsem
- Teamwork
- Professionalism
- Innovation

1.5 Organizational Chart

1.6 Core Functions of DoC

To make a harmonious and progressive society through preservation, protection, development and promotion of the shared ideals & values and the unique cultural identity and its expressions.
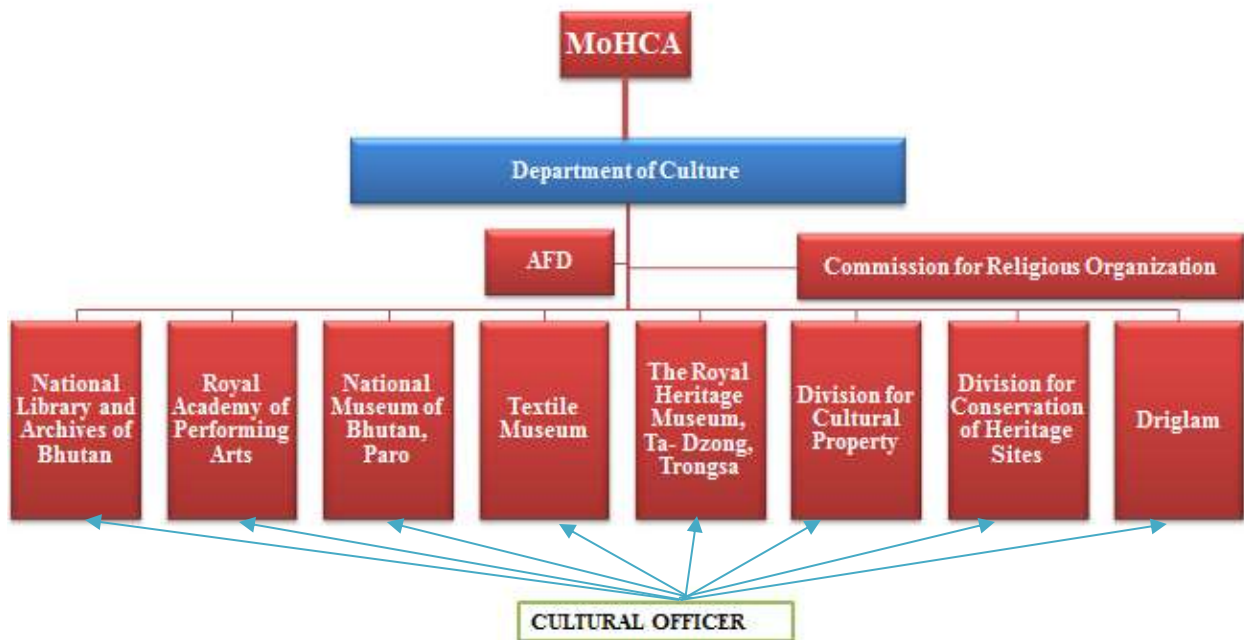
2. Cultural Officers: Brief History

The decentralization policy has empowered the people with the responsibility of protecting and preserving the culture and tradition of the country. The concern was raised by the people's representatives in the 81st Session of the National Assembly held on June 28, 2003 the need of Driglam Namzha Lopen in every Dzongkhags to ensure values are being imparted to the youth. However, the government reported that the proposal of appointing a Cultural Officer in all the 20 Dzongkhags to manage and promote cultural related institutions as submitted by the Dzongdags after their annual conference is under review.

Having discussed the concerns, the post of Cultural Officer was instituted in 2005 recruiting 11 from Education Sector (Teachers) and 9 new graduates under Administrative Service Group and drafted ToR for the Cultural Officers. In 2008, the ones that were recruited were with diverse backgrounds such as B.Com, BA in Eco/Evs, B.A in Dzongkha and English, BSc. in Hotel and Catering Management, etc. Following the 2014 OD exercise, a rationalization exercise of the Terms of Reference (ToR) of some of the sectors in the Dzongkhags was carried out, one among them being the post of the Dzongkhag Cultural Officer.

Accordingly, the old Roles and Responsibilities of the Cultural Officer were briefly amended during the 6th Biennial Conference of Cultural Officers (December 2015). To enable Bhutan to achieve Gross National Happiness, protection and promotion of Culture is very crucial and therefore factors in as one of the four pillars of GNH, the discussion on the need to have Assistant Cultural Officers was carried with RCSC and revised ToR in 2016. The 65th Commission meeting held on 7 June 2016 endorsed the revised ToR of the Dzongkhag Cultural Officers and the approval letter has been issued on the new ToR and was sent to the Ministry of Home and Cultural Affairs vide RCSC letter no. RCSC/PPD-40/2016/145 dated 13 July 2016 stating to incorporate the ToR in the job description (Annexure).

Cultural Officers being the key player of protecting and preserving the culture and tradition of the country, His Majesty the King granted audience to the Cultural Officers during the 7th Cultural Officers' Conference held in Thimphu on 8 February 2018 (Annexure).

His Majesty the King commanded that the Cultural Officers must focus on the strategic aspects of preserving and promoting the cultural heritage in the country. Till date, the Cultural Officers are synonymous to Chadri gopoen in the Dzongkhag and therefore, their roles and responsibilities in the promotion of cultural heritage at an intellectual level have been neglected. A separate post of Chadri Gopoen must be instituted with immediate effect and start functioning effectively from 12th FYP.

Chadri is an essential aspect of our unique cultural traditions and customs, and therefore, we must not neglect this important role. Chadri gopoen is required to sustain and continue the

unique chadri traditions that are mostly required during the national and religious events. Therefore, the department in consultation with RCSC, completed the first phase appointment of Chadri Supervisor for Punakha Dzongkhag and accordingly in the process of recruiting Chadri supervisors for other Dzongkhags.

In addition, Article 4 of the Constitution of Kingdom of Bhutan explicitly states, "the State shall recognize culture as an evolving dynamic force and shall endeavor to strengthen and facilitate the continued evolution of traditional values and institutions that are sustainable as a progressive society".

Therefore, keeping in mind the above valuable commands, the competency-based framework for cultural officers was developed and drafted taking into consideration all the commands, importance, and significance of culture and traditions.

3. Competency-Based Framework for Cultural Officers.

3.1 Introduction

The Competency Based Framework (CBF) program was launched on 6th August 2018 by Royal Civil Service Commission (RCSC) in collaboration with Singapore Polytechnic International (SPI) and funded by Temasek Foundation International (TFI). The program introduced to strengthen the capabilities of the civil servants based on their role specific competency to enhance efficiency and effectiveness of the service delivery.

The RCSC started the programme by identifying positions to develop and implement the competency framework based on the critical nature of the service. The Cultural Officer (CO) was one of the positions identified by RCSC for development and implementation of the framework. This is to further enhance the capacity and capabilities of the cultural officers to be efficient and effective in the changing dynamics of responsibilities. This CBF for Cultural Officers has arrived after a series of discussion and validation with Cultural officers, which has been in line with the Vision, Mission and Objectives of the Department. The CBF for cultural officers includes 3 key roles, 5 competency areas and (15) key competencies - 7 technical competencies and 8 leadership competencies.

3.2 Purpose

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

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

3.4 Objectives

1. Provide greater role clarity and structured approach to build competencies of Cultural Officers (COs) at different positions levels.
2. Enhance competency and professionalism of Cultural Officers to maximize the performance.
3. Assess performance gaps and plan training programs for Cultural Officers to optimize returns in terms of services.
4. Establish benchmarks for recruitment and career enhancement.
5. Ensure succession planning.

3.5 Framework Development Processes

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

The development of the framework involved the following processes:

1. Understanding the Department's mandate i.e. Vision, Mission and Objectives;
2. Understanding the main clients of the Department, their needs and desired outcomes;
3. Identification of activities to address the client's needs and achieve desired outcomes;
4. Identification of roles the COs play in the process of addressing the client's needs;
2. Clustering of several small roles into main roles;
3. Under each main role, competency areas required are identified which is further a cluster of several key competencies;
4. For each key competency, a behavioral indicator is identified which will exhibit the presence of the particular competency. The formula of Verb, Noun and Qualifier used to frame the behavioral indicator.

5. For COs four mandatory proficiency levels are identified i.e. P5-P4 (Foundation); P3 (Experienced), P2 (Advanced); P1 (Expert) in the entire career of COs.
6. For each behavioral indicator, proficiency required is identified for all four levels of proficiencies.
7. Finally, for each key competency and proficiency level, gap assessments were carried out to identify training needs and learning outcomes under each competency. Learning outcomes should directly relate to proficiency level and behavioral indicators.

Review Agency Goals & Strategies	→	Identify Major Occupational Group	→	Identify Key Roles & Develop Role Profile

Identify Core Training Programmes & Other Development Interventions	←	Specify Behaviour Indicators for each competency & cluster proficiency levels	←	Identify Key Competency Areas & key competencies for Each Role

Review & Assess Competency Gaps & Training Needs	→	Formulate Training & Development Plan

- Ministry/Agency HRC number and date

Sl #	Structure	First Draft	Reviewed Draft
1.	Key Roles and Role Profile	• Online questionnaires were rolled out to all COs through Google documents and emails to consolidate and discuss key roles for COs from 2/6/2021 to 8/6/2021 • 3 Key roles with role descriptions were identified from 8/6/2021 to 10/6/2021 • Validated key roles with Task Force Members, Division Heads and COs from the Dzongkhags from 01/07/2021 to 25/08/2021	Reviewed the proficiency gaps.
2.	Competency Areas	Validated with task force members, Division heads and COs from 10/06/2021 till 25/08/2021	
3.	Key Competencies		
4.	Behavioral Indicators		
5.	Behavioral Indicators for Proficiency Levels		
6.	Training Need Assessment		
7.	Presentations	26/07/2021 Department of Culture	Review first draft
		07/09/2021 MoHCA	Review second draft
		07/10/2021 RCSC	Review final draft
8	Final CBF submission	15/10/2021 RCSC	To RCSC after incorporating recommendations

3.6 Structure

Brief explanation and diagrammatic overview of the CBF

4. Identification of Key Role

The key role is an organized set of behaviors that are crucial to achieve the current and future goals of the Department of Culture. Following are the key roles expected to be prformed by the Cultural Officers (COs):

1. Culture Advocate
2. Research and Data manager
3. System expert (Culture)

4.1 Description of Role Profile

The role profile is the description of roles that Cultural Officers are expected to demonstrate in achieving the outcomes of the Department of Culture. 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 Cultural Officers to carry out a prescribed set of tasks.

5. Role Profile of Cultural Officer

Sl #	Key Role	Role Description
1.	Culture Advocate	1. Creates awareness on Cultural heritage laws, rules and regulations, guidelines and SOPs. 2. Educates the public and institutions on the significance and values of cultural heritage and etiquettes. 3. Liaises with various sectors to provide timely advice to integrate cultural heritage aspects in the areas of socio-economic development. 4. Focuses on the strategic aspects of preserving and promoting the unique cultural values.
2.	Research and Data Manager.	1. Develops and adopts systematic approaches for the data collection process. 2. Conducts research and investigations. 3. Publishes research findings and shares with relevant stakeholders. 4. Maintains accurate and complete information on all cultural heritage. 5. Ensures digitizing and archiving of all data/records.
3.	System expert (Culture)	1. Understands and complies with laws, rules and regulations, SOPs and other relevant acts and policies of the Kingdom of Bhutan.

		2. Adheres to ethical values and upholds the interest of the nation to align the goals to contribute in realising the provisions enshrined in the constitution of the Kingdom of Bhutan. 3. Ensures quality and the highest standard service delivery at all times to enhance client satisfaction. 4. Manages the resources allocated to the cultural sector.

5.1 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 Cultural Officers. The framework has identified 5 (five) competency areas as follows: -

Role #	Key Role	Competency Area
1.	Culture Advocate	1.1 Leadership
		1.2 Technical
2.	Research and Data manager	2.1 Technical
3.	System expert (Culture)	3.1 Leadership
		3.2 Technical

5.2 Identification of Key Competencies

The key competency is an observable behavior that indicates the presence of the particular competency. Broadly divided as core competency, leadership competency and technical competency. The framework has identified 15 (fifteen) key competencies as presented as below: -

Sl #	Key Role	Competency Area	Key Competencies
1.	1. Culture Advocate	1.1 Leadership	1.1.1 Collaboration and Co-operation
			1.1.2 Change management
			1.1.3 Advocacy design and methods
			1.1.4 Risk Management
		1.2 Technical	1.2.1 Cultural Value development
			1.2.2 Effective Communication skills
2.	2. Research and Data Manager	2.1 Technical	2.1.1 Analytical and Research skills
			2.2.2 Digital documentation
			2.2.3 Data administration and management
3.	3. System expert (Culture)	3.1 Leadership	3.1.1 Resource Management
			3.1.2 Professionalism
			3.1.3 Administration and Team work
			3.1.4 Negotiation skills
		3.2 Technical	3.2.1 Domain Expert
			3.2.2 Cultural Heritage Management

5.3 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 32 behavioral indicators.

Competency Area	Key Competencies	Behavior Indicators
Key Role 1: 1. Culture advocate		
1.1 Leadership	1.1.1 Collaboration and Co-operation	1.1.1.1 Creates close and strong relationships with the community through effective engagement.
		1.1.1.2 Collaborates with the community/institutions to enhance the knowledge on cultural heritage and relevant rules and regulations.
		1.1.1.3 Creates partnerships with relevant stakeholders to align the goals to contribute in realizing the provisions enshrined in The Constitution of the Kingdom of Bhutan.
	1.1.2 Change management	1.1.2.1 Demonstrates an understanding of change management principles and processes to ensure timely preservation of cultural heritage.
		1.1.2.2 Anticipates changing socio-economic and values of the community and accordingly prepares strategies to preserve and promote the cultural heritage.
		1.1.3.1 Profiles different target groups precisely to tailor information and communication based on socio-economic and demography.

	1.1.3 Advocacy design & methods	1.1.3.2 Identifies and clearly presents the information and methods vis-a-vis target groups to promote cultural values.
	1.1.4 Risk Management	1.1.4.1 Identifies the vulnerabilities of cultural heritage to develop strategic plans for preservation and promotion of cultural heritage.
		1.1.4.2 Adopts effective options to address/resolve the problems and chart out a way forward.
1.2 Technical	1.2.1 Cultural value development	1.2.1.1 Demonstrates the roles and responsibilities of every individual in nurturing the cultural values in children.
	1.2.2 Effective communication skills	1.2.2.1 Communicates clearly and concisely in an influential manner to the intended stakeholders.
		1.2.2.2 Listens to understand, seek input from others and clarification where necessary.

Key Role 2: Research and Data manager

	2.1.1 Analytical and Research skills	2.1.1.1 Conduct pocket studies in the field of culture and facilitate research and documentation of cultural heritage.
		2.1.1.2 Provides findings and recommendations to the relevant stakeholders.
		3.1.2.1 Demonstrates the understanding of digital documentation.

2.1 Technical	2.1.2 Digital documentation.	2.1.2.2 Monitors access of classified inventory data to the service users.
		2.1.2.3 Designs and implements record management system in close collaboration with the concerned ICT personnel.
	2.1.3 Data administration and management	2.1.3.1 Maintains accurate and complete information on tangible and intangible culture, cultural assets and properties within respective administration.
		2.1.3.2 Provides the synthesized data as per the need of the stakeholder to maintain the volatility of the data.
		2.1.3.3 Displays knowledge on inventory and classification systems.

Key Role 3: System expert (Culture)

3.1 Leadership	3.1.1 Resource Management	3.1.1.1 Plans and prioritizes the activities for effective allocation of resources.
		3.1.1.2 Strategizes and implements the plan for optimum utilization of resources.
	3.1.2 Professionalism	3.1.2.1 Displays higher standards of professionalism with the best of one's knowledge and abilities.
		3.1.2.2 Ensures high level of integrity and efficiently shoulders responsibilities to foster trust and accountability at the workplace.
		3.1.3.1 Demonstrates the ability to work effectively with colleagues and partners from different social

		backgrounds, cultures and ethnicity to achieve shared goals.
	3.1.3 Administration and team work	3.1.3.2 Exhibits team work spirit through active participation and interaction for effective planning, organizing and management of the program, activities and resources to achieve the shared goals.
	3.1.4 Negotiation skills	3.1.4.1 Objectively manages difficult situations with stakeholders and identifies common solutions to achieve a win-win outcome.
		3.1.4.2 Demonstrates excellent negotiation skills to gain trust.
3.2 Technical	3.2.1 Domain Expertise	1.2.1.1 Identifies and applies the correct provisions of culture related policies, laws, regulations and operating procedures while executing the cultural functions.
		3.2.1.2 Demonstrates sound knowledge and skills on intangible and tangible cultural heritage to clearly explain the rationale behind them.
	3.2.2 Cultural heritage management	3.2.2.1 Liaises with relevant sectors to incorporate cultural aspects for holistic socio-economic development.
		3.2.2.2 Initiates development of by-laws for effective implementation, monitoring and review of culture heritage management activities in the Dzongkhag.

6 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 Cultural Officers is categorized into four levels as: i) Foundation (P5-P4), ii) Experienced (P3), iii) Advanced (P2) and iv) Expert (P1). The framework has identified (32 BIs) behavioral indicators across four levels of proficiency.

The proficiency will enable individual officials to distinguish the type of competencies expected in their career path, which will give them an opportunity to enhance competency in achieving current as well as future career goals. As the officials in position levels of P5& P4 fall in broadband, their proficiency levels are merged together. Further, the proficiency level will set a benchmark for the recruitment and deployment. The proficiency levels of each key competency are detailed below.

Key Role 1: Culture Advocate

Competency Area: 1.1 Leadership

Key Competency: 1.1.1 Collaboration and Co-operation

Behavior Indicator: 1.1.1.1 Creates close and strong relationships with the community through effective engagement.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Understands the roles and responsibilities of the community on owing the sense of ownership on cultural heritage to create close and strong relationships with, to support advocacy.	Entrusts and encourages communities' roles and responsibilities in owning the sense of ownership in management and preservation of cultural heritage.	Develops and uses strategies to entrust and encourage communities' roles and responsibilities on owing the sense of ownership on cultural heritage.	Generally profiles the target community and effectively implements the strategies on publics' roles and responsibilities on owing the sense ownership in management and preservation of cultural heritage .

Behavior Indicator: 1.1.1.2 Collaborates with the community/institutions to enhance the knowledge on cultural heritage and relevant rules and regulations.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Collaborates with the community/institutions with guidance from the supervisors to enhance knowledge on culture related rules and regulations, guidelines and standard operating procedures	Easily collaborates with the community/ institutions to enhance knowledge on culture related rules and regulations, guidelines and standard operating procedures.	Effectively collaborates with the community/instituti ons to enhance knowledge on culture related laws, rules and regulation, and service standards.	Champions the need to collaborate with the community/ institutions to enhance knowledge on culture related laws, rules and regulation, and service standards.

Behavior Indicator: 1.1.1.3 Creates partnerships with relevant stakeholders to align the goals to contribute in realizing the provisions enshrined in The Constitution of the Kingdom of Bhutan.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Attempts to create partnership with relevant stakeholders to align the goals to contribute to national objectives.	Generally, creates partnership with relevant stakeholders to align the goals to contribute to national objectives.	Proactively creates partnership with relevant stakeholders to align the goals to contribute to national objectives.	Proactively creates partnership with relevant stakeholders to align the goals to contribute to national objectives.

Key Competency: 1.1.2 Change Management

Behavior Indicator: 1.1.2.1 Demonstrates an understanding of change management principles and processes to ensure timely preservation of cultural heritage

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Possesses knowledge on change management principles and develops change management action plans in coordination with relevant stakeholders.	Possesses sound knowledge on change management principles and develops change management action plans	Possesses in-depth knowledge on change management principles and co-creates effective change management measures.	Excels in change management and co-creates a coherent change management framework/protocols to ensure timely preservation of cultural heritage.

Behavior Indicator: 1.1.2.2 Anticipates changing socio-economic and values of the community and accordingly prepares strategies to preserve and promote the cultural heritage.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Keeps abreast of changing socio-economic and community values and prepares adaptive action-plans to preserve cultural heritage through consultation with key stakeholders	Initiates studies to understand the evolving socio-economic and community values and accordingly prepares effective strategies to preserve cultural heritage	Prioritizes and efficiently conducts studies to initiate adaptive measures to promote cultural heritage.	Drives in-depth studies and develops inclusive adaptive strategies to promote cultural heritage amid evolving times

Key Competency: 1.1.3 Advocacy design and methods

Behavior Indicator: 1.1.3.1 Profiles different target groups precisely to tailor information and communication based on socio-economic and demography.

Behavior Indicator: 1.1.3.2 Identifies and clearly presents the information and methods vis-a-vis target groups to promote cultural values.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Recognizes the need to raise awareness on cultural heritage and legislation. Occasionally profiles the target group accurately and tailor information based on their behavior. Attempts to educate the target group on the rationale behind the heritage and legislations.	Proactively comes up with suggestions to raise public awareness on cultural heritage and legislation. Generally, profiles target groups accurately and, accordingly identify methods and tailors information. Generally educates the target group with rationale behind legislation and cultural heritage.	Develops programs to raise public awareness on legislation and cultural heritage. Generally, profiles target groups accurately and, accordingly identify methods and tailors information. Proactively educates the target group with rationale behind legislation and cultural heritage.	

Key Competency: 1.1.4 Risk Management

Behavior Indicator: 1.1.4.1 Identifies the vulnerabilities of cultural heritage to develop strategic plans for preservation and promotion of cultural heritage.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Understands the needs to develop conceptual measures and	Performs thorough analysis and validates information on	Develops concept proposals and strategies to address	Implements conceptual measures and strategies to address the vulnerabilities of cultural heritage.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
gathers related documents to address vulnerabilities of culture heritage.	vulnerabilities of cultural heritage.	vulnerabilities of cultural heritage.	

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Understands and learns various relevant options to identify issues to address it.	Implements relevant mechanisms to address the issues.	Facilitates relevant mechanisms to address the issues considering the situations.	Guides on the development of relevant mechanisms to address issues.

Competency Area: 1.2 Technical

Key Competency 1.2.1 Cultural Value Development

Behavior Indicator 1.2.1.1 Demonstrates the roles and responsibilities of every individual in nurturing the cultural values in children.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Understands roles and responsibilities of parents/communities in nurturing the cultural values in children. Attempts to educate the community on	Demonstrate the roles and responsibilities of parents/communities in nurturing the cultural values in children Generally educates the community on the	Guides parents/communities of their roles and responsibilities of parents/communities in nurturing the cultural values in children	Leads in inculcating the roles and responsibilities of parents/communities in nurturing the cultural values to all citizens. Proactively educates the community on the cultural values to enable change in behaviour.

the cultural values to enable change in behaviour	cultural values to enable change in behaviour.	Educates the community on the cultural values most of the time to enable change in behaviour	

Key Competency 1.2.2 Effective communication skills

Behavior Indicator: 1.2.2.1 Communicates clearly and concisely in an influential manner to the intended stakeholders.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Displays skills to promote client friendly gestures and maintains politeness while interacting.	Demonstrates client friendly gestures and maintains politeness while interacting.	Guides colleagues to promote client friendly gestures and maintains politeness while interacting.	Leads colleagues to promote client friendly gestures and maintains politeness while interacting.
Communicates in an influential manner and is persuasive sometimes.	Communicates in an influential manner and is quite persuasive.	Always communicates in an influential manner and in a very persuasive manner.	Always communicates in an influential and compelling manner and is able to influence the other party.
Possesses sound writing skills in Dzongkha and English for all official correspondences.	Demonstrates writing skills in Dzongkha and English for all official correspondences.	Displays high level of proficiency in written Dzongkha and English for all official correspondences.	Provides leadership support to achieve a high level of proficiency in Dzongkha and English correspondences.

Behavior Indicator: 1.2.2.2 Listens to understand, seek input from others and clarification where necessary.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Always listens to understand and attempts to seek clarification where necessary.	Always listens to understand, and seeks clarification where necessary.	Always listens to understand, and seeks input from others and clarification where necessary.	Always listens to understand, proactively seeks input from others and clarification where necessary.

Key Role 2: Research and Data manager

Competency Area: 2.1 Technical

Competency Area 2.1.1 Analytical and research skills

Behavior Indicator: 2.1.1.1 Conduct pocket studies in the field of culture and facilitate research and documentation of cultural heritage.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Possesses skills on research and documentation with supervision and guidance.	Initiates to proceed research and documentation independently.	Possesses analytical skills and publication of research and documentation.	Interprets and advises on the advanced research, statistical modelling concepts and methods.

Behavior Indicator: 2.1.1.2 Provides findings and recommendations to the relevant stakeholders.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Understands to provide findings of research and seeks advice to provide	Understands and recognizes to provide findings of research and	Proactively provides findings of research and recommendations to	Generally initiates to provide findings of research and recommendations to relevant stakeholders.

recommendations to relevant stakeholders.	recommendations to relevant stakeholders.	relevant stakeholders.	

Key Competency 2.1.2 Digital documentation

Behavior Indicator: 2.1.2.1 Demonstrates the understanding of digital documentation.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Possesses knowledge on digital documentation and survey of records to safeguard the cultural heritage.	Demonstrates knowledge on digital documentation and survey of records to safeguard the cultural heritage.	Applies knowledge of digital documentation and survey of records to safeguard the cultural heritage.	Manages/models effective application of knowledge on digital documentation and survey of records to safeguard the cultural heritage.

Behavior Indicator: 2.1.2.2   Monitors access of classified inventory data to the service users.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Understands to monitor access to data to serve the clients and inspect it complies with the standard procedures and policy laid down by the organization.	Demonstrates to monitor access to data to serve the clients and inspect it complies with the standard procedures and policy laid down by the organization.	Proactively monitors access to data to serve the clients and inspect it complies with the standard procedures and policy laid down by the organization.	Generally, monitors access to data to serve the clients and inspect it complies with the standard procedures and policy laid down by the organization.

Behavior Indicator: 2.1.2.3 Designs and implements a record management system in close collaboration with concerned ICT personnel.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)

Collaborates with the concerned ICT personnels in designing and planning to introduce record management systems in the organization.	Initiates designs and plans to introduce a record management system and its implementation in the organization.	Leads and reviews in designing and planning to introduce record management systems and effectively implements record management systems in close collaboration with concerned ICT personnel to increase productivity in the organization.

Key Competency: 2.1.3 Data administration and management

Behavior Indicator: 2.1.3.1 Maintain accurate and complete information on tangible and intangible culture, cultural assets and properties within respective administration.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Maintains accurate and up-to-date information on all cultural assets and properties within respective administration.	Maintains accurate and up-to-date information on all cultural assets and properties within respective administration.	Ensures and maintains accurate and up-to-date information on all cultural assets and properties within respective administration.	Guides and validates accurate and up-to-date information on all cultural assets and properties within respective administration.

Behavior Indicator: 2.1.3.2 Provides the synthesized data as per the need of the stakeholder to maintain the volatility of the data.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Understands and proposes the need for new standards to provide the synthesized data as	Recognizes and recommends the new standards to make data easy and accessible as per the	Reviews and assists to support the need for new standards and ensure to make data easy and	Monitors, guides, and analyses the proposed standards and ensures to make data easy and accessible as per the need of the stakeholder and validates

| per the need of the stakeholders to maintain the data easy and accessible in line with the changing times. | need of the stakeholder and maintains data in line with the changing times. | accessible as per the need of the stakeholder and validates data in line with the changing times. | data in line with the changing times. |

Behavior Indicator: 2.1.3.3 Displays knowledge on inventory and classification systems.			
Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Displays knowledge on inventory and classification to maintain a proper record inventory system.	Demonstrates knowledge on inventory and classification systems.	Applies knowledge of inventory and classification systems.	Exhibits skills on the application of inventory and classification systems and monitors the usage.

Key Role 3: System expert (culture)

Competency Area: 3.1 Leadership

Competency Area 3.1.1 Resource management

Behavior Indicator: 3.1.1.1 Plans and prioritizes the activities for effective allocation of resources.			
Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Consults and prioritizes activities for effective resource allocation to achieve the desired outcome	Effectively coordinates and manages prioritization of activities for effective allocation of resources.	Effectively coordinates and prioritizes resource management plans to achieve quality outcomes.	Demonstrates stewardship in coordination and strategic prioritization of resource management plans to achieve quality outcomes.

Behavior Indicator: 3.1.1.2 Strategizes and implements the plan for optimum utilization of resources.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Proactively seeks advice from relevant stakeholders in developing strategies. Implements the strategized plan to ensure optimum utilization of allocated resources.	Develops strategies through consultative methods to prioritize and implement plans effectively.	Champions situation analysis, accordingly strategize, and implement plans through optimum resource utilization measures.	

Key Competency: 3.1.2 Professionalism

Behavior Indicator: 3.1.2.1 Displays higher standards of professionalism with the best of one's knowledge and abilities.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Displays a basic knowledge of professionalism in the field of culture ethically.	Demonstrates an adequate knowledge in the field of Cultural professions	Ethically experiences and fosters a culture of taking ownership in valuing the culture and tradition.	Advises and promotes professional ethics and a culture of professionalism while carrying out the daily activities and formulating plans and programs.

Behavior Indicator: 3.1.2.2 Ensures high level of integrity and efficiently shoulders responsibilities to foster trust and accountability at the workplace.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)

Adheres to ethical values of the service delivery standards and demonstrates strong and reliable work ethics and personal and professional integrity while carrying out the duties.	Adheres to ethical values of the service delivery standards and demonstrates strong and reliable work ethics and personal and professional integrity while carrying out the duties.	Motivates to adhere to the ethical values of the service delivery standards and demonstrates strong and reliable work ethics and personal and professional integrity while carrying out the duties.	Provides coaching and models exemplary practices that motivates to adhere to ethical values and professional integrity through professional excellence.

Key Competency: 3.1.3 Administration and Team work

Behavior Indicator: 3.1.3.1 Demonstrates the ability to work effectively with colleagues and partners from different social backgrounds, cultures and ethnicity to achieve shared goals.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Carries out tasks in collaboration with colleagues and relevant stakeholders and achieves the shared task	Demonstrates leadership skills and provides appropriate support to achieve the shared goals.	Takes a proactive approach in identifying team needs and provides appropriate support to finding solutions.	Guides on plans and policies to work effectively.

Behavior Indicator: 3.1.3.2 Exhibits team work spirit through active participation and interaction for effective planning, organizing and management of the program, activities and resources to achieve the shared goals.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)

Co-operates and consistently works with other team members to accomplish task and goals.	Consistently works with diverse stakeholders to achieve required plans and programs.	Manages resources and organizes programs efficiently to exhibit team work.	Facilitates team spirit to achieve the ultimate goals of the agency.

Key Competency: 3.1.4 Negotiation skills

Behavior Indicator: 3.1.4.1 Objectively manages difficult situations with stakeholders and identifies common solutions to achieve a win-win outcome.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Possesses skills to negotiate and convey opinion successfully in compliance with the agency's rules, regulations, and policies.	Demonstrates and exhibits skills to negotiate and convey opinion successfully in compliance with the agency's rules, regulations, and policies.	Demonstrates skills to negotiate where there are opposing ideas and convey opinion successfully in compliance with the agency's rules, regulations, and policies.	Identifies and focuses on strategic solutions to objectively achieve win-win outcomes.

Behavior Indicator: 3.1.4.2 Demonstrates excellent negotiation skills to gain trust.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Identifies issues and challenges within the existing system and initiates negotiation process.	Identifies issues and challenges within the existing approaches and suggests measures to address.	Identifies key issues and challenges within the existing approaches and suggests measures to address the issues	Critically analyses key issues and challenges within the existing approaches and adopts creative solutions to overcome organizational challenges.

Competency Area 3.2 Technical

Key Competency 3.2.1 Domain Expertise

Behavior Indicator: 3.2.1.1 Identifies and applies the correct provisions of culture related policies, laws, regulations and operating procedures while executing the cultural functions.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Seeks to understand and correctly apply the provisions of culture related Acts, Rules and Regulations, Guidelines, Standard Operating Procedures and other relevant Acts and policies of the Kingdom of Bhutan.	Understands and interprets the provisions of Culture related Acts, Rules and Regulations, Guidelines, Standard Operating Procedures and other relevant Acts and policies of the Kingdom of Bhutan.	Possesses in-depth understanding on the provisions of Culture related Acts, Rules and Regulations, guidelines, Standard Operating Procedures and other relevant Acts and policies of the Kingdom of Bhutan.	Champions the interpretation and implementation of the provisions of Culture related Acts, Rules and Regulations, guidelines, Standard Operating Procedures and other relevant Acts and policies of the Kingdom of Bhutan.

Behavior Indicator: 3.2.1.2 Demonstrates sound knowledge and skills on intangible and tangible cultural heritage to clearly explain the rationale behind them.

Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Possesses knowledge and skills to explain the rationale behind the intangible and tangible cultural aspects	Demonstrates sound knowledge and skills to clearly elucidate the rationale behind the tangible and intangible cultural heritage.	Possesses advanced knowledge to promptly explain the rationale behind the intangible and tangible cultural heritage	Validates and synthesizes rationale behind the intangible and tangible cultural heritage and publishes relevant articles/guidebooks.

Key Competency 3.2.2 Cultural heritage management			
Behavior Indicator: 3.2.2.1 Liaises with relevant sectors to incorporate cultural aspects for holistic socio-economic development.			
Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Understands and inclusively liaises with relevant sectors to strengthen cultural heritage	Demonstrates the knowledge of impact assessment to initiate impact studies and integrates cultural aspects along with socio-economic development.	Conducts impact assessment of socio-economic development activities on cultural heritage and explores viable measures to promote the cultures	Champions the area to integrate cultural aspects and anticipates socio-economic development.
Behavior Indicator: 3.2.2.2 Initiates development of by-laws for effective implementation, monitoring and review of culture heritage management activities in the Dzongkhag.			
Foundation (P5-P4)	Experienced (P3)	Advanced (P2)	Expert (P1)
Demonstrate the good understanding of cultural legislation and cultural heritage of the respective Dzongkhags. Identifies relevant offices and seek advice related to by-laws.	Demonstrate adequate knowledge of cultural heritage of the respective Dzongkhags. Analyses the situation of respective cultural heritage and cultural legislation; and present by-laws to the management for deliberation.	Champions cultural legislations and cultural heritage of the respective dzongkhags. Accordingly, provide recommendations. Evaluates respective cultural heritage vis-a-vis cultural legislations and indicates policy to the management with impact assessment.	

Coordinates with the respective Dzongkhag Administrations in developing the directives mutually.		

7 Training Needs Analysis

The Training Needs is the difference between desired capability and current capability. The Training Needs Analysis is the process of recognizing the skills gap and needs of training. It is the procedure to determine whether the training will bring out the solution to the problem. It ensures that training is targeting the correct competencies, the correct employees and the needs of the Department. The training can reduce, if not eliminate, the gap by equipping the Cultural Officer with knowledge and skills. It should be the shared responsibility of the employee and Department to build and enhance their capability and competency.

The training needs analysis carried out in consultation with the stakeholders through interview, survey and FGD. The questionnaire consists of both closed and open-ended questions. The questionnaire is based on (32 BIs) behavioral indicators of different proficiency levels on Likert Scale of "Competent" and "Not Competent" followed by open ended questions asking the likely reasons for 'Not Competent" and suggest interventions to address the gap. The behavioral indicators were assessed by proficiency level to identify the performance gaps.

7.1 Training Needs Assessment at Foundation Proficiency Level

Key Role: System expert (culture)				
Key Competencies	**Description of Proficiency Level**	**Performance (C/NC)**	**Likely reason for performance gap**	**Competency Building Intervention**

1.1.1 Collaborati on and Co-operation	Understands the roles and responsibilities of the community on owing the sense of ownership on cultural heritage to create close and strong relationships with, to support advocacy.	C		
	Collaborates with the community/institutions with guidance from the supervisors to enhance knowledge on culture related rules and regulations, guidelines and standard operating procedures	C		
	Attempts to create partnership with relevant stakeholders to align the goals to contribute to national objectives	C		
1.1.2 Change Manageme nt	Possesses knowledge on change management principles and develops change management action plans in coordination with relevant stakeholders.	NC	Lacks of role specific knowledge and skills	Training and Workshops
	Anticipates changing socio-economic, values of the community, and accordingly prepares strategies to preserve and promote the cultural heritage.	NC	Lacks of role specific knowledge and skills	Training and Workshops

1.1.3 Advocacy design and methods	Recognizes the need to raise awareness on cultural heritage and legislation. Occasionally profiles the target group accurately and tailor information based on their behavior. Attempts to educate the target group on the rationale behind the heritage and legislations.	C		
1.1.4 Risk Management	Understands the needs to develop conceptual measures and gathers related documents to address vulnerabilities of culture heritage.	NC	Lacks of role specific knowledge and skills	Training and Workshops
	Understands and learns various relevant options to identify issues to address it.	NC	Lacks of role specific knowledge and skills	Training and Workshops
1.2.1 Cultural Value development	Understands roles and responsibilities of parents/ communities in nurturing the cultural values in children. Attempts to educate the community on the cultural values to enable change in behaviour	NC	Inadequate knowledge	Workshops/Seminars
1.2.2 Effective Communica-tion skills	Displays skills to promote client friendly gestures and maintains politeness while interacting. Communicates in an influential manner and is persuasive sometimes.	C		

Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Competency Building Intervention
	Possesses sound writing skills in Dzongkha and English for all official correspondences.	NC	Lack of computer knowledge	Training
	Always listens to understand and attempts to seek clarification where necessary.	C		

Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Competency Building Intervention
2.1.1 Analytical and Research skills	Possesses skills on research and documentation with supervision and guidance.	C		
	Understands to provide findings of research and seeks advice to provide recommendations to relevant stakeholders.	NC	Lacks domain knowledge	Training/Workshops
2.1.2 Digital documenta-tion	Possesses knowledge on digital documentation and survey of records to safeguard the cultural heritage	NC	Inadequate knowledge	Trainings/Workshops

Key Competencies	Description of Proficiency Level	Performance (competent/Not	Likely reason for performance gap	Competency Building Intervention
	Understands to monitor access to data to serve the clients and inspect it complies with the standard procedures and policy laid down by the organization.	C		
	Collaborates with the concerned ICT personals in designing and planning to introduce record management systems in the organization.	C		
2.1.3 Data administrati-on and management	Maintains accurate and up-to-date information on all cultural assets and properties within respective administration.	NC	Lacks data management skills	Training
	Understands and proposes the need for new standards to provide the synthesized data as per the need of the stakeholders to maintain the data easy and accessible in line with the changing times.	C		
	Displays knowledge on inventory and classification to maintain a proper record inventory system.	NC	Inadequate knowledge.	Training

Key Role 3: System expert (culture)				
Key Competencies	**Description of Proficiency Level**	**Performance (competent/Not**	**Likely reason for performance gap**	**Competency Building Intervention**

		compete nt)		
3.1.1 Resource Manageme nt	Consults and prioritizes activities for effective resource allocation to achieve the desired outcome	C		
	Proactively seeks advice from relevant stakeholders in developing strategies. Implements the strategized plan to ensure optimum utilization of allocated resources..	C		
3.1.2 Profesional i- sm	Demonstrates an adequate knowledge in the field of Cultural professions.	NC	Inadequate knowledge	Trainings, workshops and refresher courses
	Adheres to ethical values of the service delivery standards and demonstrates strong and reliable work ethics and personal and professional integrity while carrying out the duties.	C		
3.1.3 Administra tive and team work	Carries out tasks in collaboration with colleagues and relevant stakeholders and achieves the shared task.	NC	Inadequate knowledge	Workshop, training

	Co-operates and consistently works with other team members to accomplish task and goals.	C		
3.1.4 Negotiation skills	Possesses skills to negotiate and convey opinion successfully in compliance with the agency's rules, regulations, and policies.	C		
	Identifies issues and challenges within the existing system and initiates negotiation process.	C		
3.2.1 Domain Expertise	Seeks to understand and correctly apply the provisions of culture related Acts, Rules and Regulations, Guidelines, Standard Operating Procedures and other relevant Acts and policies of the Kingdom of Bhutan.	C		
	Possesses knowledge and skills to explain the rationale behind the intangible and tangible cultural aspects.	NC	Lack of skills and knowledge.	OJT, workshop, Study tour
3.2.2 Cultural Heritage management	Understands and inclusively liaises with relevant sectors to strengthen cultural heritage	C		

	Demonstrate good understanding of cultural legislation and cultural heritage of the respective Dzongkhags. Identifies relevant offices and seek advice related to by-laws. Coordinates with the respective Dzongkhag Administrations in developing the directives mutually.	NC	Lack of skills and knowledge.	Orientation, OJT, Workshops, Study tour

7.2 Training Needs Assessment at experienced Proficiency Level

Key Role: 1. Culture advocate				
Key Competencies	**Description of Proficiency Level**	**Performance (competent/Not competent)**	**Likely reason for performance gap**	**Competency Building Intervention**
1.1.1 Collaboration and Co-operation	Entrusts and encourages communities' roles and responsibilities in owning the sense of ownership in management and preservation of cultural heritage.	C		
	Easily collaborates with the community/ institutions to enhance knowledge on culture related rules and	C		

	regulations, guidelines and standard operating procedures.			
	Generally creates partnership with relevant stakeholders to align the goals to contribute to national objectives.	C		
1.1.2 Change Management	Possesses sound knowledge on change management principles and develops change management action plans	NC	Inadequate knowledge	Trainings, workshops and refresher courses
	Initiates studies to understand the evolving socio-economic and community values and accordingly prepares effective strategies to preserve cultural heritage	NC	Inadequate knowledge	Trainings, workshops and refresher courses
1.1.3 Advocacy design and methods	Proactively comes up with suggestions to raise public awareness on cultural heritage and legislation. Generally, profiles target groups accurately and, accordingly identify methods and tailors information. Generally educates the target group with rationale behind legislation and cultural heritage.	C		
1.1.4 Risk assessment	Performs thorough analysis and validates information on vulnerabilities of cultural heritage.	C		

	Implements relevant mechanisms to address the issues.	C			
1.2.1 Cultural value development	Demonstrate the roles and responsibilities of parents/communities in nurturing the cultural values in children Generally educates the community on the cultural values to enable change in behaviour.	C			
1.2.2 Effective communication skills	Demonstrates client friendly gestures and maintains politeness while interacting. Communicates in an influential manner and is quite persuasive.	C			
	Demonstrates writing skills in Dzongkha and English for all official correspondences	C			
	Always listens to understand, and seeks clarification where necessary.	C			

Key Role: 2. Research and Data Manager					
Key Competencies	**Description of Proficiency Level**	**Performance (competent/Not competent)**	**Likely reason for performance gap**	**Competency Building Intervention**	

2.1.1 Analytical and Research skills	Conduct pocket studies in the field of culture and facilitate research and documentation of cultural heritage.	NC	Inadequate knowledge	Workshop, seminars
	Understands and recognizes to provide findings of research and recommendations to relevant stakeholders.	C		
2.1.2 Digital documentation	Demonstrates knowledge on digital documentation and survey of records to safeguard the cultural heritage.	C		
	Demonstrates to monitor access to data to serve the clients and inspect it complies with the standard procedures and policy laid down by the organization.	C		
	Initiates designs and plans to introduce a record management system and its implementation in the organization.	C		
2.1.3 Data administration and management	Maintains accurate and up-to-date information on all cultural assets and properties within respective administration.	C		
	Recognizes and recommends the new standards to make data easy and accessible as per the need of the stakeholder and maintains data in line with the changing times.	C		

	Demonstrates knowledge on inventory and classification systems.			

Key Role: 3. System expert (Culture)				
Key Competencies	**Description of Proficiency Level**	**Performance (competent/Not competent)**	**Likely reason for performance gap**	**Competency Building Intervention**
3.1.1 Resource Management	Effectively coordinates and manages prioritization of activities for effective allocation of resources.	C		
	Develops strategies through consultative methods to prioritize and implement plans effectively.	C		
3.1.2 Professionalism	Demonstrates an adequate knowledge in the field of Cultural professions.	NC	Inadequate knowledge	Trainings, workshops and refresher courses
	Adheres to ethical values of the service delivery standards and demonstrates strong and reliable work ethics and personal and professional integrity while carrying out the duties.	C		
3.1.3 Administration and	Demonstrates leadership skills and provides appropriate support to achieve the shared goals.	NC	Lacks leadership and	Training and Workshops

Team work			management skills	
	Consistently works with diverse stakeholders to achieve required plans and programs.	C		
3.1.4 Negotiation skills	Demonstrates and exhibits skills to negotiate and convey opinion successfully in compliance with the agency's rules, regulations, and policies.	C		
	Identifies issues and challenges within the existing approaches and suggests measures to address.	C		
3.2.1 Domain Expertise	1.Understands and interpret the provisions of Culture related Acts, Rules and Regulations, Guidelines, Standard Operating Procedures and other relevant Acts and policies of the Kingdom of Bhutan.	C		
	2. Demonstrates sound knowledge and skills to clearly elucidate the rationale behind the tangible and intangible cultural heritage	C		
3.2.2 Cultural heritage manageme nt	Demonstrates the knowledge of impact assessment to initiate impact studies and integrates cultural aspects along with socio-economic development.	NC	limited knowledge	Training, Study tour and workshops

	Demonstrate adequate knowledge of cultural heritage of the respective Dzongkhags.	C		
	Analyses the situation of respective cultural heritage and cultural legislation; and present by-laws to the management for deliberation	C		

7.3 Training Needs Assessment at Advanced Level

Key Role 1: Culture Advocate				
Key Competencies	**Description of Proficiency Level**	**Performance (competent/Not competent)**	**Likely reason for performance gap**	**Competency Building Intervention**
1.1.1 Collaboration and partnership	Develops and uses strategies to entrust and encourage communities' roles and responsibilities on owing the sense of ownership on cultural heritage.	C		

	Effectively collaborates with the community/institutions to enhance knowledge on culture related laws, rules and regulation, and service standards.	C		
	Proactively creates partnership with relevant stakeholders to align the goals to contribute to national objectives.	C		
1.1.2 Change management	Possesses in-depth knowledge on change management principles and co-creates effective change management measures.	C		
	Prioritizes and efficiently conducts studies to initiate adaptive measures to promote cultural heritage.	C		
1.1.3 Advocacy Design and Methods	Develops programs to raise public awareness on legislation and cultural heritage. Generally, profiles target groups accurately and, accordingly identify methods and tailors information. Proactively educates the target group with rationale behind legislation and cultural heritage.	C		

1.1.4 Risk Managem ent	Develops concept proposals and strategies to address vulnerabilities of cultural heritage.	C		
	Facilitates relevant mechanisms to address the issues considering the situations.	C		
1.2.1 Cultural value developm ent	Guides parents/ communities of their roles and responsibilities of parents/communities in nurturing the cultural values in children. Educates the community on the cultural values most of the time to enable change in behaviour.	NC	Inadequate Knowledge	Workshops and Seminars
1.2.2 Effective communic ation skills	Guides colleagues to promote client friendly gestures and maintains politeness while interacting. Always communicates in an influential manner and in a very persuasive manner. Displays high level of proficiency in written Dzongkha and English for all official correspondences.	C		
	Always listens to understand, and seeks input from others and clarification where necessary.	C		
Key Role 2: Research and Data manager				

Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Competency Building Intervention
2.1.1 Analytical and Research skills	Possesses analytical skills and publication of research and documentation.	C		
	Proactively provides findings of research and recommendations to relevant stakeholders.	C		
2.1.2 Digital documentation.	Applies knowledge of digital documentation and survey of records to safeguard the cultural heritage.	C		
	Proactively monitors access to data to serve the clients and inspect it complies with the standard procedures and policy laid down by the organization.	C		
2.1.3 Data administration and management.	Ensures and maintains accurate and up-to-date information on all cultural assets and properties within respective administration.	C		
	Reviews and assists to support the need for new standards and ensure to make data easy and accessible as per the need	C		

Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Competency Building Intervention
	of the stakeholder and validates data in line with the changing times.			
	Applies knowledge of inventory and classification systems.	C		

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Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Competency Building Intervention
3.1.1 Resource Management	Effectively coordinates and prioritizes resource management plans to achieve quality outcomes.	C		
	Champions' situational analysis, accordingly strategize, and implement plans through optimum resource utilization measures.	C		
3.1.2 Professionalism	Ethically experiences and fosters a culture of taking ownership in valuing the culture and tradition.	C		
	Motivates to adhere to the ethical values of the service delivery standards and demonstrates strong and reliable work ethics and personal and professional integrity while carrying out the duties.	C		

3.1.3 Administration and Team work	Takes a proactive approach in identifying team needs and provides appropriate support to finding solutions.	NC	Inadequate knowledge	Workshop, training
	Manages resources and organizes programs efficiently to exhibit teamwork.	C		
3.1.4 Negotiation skills	Demonstrates skills to negotiate where there are opposing ideas and convey opinion successfully in compliance with the agency's rules, regulations, and policies.	C		
	Identifies key issues and challenges within the existing approaches and suggests measures to address the issues	C		
3.2.1 Domain Expertise	Possesses in-depth understanding on the provisions of Culture related Acts, Rules and Regulations, guidelines, Standard Operating Procedures and other relevant Acts and policies of the Kingdom of Bhutan.	C		
	Possesses advanced knowledge to promptly explain the rationale behind the intangible and tangible cultural heritage	C		
3.2.2 Cultural heritage	Conducts impact assessment of socio-economic development activities on	NC	Inadequate knowledge	Study tour/short

management ent	cultural heritage and explores viable measures to promote the cultures.			term trainings/Seminars/workshops
	Champions cultural legislations and cultural heritage of the respective dzongkhags. Accordingly, provide recommendations. Evaluates respective cultural heritage vis-a-vis cultural legislations and indicates policy to the management with impact assessment.	C		

7.4 Training Needs Assessment at Expert Proficiency Level

Key Role: 1. Culture Advocate				
Key Competencies	**Description of Proficiency Level**	**Performance (competent/Not competent)**	**Likely reason for performance gap**	**Competency Building Intervention**
1.1.1 Collaboration and Cooperation	Generally profiles the target community and effectively implements the strategies on publics' roles and responsibilities on owing the sense ownership in management and preservation of cultural heritage.	C		

	Champions the need to collaborate with the community/ institutions to enhance knowledge on culture related laws, rules and regulation, and service standards.	C		
	Proactively creates partnership with relevant stakeholders to align the goals to contribute to national objectives	C		
1.1.2 Change Management	Excels in change management and co-creates coherent change management framework/protocols to ensure timely preservation of cultural heritage.	C		
	Drives in-depth studies and develops inclusive adaptive strategies to promote cultural heritage amid evolving times.	NC	Inadequate knowledge	workshops/seminars
1.1.3 Advocacy Design and methods	Develops programs to raise public awareness on legislation and cultural heritage. Generally, profiles target groups accurately and, accordingly identify methods and tailors information. Proactively educates the target group with rationale behind legislation and cultural heritage.	C		
1.1.4 Risk Management	Implements conceptual measures and strategies to address the vulnerabilities of cultural heritage.	C		
	Guides on the development of relevant mechanisms to address issues.	C		

1.2.1 Cultural Value Development	Leads in inculcating the roles and responsibilities of parents/communities in nurturing the cultural values to all citizens. Proactively educate the community on the cultural values to enable change in behaviour.	NC	Inadequate knowledge	Workshops and seminars
1.2.2 Effective communication skills	Leads colleagues to promote client friendly gestures and maintains politeness while interacting. Always communicates in an influential and compelling manner and is able to influence the other party. Provides leadership support to achieve a high level of proficiency in Dzongkha and English correspondences.	C C C		
Key Role 2: Data and Record manager				
2.1.1 Analytical and Research skills	Interprets and advises on the advanced research, statistical modelling concepts and methods.	C		
	Generally initiates to provide findings of research and recommendations to relevant stakeholders.	C		
2.1.2 Digital documentation.	Manages/models effective application of knowledge on digital documentation and survey of records to safeguard the cultural heritage.	C		

	Generally monitors access to data to serve the clients and inspect it complies with the standard procedures and policy laid down by the organization.	C		
	Leads and reviews in designing and planning to introduce record management systems and effectively implements record management systems in close collaboration with concerned ICT personnels to increase productivity in the organization	C		
2.1.3 Data administration and management	Guides and validates accurate and up-to-date information on all cultural assets and properties within respective administration.	C		
	Monitors, guides, and analyses the proposed standards and ensures to make data easy and accessible as per the need of the stakeholder and validates data in line with the changing times.	C		
	Exhibits skills on the application of inventory and classification systems and monitors the usage.	C		
Key Role 3: System Expert (Culture)				
3.1.1 Resource Management	Demonstrates stewardship in coordination and strategic prioritization of resource management plans to achieve quality outcomes.	C		

	Champions situation analysis and accordingly strategize and implement plans through optimum resource utilization measures.	C		
3.1.2 Professio nalism	Advises and promotes professional ethics and a culture of professionalism while carrying out the daily activities and formulating plans and programs.	C		
	Provides coaching and models exemplary practices that motivates to adhere to ethical values and professional integrity through professional excellence.	NC	Inadequate knowledge.	workshops/se minars
3.1.3 Administr ation and Team work	Guides on plans and policies to work effectively.	C		
	Facilitates team spirit to achieve the ultimate goals of the agency.	C		
3.1.4 Negotiatio n skills	Identifies and focuses on strategic solutions to objectively achieve win-win outcomes.	C		
	Critically analyses key issues and challenges within the existing approaches and adopts creative solutions to overcome organizational challenges.	C		
3.2.1 Domain Expertise	Champions the interpretation and implementation of the provisions of Culture related Acts, Rules and Regulations, guidelines, Standard Operating Procedures and other relevant	C		

	Acts and policies of the Kingdom of Bhutan.			
	Validates and synthesizes rationale behind the intangible and tangible cultural heritage and publishes relevant articles/guidebooks.	C		
3.1.2 Cultural heritage managem ent	Champions the area to integrate cultural aspects and anticipates socio-economic development.	NC	Inadequate knowledge	Workshops, seminar
	Champions cultural legislations and cultural heritage of the respective dzongkhags. Accordingly, provide recommendations. Evaluates respective cultural heritage vis-a-vis cultural legislations and indicates policy to the management with impact assessment.	C		

8 Mandatory Short-term Programmes and Learning Objectives

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

	Entry Proficiency Level (P5-P4)		
Sl. #	**Training/Intervention**	**Methods of Intervention**	**Learning Objectives**
1	Orientation and OJT in the field of culture ● CSAB 2010 ● BCSR 2018 ● Movable Cultural Property Act of Bhutan 2005 • Religious Organizations Act 2018 • Cultural Heritage Bill of Bhutan 2016 • Driglam Namzha	Institute and implement a standard In-house orientation to new recruits and recruits through lateral transfer	Able to enhance personal learning and professional growth for effective service delivery
2	Training and Workshops on - Identifying issues in the fields related to culture. - Effective solution to address the problem.	- Formal Classroom Trainings (In Country/Ex-country) - Workshops on Problem solving.	To be able to recognize the seriousness of problems for renovation, restoration and reconstruction of cultural heritage sites.
3	Workshops and field visits on heritage management, Archeology, Cultural property management and Culture and Traditions	- Workshops on management, Archeology and Cultural property management - Ex-country Study tour on heritage management, Archeology, Cultural property management and	- Able to understand the basic heritage management plans and policies - Able to identify the cultural properties - Implement innovative plans to identify the archaeological sites - Able to enhance personal learning and

		Culture and traditions - Field visits to the heritage sites, archeological sites, antique heritages	professional growth to carry out jobs effectively.
4	Training and workshops on Driglam Namzha	- Formal in-house on Driglam Namzha training - attachment with the host Dzongkhag/Organis ations during national events.	- To be able to understand, and implement chadri and protocols during cultural functions.
5	Trainings on unicode and correspondences	- Formal classroom training	- For effective communication and writing skills for official correspondences
6	Training and workshops on change management and socio-economic developments.	Workshops, seminars, trainings	- To be able to upgrade knowledge - To be able to coexist with the evolving cultures and traditions.
7	Training on database management and inventory	- Formal classroom training - Job orientation for the new recruits and recruits through lateral transfer	- To be able to manage, maintain database and to store data for easy references and follow up.
8	Training and workshops on research methodology, digital documentation and inventory and classification of data	- Formal classroom training on research proposal writing, documentation and methodology.	- Able to do pocket study/research on Cultural Heritage - Able to understand various documentation

		- Workshop on inventory and data classifications	and collecting and storing methods for efficient documentation

Sl. #	Training Requirement	Methods of Intervention	Learning Objectives
1	Trainings, workshops and refresher course on Cultural profession	- Short term trainings, workshops and refresher course	- Upgradation of knowledge and skills in the cultural profession. - Reflects on experiences and lessons learnt from the training.
2	Training on leadership and change management.	- Formal classroom training	- Be able to build effective personal and professional relationships - Develop effective proposals to garner resources management and effectively implement plans and programs for change management.
3	Training on heritage management, Archeology, Cultural property management and different living cultures and traditions. Refresher courses	- Long term training - Refresher courses - Workshops	- Apply methods & skills for development to enhance the system for effective service delivery - For upgradation of knowledge and professions

Sl. #	Training Requirement	Methods Intervention	Learning Objectives
4	Short term trainings and refresher courses on Driglam Namzha and Cultural heritage and Traditions management policy	- Short term trainings - Refresher courses	- To be able to implement the knowledge and skills of social etiquettes. - To be able to advise, interpret and supervise chadri protocols during culture functions - To be able to coach and lecture in various institutions as visiting lecturers.
5	Training and workshops on Research and analytical skills, database management skills and digital documentation	- Training - Workshops	- Be able to conduct research and documentations - Be able to carry out digital documentation in the field of cultural heritage.

Advanced Proficiency Level (P2)

Sl. #	Training Requirement	Methods Intervention	Learning Objectives
1	Seminars/Workshops/Refresher course/short term trainings on Culture profession	- Seminars - Refresher course courses - Workshops - Short term trainings	- To able to enhance personal and professional growth in cultural profession - Upgradation of knowledge in the field of culture
2	Short term courses, refresher courses and workshops on mechanism and technical knowledge and skills in change management.	- Short term courses - Refresher courses - workshops	- Apply strategic knowledge and skills to be able to coexist with the evolving culture and traditions.

3	Study tour, workshops and refresher courses on heritage management, Archeology site management, and Cultural property management	- Study tour - Workshops - Refresher courses	- To be able to incorporate knowledge and skills from the study tour, workshops and courses for effective heritage management, Archeology site management, Cultural property management - Analyses impact assessment of astounding cultural developments.
4	Study tour, Short term courses, seminars and workshops on social etiquettes (living culture and traditions)	- Study tours - Short term courses - Seminars - Workshops	- Be able to liaise with various agencies and implement the knowledge and skills learnt from the trainings/workshops - Be able to implement the strategic approaches for development of social etiquettes
5	Short term training, workshops and seminars on cultural value development.	- Short term trainings - Workshops - Seminars	- Be able to promote and encourage the principles of integrity, ethics and code of conduct. - To be able to ingrain the values and significance of unique culture and traditions to the youths.

Sl. #	Training Requirement	Methods of Intervention	Learning Objectives
6	Workshop and seminars on research, documentation and publication	- Workshops - Seminars	- Be able to conduct research - Be able to publish research documents/papers. - Able to present research findings and recommendations

Expert Proficiency Level (P1)

Sl. #	Training Requirement	Methods of Intervention	Learning Objectives
1	Short term courses, workshops and Seminars on fields related to culture	- Short term courses - Workshops - Seminars	- To enhance knowledge and skills for personal and professional growth. - For upgradation of knowledge, skills and critical judgement
2	Trainings and workshops on heritage management, Archeology site management and Cultural property management	- Short term trainings - Workshops - Study tour	- Be able to initiate to develop SOPs and guidelines for holistic development
3	Seminars and Workshops on change management principles and cultural value development	- Seminars - Workshops	- Be able to guide, mentor and develop principles to promote etiquettes. - Be able to coexist with the evolving culture and traditions.
4	Workshops and Seminars Research and documentation	- Workshops - Seminars	- Able to present research findings and recommendations

9 Proposed Short-term Programme.

Programme	Division/Department /Ministry	Reamarks
Orientation/OJT/Training/Workshops/seminars/Study tour in the field of Culture, Dzongkha unicode and correspondence.	DoC and MoHCA	Field attachment (for new recruitment)
STT on Leadership and Management	DoC	RIGSS/RIM
STT/workshops/Refresher course/Seminars/Study tour on Heritage management, Archeology site management and Cultural Property identification skills.	DCHS & DCP, DoC	
STT/Workshop/refresher course on Driglam Namzha, Cultural value development	Driglam Division, DCHS, DCP	Field attachment/relevant course
STT/Workshops database management and inventory.	DoC	
STT/workshops/seminars on Research and analytical studies.	NLAB, DoC	
STT/workshops/seminars on Digitization, Archives and Library.	NLAB	
Workshops/meetings on Religious organization of Bhutan	Choedhey Lhentshog	
Workshops/seminars/Study tour on Museum and Textiles	Textile Museum and National Museum	

STT and workshops on Change management and socio economic development.	DoC	RIGSS/RIM

10 Proposed Long-term Programme (Specialization)

Programme	Number of Slots
MA in Social and Cultural Anthropology	
Masters in Cultural Tourism	
Masters in Preservation of Intangible Heritage	
Master in Culture and Change (critical studies in the Humanities),	
MA in Cultural studies.	
Masters in sustainable Development and Heritage	
Master in Heritage Management	
Masters in Buddhist studies, Philosophy and Comparative Religions	
Masters in Archaeology and Heritage management	

11 Implementation of Competency based Framework

The implementation of training and other intervention has to be based on the mandatory **programmes/interventions** listed under section under the training needs analysis (Section 2.8) of this document. The mandatory list of training/intervention includes all the programmes against the behavior indicators that are found to be "Not Competent" under the

Training Needs Analysis. However, for implementation, it has to be prioritized based on the following:

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

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

12 Recommendations

The following recommendations are proposed for implementing framework for Cultural Officers:

1. Disseminate the competency framework developed for the cultural officers by 2021-2022 Financial year.
2. Develop and implement the formal training plan for specialization in culture related subjects for P1-P2 Level Officers
3. Pilot mentoring program (Job orientation) for entry (P5) level officers in order to create a learning culture, promote professional and personal growth, involves minimal cost but provides good experience for the newly recruited young officers
4. Develop a training plan for enhancing interpersonal skills in the field of Leadership, communication, negotiation, Change management, Driglam Namzha, Cultural properties, Research methodology, Resource mobilization across the Proficiency level

13 Timeline of Implementation Plan

Sl. No.	Action Plan	Time Frame
1.	Develop a comprehensive training plan and Mentoring Program for Cultural Officers	January 2022
2.	Implementation of Training plan and Mentoring Program	July 2021-2023
3.	Review of the Implementation progress	June 2022

14 Conclusion

This framework shall serve as an effective method to assess, maintain and monitor the knowledge, skills and attributes of Cultural Officers across the nation. This will also assist in measuring the current competency levels to make sure that the officials have the expertise needed to add value to the organization and the civil service as a whole. In order to realize the competencies for Cultural Officers, three key roles, five competency areas, fifteen key competencies and thirty-two behavior indicators have been identified. It all started with segregating the roles played by the Cultural Officers as the load of tasks seemed beyond the capacity. Every work done practically was listed down and later clubbed to the most suitable and relevant responsibilities giving way to 3 explicit key roles overarching the minor or irrelevant tasks. Then, this led to identifying Role Profiles, Competencies areas, Key Competencies, Behavior Indicators, define Proficiency levels and carry out the Training Needs Analysis.

The training needs assessment was carried out to identify the employee performance gaps and certain competencies lacking and required henceforth to enhance the performance. This was carried out with an objective to maximize the resources, fill training gaps, prioritize training and boost the success of reaching the learning goals. Ultimately, it would help to ensure the resources reach the right priorities to help individuals perform better, making positive contributions to job satisfaction, morale and motivation.

Therefore, with all the essential competency area identified and developed, this framework shall enable the Department to align the visions, missions, goals and objectives towards the promotion and preservation of Cultural Heritage.

A nation stays alive!
When its culture stays alive!

15 References (APA format)

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8. Civil Service Reform Decree.

9. Resolution of the 81st National Assembly of Bhutan.
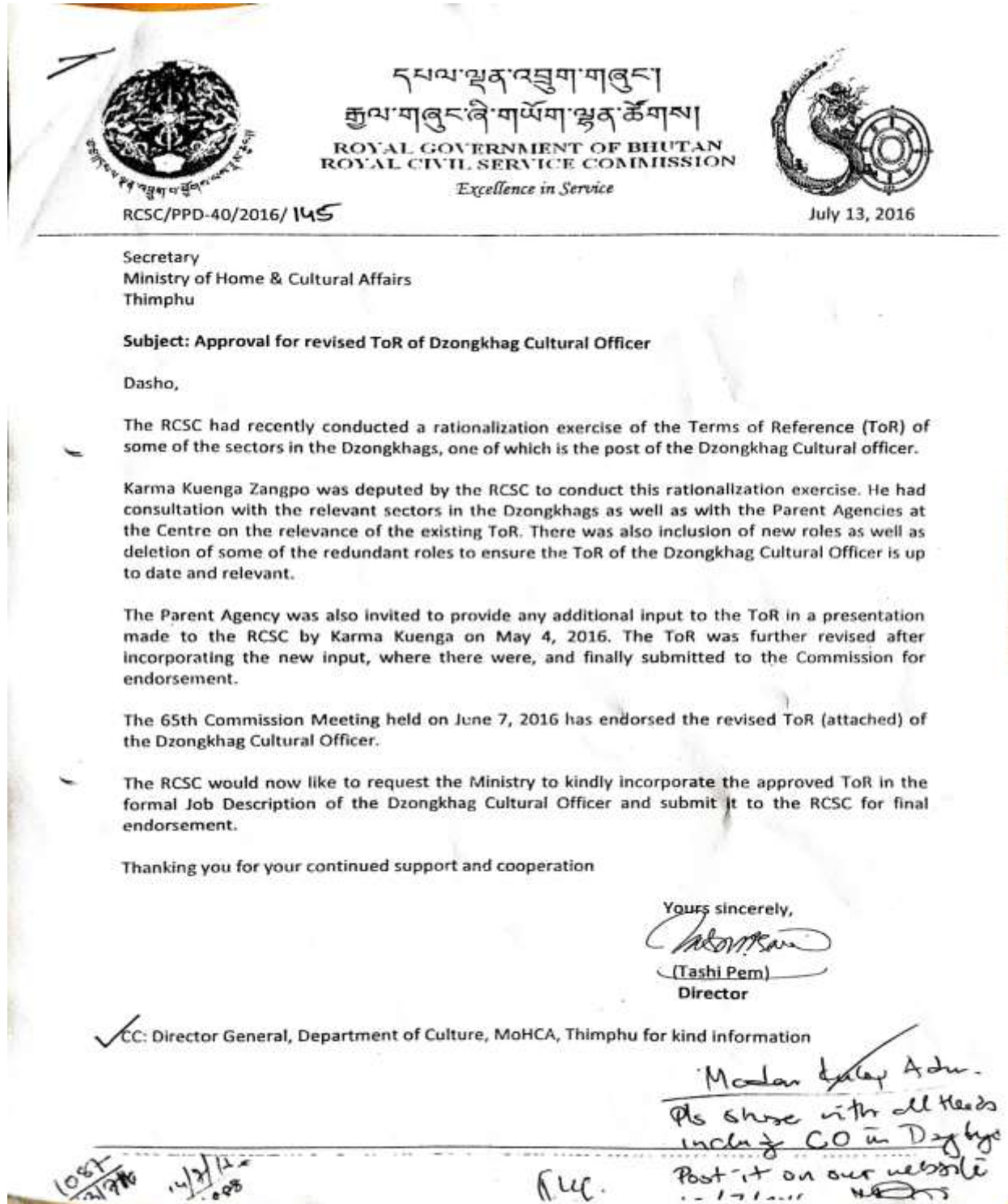
16. Annexure:

16.1 Definitions.

1. **Administration and Teamwork:** Coordinating supervisors and subordinates in order to work efficiently, facilitating teamwork, and providing voluntary cooperation.
2. **Change Management:** Change management is a systematic approach to dealing with the transition or transformation of an organization's goals, processes or technologies. The purpose of change management is to implement strategies for effecting change, controlling change and helping people to adapt to change.
3. **Collaboration and Cooperation:** Building good human relations in everyday life, and heading active collaboration and support, if necessary.
4. **Cultural Heritage:** It comprises (i) movable cultural property; (ii) heritage site; and (iii) intangible cultural heritage.
5. **Cultural legislation:** The preparing and enacting of laws by local, state, or national legislatures related to the cultural heritage that includes By-Laws, SOPs and regulations.
6. **Cultural Heritage Management:** Processes focusing on the management of monuments, groups of buildings or sites, the values and attributes to protect the cultural heritage to the sustainable development of present and future generations.
7. **Cultural Site:** (i) a group of traditional buildings with its natural setting, the combination of which bears cultural heritage value; or (ii) a geographical area whose association with human settlement, activities or beliefs bears cultural heritage value.
8. **Cultural value:** Shall be understood as aesthetic, architectural, archaeological, historical, scientific, religious or spiritual significance that is of importance to the nation of Bhutan.
9. **Database management skills:** Ability to effectively manage Database in the data storage, operations and use information to maximize its value.
10. **Digital documentation:** Information created on non-electronic media, typically text or images on paper or film, and converted to an electronic format that can be stored and manipulated by a computer and archive for future.
11. **Domain Expert:** Having in-depth knowledge   or skills in a particular area of endeavor and related   subjects.
12. **Effective Communication skills:** Ability to understand the conditions and emotional state of partners and to communicate one's intention to them through speaking or writing under a friendly atmosphere.
13. **Ethics and integrity:** Ability to keep basic ethics as a civil servant for citizens and to behave with a basis of ethical standards.
14. **Intangible Cultural Heritage:** Is the practices, representations, knowledge and skills that are transmitted from generations to generations, which communities, groups

and in some cases individuals in Bhutan recognize as part of their cultural heritage. It includes:

       (i) Oral traditions;
       (ii) religious/spiritual practices;
       (iii) Arts and crafts;
       (iv) Folk knowledge and customs;
       (v) Cultural events;
       (vi) Games and sports; and
       (vii) Language and dialects.

15. **Negotiation skills:** Ability to make a consensus reasonably through coordination and compromise and to get agreement and cooperation from partners.
16. **Problem solving:** Prior to formulating and implementing policies, predicting the possibilities of problems, preventing the occurrence of problems, reviewing implementation procedures, and coming up with solutions or directly tackling the problems.
17. **Professionalism:** Ability and attitude to improve work performance and quality, to seek means for getting better performance and to learn and use new knowledge and information necessary for better performance.
18. **Research and analytical skills:** Research skills is the ability to gather information about your topic, review that information, analyze, and interpret the information in a manner that brings to a solution. Analytical skills are Abilities to observe research and interpret a subject in order to develop complex ideas and solutions.
19. **Resource Management:** Ability to get and manage human and material resources for obtaining efficient and effective performance.
20. **Risk Management:** The forecasting and evaluation of cultural heritage risk together with the identification of procedures to avoid or minimize their impact on preservation and promotion.

16.2 Terms of Reference

དཔལ་ལྡན་འབྲུག་གཞུང་།
རྒྱལ་གཞུང་ཞི་གཡོག་ལྷན་ཚོགས།

ROYAL GOVERNMENT OF BHUTAN
ROYAL CIVIL SERVICE COMMISSION

Excellence in Service

RCSC/PPD-40/2016/ 145

July 13, 2016

Secretary
Ministry of Home & Cultural Affairs
Thimphu

Subject: Approval for revised ToR of Dzongkhag Cultural Officer

Dasho,

The RCSC had recently conducted a rationalization exercise of the Terms of Reference (ToR) of some of the sectors in the Dzongkhags, one of which is the post of the Dzongkhag Cultural officer.

Karma Kuenga Zangpo was deputed by the RCSC to conduct this rationalization exercise. He had consultation with the relevant sectors in the Dzongkhags as well as with the Parent Agencies at the Centre on the relevance of the existing ToR. There was also inclusion of new roles as well as deletion of some of the redundant roles to ensure the ToR of the Dzongkhag Cultural Officer is up to date and relevant.

The Parent Agency was also invited to provide any additional input to the ToR in a presentation made to the RCSC by Karma Kuenga on May 4, 2016. The ToR was further revised after incorporating the new input, where there were, and finally submitted to the Commission for endorsement.

The 65th Commission Meeting held on June 7, 2016 has endorsed the revised ToR (attached) of the Dzongkhag Cultural Officer.

The RCSC would now like to request the Ministry to kindly incorporate the approved ToR in the formal Job Description of the Dzongkhag Cultural Officer and submit it to the RCSC for final endorsement.

Thanking you for your continued support and cooperation

Yours sincerely,

(Tashi Pem)
Director

CC: Director General, Department of Culture, MoHCA, Thimphu for kind information

[handwritten notes]

ToR of the Dzongkhag Cultural Officer

1. Liaise with various sectors to integrate cultural heritage in the areas of development in the Dzongkhag;
2. Conserve and protect Lhakhangs, Chortens, Nangtens, Neys, and other important cultural and historical sites;
3. Review proposals for the renovation, restoration, re-construction and new constructions of religious monuments- Lhakhangs, Chortens, Ku, Neys, etc. as permitted by laws, policies, guidelines and executive orders; and
4. Promote tangible culture in the Dzongkhag (Dungkhags, Gewogs, schools, communities) through various programs and activities.
5. Undertake vigilance of Lhakhangs and Chhoetens in the Dzongkhags, and register, investigate and report any vandalism or theft;
6. Oversee and coordinate the handing-taking of cultural properties in the Lhakhangs and Gomdeys during change of caretakers;
7. Coordinate to promote, preserve and expound Driglam Namzha among the people;
8. Promote and preserve community specific culture and tradition (songs, dances- both cultural and religious dances- dresses, faith and practices, dialects to list a few);
9. Co-ordinate cultural activities in the schools and institutions in the Dzongkhag (Dungkhags, Gewogs & Chiwogs);
10. Monitor and regulate, review and evaluate cultural activities in the Dzongkhag;
11. Create conducive social environment for learning in the field of culture;
12. Conduct pocket studies in the field of culture and facilitate research and documentation of cultural heritage;
13. Coordinate Chadri activities in the Dzongkhag;
14. Maintain records of tangible and intangible culture, cultural assets and properties and report to the Head Quarter on a regular basis;
15. Coordinate the implementation of Religious Organization Act;
16. Coordinate with Dratshang & Goendeys on works related to culture and spiritual affairs;
17. Undertake documentation (including photography) and survey of cultural subjects in the Dzongkhags;
18. Liase with the MoHCA/DoC concerning cultural matters to function as the main agent of the MoHCA for promotion and preservation and coordination of cultural activities in the Dzongkhag; and
19. Perform any other tasks assigned by the supervisors.

16.3 Career Development

Career development is an activity of the organization considering the long-term benefits and success of personnel and organizational effectiveness. It enables employees to learn better aspects of their work and improve their capabilities. It is crucial to have a career structure for Cultural Officers to manage their time efficiently and further share the transferability of skills and competencies of individuals as well as the organizational goals.

By understanding the capabilities of the employees, the organization would support career advancement accordingly:

1. Promote virtual or classroom training and learning.
2. Encourage mentoring and job shadowing.
3. Rotate employee roles.
4. Support work-life balance.
5. Create a succession-planning program.

Thus, activities like screening, training and appraising serve the basic functions in an organization such as to fill its open positions that have the requisite interest, abilities and skills. Enabling employees to pursue expanded, more realistic career goals should be the major aim of an organization's overall goal. By doing so, for the employees, satisfaction, personal development and quality of work life are the clearest benefits. For the organization, increased productivity levels, creativity and long-range effectiveness may occur since a cadre of highly committed employees who are carefully trained and developed for their jobs would staff the organization.

Cultural Officers are multi-skilled personnel being the backbone of the divisions under the Department of Culture. Cultural Officers provide support in achieving the goals and outcomes of the Department. Therefore, to fit in all divisions irrespective of Major Occupation Group (MoG), there is a need of consideration of free flow in all the Divisions under the Department base on individual competency.

RCSC Approved career development.

Services	Position Title	Position Level	Sub Group	Entry	Remarks
Arts & Culture Services	Specialist	ES	Technical Service		Flexibility in changing position titles within cultural

					fields to be reviewed on a case by case basis.
	Chief Cultural Officer	P1		Specialist position	
	Sr. Cultural Officer - I	P2		Specialization with advance training	
	Sr. Cultural Officer - II	P3			
	Cultural Officer	P4		Specialization with advance training	
	Asst. Cultural Officer	P5		Entry Level with minimum Bachelor degree in Dzongkha	

16.4 Identification of Agencies for corporation and collaborations.

1. Parent Agency (DoC).
2. Zhung Dratshang.
3. Religious Organizations.
4. Ministries.
5. Public/Community.
6. Schools and Institutions.
7. Regional offices in respective Dzongkhags.
8. Gewog Administrations.
9. Dzongkhag Tshogdu.
10. Armed Forces (during ceremonial events and security of Cultural Properties).
11. Private firms.
12. Non-Governmental Organization.

DEPARTMENT OF CULTURE
MINISTRY OF HOME AND CULTURAL AFFAIRS
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