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ACRONYMS

CBF - Competency-based Framework

CDI - Competency Development Interventions

EMC - Embassies, Missions and Consulates

FSO - Foreign Service Officer

HQ - Headquarters

KSA - Knowledge, Skills and Abilities

MFA - Ministry of Foreign Affairs

TNA - Training Needs Analysis

FIGURES

1. Diagram showing the rationale behind CBF
2. Diagram showing the development process of CBF
3. Diagrammatic overview of CBF for Foreign Service Officers

ANNEXURES

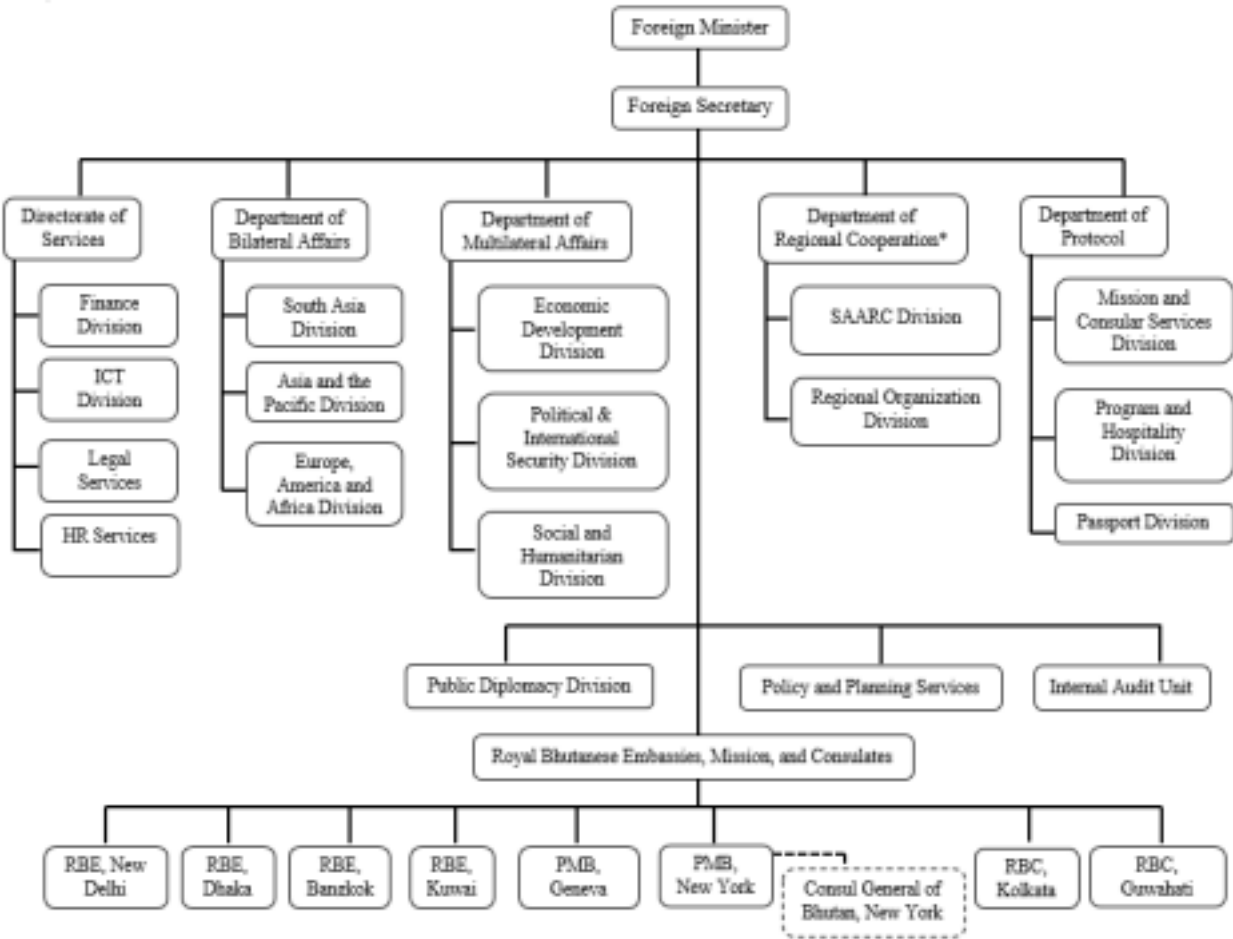
1. Competency-based Framework Survey Questionnaire for FSOs
2. Training Needs Analysis Survey for Foundation Level FSOs
3. Training Needs Analysis Survey for Experienced Level FSOs
4. Training Needs Analysis Survey for Advanced Level FSOs
5. Report of the Focus Group Discussion
6. Report of the interviews with Senior FSOs based in HQ

FOREWORD

1. Background of the Ministry

The Development Ministry (estd. 1968), was a precursor to the institution of the Department of Foreign Affairs (estd. in 1970). Subsequently, given the increasing need to undertake a focused approach to foreign policy, the latter was up-graded to a full-fledged Ministry in 1972.

1.1 Organogram



1.2 Vision, Mission and Objectives

Vision	Advancing Gross National Happiness for a peaceful, prosperous and sovereign Bhutan.
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Mission	A professional Foreign Service that is responsive to Bhutan’s interests and aspirations.
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Objectives:
1. To safeguard the sovereignty, territorial integrity, security and unity of Bhutan and promote its unique identity, cultural heritage and the pursuit of Gross National Happiness;
2. To promote Bhutan’s peaceful co-existence and develop friendly relations with all countries and engage in regional and multilateral cooperative efforts;
3. To be a responsible and constructive member of the international community and contribute towards the global effort in safeguarding international peace, security, understanding and cooperation;
4. To contribute towards sustainable socio-economic development of the country and promotion of trade relations/FDI and economic partnerships;
5. To adopt a principled approach on all issues by upholding international law and promoting peaceful settlement of disputes, and
6. To provide consular services and protect the rights and interests of Bhutanese Abroad.

1.3 Core Values

CHIDREL

- Composure
- Professionalism
- Integrity
- Discretion
- Responsive
- Effective Communication
- Loyalty

- Approachable
- Quick thinking
- Professional Expert

(Civil Service Values: Accountability, Honesty, Impartiality, Integrity, Leadership, Loyalty, Openness, Professionalism, Selflessness)

1.4 Core Functions

Bhutan currently has diplomatic relations with 54 countries and the European Union.

The fundamental goal of Bhutan's foreign policy is to safeguard the sovereignty, territorial integrity, security, unity, and enhance the wellbeing and economic prosperity of Bhutan. The realization of this goal hinges on the maintenance of friendly and cooperative relations and collaboration with all countries to promote a just, peaceful and secure international environment.

Department of Bilateral Affairs²

The Ministry provides political oversight on matters pertaining to bilateral engagement with countries and coordinates bilateral engagement with key domestic partners to suit the needs and priorities of Bhutan and the partner countries.

The Ministry fosters and strengthens goodwill and understanding between Bhutan and all countries with which it engages in bilateral interaction and cooperation. It ensures that Bhutan's relations with all countries are pursued in a manner that is consistent with the country's principles and values as well as its social, economic and political priorities. It contributes actively to the pursuit of meaningful and productive bilateral relations through robust and rigorous policy analysis and recommendation on all spheres of engagement. In doing so, it identifies, strengthens and consolidates new and existing areas of cooperation while concurrently deepening the scope and breadth of Bhutan's diplomatic network abroad. The Ministry aims to enhance Bhutan's standing as a sovereign, responsible and committed member of the international community pursuing sustainable development and wellbeing for its people while fostering peace, solidarity and security for all nations on an equal footing.

Department of Multilateral Affairs

In multilateral affairs, the Ministry aligns itself with the work of the six Committees of the UN General Assembly. The Ministry analyzes and provides policy recommendations on thematic issues related to social and humanitarian; economic development; political and international security and are widely deliberated at the international and multilateral fora. The Ministry

facilitates submission of periodic reporting obligations arising from membership to the UN and other international organizations.

Department of Regional Cooperation

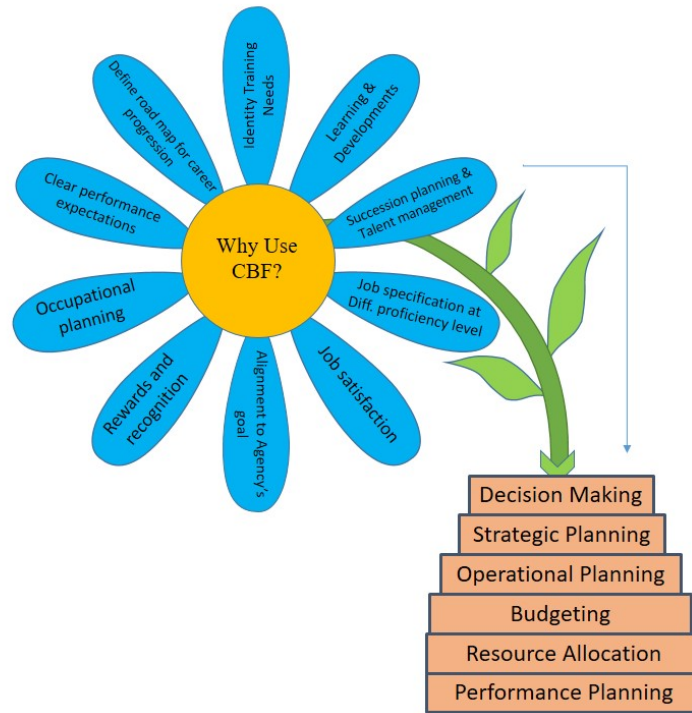
The Ministry guides and facilitates active engagement of the Royal Government in events under the framework of regional cooperation. It ensures that Bhutan plays a part in the region's collective aspirations towards finding lasting solutions to common regional issues through the spirit of friendship, trust and understanding. The Ministry also strives to further consolidate Bhutan's sovereign status as well as be a responsible member of the regional organization committed to creating an order based on mutual respect, equity and shared benefits.

Department of Protocol and Hospitality Services

The Ministry in advancing Bhutan's foreign policy goals necessitates creation of an enabling environment through extension of protocol and hospitality services for successful diplomacy. This plays a significant role in laying a strong foundation for foreign relations. The Ministry ensures effective management of relations by promoting cross-cultural understanding and enhancing network with peoples and governments around the globe. It also ensures that all diplomatic representatives receive immunities and privileges which they are entitled to. The Ministry also supports and facilitates the work of Missions and International Organizations and its members based in Bhutan through extension of consular and other protocol related services.

2. Competency-Based Framework

The officials nominated by the Ministry (initial CBF Taskforce members) received the training on developmental process of CBF by RCSC in collaboration with the Temasek Foundation in November 2019. The new members of CBF Task-Force received the training from RCSC in October 2020.



2.1 Competency-Based Framework for Foreign Service Officers

CBF is a model that broadly defines the blueprint for excellent performance within an organization. This framework is expected to guide the Ministry to identify skills, assist continuous development and professionalization of FSOs to discharge their duties in a most effective and efficient manner. CBF is also a means by which organizations communicate which behaviours are required, valued, recognized and rewarded with respect to specific occupational roles (i.e roles of FSOs in our case). It ensures that FSOs, in general, have a common understanding of the Ministry's values and expected excellent performance behaviours.

Currently, the Ministry does not have a plan or structured approach toward providing targeted HR development opportunities to the Foreign Service Officers (FSOs). HR Interventions are mostly ad-hoc and largely contingent on what is available and offered by the RGoB and partner countries. Such practices are unsustainable and do not provide avenues for the Ministry to plan HR interventions strategically. Hence, it does not necessarily create a uniform pool of competent FSOs equipped with the necessary Knowledge, Skills and Attributes (KSA) at all levels.

Experience from other Foreign Service indicates that 70 per cent of the total learning for FSOs occurs in practice and on the job, while the rest, 30 percent, is covered by training. In many cases, the training for FSOs is covered by a rigorous onboarding program which runs for 12 to 18 months. Structured onboarding programs in other countries such as the Indian Foreign Service include a

comprehensive introduction to diplomatic culture, compulsory foreign language training and Mission attachments abroad. Given the small size of Bhutanese Foreign Service, the resource constraint and the limited intake, it is not possible to design and implement such an elaborate onboarding program for Bhutanese FSOs. Nevertheless, the 70:30 ratio indicates that designing HR interventions for FSOs must consider synchronising available training as well as learning opportunities on the job in a structured manner guided by a CBF for FSOs.

2.2 Purpose

The CBF highlights the KSAs required for FSOs to achieve a high level of professional competencies and deliver the highest standard of services. The framework is developed with the following objectives:

1. To specify the KSAs required at each level of position for FSOs;
2. To develop an assessment system of KSAs at each level which will be objective and informed;
3. To develop sustainable HR interventions that are informed by expectations and ground realities.

2.3 Aim

Build a fraternity of Foreign Service Officers who are highly knowledgeable, skillful and competent in delivering efficient and effective services of the highest standard and in line with RGoB's foreign policy objectives.

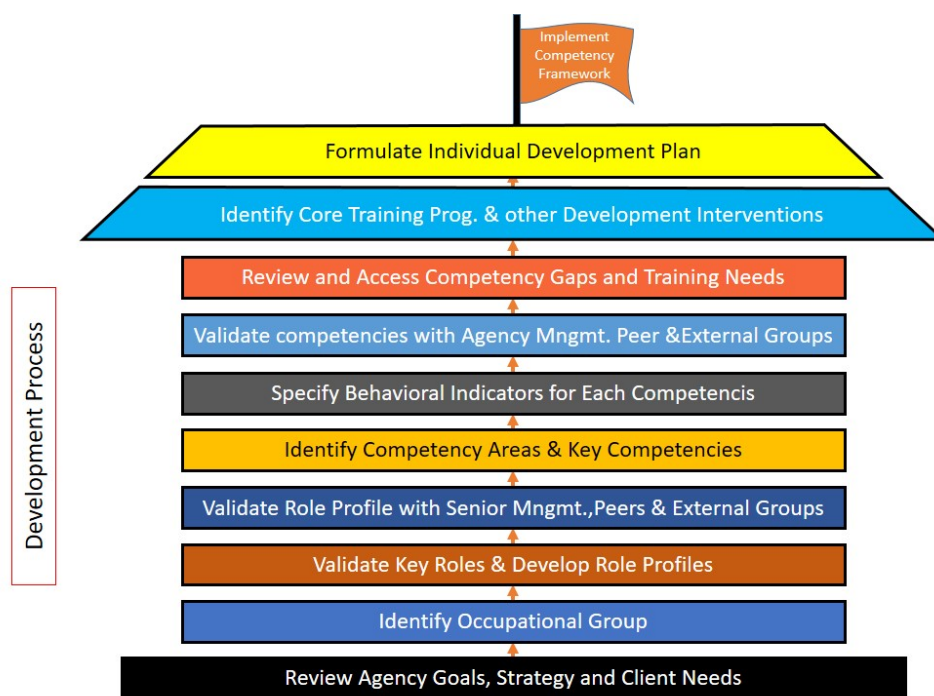
2.4 Framework Development Processes

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

The development of the framework involved the following processes:

1. Understanding the Ministry's mandate i.e. Vision, Mission and Objectives;
2. Understanding the main clients of the Ministry, their needs and desired outcomes;
3. Identification of activities to address the client's needs and achieve desired outcomes;
4. Identification of roles the FSOs play in the process of addressing the client's needs;
5. Clustering of several small roles into main roles;

6. Under each main roles, competency areas required are identified which is further a cluster of several key competencies;
7. 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* was used to frame the behavioral indicator.
8. For FSOs three mandatory proficiency levels are identified i.e. P5 (Foundation); P4 – P3 (Experienced); P2 – P1 (Advanced) in the entire career of FSOs.
9. For each behavioral indicator, proficiency required are identified for all three levels of proficiencies.
10. Finally for each key competency and proficiency level, gap assessments were carried out to identify training needs and learning outcome under each competency. Learning outcome should directly relate to proficiency level and behavioral indicator.



2.5 Validation

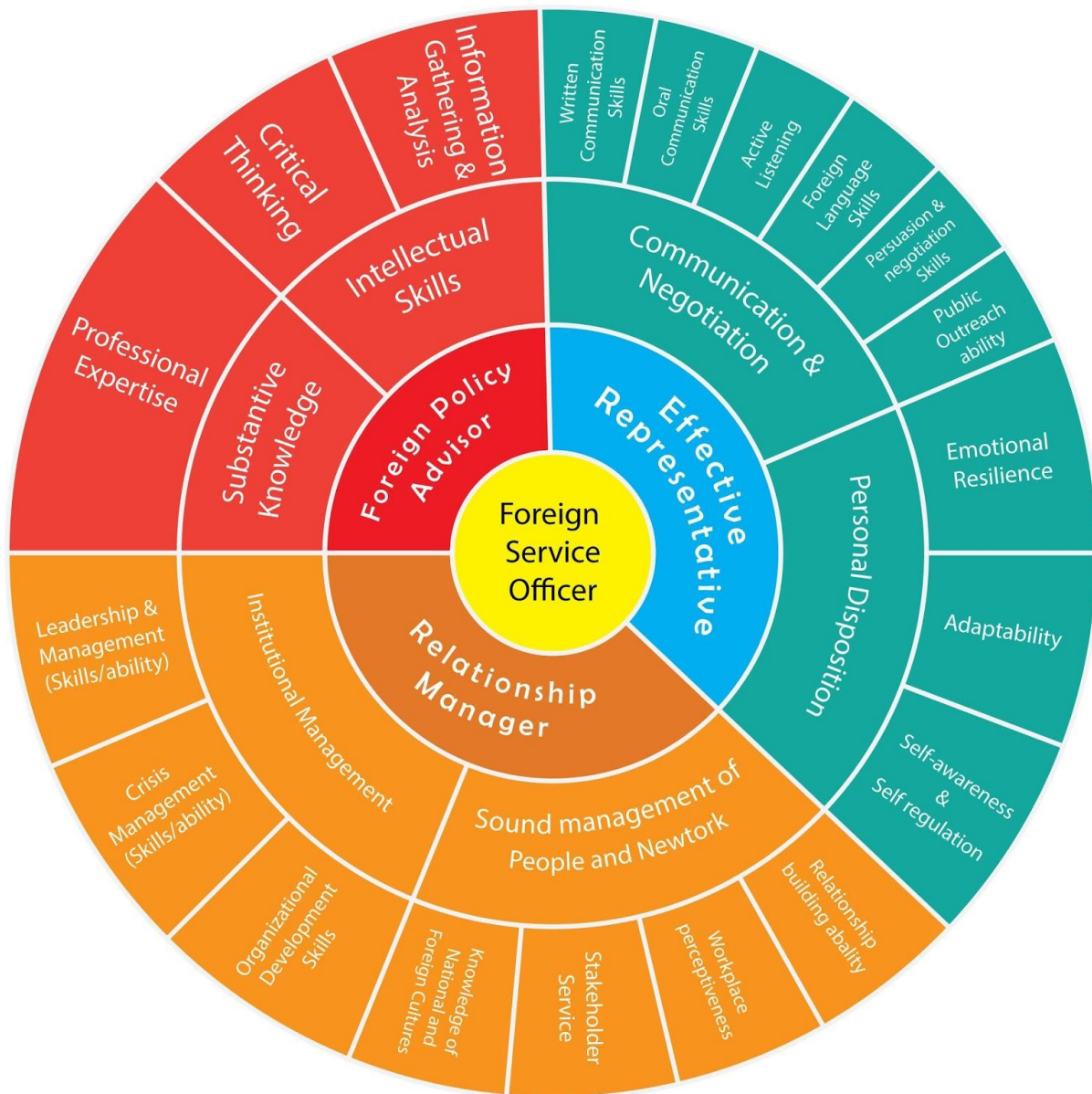
As a means to gathering and validating CBF data, the taskforce carried out following exercises:

1. Stakeholder analysis based on the Ministry's Vision, Mission and Objectives (VMOs) to analyze the purpose, current and future roles relevant for the Ministry/FSOs.
2. Google surveys to:
 - a. Generate ideas and opinions on the FSOs' key roles and key competencies on 22 October 2020 (Annex 1), and;

- b. Assess training needs of the FSOs as per their position levels on 14 November 2020 (Annex 2).
3. A virtual semi-structured free-flow Focus Group Discussion with FSOs based in the Headquarters (HQ) as well as the Royal Bhutanese Embassies, Missions and Consulates (EMCs) to deliberate on the idea of FSOs' key roles, competencies, values and training needs analysis on 15 October 2020 (Annex 3).
4. One-on-one interviews with nine Senior Foreign Service Officers to gather their perspectives on FSOs' key roles, competencies and training needs assessment in October 2020 (Annex 4).
5. Virtual consultative meeting with FSOs with not less than two representatives from each department as well as the FSOs based in EMCs on 22 January 2021 as the final deliberation on the draft competency based framework. Feedback from the participants were incorporated into the document.
6. Pursuant to the virtual consultative meeting, the taskforce made a presentation to the Human Resource Committee (HRC) of the Ministry during its 165th Meeting on 09 February 2021 to validate the document.
7. A session on CBF for FSOs was also held with the Ministry's focal Commissioner on 11 February 2021.
8. Final draft document of the CBF for FSOs was finalized at Hotel Sonamgang in Punakha during the work retreat from 16th to 17th February 2021.

3. Structure

3.1 Diagrammatic overview of the CBF for FSOs.



3.2 Identification of Key Role

Key role is an organized set of behaviors that are crucial to achieve the current and future goals of the organization.

One of the questions in the first google survey was: “What are some of the roles of MFA five years and beyond from now?.” Though a total of 56 FSOs filled in the survey all did not answer this question. 9% of the total respondents straight away said that the role of MFA will not change while

51% of the respondents said the current roles such as representing the country abroad, safeguarding the country’s sovereignty and security, promoting national interests, nurturing Bhutan’s Foreign Policy will remain the same.

The respondents also pointed out that while our mandate will not change, our focus on economic diplomacy has to increase. “Economic diplomacy, socio-economic growth, economic interest, investment, trade and commerce, LDC graduation,” were some of the keywords used by the respondents indicating that MFA’s diplomatic engagements must be more responsive to the country’s domestic economic imperatives. Likewise, respondents also said the proportion of consular services will increase as Bhutanese diaspora keeps growing, and our FSOs must be prepared to enhance this role further. Emphasis was also placed on the need to amplify our public diplomacy and the need to undertake science and technology diplomacy given the fast changing realities.

Accordingly some of the major challenges we will be facing, as per the respondents are:

1. Engaging with non-state actors;
2. Dealing with increasing diplomatic pressures caused by geopolitical changes;
3. Dealing with changing domestic economic challenges;
4. Staying relevant and being respected and recognized for our work by domestic counterparts;
5. Dealing with HR and administration issues such as succession planning.

On the identification of key roles, the taskforce initially had five key roles namely Foreign Policy Strategist, Foreign Policy Advisor, Representor, Negotiator, Communicator and Relationship Manager which all had more than 89% acceptance as key roles by the respondents. However, to make the CBF document simpler, concise, and comprehensive, the five key roles were condensed as follows:

Initial Key Roles	% of agreement	Final Key Roles
Foreign Policy Strategist	89.29 %	Foreign Policy Advisor
Foreign Policy Advisor	91.07 %	
Representor	94.64 %	Effective Representative
Negotiator	96.43 %	
Communicator	98.21 %	
Relationship Manager	94.64 %	Relationship Manager

While all the three key roles are integral for FSOs at all levels the survey findings revealed that FSOs at entry and experienced level devote most of their time playing the role of an Effective Representative and Relationship Manager. On the other hand the FSOs at the advanced level devote a greater portion of their time being Foreign Policy Advisor.

3.3 Role Profile

The role profile is the description of roles that FSOs are expected to demonstrate in achieving the outcomes of the Ministry. 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 FSOs to carry out a prescribed set of tasks.

Role Profile of Foreign Service Officers

Sl #	Key Role	Role Description
1	Foreign Policy Advisor	<p>1.1. Undertake timely assessment and analysis of major geo-political trends or events that may have a bearing on Bhutan’s Foreign Policy to safeguard the country’s National Interest;</p> <p>1.2 Provide effective policy recommendations and advice to the Government on such matters to protect and promote Bhutan’s interest;</p> <p>1.3 Liaise efficiently and effectively with relevant agencies, both governmental and non-governmental, to prepare a sound and feasible Plan of Action towards the above ends.</p>
2	Effective Representative	<p>2.1 Possess and use all relevant communication skills to maintain open and continuous dialogues between the RGoB and relevant partners while conveying RGoB’s position on key matters effectively to gather support and understanding;</p> <p>2.2 Possess sound knowledge of the subject matter under negotiation and produce the best outcomes that align with the interests of the RGoB;</p> <p>2.3 Develop and maintain important networks and systems, as well as by enhancing foreign language skills, to achieve positive public outreach and garner appreciation and goodwill for RGoB and its positions.</p>

3	Relationship Manager	<p>3.1. Maintain and build relationship with key actors and leverage social and professional networks that are of significance to the achievement of RGoB outcomes;</p> <p>3.2. Provide effective services to all clients that require the Ministry's support to enhance the achievement of their goals vis-a-vis the RGoB's interest;</p> <p>3.3. Maintain an agile and responsive foreign service institution through operational efficiency and effectiveness.</p>
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3.4 Identification of Competency Areas

In order to play the identified roles effectively and efficiently, FSOs need to be equipped with a set of relevant competencies. Competency area is a cluster of key competencies of related behaviors and functions of each role. It comprises a set of KSA that result in essential behaviors expected from the Foreign Service Officers. The framework has identified six competency areas for the three roles as follows:-

Sl. No	Key Role	Competency Area
1	Foreign Policy Advisor	1.1 Substantive Knowledge 1.2 Intellectual Skills
2	Effective Representative	2.1 Communication & Negotiation 2.2 Personal Disposition
3	Relationship Manager	3.1 Sound Management of People and Network 3.2 Institutional management

3.5 Identification of Key Competencies

The key competency is an observable behavior that indicates the presence of the particular competency. It includes KSA, personality, behavior and attitudinal attributes required to drive outstanding performance. Generally, it is broadly divided as core competency, leadership competency and technical or functional competency.

Stakeholders were engaged and consulted through both qualitative and quantitative methods as described above in identifying the key competencies relevant for FSOs. Various questions were posed to glean information on the required competencies of FSOs. For example one of the questions in the online survey asked the respondents to describe a FSO that s/he admired most and reasons as to why s/he looked up to him/her. And the majority of participants of virtual Focus

Group Discussion and interviews shared their perception that able FSOs are the ones who can multitask and that their competencies basically consist of soft skills.

For FSOs to execute the three key roles of Foreign Policy Advisor, Effective Representative and Relationship Manager, 19 key competencies under 6 competency areas were identified as below:

Role #	Key Role	Competency Area	Key Competencies
1	Foreign Policy Advisor	1.1 Substantive Knowledge	1.1.1 Professional Expertise
		1.2 Intellectual Skills	1.2.1 Critical Thinking 1.2.2 Information gathering & Analysis
2	Effective Representative	2.1 Communication & Negotiation	2.1.1 Written Communication Skills
			2.1.2 Oral Communication Skills
			2.1.3 Active Listening Skills
			2.1.4 Foreign Language Skills
			2.1.5 Persuasion & Negotiation skills
			2.1.6 Public Outreach Ability
		2.2 Personal Disposition	2.2.1 Emotional Resilience
			2.2.2 Adaptability 2.2.3 Self- awareness & self regulation
3	Relationship Manager	3.1 Sound Management of People and Network	3.1.1 Relationship Building Ability
			3.1.2 Workplace perceptiveness
			3.1.3 Stakeholder service
			3.1.4 Knowledge of National and Foreign Cultures
		3.2 Institutional management	3.2.1 Organisational Development Skills
			3.2.2 Crisis Management
			3.2.3 Leadership and Management

3.6 Identification of Behavioral Indicators

Behavioral Indicator 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 employee performance evaluation. The framework has identified 20 behavioral indicators for the 19 key competencies.

Competency Area	Key Competency	Behaviour Indicators
Key Role 1: Foreign Policy Advisor		
1.1 Substantive Knowledge	1.1.1 Professional Expertise	1.1.1.1 Updates knowledge on the policies and working mechanisms of partner agencies and apply skills to enhance interagency coordination and collaboration within the national diplomatic system to achieve common ground and shared objectives.
		1.1.1.2 Advises partner agencies on foreign policy matters in an informed, focused and positive manner so that engagements with foreign counterparts achieve outcomes that align with our foreign policy objectives.
1.2 Intellectual Skills	1.2.1 Critical Thinking	1.2.1.1 Analyze complex issues with well-informed judgement and take calculated risk to propose practical solutions and actions.
	1.2.2 Information Gathering & Analysis	1.2.2.1 Exhibits a sophisticated and methodical ability to source and synthesize relevant and reliable information to propose interventions and inculcates the same practice in subordinates.
Key Role 2: Effective Representative		
2.1 Communication & Negotiation	2.1.1 Written Communication Skills	2.1.1.1 Synthesizes written material exhibiting analytical skills with convincing and tactful language within the stipulated time frame to communicate effectively.
	2.1.2 Oral Communication Skills	2.1.2.1 Expresses with precision and conviction to communicate effectively.
	2.1.3 Active Listening Skills	2.1.3.1 Comprehends the key messages to synthesize messages accurately.
	2.1.4 Foreign Language Skills	2.1.4.1 Obtains precision and working proficiency to achieve contextual application of the foreign language and culture to represent the country's interest well.
	2.1.5 Persuasion & Negotiation skills	2.1.5.1 Develops and implements the most suitable strategies to present their positions persuasively and tactfully, and negotiates the best possible solution according to the context.
	2.1.6 Public Outreach Ability	2.1.6.1 Create a system of innovative outreach mechanisms and productive networks, and

		leverage these to promote and create understanding for RGoB and its perspectives.
2.2 Personal Disposition	2.2.1 Emotional Resilience	2.2.1.1 Shows tenacity and reasoning in situations of adversity and stress to deliver desired outputs.
	2.2.2 Adaptability	2.2.2.1 Makes a conscious effort to monitor trends, values and attitudes to adapt to rapidly changing situations.
	2.2.3 Self awareness & Self regulation	2.2.3.1 Reviews one's own values, aspirations, reactions (including thoughts, feelings, behaviors, strengths, and weaknesses), and impact on others to adapt to the changing environment.
Key Role 3: Relationship Manager		
3.1 Sound Management of People and Network	3.1.1 Relationship Building Ability	3.1.1.1 Maintains strong interpersonal skills to build personal and professional relations that are instrumental for achieving desired outcomes.
	3.1.2 Workplace perceptiveness	3.1.2.1 Exhibits understanding and sensitivity to established as well as changing work environment and culture to create a harmonious environment.
	3.1.3 Stakeholder service	3.1.3.1 Provides services empathetically to meet stakeholders' needs and provide solutions where relevant.
	3.1.4 Knowledge of National and Foreign Cultures	3.1.4.1 Obtains precision and working knowledge of national culture and foreign culture and environment to achieve contextual application to represent and advance the country interests.
3.2 Institutional Management	3.2.1 Organisational Development Skills	3.2.1.1 Manages the Ministry with changing requirements of time so that it stays relevant to its goals while creating an enabling working environment for FSOs.
	3.2.2 Crisis Management	3.2.2.1 Able to predict, respond and mitigate appropriately to any form of organizational crises.
	3.2.3 Leadership and management	3.2.3.1 Establish systems, structures and processes that motivate the development of leadership skills and principles within the organizational culture to enhance productivity and initiatives.

3.8 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 FSO is categorized into three levels as i) Foundation (P5),

ii) Experienced (P4-P3) and iii) Advanced (P2-P1). The framework has identified 60 behavioral indicators across three levels of proficiency.

The proficiency level will enable individual officials to distinguish the type of competencies expected in their career path, which will give them an opportunity to enhance competency in achieving current as well future career goals. As the officials in position levels of P4 & P3, and P2 and P1 play similar roles, their proficiency levels are merged together. Further, the proficiency level will set a benchmark for recruitment and deployment. The proficiency levels of each key competency are as specified below:

Key Role 1: Foreign Policy Advisor		
Competency Area: 1.1 Substantive Knowledge		
Key Competency: 1.1.1 Professional Expertise		
Behavior Indicator: 1.1.1.1 1) Updates knowledge on the policies and working mechanisms of partner agencies and applies skills to enhance interagency coordination and collaboration within the national diplomatic system to achieve common ground and shared objectives.		
Foundation	Experienced	Advanced
Understands the roles and authorities of both the Ministry and other RGoB agencies and how they affect the Ministry and its overseas missions. Applies that knowledge and the institutional realities it imposes to develop interagency cooperation, accomplish tasks, and provide effective stakeholder service.	Proactively applies knowledge of other RGoB agencies or fields of expertise and promotes interagency cooperation to effectively advance RGoB goals; operates on an equal footing with officials in other agencies, foreign governments, business communities, academia, and media; develops these same skills in subordinates.	Uses sophisticated understanding of other RGoB agencies and institutional realities to effectively advance foreign policy objectives, solve complex problems or meet/manage customer expectations, and develop those same skills in subordinates. Promotes interagency cooperation with a wide variety of senior RGoB officials to achieve the Ministry's foreign policy objectives.
Behavior Indicator: 1.1.1.2 Advises partner agencies on foreign policy matters in an informed, focused and positive manner so that engagements with foreign counterparts achieve outcomes that align with our foreign policy objectives.		
Foundation	Experienced	Advanced
Develops an understanding of international, social, political, economic and diplomatic issues that are pertinent to or	Applies knowledge of different domestic policies and international development and environment, to provide	Combines mastery of RGoB policy objectives and body of professional knowledge as well as knowledge of foreign

have implications for domestic policies and formulates observations and recommendations accordingly to submit to supervisors. Engages in informal and formal learning opportunities to develop the required knowledge and skill to perform this duty.	practical and effective advice to RGoB and other agencies, including other departments in the Ministry. Encourages knowledge and information sharing on such issues both within MFA and with other agencies.	environments to advance foreign policy objectives through various advisory and representation activities; proactively develops similar expertise in subordinates.
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Competency Area: 1.2 Intellectual Skills

Key Competency: 1.2.1 Critical Thinking

Behavior Indicator: 1.2.1.1 Analyze complex issues with well-informed judgment and take calculated risk to propose practical solutions and actions.

Foundation	Experienced	Advanced
Identifies key information, central issues, and common themes; identifies the strengths and weaknesses of various approaches; outlines realistic options; distinguishes fact from opinion and relevant from irrelevant information.	Isolates key points, central issues, and common themes in a mass of complex information or procedures; determines the best solution or action from a range of options; objectively analyzes problems and motivations of others.	Clearly analyzes and defines complex policy issues which permits them to be dealt within a practical way; encourages staff to analyze situations and propose options, giving constructive and instructive feedback; correctly senses when it is appropriate to take risks, and does so.

Key Competency: 1.2.2 Information gathering & Analysis

Behavior Indicator: 1.2.2.1 Exhibits a sophisticated and methodical ability to source and synthesize relevant and reliable information to propose interventions and inculcates the same practice in subordinates

Foundation	Experienced	Advanced
Determines reliability of, and evaluates key information and quickly assimilates it; reorganizes information logically to maximize its practical utility and identify key underlying factors; considers a variety of sources, cross-checking when appropriate.	Has a sophisticated understanding of sources and their reliability; knows what to report and when; accepts that it may be necessary to base recommendations, decisions, or actions on incomplete information;	Integrates fully a wide range of information and prior experiences in policy making; ensures that subordinates research and evaluate information before making recommendations and decisions; recognizes situation in which information and analysis are incomplete, and responds wisely, leveraging the expertise of other

		government agencies and the private sector; accepts accountability for self and insists on it for staff.
Key Role 2: Effective Representative		
Competency Area: 2.1 Communication & Negotiation		
Key Competency: 2.1.1 Written Communication Skills		
Behavior Indicator: 2.1.1.1 Synthesizes written material exhibiting analytical skills with convincing and tactful language within the stipulated time frame to communicate effectively.		
Foundation	Experienced	Advanced
Writes coherently with proper language, analysis with key points spelt out to ensure understanding by the intended audience and submitted on time.	Writes with deeper analysis ensuring policy and operational issues are articulated in ways most helpful to the intended audiences. Demonstrates competency in research on relevant topics to write a convincing paper.	Exhibits full mastery of written communication; shows sophisticated ability to analyze, synthesize and present a convincing writing in a timely manner. Guides and mentors colleagues in writing skills.
Key Competency: 2.1.2 Oral Communication Skills		
Behavior Indicator: 2.1.2.1 Expresses with precision and conviction to communicate effectively.		
Foundation	Experienced	Advanced
Speaks in an effective and organized manner highlighting key messages to the intended audience (group).	Articulates comprehensive understanding of subject matter, policy goals persuasively and engaging the targeted audiences (at least at the conference level).	Effectively argues complex policy issues demonstrating authority in the subject area and deals comfortably with the most senior levels of officials and society.
Key Competency: 2.1.3 Active Listening Skills		
Behavior Indicator: 2.1.3.1 Comprehends the key messages to synthesize messages accurately.		
Foundation	Experienced	Advanced
Listens attentively and comprehends effectively to paraphrase other's views accurately.	Creates a positive environment to motivate others to speak candidly and comprehend the messages effectively while understanding the non-verbal cues.	Recognizes the nuances conveyed while comprehending the message and feedback without judgements for improvement.
Key Competency: 2.1.4 Foreign Language Skills		

Behavior Indicator: 2.1.4.1 Obtains precision and working proficiency to achieve contextual application of the foreign language and culture to represent the country's interest well.		
Foundation	Experienced	Advanced
Seeks to improve foreign language skills, and uses foreign language skills to enhance job performance and better serve customers.	Actively builds foreign language skills and strives to acquire advanced level proficiency and/or general professional proficiency in additional languages; uses those skills effectively to communicate RGoB themes and exercise influence, or to improve relationships with local community to better serve customers and promote RGoB programs; works to increase foreign language ability.	Maintains and/or further develops proficiency in foreign language(s); uses skills to promote Bhutan's interests with a wide range of audiences, including the media.
Key Competency: 2.1.5 Persuasion and Negotiation Skills		
Behavior Indicator: 2.1.5.1 Presents the case effectively and tactfully to achieve consensus.		
Foundation	Experienced	Advanced
Strives to learn and exhibit the foundational skills and knowledge of negotiations (desired outcome, preparation, strategy) and applies it in their workplaces and related social settings as required	Influences others deftly in fostering understanding of our views/positions/procedures/requirements based on principled and mutually beneficial approach and effectively builds consensus in difficult situations	Negotiates effectively in varied environment while managing to resolve major conflicts and disagreements by building consensus without compromising our ultimate goal
Key Competency: 2.1.6 Public Outreach Ability		
Behavior Indicator: 2.1.6.1 Create innovative outreach mechanisms to establish productive networks and create a system to allow the Ministry to drive discourse in its interest.		
Foundation	Experienced	Advanced
Seeks appropriate opportunities and platforms to advocate RGoB's views and perspectives	Seizes opportunities and platform to advocate RGoB's perspectives to a variety of audience to advance the Ministry's goals including developing relationships with	Develops and implements communication strategies to fully champion public diplomacy, both in Bhutan and overseas to become a spokesperson for the country

	external communities to enhance communication	
Competency Area: 2.2 Personal Disposition		
Key Competency: 2.2.1 Emotional Resilience		
Behavior Indicator: 2.2.1.1 Shows tenacity and reasoning in situations of adversity and stress to deliver desired outputs.		
Foundation	Experienced	Advanced
Accepts and assesses difficult situations with positivity and optimism and reports to the supervisor with calm and composure with recommendations focusing on solutions.	Assesses and executes appropriate action to resolve difficult situations amicably with one's emotions in check and reports required issues to appropriate authorities.	Creates an enabling environment and prepares employees to face difficult situation with mentoring/coaching, while resolving emergencies and high stake issues efficiently without compromising the outcome
Key Competency: 2.2.2 Adaptability		
Behavior Indicator: 2.2.2.1 Makes a conscious effort to monitor trends, values and attitudes to adapt to rapidly changing situations.		
Foundation	Experienced	Advanced
Demonstrates flexibility and sensitivity to cultural differences in response to new information and changes.	Champions necessary change and manages with relevant tools and interventions.	Anticipates the need for change and upon risk assessment introduces the change with right strategies and tools.
Key Competency: 2.2.3 Self Awareness & Self-Regulation		
Behavior Indicator: 2.2.3.1 Reviews one's own values, aspirations, reactions (including thoughts, feelings, behaviors, strengths, and weaknesses), and impact on others to adapt to the changing environment.		
Foundation	Experienced	Advanced
Exhibits self-awareness by being able to evaluate and compare one's current behavior to one's internal standards and values, and actively seeks ways to understand how others see them.	Engages in self-reflection exercise regularly to avoid confirmation biases by seeking honest feedback and engages in productive self-insight and decrease unproductive rumination	Creates environment for honest feedback system and guides employees towards productive self-insight
Key Role 3: Relationship Manager		
Competency Area: 3.1 Sound Management of People and Network		
Key Competency: 3.1.1 Relationship Building Ability		

Behavior Indicator: 3.1.1.1 Maintains strong interpersonal skills to build personal and professional relations that are instrumental for achieving desired outcomes		
Foundation	Experienced	Advanced
Establishes and maintains purposeful and productive relationships with counterparts, and utilizes representational events to promote goodwill and understanding	Identifies and cultivates professional relationships with key contacts and institutions, and advances RGoB's interests through hosting and attending representational events.	Moves with ease at all social settings and levels and engages in representational events at most senior levels of society
Key Competency: 3.1.2 Workplace Perceptiveness		
Behavior Indicator: 3.1.2.1 Exhibits understanding and sensitivity to established as well as changing work environment and culture to create a harmonious environment		
Foundation	Experienced	Advanced
Demonstrates sensitivities to both foreign and domestic work environments including to status, protocol relationships, and chain of command, and displays an understanding of other's needs and capabilities.	Understands and deals effectively with relationships managing horizontally as well as vertically, and identifies potential interpersonal issues and proactively resolves them before they become problems.	Navigates easily in an environment of shifting relationships; anticipates socially sensitive issues and potential conflicts of interest and takes appropriate action; encourages mentoring, coaching and development of personnel to expand workplace effectiveness.
Key Competency: 3.1.3 Stakeholder Services		
Behavior Indicator: 3.1.3.1 Provides services empathetically to meet stakeholders' needs and provide solutions where relevant		
Foundation	Experienced	Advanced
Interacts professionally, courteously and competently with clients, and provides services empathetically to all stakeholders in a timely manner.	Balances competing and conflicting interests of clients/stakeholders while anticipating and responding appropriately to address the needs, and seeks ways to use technology to improve customer service.	Champions service provision with highest standards by encouraging a customer-oriented focus; promotes full utilization of professional and technical skills and technology to achieve customer service goals; guides and mentors junior colleagues in providing services in accordance with the Ministry's values and standards
Key Competency: 3.1.4 Knowledge of National and Foreign Cultures		

Behavior Indicator: 3.1.4.1 Obtains precision and working knowledge of national culture and foreign culture and environment to achieve contextual application to represent and advance the country interests.		
Foundation	Experienced	Advanced
Develops and demonstrates knowledge of our own and of other cultures, values, and norms to include practicing effective customer service and business etiquette appropriate to the host country culture. Understands foreign or regional perspectives relevant to postings abroad or domestically.	Has thorough knowledge of national and foreign political, economic, cultural, and information environments; relates this knowledge to fulfillment of Ministry/mission and customer service goals.	Uses sophisticated knowledge of national and foreign environments and cultures or norms to identify and seize opportunities to advance RGoB goals and operate effectively in local communities. Develops subordinates' understanding of how best to advance Bhutan's interests in local environments.
Competency Area: 3.2 Institutional Management		
Key Competency: 3.2.1 Organizational Development Skills		
Behavior Indicator: 3.2.1.1 Institutes professional standards of working (Guidelines, SOPs and TATs) to create an enabling work environment		
Foundation	Experienced	Advanced
Learns the organizational VMOs, working culture, value system and guidelines/SOP/TAT for executing one's work to adapt and become part of the organization	Analyses and recommends changes to the Ministry's structure, systems, processes as per the changing dynamics to stay relevant at any point of time.	Institutes structure, systems and processes for superior performance, champions them and guides the junior colleagues to stay relevant and reach greater heights/results
Key Competency: 3.2.2 Crisis Management Skills/Ability		
Behavior Indicator: 3.2.2.1 Resolves emergencies with tact and knowledge to mitigate and contain its impact		
Foundation	Experienced	Advanced
Possesses appropriate knowledge of short-term (emergency) management and long-term (business continuity) management responses to crises, incidents or other serious situations, and when appropriate	Leads crisis management for the area of responsibility, including the development of preventative (risk management) plans, and develops colleagues and subordinates awareness and skill in crisis management.	Leads crisis management and risk management for the entire organizational unit; sets the tone for the importance of crisis management for the unit; and seeks to reduce the need for crisis management if possible.

participates in the development of plans to respond to such incidents.		
Key Competency: 3.2.3 Leadership and Management Skills/Ability		
Behavior Indicator: 3.2.3.1 Establish systems, structures and processes that motivate the development of leadership skills and principles within the organizational culture to enhance productivity and initiatives.		
Foundation	Experienced	Advanced
Learns and applies principles of effective leadership and management; pursues formal and informal training opportunities.	Uses training opportunities to improve personal leadership and management skills and to be abreast of current theory and techniques; develops subordinates; promotes training that benefits the organization or develops employee skills even if it does not immediately benefit post or office.	Actively promotes leadership and management training at the organizational unit level; applies principles of leadership and management training to foster organizational improvement

4. Training Needs Analysis (TNA)

4.1 TNA Surveys

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

After the first round of survey and focused group discussions which validated a FSO's Key Roles and Key Competencies, the TNA survey was conducted in order to validate training recommendations for perceived gaps in Key Competencies. The same survey was administered to FSOs of Foundation, Advanced and Experienced levels. It determined a FSO's:

- perception of the relevancy of a Key Competency (relevant, not sure and not relevant) and

- self-reported levels of adequacy of a key competency (adequate, not sure and not adequate).

Since Key Competencies were already validated in the previous surveys, the assessment of relevancy was to observe how the perception of Key Competencies changed in the various levels. For instance, Experienced Level FSOs may rate a certain Key Competency as relevant to their level, whereas Foundation Level FSOs may not perceive it so.

A picture of how competency gaps change among different levels is also provided by the self-reported levels adequacy of Key Competencies. However, since the levels are self-reported, there is the possibility that respondents may either overestimate or underestimate their adequacy. It was beyond the scope of the study to discern true levels of adequacy of Key Competencies.

The TNA survey additionally had a qualitative section that sought an explanation of why a respondent perceives a competency gap as well as suggestions to address the gap.

The RCSC guidebook recommends an assessment of a key competency as NOT ADEQUATE when more than 70% of the respondents report that they do not exhibit a particular behavioral indicator. However, the taskforce reduced the threshold at 50% of respondents. The recommended 70% was considered too high, since if more than 50% of the respondents indicate that they do not have adequate levels of a key competency, it is 1 in 2 persons who do not have that key competency, which is concerning.

4.2 Competency Gap Matrix

Upon analysis, it was found that the key competencies can be conceptualized within a Competency Gap Matrix. The Matrix produces three distinct typologies of competency gaps among FSOs.

- Type I: Competency is recognized and developed
 - Key Competencies that fall in Type I were identified by >51% of respondents as Relevant as well as reported by >51% of respondents as having Adequate levels of these key competencies.
 - Key Competencies that can be grouped under Type I is encouraging since it portrays that FSOs are confident to state their adequacy in these recognized Key Competencies.
 - Further, it also provides a picture of the existing strengths that FSOs at various levels possess. This can be leveraged upon to create in-house capabilities and mentors.
 - The occurrence of Key Competencies under Type I can be attributed to the emphasis of the Key Competencies on the day to day job of the FSO and its development through the availability of training.

- Key Competencies under Type I prompt evaluation and further enhancement.
- Type II: Competency is recognized but not developed
 - Key Competencies that fall in Type II were identified by >51% of respondents as Relevant but were reported by <50% of respondents as having Adequate levels of these key competencies.
 - Key Competencies that can be grouped under Type II have been recognized by FSOs since these Key Competencies are emphasized in their day to day work. However, there is a gap in its development. Thus, FSOs are not confident of their adequacy levels.
 - FSOs may not have had opportunities to develop Key Competencies under Type II either on the job or through training.
 - Key Competencies under Type II prompt the urgent need to develop them.
- Type III: Competency is neither recognized nor developed
 - Key Competencies that fall in Type III were identified by <50% of respondents as Not Relevant or Unsure as well as reported by <50% of respondents as having Not Adequate levels of these key competencies.
 - Key Competencies under Type III have been already validated as relevant to a FSO through previous studies but have remained unemphasized. Subsequently, there is no development of these Key Competencies.
 - Key Competencies under Type III prompt the Ministry to reorient itself to the recognition of these Key Competencies as well as prioritize its development.
- Type IV: Competency is not recognized but developed
 - While there may be competencies under this type, there are currently none identified for the CBF.
 - It may also be appropriate since the development of certain competencies may not be desirable and thus is better remained unrecognized.

The Competency Gap Matrix

	Recognized (Relevance >51 %)	Not Recognized (Relevance ≤50 %)
Developed (Adequacy score >51 %)	<p>TYPE I</p> <p><i>Action:</i> Evaluate and enhance</p>	NA
Not developed (Adequacy ≤50 %)	<p>TYPE II</p> <p><i>Action:</i> Urgently develop competence</p>	<p>TYPE III</p> <p><i>Action:</i> Reorient and prioritize</p>

Following is the Competency Gap Matrix produced for respective proficiency levels.

Foundation Level:

- Type I: There are 4 Key Competencies that fall under it. It conveys that for FSOs at the Foundation Level, these Key Competencies are emphasized and that FSOs at the Foundation Level have opportunities to develop these key competencies on the job or through training.
- Type II: There are 13 Key Competencies that fall under it. These Key Competencies are emphasized but are not developed. Discerning from the TNA survey, although there is an emphasis on these Key Competencies as important, FSOs stated that they did not have opportunities to develop it on the job or through trainings.
- Type III: All FSOs at the Foundation Level stated that Foreign Language was a Key Competency that was Not Adequate. The appearance of Stakeholder Service was surprising since it is not uncommon for Foundation Level FSOs to work with various other agencies/Ministries/Organizations in their day to day work. Therefore, it sufficiently points to the need for the Ministry to reorient itself to this Key Competency

as a relevant competency of a FSO and develop it.

MATRIX	Recognized (Relevance >51 %)	Not Recognized (Relevance ≤50 %)
Developed (Adequacy score >51 %)	<p>TYPE I</p> <ol style="list-style-type: none"> 1. Adaptability 2. Active Listening Ability 3. Workplace perceptiveness 4. Information Gathering and analysis 	NA
Not developed (Adequacy ≤50 %)	<p>TYPE II</p> <ol style="list-style-type: none"> 1. Professional Expertise 2. Public outreach ability 3. Persuasion and negotiation 4. Crisis management 5. Leadership and management 6. Critical Thinking 7. Written Communication Skills 8. Oral Communication Skills 9. Relationship Building Ability 10. Self Regulation and Self Awareness 11. Knowledge of national and foreign cultures 12. Organizational development skills 13. Emotional Resilience 	<p>TYPE III</p> <ol style="list-style-type: none"> 1. Foreign Language 2. Stakeholder Service

Figure 1 Competency Gap Matrix for Level I: Foundation Level FSOs

Experienced Level:

- Type I: At the Experienced Level, the Type II box becomes comparatively large with 12 Key Competencies that fall under it. It points to the fact that at these position levels, FSOs have had the opportunity to develop these Key Competencies either on the job or through available training.
- Type II: There are 5 Key Competencies which fall under it. These same Key Competencies can be observed in the previous Level under Type II as well. This means that the lack of development of these Key Competencies persist.
- Type III: Foreign Language continues to remain under Type III at the Experienced Level. Organizational Development skills have been rated as Type III by the Experienced Level. It could point to the perception that at this level, FSOs do not feel meaningfully involved in organizational development initiatives.

MATRIX	Recognized (Relevance >51 %)	Not Recognized (Relevance ≤50 %)
Developed (Adequacy score >51 %)	<p>TYPE I</p> <ol style="list-style-type: none"> 1. Adaptability 2. Critical Thinking 3. Written Communication Skills 4. Oral Communication Skills 5. Relationship Building Ability 6. Self Regulation and Self Awareness 7. Active Listening Ability 8. Knowledge of national and foreign cultures 9. Workplace perceptiveness 10. Information Gathering and analysis 11. Stakeholder Service 12. Emotional Resilience 	NA
Not developed (Adequacy ≤50 %)	<p>TYPE II</p> <ol style="list-style-type: none"> 1. Professional Expertise 2. Public outreach ability 3. Persuasion and negotiation 4. Crisis management 5. Leadership and management 	<p>TYPE III</p> <ol style="list-style-type: none"> 1. Foreign Language 2. Organizational development skills

Figure 2 Competency Gap Matrix for Level II: Experienced Level FSOs

Advanced Level

- Type I: With 12 Key Competencies under this, it is similar to the previous Level.
- Type II: There are 5 Key Competencies which fall under it. These same Key Competencies can be observed in the previous Level under Type II as well. This means that the lack of development of these Key Competencies persist.
- Type III: Foreign Language continues to remain under Type III at the Advanced Level. However, this can be understood as Experienced Level FSOs perceiving that they have been able to carry out their professional duties without proficiency in a foreign language so far in their careers. Public Outreach has also been rated as Type III by the Advanced Level. It could point to the concept of public outreach and engagement as a relatively new priority for the Ministry. Many FSOs at the Advanced Level may not have had

training or experience with public outreach.

MATRIX	Recognized (Relevance score >51 %)	Not Recognized (Relevance score ≤ 50 %)
Developed (Adequacy score >51 %)	TYPE I 1. Critical Thinking 2. Emotional Resilience 3. Adaptability 4. Self Regulation and Self Awareness 5. Active Listening Ability 6. Written Communication Skills 7. Oral Communication Skills 8. Relationship Building Ability 9. Workplace perceptiveness 10. Leadership and management 11. Organizational development skills 12. Information Gathering and analysis	NA
Not developed (Adequacy score <50 %)	TYPE II 1. Professional Expertise 2. Persuasion and negotiation 3. Stakeholder service 4. Knowledge of national and foreign cultures 5. Crisis management	TYPE III 1. Foreign Language 2. Public Outreach

Figure 3 Competency Gap Matrix for Level III: Advanced Level FSOs

4.3 TNA for/at Foundation/Entry Level (P5)

Role 1: Foreign Policy Advisor			
Key Competencies	Behavior Indicators	Performance (Adequate/ Not Adequate)	Likely reason for performance gap
1.1 Professional Expertise	Understands the roles and authorities of both the Ministry and other RGoB agencies and how they affect the Ministry and its overseas missions. Applies that knowledge and the institutional realities it imposes to develop interagency cooperation,	Inadequate (Type II)	1) Although it is emphasized, there is a lack of definition of what professional expertise competencies are to be developed and subsequently, an absence of measurable indicators on its achievement. 2) Lack of linkages with other Agencies/Ministries/Organizations and peer to peer networks that enable tacit sharing of professional expertise and knowledge.

	<p>accomplish tasks, and provide effective stakeholder service.</p>		<p>3) Funding for Short Term and Long Term Training, especially Masters courses are scant and inconsistent.</p> <p>4) Inadequate onboarding into the different working processes and systems of the Ministry.</p> <p>5) Foundation Level officers lack mentoring and coaching.</p>
	<p>Combines mastery of RGoB policy objectives and body of professional knowledge as well as knowledge of foreign environments to advance RGoB's foreign policy objectives through various advisory and representation activities; proactively develops similar expertise in subordinates.</p>		
1.2 Critical Thinking	<p>Identifies key information, central issues, and common themes; identifies the strengths and weaknesses of various approaches; outlines realistic options; distinguishes fact from opinion and relevant from irrelevant information</p>	<p>Inadequate (Type II)</p>	<p>1) Tasks that P5 level officers undertake often do not emphasize critical thinking defined within the parameters of the Behavioural indicators (aka analysis of complex issues and proposing sound recommendations).</p>
1.3 Information Gathering & Analysis	<p>Determines reliability of, and evaluates key information and quickly assimilates it; reorganizes</p>	<p>Adequate (Type I)</p>	

	information logically to maximize its practical utility and identify key underlying factors; considers a variety of sources, cross-checking when appropriate.		
Role 2: Effective Representative			
Key Competencies	Behavior Indicators	Performance (competent/Not competent)	Likely reason for performance gap
2.1 Written and Communication Skills	Writes coherently with proper language, analysis with key points spelt out to ensure understanding by the intended audience and submitted on time.	Inadequate (Type II)	1) Lack of training on good writing skills and diplomatic reporting. 2) Lack of feedback on quality of reporting.
2.2 Oral Communication Skills	Speaks in an effective and organized manner highlighting key messages to the intended audience (group).	Inadequate (Type II)	1) Lack of training in public speaking, media management, social media management. 2) Inadequate training for conduct in formal socialization settings during representational activities for Foundation Level Officers.
2.3 Active Listening Skills	Listens attentively and comprehends effectively to paraphrase other's views accurately.	Adequate (Type I)	
2.4 Foreign Language Skills	Seeks to improve foreign language skills, and uses foreign language skills to enhance job	Inadequate (Type III)	1) Despite increasing importance, knowledge of foreign language is perceived as not pressing since many officers still serve in HQ. 2) There is interest but FSOs feel the lack of opportunities as well as the

	performance and better serve customers.		difficulty of accommodating foreign language acquisition in their career trajectory.
2.5 Persuasion and Negotiation Skills	Strives to learn the foundational skills and knowledge of negotiations (desired outcome, preparation, strategy) and persuasion, and apply it in their routine settings as required. Seek and follow guidance to enter new negotiating scenario and gets involved in team-led strategic meetings to learn through observation and by engaging in preparatory work.	Inadequate (Type II)	<p>1) Foundation Level FSOs are not included in official or closed door negotiation due to the nature of the negotiation or their lack of technical knowledge.</p> <p>2) Lack of formal training focused on imparting negotiation and persuasion skills.</p> <p>3) Many STT offered by partners focus on the importance of developing negotiation skills and have dedicated sessions with simulation exercises. However, a single training program, which is often the case in many STT programs, have been found to be ineffective in developing negotiation skills due to the varied needs of the trainees.</p>
2.6 Public Outreach Ability	Develops public speaking, writing, and social media skills by seeking appropriate opportunities and forums to present RGoB views and perspectives; exercises appropriate discretion and seeks guidance in communicating sensitive issues; uses emerging technologies to connect with external communities.	Inadequate (Type II)	<p>1) It was only recently that public outreach and engagement was explicitly emphasized as the Ministry's mandate.</p> <p>2) The Ministry's efforts to reach out to both foreign and domestic audiences is minimal while such a need is acknowledged. Subsequently there are no FSOs who are experienced or trained in public diplomacy.</p> <p>3) Our recent experiences (repatriation flights and international census of Bhutanese done through Google forms or on Facebook) have made us aware of how public outreach is not only a</p>

			necessary but also an effective tool for the Ministry's Mission and Objectives.
2.7 Emotional Resilience	Accepts and assesses difficult situations with positivity and optimism and reports to the supervisor with calm and composure with recommendations focusing on solutions.	Not Adequate (Type II)	1) Foundation Level officers who often join the Ministry as their first job lack the emotional tools to deal with unpleasant incidents and challenges on the job. 2) Emotional resilience has many aspects such as self regulation, self awareness, confidence and assertiveness, which P5 level officers may just be beginning to hone.
2.8 Adaptability	Demonstrates flexibility and sensitivity to cultural differences in response to new information and changes.	Adequate (Type I)	
2.9 Self Awareness & Self Regulation	Exhibits self awareness by being able to evaluate and compare one's current behavior to one's internal standards and values, and actively seeks ways to understand how others see them.	Adequate (Type I)	
Role 3: Relationship Manager			
Key Competencies	Behavior Indicators	Performance (competent/Not competent)	Likely reason for performance gap
3.1 Relationship Building Ability	Establishes and maintains purposeful and productive relationships with counterparts, and	Inadequate (Type II)	1) Strategic relationship management is not articulated as an organizational goal (including in departments such as Protocol which explicitly deal in it).

	utilises representational events to promote goodwill and understanding		2) Lack of public relations training as an important competency of a FSO.
3.2 Workplace perceptiveness	Demonstrates sensitivities to both foreign and domestic work environments including to status, protocol relationships, and chain of command, and displays an understanding of other's needs and capabilities.	Adequate (Type I)	
3.3 Stakeholder Services	Interacts professionally, courteously and competently with clients, and provides services empathetically to all stakeholders in a timely manner.	Inadequate (Type III)	1) Stakeholder services and management is not emphasized as an organizational value or goal. 2) Subsequently, there is a lack of dedicated training for aspects of stakeholder services.
3.4 Knowledge of National and Foreign Cultures	Develops and demonstrates knowledge of our own and of other cultures, values, and norms to include practicing effective customer service and business etiquette appropriate to the host country culture. Understands foreign or regional perspectives relevant to postings abroad or domestically.	Inadequate (Type II)	1) Many Foundation level recruits lack substantive experience abroad. 2) However, in many foreign services abroad, the onus of learning about the knowledge of national and foreign cultures is placed on the individual foreign service officer.
3.5 Organizational	Learns the organizational VMOs,	Inadequate (Type II)	1) P5 level officers are not included or made to understand the

Development Skills	working culture, value system and guidelines/SOP/TAT for executing one's work to adapt and become part of the organization		implementation of organizational development reforms.
2.6 Crisis Management Skills/Abilities	Possesses appropriate knowledge of short-term (emergency) management and long-term (business continuity) management responses to crises, incidents or other serious situations, and when appropriate participates in the development of plans to respond to such incidents.	Inadequate (Type II)	<p>1) The Ministry does not have a comprehensive crisis management culture, both at HQ and at its EMCs.</p> <p>2) Foundation Level Officers are not trained in aspects of crisis management.</p>
2.7 Leadership/ Management Skills/ Abilities	Learns and applies principles of effective leadership and management; pursues formal and informal training opportunities.	Inadequate (Type II)	<p>1) Absence of assessments of potential and interest of existing FSOs at all levels for leadership and management ability/skills.</p> <p>2) Lack of concerted leadership grooming trajectory for FSOs who are assessed with leadership qualities and interests. Beyond trainings, grooming would involve aspects such as involvement in organizational development exercises, crisis management and mentoring.</p> <p>.</p>

4.4 TNA at Experienced (P4, P3) Level

Role 1: Foreign Policy Advisor			
Key Competencies	Behavior Indicators	Performance (competent/Not competent)	Likely reason for performance gap
1.1 Professional Expertise	Proactively applies knowledge of other RGoB agencies or fields of expertise and promotes interagency cooperation to effectively advance objectives; operates on an equal footing with officials in other agencies, foreign governments, business communities, academia, and media. Develop the same skills in subordinates.	Inadequate (Type II)	<p>1) The Ministry is only occasionally engaged in domestic policy making processes which results in less opportunities for communication and coordination;</p> <p>2) Lack of linkages with other Agencies/Ministries/Organizations and peer to peer networks that enable tacit sharing of professional expertise and knowledge.</p> <p>3) Funding for Short Term and Long Term Training, especially Masters courses are scant and inconsistent.</p>
	Applies knowledge of different domestic policies and international development and environment, to provide practical	Inadequate (Type II)	1) Lack of access to information (via dense linkages and networks) leads to the lack of insights and knowledge of national and global development in areas that are relevant to their responsibilities

	<p>and effective advice to RGoB and other agencies, including other departments in the Ministry.</p> <p>Encourages knowledge and information sharing on such issues both within MFA and with other agencies.</p>		<p>1) Lack of motivation to keep themselves abreast of developments must also be considered.</p>
1.2 Critical Thinking	<p>Isolates key points, central issues, and common themes in a mass of complex information or procedures; determines the best solution or action from a range of options; objectively analyzes problems and motivations of others.</p>	Adequate (Type I)	
1.3 Information Gathering & Analysis	<p>Has a sophisticated understanding of sources and their reliability; knows what to report and when; accepts that it may be necessary to base</p>	Adequate (Type I)	

	recommendations, decisions, or actions on complete information (facts and figures).		
Role 2: Effective Representative			
Key Competencies	Behavior Indicators	Performance (competent/Not competent)	Likely reason for performance gap
2.1 Written and Communication Skills	Writes with deeper analysis ensuring policy and operational issues are articulated in ways most helpful to the intended audiences. Demonstrates competency in research on relevant topics to write a convincing paper.	Adequate (Type I)	
2.2 Oral Communication Skills	Articulates comprehensive understanding of subject matter, policy goals persuasively and engaging the targeted audiences (atleast at the conference level).	Adequate (Type I)	
2.3 Active Listening Skills	Creates a positive environment to motivate others to	Adequate (Type I)	

	<p>speak candidly and comprehend the messages effectively while understanding the non-verbal cues.</p>		
<p>2.4 Foreign Language Skills</p>	<p>Actively builds foreign language skills and strives to acquire advanced level proficiency and/or general professional proficiency in additional languages; uses those skills effectively to communicate RGoB themes and exercise influence, or to improve relationships with local community to better serve customers and promote RGoB programs; works to increase foreign language ability.</p>	<p>Inadequate (Type III)</p>	<p>1) FSOs continue to perceive knowledge of foreign languages as not pressing in their day to day professional settings.</p> <p>2) FSOs who have had the opportunity to learn a new language are not held accountable or do not have the incentives to continue gaining higher levels of proficiency.</p>
<p>2.5 Persuasion and Negotiation Skills</p>	<p>Exhibits knowledge of concepts and practices required for effective negotiation and can develop negotiation</p>	<p>Inadequate (Type II)</p>	<p>1) Experienced Level Officers do not lead or undertake one-on-one negotiations because they often lack required domain expertise which affect their ability to provide guidance and contribute effectively during negotiations.</p>

	strategies and plans. Applies it in difficult situations, with little or no guidance, and guides or trains less experienced colleagues.		<p>2) They do however, have the opportunity to be part of the delegation and observe negotiations in real time.</p> <p>3) The Ministry does not provide courses on negotiation and persuasion, and the few who have received training in it are unable to translate it to their routine work.</p>
2.6 Public Outreach Ability	Seizes and creates opportunities to advocate RGoB's perspectives to a variety of audiences; actively develops the skills of subordinates; develops relationships with external communities to enhance communication through social media, emerging technologies, and traditional methods to advance Ministry goals.	Inadequate (Type II)	<p>1) Lack of experience and training in public speaking and engagement as FSOs are generally not required to make presentations or engage directly in meetings with counterparts at the mid-level unless they are posted abroad.</p> <p>2) Lack of a work culture and value that emphasizes the need to develop skills relevant to public outreach. This relegates public outreach initiatives such as social media engagement as less significant.</p>
2.7 Emotional Resilience	Assesses and executes appropriate action to resolve difficult situations amicably with one's emotions in check and reports	Adequate (Type I)	

	required issues to appropriate authorities.		
2.8 Adaptability	Champions necessary change and manages with relevant tools and interventions.	Adequate (Type I)	
2.9 Self Awareness & Self Regulation	Engages in self reflection exercise regularly to avoid confirmation biases by seeking honest feedback and engages in productive self-insight and decreases unproductive rumination.	Adequate (Type I)	
Role 3: Relationship Manager			
Key Competencies	Behavior Indicators	Performance (competent/Not competent)	Likely reason for performance gap
3.1 Relationship Building Ability	Identifies and cultivates professional relationships with key contacts and institutions, and advances RGoB's interests through hosting and attending representational events.	Adequate (Type I)	
3.2 Workplace perceptiveness	Understands and deals effectively with relationships	Adequate (Type I)	

	managing horizontally as well as vertically, and identifies potential interpersonal issues and proactively resolves them before they become problems.		
3.3 Stakeholder Services	Balances competing and conflicting interests of clients/stakeholders while anticipating and responding appropriately to address the needs, and seeks ways to use technology to improve customer service.	Adequate (Type I)	
3.4 Knowledge of National and Foreign Cultures	Has thorough knowledge of national and foreign political, economic, and cultural environments; relates this knowledge to fulfillment of Ministry/mission and customer service goals.	Adequate (Type I)	

<p>3.5 Organizational Development Skills</p>	<p>Analyses and recommends changes to the Ministry's structure, systems, processes as per the changing dynamics to stay relevant at any point of time.</p>	<p>Inadequate (Type III)</p>	<p>1) As most decisions for organization development take place at executive level, respondents in this level may not consider this skill as important or relevant to them.</p> <p>2) Individual Officers are aware of organizational issues, but feel no motivation to bring about or suggest changes given the extra work it will entail, or the unsure outcomes.</p>
<p>2.6 Crisis Management Skills/Abilities</p>	<p>Leads crisis management for the area of responsibility, including the development of preventative (risk management) plans, and develops colleagues and subordinates awareness and skill in crisis management.</p>	<p>Not Adequate (Type II)</p>	<p>1) The Ministry does not have a comprehensive crisis management culture, both at HQ and at its EMCs.</p> <p>2) Work culture is reactive and not proactive, and does not emphasize the need for FSOs to be conversant in risk management.</p>
<p>2.7 Leadership/Management Skills/Abilities</p>	<p>Uses training opportunities to improve personal leadership and management skills and to be abreast of current theory and techniques; develops subordinates; promotes training</p>	<p>Not Adequate (Type II)</p>	<p>1) Concerted training to develop leadership skills within the Ministry do not exist apart from the open entry courses offered in RIGSS.</p> <p>2) Experienced Level officials are generally not involved in positions that actively hones leadership skills.</p>

	that benefits the organization or develops employee skills even if it does not immediately benefit post or office.		
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4.5 TNA at Advanced (P2, P1) Level

Role 1: Foreign Policy Advisor			
Key Competencies	Behavior Indicators	Performance (competent/Not competent)	Likely reason for performance gap
1.1 Professional Expertise	Uses sophisticated understanding of other RGoB agencies and institutional realities to effectively advance foreign policy objectives, solve complex problems or meet/manage customer expectations, and develop those same skills in subordinates. Promotes interagency cooperation with a wide variety of senior RGoB officials to achieve the Ministry's foreign policy objectives.	Inadequate (Type II)	<p>1) Lack of definition of what professional expertise competencies are to be developed and subsequently, an absence of measurable indicators on its achievement. It is possible that Advanced Level FSOs are underestimating their competency.</p> <p>2) Absence of linkages with other agencies/Ministries/Organizations and peer to peer networks that enable tacit sharing of professional expertise and knowledge.</p> <p>3) Lack of access to information (via dense linkages and networks) leads to the lack of insights and knowledge of national and global development in areas that are relevant to their responsibilities</p>

	<p>Combines mastery of RGoB policy objectives and body of professional knowledge as well as knowledge of foreign environments to advance foreign policy objectives through various advisory and representation activities; proactively develops similar expertise in subordinates.</p>		<p>4) Lack of motivation to keep themselves abreast of developments must also be considered.</p>
1.2 Critical Thinking	<p>Clearly analyzes and defines complex policy issues in terms which permit them to be dealt with in a practical way; encourages staff to analyze situations and propose options, giving constructive and instructive feedback; correctly senses when it is appropriate to take risks, and does so.</p>	Adequate (Type I)	
1.3 Information Gathering & Analysis	<p>Integrates fully a wide range of information and prior experiences in policy making; ensures that subordinates</p>	Adequate (Type I)	

	<p>research and evaluate information before making recommendations and decisions; recognizes situation in which information and analysis are incomplete, and responds wisely, leveraging the expertise of other government agencies and the private sector; accepts accountability for self and insists on it for staff.</p>		
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Role 2: Effective Representative

Key Competencies	Behavior Indicators	Performance (competent/ Not competent)	Likely reason for performance gap
2.1 Written and Communication Skills	<p>Exhibits full mastery of written communication; shows sophisticated ability to analyze, synthesize, and presents a convincing writing in a timely manner. Guides and mentors colleagues in writing skills.</p>	Adequate (Type I)	

2.2 Oral Communication Skills	Effectively argues complex policy issues demonstrating authority in the subject area and deals comfortably with the most senior levels of officials and society.	Adequate (Type I)	
2.3 Active Listening Skills	Recognizes the nuances conveyed while comprehending the message and feedback without judgements for improvement. Practices patient hearing with clients and taking feedbacks.	Adequate (Type I)	
2.4 Foreign Language Skills	Maintains and/or further develops proficiency in foreign language(s); uses skills to promote Bhutan's interests with a wide range of audiences, including the media.	Inadequate (Type III)	<p>1) From the training priorities provided by FSOs at Advanced Level, this was rated the least important.</p> <p>2) Return on Investment is perceived to be low especially at the Advanced level to undertake such a course. Advanced Level Officers perceive that short term Language Training will not be useful for them given that they have managed to function without this Key competency in their careers so far.</p>
2.5 Persuasion and Negotiation Skills	Leads negotiation effectively in	Inadequate (Type II)	1) Persuasion and negotiation skills is consistently a very

	<p>varied and stressful environment and is able to exercise considerable influence on the outcome. Manages to resolve major conflicts and disagreements without compromising objective. Serves as a key resource and advisor to others in times of crisis which demand negotiation for problem solving.</p>		<p>important skill for all levels of FSOs and there is a lack of formal training focussed on imparting these skills. 2) There are no level wise skill development approaches with different certification and hence FSOs even at Advanced level report not having sufficient experience.</p>
<p>2.6 Public Outreach Ability</p>	<p>Deals comfortably with the media; is active and effective in public diplomacy, both in Bhutan and overseas; contributes to and implements strategies to encourage a fair hearing for RGoB perspectives; incorporates emerging technologies into mission goals and objectives to enhance public outreach; directs communication</p>	<p>Inadequate (Type III)</p>	<p>1) The Ministry's efforts to reach out to both foreign and domestic audiences is minimal while such a need is acknowledged. 2) Subsequently, at the Advanced Level, FSOs lack training as well as experience in public outreach. 3) There are also lack of opportunities for FSOs to participate in various forums where public outreach is required. 4) The Ministry lacks a Public Diplomacy Strategy and this translates into FSOs being unaware of expectations and standards for behaviour.</p>

	strategy to determine best means to achieve results.		
2.7 Emotional Resilience	Creates an enabling environment and prepares employees to face difficult situation with mentoring/coaching, while resolving emergencies and high stake issues efficiently without compromising the outcome	Adequate (Type I)	
2.8 Adaptability	Anticipates the need for change and upon risk assessment introduces the change with right strategies and tools.	Adequate (Type I)	
2.9 Self Awareness & Self Regulation	Creates environment for honest feedback system and guides employees towards productive self-insight	Adequate (Type I)	
Role 3: Relationship Manager			
Key Competencies	Behavior Indicators	Performance (competent/Not competent)	Likely reason for performance gap
3.1 Relationship Building Ability	Moves with ease at all social settings and levels and	Adequate (Type I)	

	engages in representational events at most senior levels of society		
3.2 Workplace perceptiveness	Navigates easily in an environment of shifting relationships; anticipates socially sensitive issues and potential conflicts of interest and takes appropriate action; encourages mentoring, coaching and development of personnel to expand workplace effectiveness.	Adequate (Type I)	
3.3 Stakeholder Services	Champions service provision with highest standards by encouraging a customer-oriented focus; promotes full utilization of professional and technical skills and technology to achieve customer service goals; guides and mentors junior colleagues in providing services in accordance with the Ministry's values and standards	Inadequate (Type II)	<p>1) Lack of capacity building programs and training are the main reasons for not having these skills and competencies.</p> <p>2) At the Organizational level, stakeholder service is yet to gain importance together with other important national mandates of the MFA.</p> <p>1) There is a need for senior officials to champion stakeholder service as an organizational value and promote it amongst subordinates.</p>

<p>3.4 Knowledge of National and Foreign Cultures</p>	<p>Uses sophisticated knowledge of national and foreign environments and cultures or norms to identify and seize opportunities to advance RGoB goals and operate effectively in local communities. Develops subordinates' understanding of how best to advance Bhutan's interests in local environments.</p>	<p>Inadequate (Type II)</p>	<p>1) It is not possible to have institutionalized capacity building programs and training to learn national and foreign cultures. Such knowledge is developed on the job, particularly while on foreign posting. Hence, officials perceive it to be lacking.</p> <p>2) Thus, in many foreign services abroad, the onus of learning national and foreign cultures is placed on the individual FSO.</p>
<p>3.5 Organizational Development Skills</p>	<p>Institutes structures, systems and processes for superior performance, champions them and guides the junior colleagues to stay relevant and reach greater heights/results</p>	<p>Inadequate (Type II)</p>	<p>1) FSOs are often focused on their desk work and the importance of developing skills for management roles is not emphasized.</p> <p>2) Lack of institutional opportunities to enhance such capacity in the FSOs.</p>
<p>2.6 Crisis Management Skills/Abilities</p>	<p>Leads crisis management and risk management for the entire organizational unit; sets the tone for the importance of crisis management for the unit; and seeks to reduce the</p>	<p>Inadequate (Type II)</p>	<p>1) Lack of capacity building programs and training.</p> <p>2) Lack of a proactive attitude to risk management and strategic planning.</p>

	need for crisis management if possible.		
2.7 Leadership/Management Skills/Abilities	Actively promotes leadership and management training at the organizational unit level; applies principles of leadership and management training to foster organizational improvement	Adequate (Type I)	

5. Outcomes of the Training Needs Assessment

5.1 Trainings

Research indicates that competency development and management requires more than training interventions. TNA finding such as lack of motivation to do what needs to be done, the need for the Ministry to stay relevant within the National Diplomatic System as one of the nodal agencies, the need to work as a team, the need to communicate better with each other, etc, indicated that the team look beyond trainings and consider the organizational culture of the Ministry within which the CBF will operate.

For instance, the competency area public outreach ability, requires FSOs to be able to create a system of innovative *outreach mechanisms* and *productive networks*, and leverage these to promote and create understanding for RGoB and its perspectives. To develop public outreach ability, FSOs require not only the skills and knowledge in strategic media management, but an environment that allows them to engage in such activities based on a shared vision and direction provided by for instance, a public diplomacy strategy, which the Ministry does not have at the moment.

Thus, the team concluded that competencies cannot be developed by training interventions alone. The team must look beyond training and into other HR interventions that revolve around creating

an organizational culture that allows FSOs to develop and use these competencies through a focused and multi-pronged approach.

Against this backdrop, there are two sets of recommendations:

1. Training Based Recommendations, which will directly address the “more tangible” part of the Competency Based Framework. Recommendations are grounded in the findings and inferences from the TNA Survey which reflects the current gaps and observations in the Ministry.
2. Organizational Culture based recommendations that focus on creating an environment that encourages FSOs to utilise and manage the development of these competencies.

5.2 Methods of Intervention

Training Based Interventions: Key features of the training based recommendations are as follows:

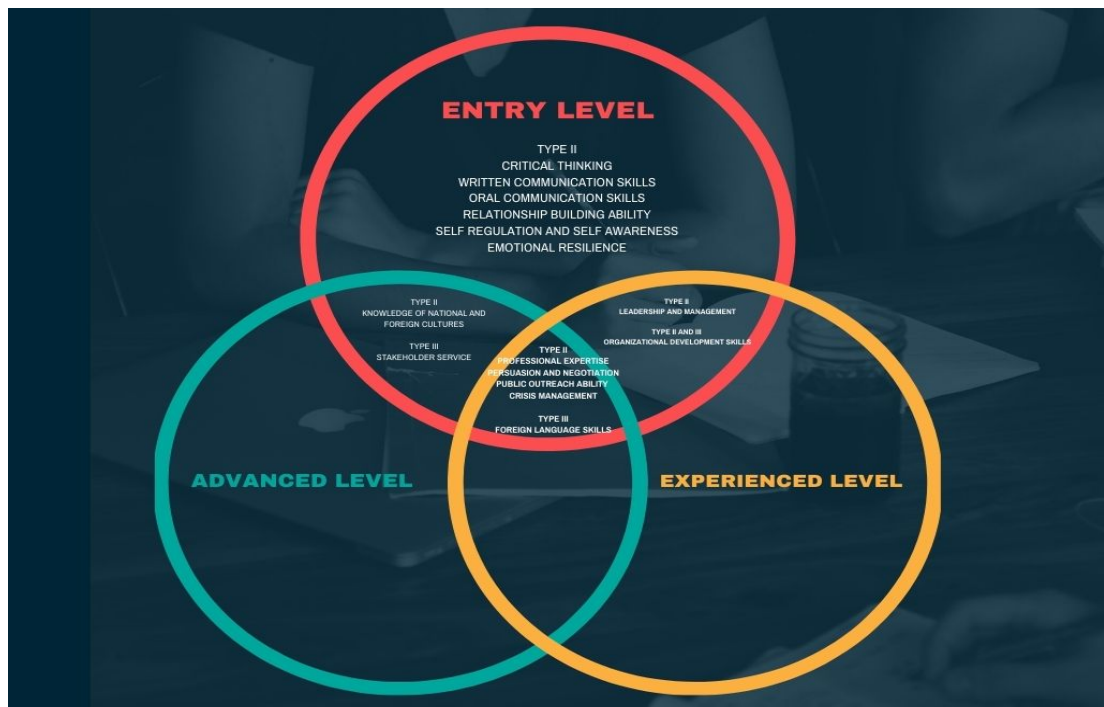
1. Targeted competencies: Focus is on Type II and Type III competencies at all levels to ensure our recommendations are practical and feasible, and adhere to the competency threshold set by the Competency Gap Matrix.
2. Mode: Two modes of learning targeted through the interventions:
 - a. Self-directed learning: The Ministry has not harnessed the various online learning tools and opportunities, and given their cost effectiveness coupled with the Ministry’s intention to make FSOs more accountable for their own learning to inculcate a growth mindset, online courses are recommended for every level.
 - b. Structured training: Making use of the following two types of conventional structured training already available:
 - i. Long Term Training: Focused on Masters program for FSOs. FSOs are interested but opine that opportunities are few and far in between. Foreign Service is not a priority field in many of the competitive scholarship programs such as Australia Awards.
 - ii. Short Term Training: There are the following types of STT:
 1. Tailor Made Training (Trainings that are customised for a particular group).
 2. Offered Training (Fully or partially funded by external agencies and partner countries).
 3. Competitive Training (Programs where entry is competitive such

as RIGSS leadership training).

3. Requirements: Most training for Entry and Experienced level are mandatory, and vice versa for advanced level. For instance within the competency area of Communication & Negotiation, Negotiation and persuasion, and Public Outreach training are mandatory for all levels given the importance FSOs have accorded to this competency. However, Foreign Language is an elective competency. Yet, Once FSOs choose to undertake a Foreign Language training, they become accountable to enhance proficiency throughout their career.

Targeted competencies:

1. Focus is on Type II and Type III competencies as stated earlier. A snapshot of such competencies are as follows:



- 78.9 percent of the competencies in Entry Level are Type II and Type III (15 out of 19 competencies)
- 36.8 percent in Experienced and Advanced level are Type II and Type III (7 out of 19 competencies)
- There is an overlap of 9 out of the total 15 Type II and Type III competencies (60 percent) between the three different levels.
- These are: Professional expertise, Negotiation and persuasion, Public outreach ability, Leadership and management, Crisis management, Organizational development, Stakeholder service, Foreign language (elective competency) and knowledge of foreign and national culture.

- From these 9 competencies, 2 competencies have been accorded lesser importance for the following reasons:
 - Knowledge of foreign and national culture: There is no training intervention for developing this competency. This is because FSOs cannot expect training on all aspects of foreign and national culture, and must take ownership of developing this competency through self learning.
 - Foreign language skills: Bhutanese Foreign Service is small and it is not feasible to make this a mandatory competency for which all FSOs will receive targeted training. Thus, this has been tagged as an elective competency.

- Based on the remaining 7 overlapping competencies, we have designed three packages focused on developing competencies in the areas of substantive knowledge, communication and negotiation, and institutional management.

Following are the three packages:

1. Professional Expertise Development Package, focused on developing:
 - a. Professional expertise

2. Communication and Negotiation Package, focused on developing:
 - a. Negotiation and persuasion skills
 - b. Public outreach ability
 - c. Foreign language (elective competency)

3. Institutional Management Package, which will focus on developing:
 - a. Leadership and management (Skills/ability)
 - b. Crisis management (Skills/ability)
 - c. Organizational development skills
 - d. Stakeholder service

Training Based Recommendations

At a Glance:

Training Based Recommendations are directly addressed by the Competency Based Framework. Recommendations are grounded in the findings and inferences from the TNA Survey which reflects the current gaps and observations in the Ministry.

Trainings are offered in following Packages:

Package I: Professional Expertise Development Package

<p>Targeted Competencies</p> <p><i>Professional Expertise</i></p>	<p>1) Updates knowledge on the policies and working mechanisms of partner agencies and apply skills to enhance interagency coordination and collaboration within the national diplomatic system to achieve common ground and shared objectives.</p> <p>2) Advises partner agencies on foreign policy matters in an informed, focused and positive manner so that engagements with foreign counterparts achieve outcomes that align with our foreign policy objectives.</p> <p>What FSOs require: <i>Substantive knowledge</i> <i>Skills to network and build linkages</i> <i>Positive attitude to team building and teamwork</i></p>
<p>Training Intervention</p>	
<p>Long Term Training</p>	<p>Short Term Training</p>
<p>Masters program</p> <p>Elective but create opportunities through a program that is:</p> <ul style="list-style-type: none"> - Sustainable and well planned - Allows partially or fully funded Masters program - Ensures at least 50-75 % P1 officials have Masters degree 	<ul style="list-style-type: none"> ● Tailor Made Program <ul style="list-style-type: none"> ○ Clingendael or BSFP ○ Biennial ○ Mandatory at All Levels ● Self Directed Learning Program <ul style="list-style-type: none"> ○ Online courses with certificates ○ Mandatory at All Levels ● Offered Programs (Supplementary) ● Competitive Program (Supplementary)

PACKAGE II- COMMUNICATION AND NEGOTIATIONS

<p>Targeted Competencies</p> <p><i>Negotiation and Persuasion</i></p>	<p>Develops and implements the most suitable strategies to present their positions persuasively and tactfully, and negotiates the best possible solution according to the context.</p> <p>What FSOs require: <i>Knowledge of core concepts and practices in negotiation English communication skills (spoken, written and listening)</i></p>
<p>Training Intervention</p>	
<p>Tailor Made Training</p> <ul style="list-style-type: none"> ● Multi-tiered levels of certification. ● Integrate both experiential and observational learning. ● FSOs are required to complete “Expert” certification before reaching P2. 	<ul style="list-style-type: none"> ● Experiential Learning <ul style="list-style-type: none"> ○ All Levels ○ Mandatory ● Observational Learning <ul style="list-style-type: none"> ○ Mandatory: Exp and Entry ○ Elective: Advanced

<p>Targeted Competencies</p> <p><i>Public Outreach Ability</i></p>	<p>Create a system of innovative outreach mechanisms and productive networks, and leverage these to promote and create understanding for RGoB and its perspectives.</p> <p>What FSOs require: <i>Strategic communication, Media and Social Media Management, Public Speaking, Writing</i></p>
<p>Training Interventions</p>	
<p>Tailor Made Training</p> <ul style="list-style-type: none"> ● Clingendael or BSFP or TMT in partnership with MEA, GoI ● Mandatory per position level. ● Masters program (elective). 	<p>Public Outreach activities</p> <ul style="list-style-type: none"> ● Rotate FSOs in public speaking roles for Ministry’s event.

	<ul style="list-style-type: none"> • Develop public diplomacy strategy and ensure FSOs undertake their roles and responsibilities
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Targeted Competencies <i>Foreign Language Skills</i>	Obtains precision and working proficiency to achieve contextual application of the foreign language. What FSOs require: <i>Working proficiency in a chosen language</i>
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Training Interventions

Offered courses both in country and abroad <ul style="list-style-type: none"> • Elective competency. • FSOs who choose to develop FL skills will be accountable to develop higher proficiency. • Ministry can explore in-country courses when relevant. 	Priority Languages <ol style="list-style-type: none"> 1. Mandarin 2. Hindi 3. French 4. Spanish 5. Japanese
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PACKAGE III- INSTITUTIONAL MANAGEMENT

Targeted competencies <i>Crisis Management (Skills/Ability)</i>	Able to predict, respond and mitigate appropriately any form of organizational crises. What FSOs require: <i>Knowledge of core concepts and practices in crisis management</i> <i>Crisis education and engagement</i> <i>Crisis communication</i>
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Training Intervention	
<p>Tailor Made Training</p> <ul style="list-style-type: none"> ● One week workshop ● Mandatory once per position level: Entry and Experienced. ● Mandatory once per level: Advanced. 	<p>Engage in Crisis management initiatives/activities</p> <ul style="list-style-type: none"> ● Selective involvement in CM Teams and CM incidences. ● Reflect in IWP and could contribute to Leadership Development Trajectory if a candidate has been selected for it.

<p>Targeted competencies</p> <p><i>Organizational Development Skills</i></p>	<p>Manages the Ministry with changing requirements of time so that it stays relevant to its goals while creating an enabling working environment for FSOs.</p> <p>FSOs will require:</p> <p><i>Knowledge of technical aspects of organizational development</i></p> <p><i>change management</i></p> <p><i>Reform organizational structure, systems and processes</i></p>
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Training intervention	
<p>Tailor Made Training</p> <ul style="list-style-type: none"> ● Training in technical aspects of organizational development and change management. ● Training in organizational development: Change management, Search Inside Yourself Workshop, Leadership workshops, etc. 	<ul style="list-style-type: none"> ● Mandatory: Entry and Experienced ● Elective: Advanced ● Entry and Experienced FSOs to be supplemented by mentoring and coaching; ● Advanced FSOs have the opportunity to become trained Mentors.

<p>Targeted Competencies</p> <p><i>Stakeholder Service</i></p>	<p>Provides services empathetically to meet stakeholders' needs and provide solutions where relevant.</p> <p>What FSOs require:</p> <p><i>Client care</i></p> <p><i>knowledge of professional standards</i></p> <p><i>Ability to deliver services within stated TAT</i></p> <p><i>Interpersonal skills</i></p>
<p>Training Intervention</p>	
<p>Tailor Made Training</p> <ul style="list-style-type: none"> ● Mandatory per level ● Training will cover client care, stakeholder mapping and landscaping ● Delivered in-country by IMS <p>Grievance Redressal System (Supplementary)</p>	

PACKAGE I- PROFESSIONAL EXPERTISE Development

Targeted Key Competency: Professional expertise [*Competency Area: Substantive Knowledge*]

Behavioral indicator(s):

- Updates knowledge on the policies and working mechanisms of partner agencies and apply skills to enhance interagency coordination and collaboration within the national diplomatic system to achieve common ground and shared objectives.
- Advises partner agencies on foreign policy matters in an informed, focused and positive manner so that engagements with foreign counterparts achieve outcomes that align with our foreign policy objectives.

TNA findings:

- All three levels rate this as a Type II competency, which means it is emphasized but not developed. Therefore, the Ministry must urgently develop this competency.

Levels	Relevance (%)	Adequacy (%)
Entry	72.2	9
Experienced	85.7	50
Advanced	85.7	50

Inferences:

- Professional Expertise can be developed through:
 - a. Structured training programs, both LTT and STT including self-directed online learning programs.
 - b. Tacit sharing of knowledge through peer to peer network within and outside the Ministry.
- Furthermore, opportunities to create and enhance linkages and network within and outside the Ministry to formulate collaborative and positive working relationships can lead to professional development. This will be elaborated further in section II (Organizational Culture Based Recommendations)
- In the following, the current observations regarding the opportunities for FSOs to update their knowledge via LTT and STT are discussed. In light of current observations, recommendations are also made.

Long Term Training:

Current Observations:

1. FSOs are generally keen to acquire a Masters degree but opine that opportunities are limited both within the Ministry and through RCSC programs, and they have to often find or pay for such opportunities themselves. For example: In the Australia Awards scholarship program, FS was prioritized twice in the past 10 years. The most consistent opportunity provided in the recent past is through the Chevening Scholarship program. However it is a highly competitive program.
2. The data is not encouraging:
 - a. The data is not encouraging:
 - i. 43 % (35 out of 82) FSOs have acquired a Masters degree.
 - ii. Further, disaggregated data shows disproportionate distribution:
 1. 71.4 % in Advanced level officers (accounts for 25 out of 35).
Disaggregating this further;
 - a. 16 of 17 accounting for 94 % in P1, and
 - b. 9 of 15 accounting for 60 % in P2.
 2. 28.6 % in Experienced level (accounts for 10 out of 35).
Disaggregating this further;
 - a. 6 out of 16 accounting for 37.5 % in P3, and
 - b. 4 out of 15 accounting for 26.7 % in P4
 3. None out of 19 Entry level officers.
3. Currently, FSOs have obtained Masters degrees in the following fields:

Traditional fields (74 %)	Cross cutting fields (26 %)
International Affairs and Security (3) International diplomacy (3) International relations (4) Diplomatic studies (2) International law and human rights Security, Intelligence and diplomacy Peace and conflict studies Development studies Economics Applied economics International and development economics (2) International and cultural studies Public Policy (4) International public policy	Public Administration (2) Public Management Buddhist Philosophy Business Administration Management Population and reproductive health Educational administration Professional studies

Recommendations:

1. Create sustainable and well planned LTT opportunities for FSOs that can ensure at least 50-75 % of FSOs have Masters degrees.
2. Long Term Training (LTT) programs:
 - a. Create an RGoB funded LTT program for FSOs that is well planned and sustainable by providing adequate financial resources biennially for LTT.
 - i. This can be used by the Ministry to create concessional partnership programs with well-known Institutes and Universities in Europe, Asia Pacific and the Americas for FSOs to pursue Masters in the following fields:
 1. International affairs and studies;
 2. International relations and political science;
 3. International development;
 4. International economics and related fields;
 5. Asian (possibly major in China and India) and European Studies;
 6. Strategic studies and related fields;
 7. Diplomacy and diplomatic studies;
 8. International law
 9. International trade
 10. Governance and politics
 - ii. It can also be used to cover partially funded LTT offers that are provided to the RGoB or secured by FSOs themselves in the above and other fields that are relevant to them.
 - iii. The LTT program will follow the same criteria as RCSC and selection will be based on open competition among eligible candidates within the Ministry.
 - iv. The program could aim to ensure at least 75 % of FSOs in the experienced level acquire a Masters degree before proceeding to Advanced level. Currently only 39 % of Exp. levels have a Masters degree and within P3 level they account for 46.7 %.
 - b. Prioritizing Foreign Service relevant fields in bilateral scholarship programs such as Australia Awards, Chevening, US Fulbright Program, etc.
 - i. Similar fields and criteria will apply.
 - c. Allowing the Ministry to use LTT offers from bilateral partners for FSOs whenever relevant. If agreeable, the Ministry can also undertake active discussion with the following countries/organizations and request them to fund a dedicated Masters program for FSOs.
 - i. United States

- ii. Singapore
- iii. European Union

Short Term Training in thematic and substantive areas:

Current Observations:

1. For STT, the Ministry depends largely on fully funded programs offered by bilateral, regional and multilateral partners.
2. These programs are both regular and ad-hoc in nature.
3. As the Ministry does not receive any budget for HR, partially funded STTs are forfeited.
4. Most thematic STTs under multilateral organizations are received by virtue of our LDC status. When we graduate, that will become less frequent.
5. The Ministry has also sporadically undertaken tailor-made STTs with partner countries or institutions such as Contemporary Political and Diplomatic Challenges with ANU, Australia in 2013 and 2015 (funded by Aus Govt), and diplomatic training at Clingendael Institute in 2019.
6. There are three main categories of STT; tailor-made, offered and competitive programs.
7. Technology has enabled access to many online courses and learning tools such as Coursera. These have not been utilised for the Ministry's HRDM strategies. Such courses are cost and time effective and can supplement the existing programs.

Recommendations:

1. Provide a budget to develop and design **Professional Expertise Development Package (PEDP)**.
2. **PEDP** can comprise the following:
 - a. Once per career: One LTT masters program if interested.
 - b. Once per position level mandatorily: One Tailor-made training plus self-directed online training.
 - c. Mandatory courses can be supplemented by optional offered and competitive programs as relevant (Refer table below for easy reference)
3. The budget will be used specifically:
 - a. To develop and fund a biennial Tailor-made program (TMP) with partner institutes such as Clingendael Institute. Such a program can alternate with Bhutan Foreign Service Program organised by RIGSS, which cannot be an annual event due to logistical constraints.
 - b. To fund online courses through tools such as Coursera.
 - c. To be utilised for good and relevant partially funded STT offered by our diplomatic partners.

TYPES of STT	Entry Level (P5)	Experienced Level (P4 - P3)	Advanced Level (P2 - P1)
Tailor-made programs for groups (TMP)	BFSP, RIGSS (or) Clingendael Institute Mandatory	BFSP, RIGSS (or) Clingendael Institute Mandatory	BFSP, RIGSS (or) Clingendael Institute Mandatory
Self-directed competency program (SDP)	3 online courses per position level: 1 foreign policy subject course (Ex: International law, trade, economics, energy, etc) 1 general course in critical analysis. 1 course in writing. <ul style="list-style-type: none"> ● Course area will be desk-dependent ● Reflect in IWP; ● Submit certificate Mandatory	1 online course per position level in a relevant area/field; <ul style="list-style-type: none"> ● Area will be desk-dependent ● Reflect in IWP; ● Submit certificate Mandatory	1 online course per position level in a relevant area/field; <ul style="list-style-type: none"> ● Area will be desk-dependent ● Reflect in IWP; ● Submit certificate Mandatory
Offered Program (OP)	Indian Foreign Service course Young Diplomats' Program Elective	Mid-level Diplomat's program Advanced courses on thematic/substantive issues Elective	Executive or advanced courses on thematic/substantive issues Elective

Competitive Program (CP)	FLP, RIGSS Elective	UN's Fellowship Programs YPLP, RIGSS Elective	UN's Fellowship Programs YPLP and SELP, RIGSS Elective
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Desired Learning Outcomes:

1. FSOs update their knowledge on domestic policies and remain abreast of any changes to it.
2. FSOs understand the working realities of their partners, and maneuver it in a constructive manner to achieve the shared objective.
3. FSOs update their professional knowledge in relevant fields so that they are able to articulate its implications vis-a-vis the foreign policy issues under their purview.
4. FSOs develop skills for effective collaboration with key partners in the National Diplomatic System (NDS).
5. FSOs are able to provide clear policy advice and guidance to all its partners in the NDS that require its service.

PACKAGE II- COMMUNICATION AND NEGOTIATIONS

Targeted Key competency: Negotiation and persuasion skills [*Competency Area: Communication and Negotiation*]

Behavioral indicator(s):

- Develops and implements the most suitable strategies to present their positions persuasively and tactfully, and negotiates the best possible solution according to the context.

TNA findings:

- All three levels rate this as a Type II competency, which means it is emphasized but not developed. Therefore, the Ministry must urgently develop this competency.

Levels	Relevance (%)	Adequacy (%)
Entry	72.2	0
Experienced	64.28	21.43
Advanced	85.7	42.9

Inferences:

- Tailor made training is required to develop knowledge and skills on negotiation and persuasion as per gaps in the proficiency levels.
- Studies show that negotiation training is more effective when there are components of experiential and observational learning.
 - a. Experiential: Learning by doing, mainly through simulation exercises.
 - b. Observational: Learning by observing or watching others, both experts as well as peers.

Current Observations:

1. The Ministry does not organize any training focused on imparting negotiation and persuasion skills, which is considered one of the most basic and significant competencies for FSOs.
2. Due to this, many STT programs offered by partners focus on the importance of developing negotiation skills and have dedicated sessions with simulation exercises.
3. However, a single training program, which is often the case in many STT programs, have been found to be ineffective in developing negotiation skills due to the varied needs of the trainees.
4. FSOs have a unique access to meetings involving high stake negotiation at the bilateral, regional and multilateral levels. This provides them unique observational learning opportunities.

Recommendations:

1. Provide budget to develop a multi-tiered, tailor made training on negotiation and persuasion.
2. For the Tailor made training, undertake the following:
 - a. Develop and utilize formal assessment methods to classify FSOs' competency levels for both English language command and negotiation and persuasion skills.

- b. Based on the assessment results, tailor make a training program as follows:
 - i. Multi-tiered with Foundational, Advance and Expert levels of certification.
 - ii. FSOs must complete and get certified before proceeding to the next level.
 - iii. The program should integrate both experiential and observational learning.
 - iv. Thus, the program can be packaged with an in-person workshop with simulation and specific assignments for observational learning.
 - v. FSOs are required to complete “Expert” certification before reaching P2.
3. Costs for such multi-tiered training programs can be held in check by using more experienced FSOs to train less experienced ones.
4. In parallel, negotiation and persuasion skills should form an important aspect of all TMPs for FSOs, both in country (RIGSS) and abroad (Clingendael) with a focus on experiential learning.

Training type	Entry Level (P5)	Experienced Level (P4 - P3)	Advanced Level (P2 - P1)
Experiential Learning (EL)	Mandatory Workshop To be complimented by experiential learnings through generic TMP	Mandatory Workshop To be complimented by experiential learnings through generic TMP	Elective Workshop To be complimented by experiential learnings through generic TMP
Observational Learning (OL)	Mandatory Assigned to observe two-three such meetings in the first three years when/if they are not assigned to Desk. Reflect in IWP.	Mandatory Desk assignments and posting. If not available, actively seek opportunities within the Ministry. Can be completed online in small EMCs. Reflect in IWP.	Elective However, will be assigned FSO from junior levels to provide guidance and create observational learning opportunities.
Learning Target	Complete Foundational Level before leaving for first posting or moving to P4, whichever comes first.	Complete Advanced and Expert Level before moving to P2.	If interested, become a trainer or advisor

Desired Learning Outcomes:

1. FSOs are able to analyse strategically and contextually, and develop a plan for negotiation.
2. FSOs understand human psychology and apply the power of persuasion to seek agreement.
3. FSOs develop a strong command of English language, the main language of discussion with counterparts, to improve overall communication skills.

Targeted Key Competency: Public Outreach Ability [*Competency Area: Communication and Negotiation*]

Behavioral Indicator(s):

- Create a system of innovative outreach mechanisms and productive networks, and leverage these to promote and create understanding for RGoB and its perspectives.

TNA Findings:

- Entry and Experienced FSOs rate this as a Type II competency, emphasized but not competent, which means it has to be urgently developed among these FSOs.

- Advanced FSOs rate this as a Type III competency, which means FSOs at P2 and P1 consider it un-emphasized and undeveloped. The Ministry has to reorient the FSOs on its importance and encourage them to develop it through prioritization.

Levels	Relevance (%)	Adequacy (%)
Entry	72.2	18.10
Experienced	71.43	35.71
Advanced	50	42.9

Inferences:

- Two approaches to develop tangible skills for Public Outreach can be discerned:
 - a. LTT and STT interventions that focus on developing advocacy skills including the use of different strategies and mechanisms.
 - b. Organizational culture that encourages the use and transfer of such skills.
- Linkages with external communities both in Bhutan and abroad so that FSOs can create productive networks.

Current Observations:

1. In general, the Ministry's efforts to reach out to both foreign and domestic audiences is minimal while such a need is acknowledged.
2. FSOs have not been trained to take advantage of the different platforms and mechanisms for public outreach.
3. Public speaking and social media skills among FSOs are not leveraged effectively.
4. PDD's mandate is public outreach, but it is currently occupied with issues that are not necessarily under its purview.
5. Developing in-house expertise in public outreach through and within PDD is feasible.

Recommendation:

1. Provide budget to design a tailor made training on public outreach as follows:
 - a. Mandatory per level: This will be a part of either the BFSP at RIGSS, or another partner such as Clingendael Institute.
 - b. Elective:
 - i. A dedicated week-long workshop externally funded by relevant partners such as the External Publicity and Public Diplomacy Division of MEA in India for those working in this field such as Public Diplomacy Division officials.
 - ii. Masters in Public Diplomacy for those who wish to specialise in the area.

2. Organizational culture that allows tacit transfer of knowledge and skills through Peer-to-Peer networks.
3. Rotate FSOs in public speaking roles for Ministry’s event. Reflect requirement in IWP.
4. Develop public diplomacy strategy and support PDD to undertake a focused approach to its mandate.

TYPES of STT	Foundation Level (P5)	Experienced Level (P4 - P3)	Advanced Level (P2 - P1)	Learning Targets
Tailor-made program for groups (TMP)	Mandatory Once per level BFSP, RIGSS (or) Clingendael Institute External Publicity and Public Diplomacy Division, MEA, GoI Elective	Mandatory Once per level BFSP, RIGSS (or) Clingendael Institute External Publicity and Public Diplomacy Division, MEA, GoI Elective	Mandatory Once per level BFSP, RIGSS (or) Clingendael Institute External Publicity and Public Diplomacy Division, MEA, GoI Elective	Strategic communication Media and Social Media Management Public Speaking Writing Social media skills

Desired Learning Outcomes:

1. FSOs develop advocacy skills including communication skills such as public speaking, writing and social media;
2. FSOs are able to identify most effective outreach strategies and mechanisms for a specific context, and use these competently;
3. FSOs develop interpersonal skills to form networks of external communities and key actors, and leverage it to convey RGoB’s perspectives.

Targeted Key Competency: Foreign Language Skills [*Competency Area: Communication and Negotiation*]

Behavioral Indicator(s):

- Obtains precision and working proficiency to achieve contextual application of the foreign language.

TNA Findings:

- Across all levels, foreign language skills is a Type II competency which was neither emphasized nor developed.

Levels	Relevance (%)	Unsure	Adequacy (%)
Entry	45.4%	54.5%	0
Experienced	42.86%	42.8%	50%
Advanced	50%	37%	7%

- Respondents of their respective levels in the TNA survey rated the importance of the following language (among many other languages) according to their perceived importance.

Entry	Experienced	Advanced
Chinese	French	Chinese
Hindi	Mandarin	Hindi
French	Hindi	French
Spanish	Japanese	Spanish
Japanese	Spanish	English/Arabic/Thai

Inferences:

- There is a need to accommodate acquiring foreign language in a FSO's career trajectory as well as the provision of adequate avenues for training in foreign language of FSO's selection

Current Observations:

1. There is a growing consensus across all levels that achieving working proficiency of a foreign language is an asset.
2. However, FSOs have found it challenging to accommodate acquisition of a foreign language in their career trajectory. On top of scant opportunities to learn a foreign language, language courses that are longer than 6 months are categorized as long term training.

3. Foreign language skills can be an elective competency given the small size of our Foreign Service.
4. Given the expected return on investment, Entry Level FSOs can be prioritized.

Recommendations:

1. As an elective competency, provide choice to develop foreign language skill at entry and experienced level as follows:
 - a. Once a P5 level officer is selected for language training, they must continue to acquire the language at a higher level.
 - b. For selected FSOs, competency will be reflected in their IWP.
2. De-categorize language courses longer than 6 months as “Long Term Training.”
3. Provide budget for in-country and partially funded ex-country training so that:
 - a. Language training opportunities in Bhutan can be fully funded by the Ministry.
 - b. Partially funded language training opportunities abroad can be availed.

TYPES of STT	Entry Level (P5)	Experienced Level (P4 - P3)	Advanced Level (P2 - P1)
Offered Program	<p>Introductory course in foreign language(s) of FSO’s preference</p> <p>FSO shall be accountable via their IWP to further enhance their proficiency.</p>	Avenues of higher level courses in foreign language (s) of FSO’s preference.	Avenues of higher level courses in foreign language (s) of FSO’s preference

Desired Learning Outcomes:

- FSOs receive training across levels of elementary, intermediary or native proficiency in a foreign language(s) of their choosing
- FSOs actively maintains proficiency in their chosen foreign language
- FSOs strive to apply their foreign language skills in a professional capacity in order to represent and communicate the interests of the RGoB.

PACKAGE III- INSTITUTIONAL MANAGEMENT

Targeted Key Competency: Leadership and Management Skills [*Competency Area: Institutional management*]

Behavioral Indicator(s):

- Establish systems, structures and processes that motivate the development of leadership skills and principles within the organizational culture to enhance productivity and initiative.

TNA Findings:

- Entry and Experienced FSOs rate this as a Type II competency, emphasized but not competent, which means it has to be urgently developed among these FSOs.
- Advanced FSOs rate this as a Type I competency, which means FSOs at P2 and P1 consider it as emphasized and competent.

Levels	Relevance (%)	Adequacy (%)
Entry	72	18.10
Experienced	78.57	21.43
Advanced	100	64.3

Inferences:

- There is a need to assess the potential as well as interest of existing FSOs at all levels for leadership and management ability/skills.
- In order to develop and cultivate leadership and management ability/skills, a dedicated leadership development trajectory for interested FSOs can be created.

Current Observations:

1. RIGSS Training provides opportunities for officers at every level, however entry is highly competitive.
2. Focus should be on entry and experienced level officers.
3. FSOs assume high positions in EMCs and take on responsibilities beyond their years and experience due to the small size of our EMCs providing a unique opportunity to assess and develop their own potential.
4. Not everyone is interested in assuming leadership positions, thus this cannot be a program that applies to everyone mandatorily unless at the entry level.
5. Focus should be on those who wish to become leaders and show potential. Thus, we must have a leadership development program that starts from entry level.
6. Many in-country providers of such training given its popularity.

Recommendations:

1. Provide budget to develop a tailor made training on leadership for all FSOs.
2. Use the budget to also develop a Leadership Development Trajectory for FSOs which can be embedded within a proper succession planning. The Trajectory can have the following components:
 - a. Assessment system for FSOs to determine leadership potentials at different levels which will also identify FSOs for grooming.
 - b. Suggested criteria:

- i. Must have completed RIGSS leadership program at their level
 - ii. Must participate in the Ministry’s mentoring and coaching program
 - iii. Actively seeks positions of responsibility and accountability
 - iv. Has a track record of initiative and problem solving
- c. For leadership programs abroad, only candidates who have been assessed as having leadership potential will be considered.

Leadership Development Program	Entry level	Experienced level	Advanced level
Tailor-made program	Type: One week in-country leadership workshop Once per level Elective		One week in-country advanced leadership workshop Once per level Elective
Competitive program	FLP, RIGSS Elective but strongly encouraged	YPLP, RIGSS Elective but strongly encouraged	YPLP or SELP, RIGSS Elective but strongly encouraged
Mentoring and coaching program	Mentee	Mentee or Mentor	Mentor

Desired Learning Outcomes:

1. FSOs understand theoretical concepts and best practices in leadership and management.
2. FSOs develop leadership, interpersonal, intrapersonal and business skills, the four domains that make up leadership competency.
3. FSOs are able to transfer knowledge and skills for higher individual and organizational outcomes.

Targeted Key Competency: Crisis management skills [*Competency Area: Institutional management*]

Behavioral Indicator(s):

- Able to predict, respond and mitigate appropriately to any form of organizational crises.

TNA Findings:

- All FSOs rate this as a Type II competency, emphasized but not competent, which means it has to be urgently developed.

Levels	Relevance (%)	Adequacy (%)
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Entry	90.90	18.10
Experienced	78.57	28.57
Advanced	85.7	50

Inferences:

- There is a need to create an organizational culture that values and understands the significance of crisis management and has a system for predicting and managing all forms of threat to it. Threats can be multifaceted including technological, natural, financial and public safety.
- A proactive Crisis Management strategy, plan and team is required as well.
- Developing crisis communication skills is important, as an organization’s approach to a crisis can impact public relations.

Current Observations:

1. The Ministry does not have a comprehensive crisis management culture. While it was able to respond appropriately to the covid-19 crisis, the team was created on an adhoc basis and response time was not immediate.
2. The Ministry does not have crisis management strategies both at home and abroad.
3. There are very few FSOs in the advanced level who have received formal training in crisis management. Training in this area is not provided by the Ministry or any other agencies such as RCSC.
4. The current situation is a good example of how a crisis can be sudden and can impact our mandate and obligations.

Recommendations:

1. Initiate regular crisis management education by:
 - a. Creating a CM team per department, at EMCs and at the Ministry level who will be charged with developing and implementing respective CM plans and strategies.
 - b. The Team can conduct an annual refresher workshop on CM in their respective Departments/EMCs.
2. Provide Budget to organise intensive crisis management training once per level in-country.

Crisis management	Entry level	Experienced level	Advanced level
Tailor-made program	One week workshop		One week advanced workshop

	Once per position level Mandatory	Once per level Mandatory
Crisis management initiatives/activities	<ul style="list-style-type: none"> - Selective involvement in CM Teams and CM incidences. - Reflect in IWP and could contribute to Leadership Development Trajectory if a candidate has been selected for it. 	
To be supplemented by mentoring and coaching program		

Desired Learning Outcomes:

4. FSOs understand different types of crisis and how to strategize responses at the agency and individual level.
5. FSOs acquire knowledge on theoretical concepts and best practices in crisis management.
6. FSOs develop and implement crisis management and crisis communication strategies.

Targeted Key Competency: Organizational Development Skills [*Competency Area: Institutional Management Skills*]

Behavioral Indicator(s):

- Manages the Ministry with changing requirements of time so that it stays relevant to its goals while creating an enabling working environment for FSOs.

TNA Findings:

- At the foundational level, the key competency is Type II which is emphasized but not competent. Thus, it must be developed urgently.

- At the experienced level, this is a Type III competency which is neither emphasized nor developed. Thus, FSOs must be re-oriented and prioritized.
- At the advanced level, it is a Type I competency, which is both emphasized and developed. However, as Advanced level FSOs will assume Executive positions and 43 percent of these FSOs are either unsure or do not possess this competency, there is room to enhance and improve this competency.

Levels	Relevance (%)	Adequacy (%)
Entry	85.7	18.10
Experienced	42.86	21
Advanced	85.7	57.1

Inferences:

1. Trainings must be designed to develop knowledge and skills required to manage and adapt to change; These can include:
 - a. Training on Organizational Development; HRM and Staff appraisal system; Mentoring and Coaching and Emotional Intelligence; OD and organizational cultures and values; Change Management.
 - b. Training on Technical aspects of organizational management: Planning, budgeting, HR systems and Performance Management System (Appraisal system).
2. There is also a need to supplement formal training with mentoring and coaching for interested FSOs as both Mentee and Mentor.
3. In addition to the training, institute biannual feedback and grievance redressal system for both internal/external stakeholders to allow anonymous feedback on services, systems and processes are required.

Current Observations:

1. In general, OD skill is assessed to be important but weak at all three levels with little over 55% adequacy at advance level.
2. While the entry level Officers may not be directly involved in organizational change and development processes, it is important for them to understand the basic tenets of a good organization and its work culture and values.
3. Both Experienced and Advanced FSOs will require similar organizational development skills.

4. There is a need for interventions at the institutional level besides addressing skills at different levels.

Recommendations:

1. Provide budget to develop tailor made training on the following:
 - a. Training on Technical aspects of organizational management;
 - b. Search Inside Yourself Workshop;
 - c. Change management;
 - d. Leadership workshop.
2. These trainings can be packaged into one workshop or segregated into different programs as required. It can also be combined with other aspects of institutional management, such as stakeholder service and management.

TYPES of STT	Foundation Level (P5)	Experienced Level (P4 - P3)	Advanced Level (P2 - P1)
Tailor-made programs (TMP)	<p>Type: Training on Technical aspects of organizational management.</p> <p>Search Inside Yourself Workshop</p> <p>Frequency: Once per level Mandatory</p> <p>To be supplemented by mentoring and coaching</p>	<p>Type: Training on Technical aspects of organizational management.</p> <p>Search Inside Yourself Workshop</p> <p>Frequency: Once per career mandatory if not attended in entry level</p> <p>Elective: Refresher</p> <p>To be supplemented by mentoring and coaching</p>	<p>Type: Search Inside Yourself Workshop</p> <p>Change Management workshop</p> <p>Frequency: Once per career mandatory if not attended in earlier levels</p> <p>Elective: Refresher</p> <p>Type: Leadership workshop</p> <p>Training to be a Mentor</p> <p>Frequency: Mandatory for those interested to become mentors and leaders.</p>

Desired Learning Outcomes:

1. FSOs are able to institute and implement professional standards of working (Guidelines, SOPs and TATs) to create an enabling work environment.
2. FSOs are able to analyze and recommend changes to the Ministry's organizational structure, systems, processes as per changing dynamics and requirements.

Targeted Competency Key: Stakeholder Services [*Key Competency: Sound Management of People and Network*]

Behavior Indicator(s):

- Provide services empathetically to meet stakeholders' needs and provide solutions where relevant.

TNA Findings:

- Type II competency for entry and advanced level, which means the competency is emphasized but not developed. Thus, it has to be urgently developed.
- Type I competency for experienced level, which means the competency is both emphasized and developed. Thus, it can be evaluated and enhanced.

Levels	Relevance (%)	Adequacy (%)
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Entry	54.5	27
Experienced	71.43	57
Advanced	64.3	21.4

Inferences:

- Short term training can enhance technical and soft skills for customer service at all levels.
- In addition to training, feedback and redressal systems for services provided by the Ministry at both HQ and in EMCs to improve client service can be instituted.

Current Observations:

1. Stakeholder services and management is not emphasized as an organizational goal, apart from providing protocol services.
2. FSOs handle professional clients with tact but service delivery processes could be enhanced especially towards the general public and other RGoB agencies.
3. Lack of training could be one of the reasons for lack of competency as the Ministry does not focus on it in a concerted manner.
4. Consular service is a principal mandate and FSOs lacking stakeholder service does not align with this mandate.

Recommendations:

1. Provide budget to develop tailor made training on client care and stakeholder landscaping which can be provided by in-country management institutes such as IMS.

TYPES of STT	Foundation Level (P5)	Experienced Level (P4 - P3)	Advanced Level (P2 - P1)
Tailor-made programs for groups (TMP)	Mandatory Stakeholder Landscaping Client care	Mandatory Stakeholder Landscaping Client care	Mandatory To be covered by generic leadership training. Stakeholder Landscaping Client care

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Desired Learning Outcomes:

- 1. FSOs are able to understand the needs of the clients, deal with them professionally, courteously and provide services timely and understand.
- 2. FSOs are able to balance the competing and conflicting interests of clients/stakeholders and seek ways to use technology to improve customer service.
- 3. FSOs understand the importance of service provision and champion it with the highest standards.

**ORGANIZATIONAL CULTURE BASED
RECOMMENDATIONS**

Organizational culture is the context within which the workplace operates. It commonly refers to the norms, values and practices that inform actions of employees. It refers to how an agency/organization does things as opposed to what it does. Thus, organizational culture influences how people view and interact with each other, the creation and sharing of knowledge and resistance or openness to change.

The CBF will function within the organizational culture of the Ministry. It then becomes necessary to reinforce or re-introduce positive traits in organizational culture to lead to improved performance in employees.

TNA assessment and preliminary findings from Organizational Climate (OC) survey, recently undertaken by the Ministry, indicate several issues that reinforces and perpetuates undesirable norms. These are the lack of team spirit, existence of silos, negative public perception and image of the Ministry, lack of major initiative to enhance network and linkages within and outside the Ministry, as problems that plague the Ministry and the morale of FSOs.

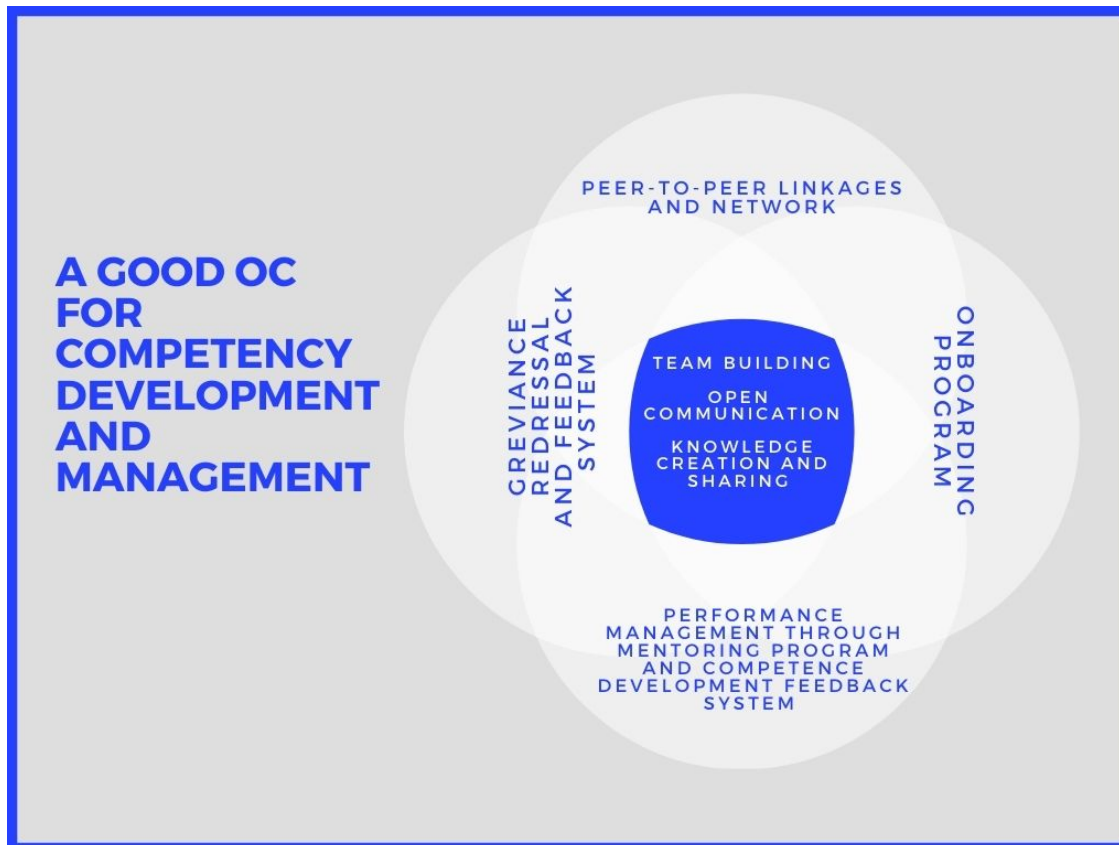
As opposed to the current state, for FSOs to gain the competencies discussed earlier, the Ministry must strive to create an organizational culture that values and upholds the following desirable practices, which were found to be lacking as per the CBF and OC surveys;

1. Team building and constructive attitude towards each other and those beyond the Ministry.
2. Open communication and sharing of information.
3. A culture of knowledge creation and sharing.

As alluded in the earlier section, the development of key competences such as professional expertise, stakeholder services, public outreach and leadership and management shall also benefit from an enabling organization culture.

Towards this end, the team recommends the following:

1. Peer-to-peer linkages and networks within and beyond FSOs, which can be achieved by instituting formal and informal interaction mechanisms between each other and with key stakeholders/partners outside the Ministry.
2. Onboarding program for new entrants, which will focus on socializing new FSOs with the Ministry's value system, norms and desired organizational behaviors;
3. Performance management through mentorship program for FSOs with less than 7 years of experience, and competence development feedback system for FSOs with more than 7 years of experience.
4. Intra- and inter-ministerial grievance redressal and feedback system to enhance service delivery.



As several of these recommendations can be adopted in-house, the team has already been instructed by the Human Resource Committee of the Ministry to implement such recommendations.

The recommendations are elaborated below:

1. Peer-to-peer network and linkages

a. Intra-ministerial P2P

i. Observations:

1. Officers have opined that there are no concerted attempts within the Ministry to enhance personal and professional connection between FSOs.
2. Silos and related barriers to effective communication have and continue to affect intra-ministry coordination. Hence, team spirit is often perceived to be lacking.
3. To develop professional expertises, it is important to have effective professional relationships that allow tacit sharing of knowledge and skills within FSOs.

4. Creating peer-to-peer networks vertically and horizontally have been shown to encourage transfer of knowledge and skills, as well as a sense of belonging and camaraderie.

ii. **Recommendations:**

1. Provide a budget to develop initiatives that targets knowledge sharing and team building. Examples are as follows:
 - a. Monthly "Friday Forum" to discuss a chosen topic with Officers from all levels. FSOs on a voluntary basis present their ideas and lead and moderate discussion. Organizers can be rotated between officers of different levels. The Friday Forum shall also include officers who have gone for in-country or ex-country training to share their takeaways.
 - b. MFA Book Club which could meet at least 6 times a year to discuss 6 books.
 - c. Subscribe to major international newspapers and research papers, and provide all FSOs access to these materials.
 - d. Biannual Interdepartmental Social Events such as New Year Dinner and Fiscal Year Closing Picnic.
 - e. Regular yoga and meditation sessions.
2. These could be jointly implemented by PDD or DOS, and participation in few of these initiatives/activities should be mandatory and reflected in IWP.

b. Inter-ministerial P2P network

i. **Observations:**

1. There is a general misperception about the Ministry and its work.
2. The Ministry has been grappling with a negative image and its contribution to policy making is misunderstood and underestimated. Due to this, FSOs are also often perceived as being unapproachable and unresponsive, which does not reflect the ground realities.
3. There are no major initiatives aimed to create a P2P network between FSOs and other public servants.

ii. **Recommendations:**

1. National Diplomatic System's Club with membership from MFA fraternity and NDS community with its own activities. Administrative positions for Club

management could be rotated within Officers from NDS. This could be reflected in their respective IWP.

2. Annual consultation meetings to be organised by each Departments with other RGoB agencies.
3. Organise annual International Relations fair and involve members of the NDS.
4. Ensure participation from a wide range of RGoB agencies in its public diplomacy initiatives such as:
 - a. Lecture Series
 - b. Ambassadorial Forum
 - c. Chidrel Tawa
5. Strongly encourage FSOs to attend RIGSS leadership programs for their levels as it provides excellent networking opportunities.

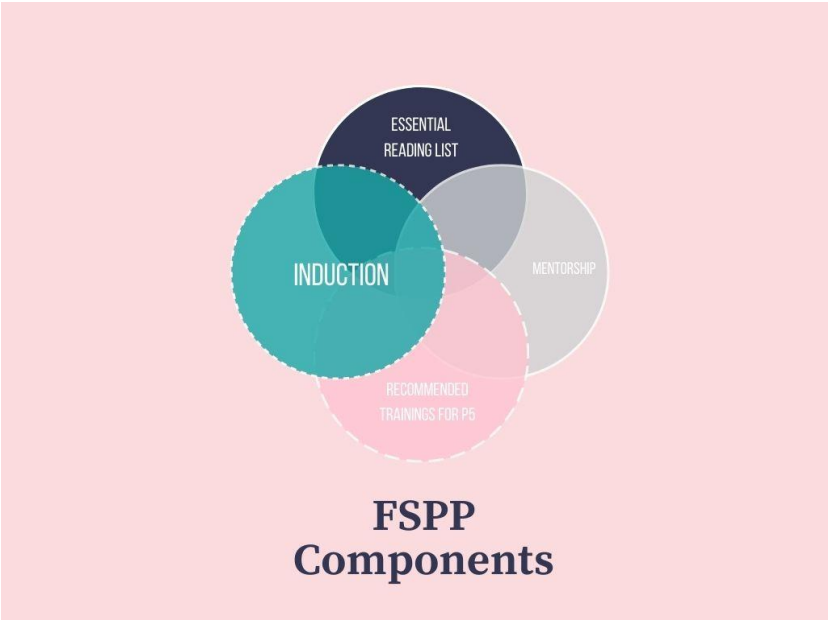
2. Onboarding program: Foreign Service Prep Program

a. Observations:

- i. The lack of a systematic as well as adequate onboarding has been expressed by officers who join the Ministry as new recruits.
- ii. Many expressed learning key competencies as occurring on the job and from seniors. However, this leads to higher instances of errors at work and the possibility of inefficient practices being passed down and perpetuated.

b. Recommendations:

- i. Develop a good onboarding program titled Foreign Service Prep Program (FSPP) which includes induction to the functions of the Ministry, introduction to foreign policy and strategic goals, stakeholder orientation, policy knowledge as well as the start of developing key competencies.
- ii. FSPP will lay out a continuous development path throughout their P5 years. It includes the following components as pictured:
 1. Induction will include orientation to the Ministry, it's functions and introduction to foreign policy objectives.
 2. Essential Reading List shall include policy documents of the Ministry, suggested readings in International Relations and Bhutan History.
 3. Recommended training includes all Mandatory training charted in the HR training intervention as well as offered and competitive training.
 4. All P5 level officers shall participate in the Ministry's Mentorship Program.



iii. Below is an Action Plan for the FSP sampled:

FSP		FSP	
3 MONTH	<p style="text-align: center;">TASK CHECKLIST</p> <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> ATTEND INDUCTION PROGRAM <input type="checkbox"/> PICK MENTOR <input type="checkbox"/> FINISH SELF DIRECTED COURSE 1 	2 YEARS	<p style="text-align: center;">TASK CHECKLIST</p> <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> OPTION: FOREIGN LANGUAGE TRAINING <input type="checkbox"/> TMP (STAKEHOLDER SERVICES) <input type="checkbox"/> TMP (LEADERSHIP DEVELOPMENT) <input type="checkbox"/> APPLY FOR AN OFFERED PROGRAM (PROFESSIONAL EXPERTISE)
6 MONTHS	<p style="text-align: center;">TASK CHECKLIST</p> <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> GET ASSIGNED MENTOR <input type="checkbox"/> FINISH SELF DIRECTED COURSE 2 <input type="checkbox"/> FINISH SELF DIRECTED COURSE 3 	3 YEARS	<p style="text-align: center;">TASK CHECKLIST</p> <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> TMP (PUBLIC OUTREACH) <input type="checkbox"/> TMP (PROFESSIONAL EXPERTISE) <input type="checkbox"/> TAILOR MADE PROGRAM (OD) <input type="checkbox"/> APPLY FOR COMPETITIVE PROGRAM (PROFESSIONAL EXPERTISE)
1 YEAR	<p style="text-align: center;">TASK CHECKLIST</p> <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> EXPERIENTIAL LEARNING (PERSUASION & NEGOTIATION) <input type="checkbox"/> OBSERVATIONAL LEARNING SESSION 1 (PERSUASION & NEGOTIATION) <input type="checkbox"/> THOROUGH WITH ESSENTIAL READINGS <input type="checkbox"/> LEAD A FRIDAY FORUM 	5 YEARS	<p style="text-align: center;">TASK CHECKLIST</p> <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> TMP (CRISIS MANAGEMENT) <input type="checkbox"/> OP (LEADERSHIP) <input type="checkbox"/> DUST OFF THE RUG

3. Competence Development Feedback System for FSOs beyond Foundational Level:

a. Observations:

- i. Lack of a genuine feedback system for FSO to gauge their competency levels;
- ii. RCSC mandated performance appraisal could provide an avenue but it is neither utilised nor valued;
- iii. With CBF, there will be clear competency requirements and this can act as a template for feedback, as opposed to the generic competency section currently in our IWPs.

b. Recommendations:

- i. Institute an annual Competency Development Appraisal system wherein FSOs meet one on one with their supervisors to discuss their performance vis-a-vis the CBF for FSOs:
 - a. There will be a checklist of items for discussion.
 - b. A particular week/month can be set aside for this appraisal, preferably coinciding with IWP review period.
 - c. A report on the meeting will be mandatory along with the appraisal result.

4) Mentorship for Foundation Level FSOs

a) Observations:

- i) At the Foundation level, there are many competencies which are recognized as relevant but are not developed.
- ii) Further analysis convey that these competencies, such as organizational development, leadership and crisis management skills are related to effective representation and being a sound relationship manager, which in an earlier survey was expressed as the most relevant key roles for Foundation level FSOs.
- iii) Respondents at the Foundation level expressed the lack of opportunities to develop and then apply the skills, knowledge and abilities, thereby showing a lack of emphasis on the behavioral indicators of these competencies in the Ministry.
- iv) In light of these observations, foundation level FSOs could greatly benefit from mentorship in order to understand the contexts in which these competencies are required and to develop them.
- v) Via effective mentorship, numerous studies show that mentees accrue professional benefits such as career advice, organizational commitment, higher job and career satisfaction and personal benefits such as self esteem, emotional resilience and work-life balance from their mentor.

b) Recommendations

- i) Create a MFA Mentorship Program within the Ministry, targeted at P5 level FSOs.

- ii) Mentorship shall achieve tangible relationship outcomes and benefits and meaningful engagement for both mentor and mentee by:
 - (1) Providing professional and personal development opportunities for mentors via training and fulfilling mentorship duties;
 - (2) Improving performance related to a particular issue of a high potential mentee;
 - (3) Providing access and multiplying the social and professional capital of mentees;
 - (4) Impart problem solving, organizational and leadership contexts and skills to mentees.
- iii) Criteria for Mentorship:
 - (1) Foundational Level mentees shall state preferred mentors from the Ministry.
 - (2) In addition to the preferred list of mentors provided by Foundation Level prospective mentees, prospective mentors shall be solicited by each Department and finalized by the Senior Management.
 - (3) Mentors must have more than 7 years of work experience at the MFA including experience at both HQ and EMCs, demonstrate sufficient time commitment, interest and most importantly, competence in the role.
- iv) The Mentors Pool shall be trained in salient behaviours and strategies of mentoring and given a certificate of Master Mentor before commencement of mentorship.
- v) Budget needs to be provided for the training of the Mentors Pool.

5) Institute a Grievance Redressal System

Initiate annual Feedback System for selected stakeholders and clients of each Department so that issues affecting collaboration can be gauged and continually addressed.

a) Observations:

- i) There are two types of Grievance Redressal Systems:
 - (1) Internal Grievances for employees;
 - (2) External Grievance from clients and stakeholders.
- ii) Lack of such systems in the Ministry;
 - (1) The need for such systems for redressal of internal grievances related to administrative issues as well as to enhance the quality of service delivery by the Ministry to its clients.

b) Recommendations:

- i) Formation of a Grievance Redressal Committee to raise and redress internal grievances. Have a TAT for redressals.
- ii) Institution of on-the-spot feedback systems for front desk type services; annual feedback survey to Department's external partners (other Ministries and Agencies, international

6. Implementation of CBF

6.1 List of Mandatory Competency Development Interventions (CDI)

Mandatory Competency Development Interventions are mostly short term training that are either in-person tailor-made programs or self-directed online courses that will together target the development of a group of competencies at once. For this, the Ministry will require budgetary support from the RCSC. The details of mandatory STT that require budgetary support are as follows:

Key Role	Name of CDI	Duration	Methods of Intervention
Foreign Policy Advisor and Effective Representative	Flagship Foreign Service Training by RIGGS and Clingendael Institute, The Netherlands.	3-4 weeks Biennial	Tailor made short term training for every Level (Entry, Experienced and Advanced). In-person training biennially at RIGGS or Clingendael.
	Online courses on relevant subject matter	4-12 weeks depending on the type of online course	Virtually and over a period of few weeks while performing daily duties. At every level (P5, P4, P3, P2 and P1), which will be reflected in IWP targets. FSOs should secure certificates and submit to HRS.
Effective Representative and Relationship Manager	Tailor made program on negotiation and persuasion by a relevant Institute and Resource Person	1-2 weeks per certification level	Flagship program with multi-tiered levels of certification to be availed at every level involving gradual increase in skills and competencies with increase in levels. Methodology should involve experiential and observational learnings. Certification at every level and FSOs should achieve Expert level certification before reaching P2.
	Tailor made program on Public Diplomacy		Can be a sub-component of BFSP or Clingendael program.

Relationship Manager and Effective Representative		1 week TMT in India	For those engaged actively in public diplomacy, tailor made training in India in partnership with External Publicity Wings of countries with public diplomacy programs (India, Canada, etc).
	Elective Foreign Language courses	2 - 3 weeks offered programs and few going up to 9 - 10 months	<p>As elective competency, FSOs who choose to develop FL skills will be accountable to develop higher proficiency.</p> <p>If an individual undertakes any language course at RGOB's expense, necessary budgetary support shall be provided and thereafter s/he will be responsible to develop higher language proficiency monitored through IWP.</p> <p>Ministry can explore in-country courses when relevant, for which budget will be required.</p> <p>Further, good language courses beyond 6 months should not be treated as LTT to encourage FSOs to take up the course. (to be reviewed case by case basis depending on the need and urgency)</p>
Foreign Policy Advisor, Relationship Manager, Effective Representative	<p>Tailor made program on:</p> <ol style="list-style-type: none"> 1. Generic leadership courses for all Levels. 2. Risk analysis and risk management. 3. Technical aspects of organizational development (Budgets, Strategic HRM, performance management, staff appraisal and change management) 	Length may vary depending the course	<p>Tailor made short term training at every Level (Entry, Experienced and Advanced)</p> <p>Some aspects can be sub-component of BFSP at RIGSS or Clingendael.</p>

	4. Stakeholder Service		
	5. Emotional Intelligence		

6.2 List of Mandatory Long Term Training (Specialization)

As highlighted earlier, LTT in the form of Masters program is an important means through which FSOs develop the key competency “Professional Expertise”. Earlier section has already elaborated why PE is a Type II competency.

The Foreign Service’s mandates can be broadly categorised under three areas; Political, Economics and Consular. The following table identifies some fields of Masters programs that are relevant to FSOs within these areas. Its relevance was also validated by the findings of the first survey.

The Ministry projects that on an annual basis, the Ministry will require two FSOs to undertake masters program for the following reasons:

1. Data shows that 43 % of FSOs have masters degrees, of which the distribution across levels are skewed in favour of Advanced Level FSOs (71.1 %) compared to Experienced and Entry level Officers (28.1 % and 0% respectively.) This portrays a worrying trend wherein mid-level and below officers do not have opportunities to pursue Masters degree even when they are interested and their job requires it.
2. Further, the attrition rate for the Ministry is 2% which means a minimum of two FSOs leave the system annually.
3. Against this backdrop, the Ministry targets to have a minimum of 50% - 75% of the FSOs with Masters degree at any point of time.

Course Title in the order of priority	Areas
Masters in International affairs and studies	Political
Masters in International Relations and Political Science	Political
Masters in Diplomacy and Diplomatic studies	Consular/Political
Masters in Strategic Studies and related fields	Political
Masters in International Development	Economics
Masters in International economics and related fields	Economics
Masters in International law	Political
Masters in International Trade	Economics
Masters in Governance and Politics	Political
Masters in Asian and European Studies	Political
Masters in Public Diplomacy	Political

Masters in International Public Policy	Political
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It is important for FSOs to learn in institutions that provide a learning environment to not only gain substantive knowledge but also network with individuals in their field who will ultimately become their colleagues when they serve in Embassies, Missions and Consulates abroad. FSOs often rub shoulders with counterparts with impressive credentials and portfolios, and considered the best their public sector has to offer. Masters degrees from reputed universities allow FSOs to develop confidence and wherewithal to interact as a credible representative of the country in such a competitive environment.

Thus, our key recommendations for LTT are reiterated as follows:

1. Create an RGoB funded LTT program for FSOs that is well planned and sustainable by providing adequate financial resources biennially for LTT.
2. Prioritizing Foreign Service relevant fields in bilateral scholarship programs such as Australia Awards, US Fulbright Program, etc.
3. Allowing the Ministry to use LTT offers from bilateral partners for FSOs whenever relevant. If agreeable, the Ministry can also undertake active discussion with the following countries/organizations and request them to fund a dedicated Masters program for FSOs.

Towards this end, RCSC is requested to prioritise Foreign Service Group at least once every three years for the Australia Awards Scholarship program. The remaining slots are recommended to be sourced from other two opportunities highlighted above.

On average Nu. 8.9 million will be incurred to avail one 24 months Masters studies abroad inclusive of tuition, airfare, stipend, DSA during travel and health insurance.

6.3 Implementation plan of recommendations and timeline

The table below outlines the implementation timeline for our recommendations covering both training and organizational culture. It clearly distinguishes which recommendations require RCSC support and which can be implemented in-house without additional intervention from RCSC. The latter set of recommendations have already been approved by the Human Resource Committee of the Ministry and some of it are in initial stages of detailed planning.

Sl. No.	Recommendations	Source and type of support	Timeline and frequency	Remarks
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KEY COMPETENCY: PROFESSIONAL EXPERTISE				
1.	LTT Masters program: - Provide budget to fund partially funded scholarships acquired by FSOs themselves; - Prioritise Foreign Service relevant fields in bilateral scholarship programs; - Allow the Ministry to use LTT offers from bilateral partners for FSOs.	RCSC Prioritisation and financial resource	July 2021 onwards	At least once in every two years
2.	Two flagship TMT for Professional Expertise as follows: 1. BFSP at RIGSS 2. BSFP at Clingendael	RCSC Financial resource	July 2022 onwards Once every two years in RIGSS and Clingendael, thus two programs in 4 years.	Mandatory and one each when they enter the Foundation, Experience and Advanced levels. Three in entire FSO career.
3.	Online courses to gain Professional expertise	RCSC Financial support	July 2022 onwards	Mandatory and one in every Position level. Five in entire FSO career
4.	Intra and Inter-Ministerial P2P initiatives to gain Professional Expertise	In-house from the Ministry Financial support from MoF	July 2021 onwards Depends on the initiatives	HRC to instruct the formation of a committee to develop detailed proposals.
KEY COMPETENCY: COMMUNICATION AND NEGOTIATION				
5.	Flagship multi-tiered TMT for Negotiation	RCSC	July 2022 onwards	Mandatory and one each when they

	and Persuasion	Financial support	Frequency will depend on the number of participants and level of certification	enter each position level up to P3. Three levels of certification workshop in the entire FSO career.
6.	TMT on Public Outreach and Public Diplomacy in cooperation with the External Publicity Wing of other countries.	RCSC Financial support	July 2022 onwards	It will also be taught as a sub-component of TMT for Professional expertise for all FSOs.
7.	De-classify Language training program longer than 6 months from LTT category.	RCSC	As and when opportunities arise	Will be reviewed on case-by-case basis depending on the need and urgency
8.	Provide HR budget for FSOs who choose to develop Foreign Language skills to develop higher proficiency	RCSC Financial support	As and when required for FSOs who have taken up foreign language.	
9.	Develop Public Diplomacy Strategy paper	In-house from the Ministry	July 2021	The Public Diplomacy Division has started working on a draft.
KEY COMPETENCY: INSTITUTIONAL MANAGEMENT				
10.	Develop a Leadership Development Trajectory program	In-house from the Ministry RCSC's support for training mentors and providing other	July 2021 onwards	HRC to instruct the formation of a taskforce to develop the program.

		leadership courses		
11.	TMT on leadership and Management including emotional intelligence.	RCSC Financial support	July 2021 onwards Once every year	Mandatory and two in the entire FSO career, if they want to qualify for Leadership Development Trajectory Pool.
12.	TMT on Crisis management	RCSC Financial support	July 2021 onwards	Can be sub-component of TMT on leadership and management
13.	Develop Crisis Management Strategy and related initiatives in the Ministry	In-house from the Ministry	July 2021 onwards	HRC to instruct the formation of a taskforce to develop the strategy.
14.	TMT to gain skills in Organizational Development. This could be on technical aspects of organizational development (Budgets, Strategic HRM, performance management, staff appraisal and change management)	RCSC Financial support	July 2021 onwards Once every year in the initial period until everyone has received the training. As and when required after that.	Once per career and can attend refresher course
15.	TMT on Stakeholder Service	RCSC Financial support	July 2021 onwards	Could also be a sub-component of OD training, but recommended to be a standalone course at the beginning for Departments that provide client services.
16.	Develop Grievance	In-house from	March 2021	HRC has instructed

	Redressal Systems to resolve issues within the Ministry, as well as for the Ministry's external clients and partners.	the Ministry		the formation of a committee to develop the system.
16.	Onboarding program for new FSOs staggered over two years	In-house by the Ministry	July 2022 onwards.	The program will include all the above training programs as sub-components.
17.	Mentoring Program for FSOs	In-house by the Ministry RCSC's support where relevant	March 2021 onwards	HRC has already instructed the taskforce to develop a proposal. Work on it has begun. RCSC's support will be required to train Mentors and incentivize their involvement in the program.
18.	Institute Competency Development Feedback System	In-house by the Ministry RCSC's support to align it with the general performance appraisal system.	July 2022 onwards.	HRC to instruct the development of a system that aligns with the current performance appraisal system.

Conclusion

The Ministry undertook the Competency Based Framework exercise for Foreign Service Officers. The validation of Key Roles, Competency Areas and Key Competencies consisted of three studies (2 surveys and 1 focused group discussion) and multiple rounds of consultations with FSOs both at Headquarters and the Ministry's Embassies, Missions and Consulates.

Subsequently, a Training Needs Analysis survey was conducted, which resulted in the identification of gaps across the three proficiency levels as well as existing Key Competencies.

Two types of recommendations to bridge competency gaps were designed: i. Training based interventions and ii. Organizational-culture based interventions.

The former consists of mandatory and targeted tailor-made training and self-directed online learning programs to supplementary competitive and offered programs which a FSO can undertake. The developments of some Key Competencies also require facets of observational and experiential learning. Where possible, the attainment of these training has been tied to the FSO's IWP for accountability.

The latter consists of changes in the organizational culture to encourage behaviours that promote socialization into diplomatic culture, collaboration, tacit sharing of knowledge and professional expertise. Recommendations include the strengthening of inter and intra Ministerial linkages and networks, a comprehensive onboarding program for new recruits and an in-house mentoring program.

The CBF is intended to recognize and reward occupational behaviours that can groom a cadre of Foreign Service officers who are highly knowledgeable, skillful and competent in delivering efficient and effective services of the highest standard and in line with the RGoB's foreign policy objectives.