



**COMPETENCY BASED FRAMEWORK
FOR
PLANNING OFFICER**

**Gross National Happiness Commission Secretariat
Thimphu**

TASKFORCE

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Foreword

The Gross National Commission Secretariat (GNHCS) is pleased to publish the Competency-Based Framework (CBF) for Planning Officers. The Royal Civil Service Commission (RCSC) has initiated the CBF to streamline the current capacity gaps, particularly to enhance effectiveness and efficiency in implementation of human resource capacity development programs by the agencies. The initiative is expected to clearly recognize the knowledge and skills required to perform their duties to achieve desirable objectives of the agencies.

The taskforce entrusted to develop the CBF for Planning Officer comprises three Planning Officers from the GNHCS and one from the Ministry of Economic Affairs (MoEA). The team was identified by the GNHCS based on their expertise considering the importance of the assignment. In addition to the desk review, the team has conducted online surveys, one-on-one and structured (both virtual and in-person) consultation meetings with planning officers from the GNHCS, sectors and the Local Governments (LGs). The findings and analysis were validated by the Chief Planning Officers in the GNHCS and further validated by the GNHCS's Human Resource Committee prior to the official endorsement.

In total two Key Roles, two Competency Areas, nine Key Competencies and 16 Behaviour Indicators were identified for the planning officers. The Training Needs Assessment and analysis was undertaken to validate the performance gap and subsequently identified a list of both short-term and long-term competency development interventions that are required for the four different proficiency levels.

The GNHCS is confident that the implementation of CBF will provide a good basis to understand the knowledge and skills required for our planning officers to undertake various development programmes and project related assignments. We are definite that the training needs identified herein would appropriately enhance skills of the planning officers and equip them with the capacity to deliver effective planning services. Therefore, we look forward to a successful implementation of the CBF.

I would like to acknowledge the sincere efforts put in by the taskforce.

Best Regards

(Thinley Namgyel)
Secretary

ACRONYMS

CBF	Competency-Based Framework
FYP	Five-Year Plan
GECD ² P	Gender, Environment, Climate change, Disaster, Disability and Poverty
GNH	Gross National Happiness Commission
GNHCS	Gross National Happiness Commission Secretariat
LG	Local Government
MFCC	Macroeconomic Framework Coordination Committee
MoEA	Ministry of Economic Affairs
MoF	Ministry of Finance
MoHCA	Ministry of Home and Cultural Affairs
NECS	National Environment Commission Secretariat
RAF	Resource Allocation Formula
RBM	Results Based Management
RCSC	Royal Civil Service Commission
SDG	Sustainable Development Goal
TNA	Training Needs Assessment

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1. Background

Bhutan embarked on the path to modernization and development by initiating the first planned socio-economic development in 1961. A decade later in 1971, His Majesty, the late Druk Gyalpo King Jigme Dorji Wangchuck instituted the Planning Commission as an independent body.

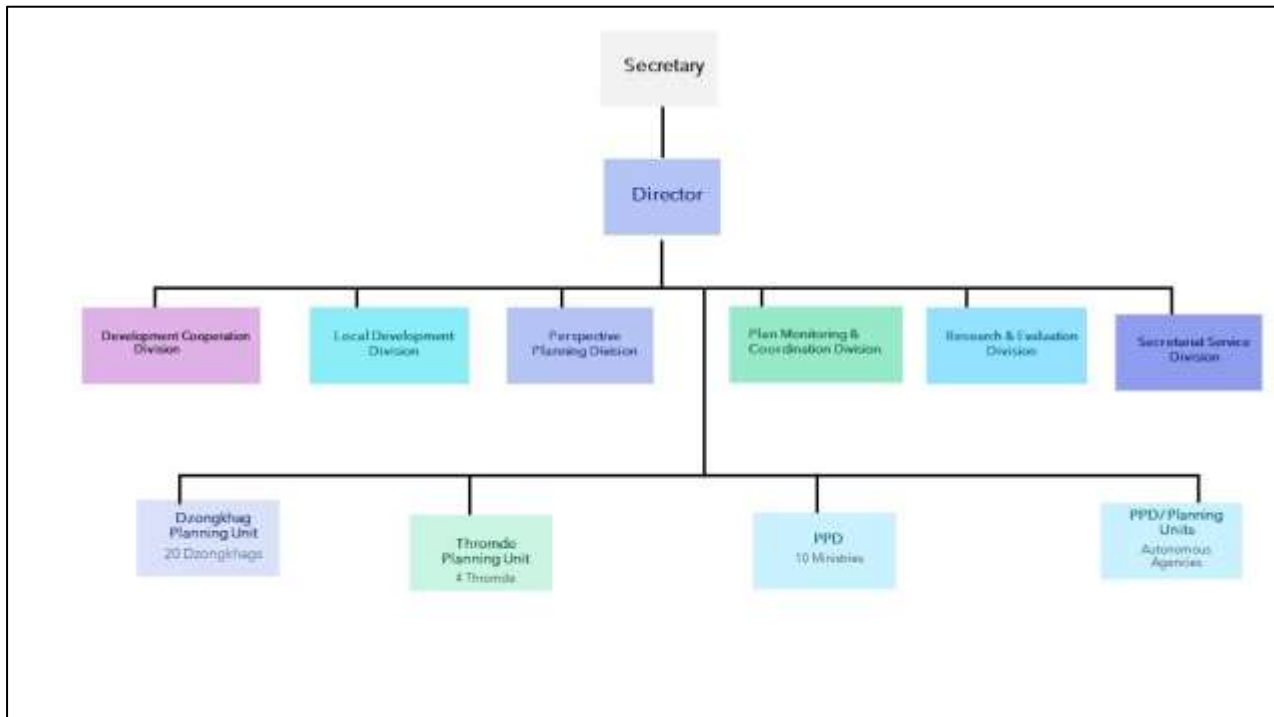
In 1995, the Planning Commission became the Ministry of Planning. It reverted back to the Planning Commission in 1998 when His Majesty the Fourth Druk Gyalpo dissolved the then existing Lhengye Zhungtshog and devolved executive power to an elected Council of Ministers. In June 2003, the Planning Commission was dissolved and its secretariat was renamed as the Department of Planning under the Ministry of Finance.

The 84th session of the National Assembly in 2005 passed a resolution to re-establish the Planning Commission. As a result, the Planning Commission was reconstituted with the Prime Minister as the Chairperson, Finance Minister as the Vice Chairperson, all government secretaries including the secretary of the National Environment Commission Secretariat (NECS) as members and the Planning Secretary as the member secretary. The Department of Planning was also separated from the Ministry of Finance on 15th December 2005, and renamed as the Planning Commission Secretariat (PCS).

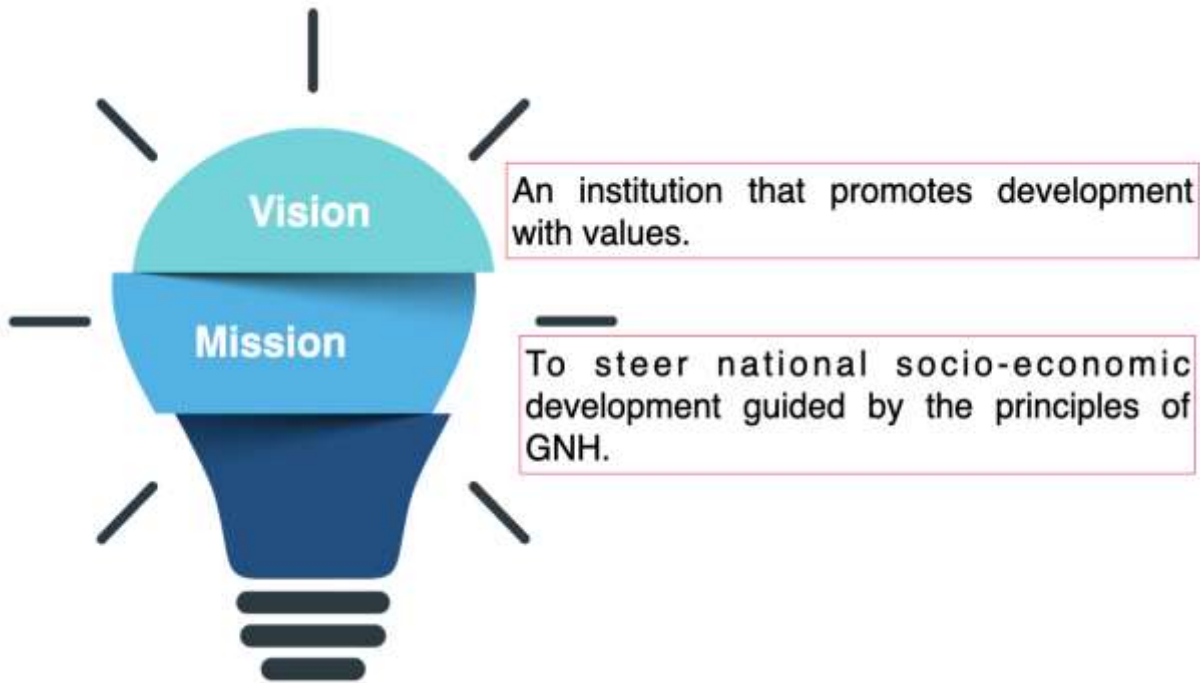
The Executive Order issued by the Prime Minister in August 2007 directed the Planning Commission to strengthen itself as a lead planning and coordination institution by consolidating all planning and programming related functions. This direction was set in accordance with the Royal Government's vision to prepare the Planning Commission for its post- 2008 role. Accordingly, the aid coordination functions, along with the related staff, were transferred from the Department of Aid and Debt Management, MoF to the Planning Commission Secretariat. Similarly, the external debt management function was also transferred to the Department of Public Accounts (DPA), MoF. The planning and development coordination functions of the Local Governments that were under the Department of Local Governance (DLG), MoHCA were also transferred to the Planning Commission along with its staff. The Planning Commission Secretariat and DPA were directed to incorporate these functions into their mandate and organize themselves accordingly.

In 2007, in order to give a renewed impetus to Bhutan's unique development philosophy of Gross National Happiness, the Planning Commission was renamed as the GNH Commission and the Secretariat became the GNH Commission Secretariat (GNHCS). Currently, the GNHCS is organized as per the following structure and functions:

1.1 Organogram



1.2 Vision, Mission and Objectives



Objectives



1.3 Core Values



1.4 Core Functions

The main mission of GNHCS is to steer national development towards promotion of happiness for all Bhutanese guided by the development philosophy of GNH. In order to do this, GNHCS provides the overall policy guideline and framework to ensure that all line ministries and local government plans and efforts conform to national development priorities. It sets the broad macro-economic and social parameters within which the overall plan objectives; key result areas and key performance indicators are set. It is also entrusted with the responsibility of determining the capital plan outlay within the overall fiscal framework approved by the Macroeconomic Framework Coordination Committee (MFCC).

GNHCS carries out resource mobilization exercises through plan talks and round table meetings wherein commitment from bilateral and multilateral partners are sought and agreed upon. It must ensure that funds are available to these agencies in a timely manner for capital investment projects. Capital resources are allocated to line ministries and agencies based on the priorities set through sectoral plans, whereas the Local Governments are allocated capital resources through a Resource Allocation Formula (RAF).

In order to ensure smooth implementation of plans, policies and programs, it must also facilitate problem solving among concerned stakeholders. It must also lead and facilitate policy formulation and analysis to ensure that policies are relevant to the development needs in furtherance of happiness.

The GNHCS' functions are cross-sectoral in nature. GNHCS' cross-sectoral mandate and services are delivered in partnership with four broad groups:

i. Line Ministries, Agencies & Local Governments

The actual implementation of the above broad functions of the GNHCS are actually carried forward by line ministries, agencies and LGs. The GNHCS is responsible to provide strategic directions and overall coordination of plans and programmes among different agencies both at the national and local government level to realise national objectives. These functions are carried out through PPDs and planning units or alike at the agency level. Therefore, the line ministries, agencies, and LGs are important partners for the GNHCS.

ii. Development Partners

Bhutan is a signatory to international conventions and commitments such as the 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs) and the Paris Agreement on Climate Change. These are realized through plans and programs and strategic partnership agreements between development partners and the Royal Government of Bhutan. In order to meet these commitments, development partners support the government in resource mobilization by accessing funds through vertical funding windows and materializing bilateral grant agreements. These resources form a vital component in development financing. It has to provide streamlined procedures and ensure alignment of Official Development Assistance with national development priorities by forging a strategic partnership with both resident and non-resident development partners.

iii. Bhutanese People

One of the most important clientele for GNHCS is the Bhutanese people. This clientele is represented in the form of organized institutions and informal groups such as the civil society organizations, cooperatives, youth groups and the private sector. While GNHCS is not a direct implementing agency, it serves the people of Bhutan who place their trust in the Government to meet their aspirations through inclusive and balanced planned development.

GNHCS has to ensure that the central and transformative promises of 2030 Agenda for Sustainable Development of leaving no one behind are implemented in both letter and spirit. In doing so, GNHCS must ensure that the needs of the most vulnerable groups and crosscutting development issues are mainstreamed into plans, policies and programmes. It must also ensure that the aspirations of all Bhutanese as encapsulated in the concept of GNH is always accorded top priority.

iv. Policy and law makers – GNH Commission

Policy and lawmakers rely on the GNHCS to provide a complete geo-political perspective of the country at any given time. The GNHCS must provide evidence-based policy guidance and advice on a wide range of development issues including the macro-economic issues facing the country and recommend remedial measures as well as provide perspectives for the future.

These categories of clients are served by GNHCS through the following structural set-up.

The following are specific mandates of various divisions under GNHCS and PPDs in line ministries and DPU/TPU with the LGs which serve as an extension of GNHCS in the field.

Division	Roles
Development Cooperation Division (DCD)	<ul style="list-style-type: none"> - Spearhead and coordinate development assistance through strategic development partnership frameworks and agreement. - Spearhead and coordinate plan talks, Round Table Meetings (RTM) and other development partners forum to mobilize external commitments to meet the development objectives and GNH - Mobilize external resources based on the resource envelope determined by MFCC - Explore external resources through various funding windows - Advance the principles of economic diplomacy to secure development assistance
Local Development Division (LDD)	<ul style="list-style-type: none"> - Facilitate formulation of five -year development plans for LGs in consultation with relevant stakeholder - Review and recommend the allocation of capital resources for five-year development plans through a Resource Allocation Formula (RAF) - Review progress and outcomes of development policies and plans - Ensure international commitments are implemented at local level - Ensure mainstreaming of cross-cutting issues at the local level. - Facilitate resource mobilization through formulation of programs and projects. - Reprioritize and reprogram planned activities based on the evolving development needs
Plan Monitoring and Coordination Division (PMCD)	<ul style="list-style-type: none"> - Formulate five-year development plans for sectors in consultation with relevant stakeholders - Review progress and outcomes of development policies and plans - Ensure cross sectoral coordination and resolution of issues for effective implementation of policies and plans - Resource mobilization through formulation of programs and projects - Reprioritize and reprogram planned activities based on the evolving development needs

	<ul style="list-style-type: none"> - Facilitate annual planning and recommend budget allocation for central agencies.
Perspective Planning Division (PDD)	<ul style="list-style-type: none"> - Develop perspective and long-term plans for the country - Ensure cohesion between sectoral policies and alignment with the national development objectives and GNH - Ensure relevant international commitments are aligned with and integrated in the national development objectives and GNH - Provide guidance and direction for the formulation of five-year development plans. - Review and endorse five-year development plans for submission to the Cabinet. - Build macro-economic models to undertake policy simulations and monitor country's economic performances. - Undertake recourse projections through medium-term fiscal framework in consultation with the Ministry of Finance.
Research and Evaluation Division (RED)	<ul style="list-style-type: none"> - Coordinate and spearhead policy formulation to ensure cohesion between sectoral policies and alignment with the national development objectives and GNH - Ensure compliance with the Protocol for Policy Formulation for policy research and analysis; policy review and formulation; and policy screening using GNH policy screening tool. - Undertake/coordinate research, surveys, evaluations and policy analysis to bring about coherence and consistency in government policies, socio-economic development objectives and programmes as and when required or directed. - Serve as the focal point for cross-sectoral issues such as poverty and disability which is not in the domain of a particular agency or organization.

<p>Sector/Agency Policy and Planning Division/Unit (PPD)</p>	<ul style="list-style-type: none"> - Act as a direct professional link between the Ministry/Agency and the GNHCS on matters pertaining to planning and budgetary processes. - Facilitate formulation of five-year plans, policies, and annual work plans of the line departments in consultation with the GNHC and GPMD. - Coordinate programme, policy, and project formulation in the ministry and agency for submission to the GNHCS. - Conduct sector-related policy research and evaluation as inputs as part of the policy advice to the ministry/agency. - Facilitate and coordinate inter departmental initiatives and programs. - Coordinate and liaise with GNHCS on budgetary matters and any other issues related to the implementation of the plans including submission of progress reports.
<p>Dzongkhag Planning Unit (DPU)</p>	<ul style="list-style-type: none"> - Act as a direct professional link between the Dzongkhag and the GNHCS on matters pertaining to planning and budgetary processes. - Facilitate and coordinates inter sector initiatives and programs. - Facilitate formulation of five-year plans and annual plans of the LGs in consultation with GNHCS. - Coordinate and liaise with GNHCS on budgetary matters and any other issues related to the implementation of the plans including submission of progress reports. - Conduct research and evaluation of sectoral policy and programmes which have implications at the LG level. - Facilitate deliberation of LG plans in the Dzongkhag Tshogdu. - Act as the central coordinating unit in the Dzongkhag. - Implement of national policies and directives of the Dzongkhag Tshogdu. - Conduct periodic monitoring and evaluation of developmental activities in the LGs.
<p>Thromde Planning Unit (TPU)</p>	<ul style="list-style-type: none"> - Act as a direct professional link between the Thromde and the GNHCS on matters pertaining to planning and budgetary processes. - Facilitate and coordinate inter sector initiatives and programs. - Facilitate formulation of five-year plans and annual plans of the LGs in consultation with GNHCS. - Coordinate and liaise with GNHCS on budgetary matters and any other issues related to the implementation of the plans including submission of progress reports. - Facilitate deliberation and endorsement of Thromde plans in the Thromde Tshogde. - Implement the national policies and directives of the Thromde Tshogde.

	<ul style="list-style-type: none">- Conduct periodic monitoring and evaluation of developmental activities in the LGs.
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Table 1: Roles of GNHC, Agencies and LGs

2 Competency-Based Framework for Planning Officer

2.1 Introduction

The Planning Commission as an organization leading the development planning has evolved over time. The first five-year plan was started in 1961. In the initial years of planning, it was confined to setting up budgetary systems and building social infrastructure such as roads, hospitals and schools. In the past five-year plan cycles, the roles of planning officers were mostly confined to ensuring financial fiduciary and keeping track of big investments. Over the years the role of planning has evolved to include social and economic dimensions into the development planning. It meant the organization had to shoulder broader and strategic responsibilities in keeping with the changing national, regional and global priorities and realities. With exposure to the international development opportunities and challenges the role of planning officers has undergone substantial changes. It was also in keeping with the evolving role of the organization and the changing planning framework and approaches. The Results Based Management (RBM) planning framework was introduced in the 10th FYP and has been practiced since then. It brought a whole new dimension to the role of planning officers.

However, the Human Resource Development (HRD) of planning officers was not approached in a structured way for it lacked a comprehensive and well developed HRD master plan. It was mostly on an ad-hoc basis based on the availability of funds and driven by donor support rather than its need. These interventions were not sustainable due to unpredictability of funds and applicability of HRD to a particular nature of work.

As the country embarks on a development that caters to the needs of the 21st century economy, the planning process will have to evolve and respond to the emerging needs. In doing so, the planning officers will play an important role. Accordingly, their competency will also have to be enhanced through a more robust and structured CBF. The CBF will ensure the right investment for the right people and create predictability in terms of HRD, career progression and succession planning. It is developed to guide the GNHCS in its capacity development of the planning officers.

From the survey and also through our discussion and consultation, it was clear that planning officers continue to play a key role in agencies to deliver on the government's mandate to the people. In doing so, they carry out multiple tasks which are often difficult to quantify and fit into one size. Unlike some other professions, the planning officers in different agencies carry out related but entirely differentiated tasks. Therefore, because of such complexity, it is difficult to come up with a CBF that will apply to all planning officers uniformly. Nevertheless, this CBF is an attempt to develop minimum and standard competency requirements of all planning officers irrespective of their place of work.

2.1.1 Purpose

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

2.1.2 Aim

To build a fraternity of planning officers who are highly knowledgeable, skillful and competent in delivering efficient and effective services of the highest standard.

2.1.3 Objectives

- To enable GNHCS in nurturing, mentoring and maintaining a pool of competent and efficient workforce by aligning skills, capabilities and knowledge with organizational priorities, resulting enhancement of delivery of quality planning services;
- To enhance professional development through various methods of interventions to address the competency gaps;
- To enable better HR management such as HR planning, HRD, succession planning and performance management;
- To ensure the sustainability of HR investment in the planning pool through effective, efficient and judicious use of resources; and
- To build sectoral and subject matter expertise to serve the working agencies.

2.2 Framework Development Processes

The competency-based framework (CBF) for planning officers was developed through a series of consultative processes, research and feedback. The key roles, competency areas, key competencies, behavioural indicators and proficiency levels were developed through these processes. Key stakeholders were identified, involved and consulted.



Figure 1: Timeline for CBF development

2.3 Identification of Key Role

The key role is an organized set of behaviors that are crucial to achieve the current and future goals of the GNHCS.

In identifying the key roles, a total of 82 planning officers from the central agencies, ministries, thromdes, and dzongkhags were consulted. The consultation was undertaken based on the current and future roles and responsibilities of planning officers and the strategic role they have to play in the ensuing five to six years from now.

2.3.1 Respondent Profile

In the process of drafting the CBF for planning officer, a total of 82 planning officers were consulted through questionnaires, one-on-one interviews, focus group discussions, and meetings.

Of the 82 planning officers, 58 were men and 24 women, working across eleven ministries/agencies and 20 dzongkhags. By education level, 40 hold master degree, 38 have post graduate diplomas and the rest have bachelors degree.

By position level, 29 respondents are in P5 and P4, 35 in P3, while there were only 12 and 6 respondents in P2 and P1 respectively. Interestingly, two respondents stated that they do not know what their roles are as planning officers in the agency.

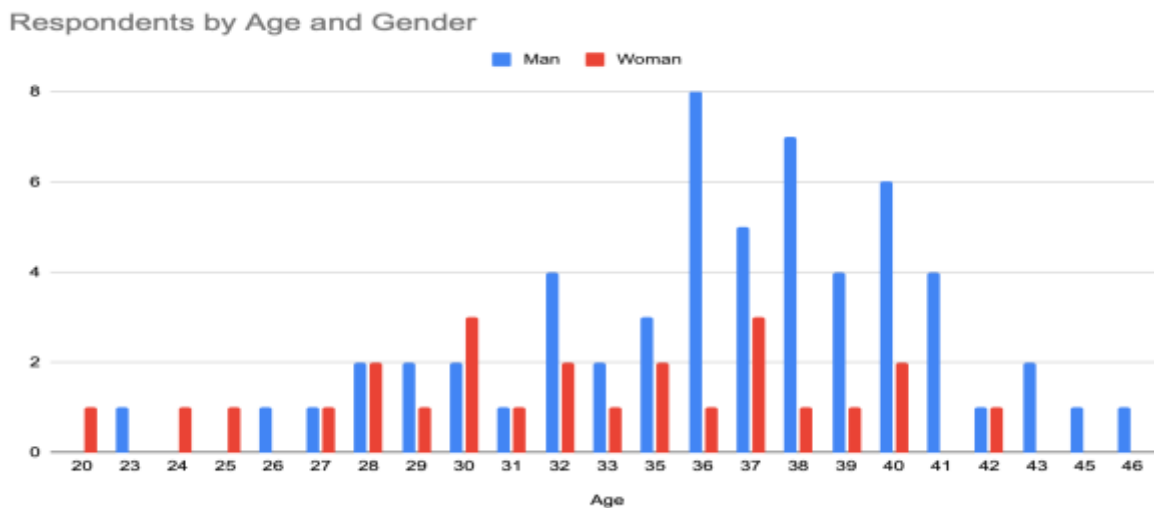


Figure 2: Respondent profile

2.3.2 Interview/Survey Findings

The planning officers consulted opined that in addition to the current responsibilities, planning officers have to perform responsibilities that would evolve over the next five years. Out of 82 planning

officers consulted, 54.9 percent felt that they foresee changes in their roles over the next five years which implies skills development for planners have to be geared towards fostering skills to cope up with the changing nature of their roles and responsibilities.

In addition to the above assertion, some planning officers stated that their responsibilities involve undertaking research, data analysis, monitoring and evaluation of development plans and programs, coordination and negotiations with development partners, and providing policy advice.

After a thorough consultation, the roles performed by planning officers in the GNHCS, sectors and LGs are categorised under the following two broad *key roles*:

- a. Strategic Planner
- b. Lead Policy Analyst

2.4 Description of Role Profile

The role profile is the description of roles that planning officers are expected to demonstrate in achieving the outcomes of the agency. It defines outcomes and competencies for an individual role. It concentrates on outcomes rather than duties, which provides better guidance than a job description or expectations. It does not constrain planning officers to carry out a prescribed set of tasks.

2.4.1 Role Profile of Planning Officers

SI #	Key Role	Role Description
1	Strategic Planner	<p>1.1 Leads sector/agency level planning during the FYP formulation to ensure that national priorities and international commitments are aligned.</p> <p>1.2 Leads developing annual plans for the sector/agency to ensure that the objectives of FYP are realized.</p> <p>1.3 Coordinates among different sectors/departments for comprehensive planning/monitoring/evaluation to ensure that the key results of the plans are delivered.</p>
2	Lead Policy Analyst	<p>2.1 Leads policy formulation and analysis in coordination and consultation with relevant stakeholders.</p> <p>2.2 Ensures policy is formulated in line with policy formulation protocol.</p>

	2.3 Monitors policy implementation as per policy monitoring framework. 2.4 Analyses government policies and advises the government on policy matters.
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Table 2: Role Profile of Planning Officers

2.5 Identification of Competency Areas

In order to undertake the identified roles effectively and efficiently, planning officers are expected to possess a set of competencies that are relevant by behaviors and functions of each role. For the planning officers, both behavioral and functional competencies are identified. The behavioral competency is a set of attributes which are critical to achieve functional competency whereas functional competency is applicable to the specific key role.

Key Role	Competency Area
1. Strategic Planner	Functional Competency
2. Lead Policy Analyst	Functional Competency
3. Both Key Roles	Behavioural Competency

Table 3: Competency Area

2.6 Identification of Key Competencies

In identifying the key competencies, observable behaviors that indicate presence of a particular competency required to perform a key role are considered. This includes the Knowledge, Skill, Ability (KSA), behavior, attitudinal attributes required to foster outstanding performance. It is, in generic sense, categorised as core competency, leadership competency, and technical or functional competency.

In the process of identifying key competencies for the planning officers, various stakeholders were consulted. The questionnaires were geared towards collection of every possible competency required.

It is noteworthy to share that the stakeholders consulted expressed that the planning officers play a key role in terms of planning and policy formulation, and coordination and team building across the working sphere.

Accordingly, to perform the above two key roles, nine key competencies under two competency areas were identified as described below. These are in addition to the three *key competencies* identified under Behaviour Competency:



Figure 3: Competency Area and Key Competencies

2.7 Identification of Behaviour Indicators

Behaviour Indicators describe the competencies on the basis of different levels of proficiency. It basically underscores an assemblage of motives, traits, and behaviors required while performing the assignment. It is through the identified behavioral indicators that guides the evaluation of the performance of an employee in an agency.

For the planning officers, 22 behavioral indicators are outlined against the 12 key competencies as provided below:

Competency Area	Key Competency	Behaviour Indicators
Key Role: Both Key Roles		
Behavioural Competency	1. Communication and Negotiation Skills	1.1. Communicates concisely with precision and distills complex issues to a commonly understandable language.
		1.2 Possesses or demonstrates the art of listening to different viewpoints by maintaining neutrality, objectivity and steering deliberations to achieve the outcome or results.
	2. Team Work	2.1. Exhibits people management skills to work with people of diverse personalities while demonstrating independent thinking ability.
		2.2 Demonstrates ability and willingness to be a team builder and team player by building consensus, solving problems, multi-task and all the while being neutral and open minded
	3. Aptitude for Life-long learning	3.1 Engages in continuous learning for personal, professional and organizational growth.
Functional Competency	4. Domain expertise of the working agency	4.1 Possess knowledge on interdisciplinary areas and demonstrates ability to comprehend the issues, challenges and opportunities in agency for better plan and policy formulation.
Key Role: Strategic Planner		
		5.1 Demonstrates skills in planning, budgeting and monitoring to achieve the national and organization's goal.

Functional Competency	5. Planning and Budgeting expertise	5.2 Collaborates with departments/agencies/sectors effectively for inclusive planning.
Functional Competency	6. Resource mobilization and allocation ability	6.1 Demonstrates knowledge and skills on resource allocation by developing and applying various resource allocation tools.
		6.2 Articulates and aligns national policies and priorities during plan formulation and resource mobilization.
		6.3 Uses principles of economic diplomacy effectively to forge strong partnerships with development partners and other agencies for assessing areas of development cooperation.
Functional Competency	7. Project management	7.1 Demonstrates knowledge and skills in project formulation and management and ensures that projects are formulated as means to achieve the national priorities articulated through the FYPs.
Functional Competency	8. Data analysis	8.1 Demonstrates knowledge and skills to analyse data using data analysis tools.
		8.2 Demonstrates ability to interpret and use data for evidence-based planning.
Functional Competency	9. Awareness and application of development evaluation	9.1 Demonstrates ability to understand and apply theories of development evaluation.
		9.2 Demonstrates knowledge and skills to apply evaluation findings for policy and plan formulation.
Key Role 2: Lead Policy Analyst		
Functional	10. Knowledge and skills on	10.1 Demonstrates ability in research and policy analysis.

Competency	policy formulation	10.2 Demonstrates knowledge and skills on policy analysis tools.
Functional Competency	11. Research and Policy analysis	11.1 Conducts research and analysis on public policies in order to ensure that policies are relevant to the current needs of the nation and changing global scenario.
Functional Competency	12. Awareness on the interlinkages of overall socio-economic policies	12.1 Conducts policy advisory roles.
		12.2 Demonstrates ability to develop policy briefs.
		12.3 Establishes inter-linkages between different socio-economic policies.

Table 4: Behavioural Indicators

2.8 Classification of Proficiency Levels

Categorised based on the level of expertise, *proficiency level* describes the levels of competency required to perform a specific job successfully. The proficiency progresses as it moves to the next higher level and each level has its own requirement of expertise. The proficiency levels are drawn based on the existing proficiency level of the RCSC.

For the planning officers, the *proficiency level* is categorised into four levels as provided below:

1. Foundation (P5 & P4)
2. Intermediate (P3)
3. Experienced (P2)
4. Advanced (P1)

Since the officials in P5 & P4 are beginning their career without much experience, they are expected to have minimal competency compared to other levels, hence it is categorised under foundation level. However, as officials rise to the next level (P3), the roles change to taking up more strategic and at the same time, to lead officials at the foundation level, it is categorised as experienced level. When an official enters P2 and P1, the role takes a higher level such as strategic thinking and mentoring, hence are considered as at advanced and expert levels, respectively. Each level has a set of key competencies that are distinctive and progressive from each other.

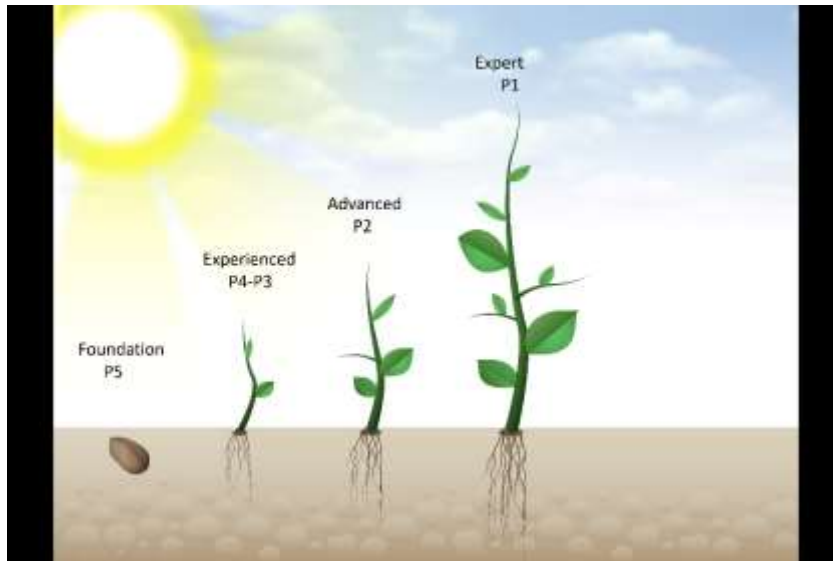


Figure 4: Proficiency levels

The proficiency levels of each key competency are provided below:

Key Role: Both Roles			
Competency Area: Behavioural Competency			
Key Competency 1: Communication and Negotiation Skills			
Behavior Indicator: 1.1 Communicates concisely with precision and distills complex issues to a commonly understandable language			
Foundation	Intermediate	Experienced	Advanced
Demonstrates an understanding of verbal and non-verbal communication strategies to pitch ideas or express views.	Shows a wide range of effective verbal and non-verbal communication strategies to communicate issues succinctly and clearly.	Respects differences of opinion and addresses disagreements objectively and professionally to achieve desired outcomes.	Exhibits ability to respect differences of opinion and addresses disagreements objectively and professionally to achieve desired outcomes.
Behavior Indicator: 1.2 Posses or demonstrates the art of listening to different viewpoints by maintaining neutrality, objectivity, and steering deliberations to achieve the outcome or results			
Foundation	Intermediate	Experienced	Advanced

Shows patience in listening to diverse viewpoints during deliberations.	Exhibits ability to accurately receive and interpret messages during the deliberations.	Guides colleagues on listening and interpreting skills during the deliberation.	Shows exemplary behaviors in listening and expressing views to steer deliberations to achieve the desired outcome.
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Key Role: Both Roles

Competency Area: Behavioural Competency

Key Competency 2: Team Work

Behavior Indicator 2.1. Exhibits people management skills to work with people of diverse personalities while demonstrating independent thinking ability.

Foundation	Intermediate	Experienced	Advanced
Develops skills to work with people from diverse backgrounds and appreciates the value of teamwork.	Shows ability to manage people from diverse backgrounds and be an important team player.	Manages people from diverse backgrounds for team building.	Models exemplary management skills and leads colleagues and becomes a team builder.

Behavior Indicator 2.2 Demonstrates ability and willingness to be a team builder and team player by building consensus, solving problems, multi-task and all the while being neutral and open-minded

Foundation	Intermediate	Experienced	Advanced
Understands the importance of being a team player and demonstrates this trait by forging strong partnerships with ministries, agencies, and LGs.	Initiates team building by forging and sustaining strong partnerships with ministries, agencies, and LGs.	Guides colleagues in team building by forging and sustaining strong partnerships with ministries, agencies, and LGs.	Leads by example in building a good team and motivating their subordinates, peers, and other stakeholders.

Key Role: Both Roles

Competency Area: Behavioural Competency

Key Competency 3: Aptitude for Life-long learning

Behavior Indicator 3.1 Engages in continuous learning for personal, professional and

organizational growth			
Foundation	Intermediate	Experienced	Advanced
Demonstrates enthusiasm and zeal for continuous learning for personal professional and organizational growth.	Engages in continuous learning for personal, professional and organizational growth.	Guides colleagues in continuous learning for personal, professional and organizational growth.	Exhibits ability to engage in continuous learning for personal, professional and organizational growth.
Key Role: Both Roles			
Competency Area: Functional Competency			
Key Competency 4: Domain expertise of the working agency			
Behavior Indicator 4.1 4.1 Possess knowledge on interdisciplinary areas and demonstrates ability to comprehend the issues, challenges and opportunities in agency for better plan and policy formulation			
Foundation	Intermediate	Experienced	Advanced
Understands the interdisciplinary nature of work, and issues, challenges and opportunities in the sector in order to be a domain expert.	Demonstrates deep understanding of the sector and its interrelationship with other sectors by addressing issues and challenges and leveraging opportunities in the sector from a macro perspective.	Guides colleagues in the understanding of the sector and its interrelationship with other sectors by addressing issues and challenges and leveraging opportunities in the sector from a macro perspective.	Models advanced understanding of the interdisciplinary nature of the sector by addressing issues and challenges in the sector proactively and leveraging opportunities through foresight and thought leadership.
Key Role 1: Strategic Planner			
Competency Area: Functional Competency			
Key Competency 1: Planning and Budgeting Expertise			
Behavior Indicator: 1.1 Demonstrates skills in planning, budgeting and monitoring to achieve the national and organization's goal.			
Foundation	Intermediate	Experienced	Advanced

Understands the basic planning and budgeting framework and its application in the plan formulation.	Uses planning and budgeting knowledge and skills to formulate plans and programs.	Leads formulation of plans and programs using planning and budgeting knowledge and skills.	Mentors and leads colleagues in planning and budgeting in keeping with the evolving priorities of the nation.
Understands basic macroeconomic principles and fundamentals and their uses in the planning and budgeting process.	Demonstrates ability to interpret/ analyze macroeconomic data/information and discern trends including macroeconomic forecast for effective plan formulation.	Guides colleagues in comprehending and applying macroeconomic analysis findings for effective plan formulation.	Leads colleagues in comprehending and applying macroeconomic analysis findings for effective plan formulation.
Demonstrates basic knowledge on monitoring.	Uses knowledge and skills to monitor development plans.	Guides colleagues in the use of knowledge and skills to monitor development plans.	Mentors and leads colleagues to undertake monitoring of plans.

Behaviour Indicator: 1.2 Collaborates with departments/agencies/sectors effectively for inclusive planning

Foundation	Intermediate	Experienced	Advanced
Assists in coordination and collaboration among departments/agencies and sectors for effective and inclusive planning.	Initiates inter-agency cooperation to effectively formulate inclusive plans and programs.	Fosters inter-agency cooperation to effectively formulate inclusive plans and programs.	Prepares and issues instruction/guidelines for coordination of development activities to effectively formulate inclusive plans and programs and solve complex problems.
Understands the importance of being a team player and demonstrates this trait by forging strong partnership with ministries, agencies and LGs.	Demonstrates effective networking, negotiation and communication skills to sustain team work.	Guides and demonstrates effective networking, negotiation and communication skills to sustain team work.	Leads by example in building a good team and motivating their subordinates.

Competency Area: Functional Competency

Key Competency 2: Resource Mobilization and Allocation Ability

Behaviour Indicator: 2.1 Demonstrates knowledge and skills on resource allocation by developing and applying various resource allocation tools

Foundation	Intermediate	Experienced	Advanced
Understands Resource Allocation methods and mechanisms including the Resource Allocation Formula (RAF) and its application to the planning and budgeting framework.	Uses the knowledge and skills on economics, finance and development management to strengthen the application of resource allocation methods.	Uses the advanced knowledge and skills on economics, finance and development management to review and develop robust resource allocation methods based on the relevancy of parameters and development priorities.	Mentors colleagues on use of knowledge and skills on economics, finance and development management to review and develop robust resource allocation methods based on the relevancy of parameters and development priorities.

Behaviour Indicator: 2.2 Articulates and aligns national policies and priorities during plan formulation and resource mobilization

Foundation	Intermediate	Experienced	Advanced
Understands national policies and priorities during the plan formulation.	Demonstrates ability to articulate national policies and priorities during plan formulation and resource mobilisation.	Guides colleagues on articulation of national policies and priorities during plan formulation	Models articulation of national policies and priorities in plan formulation and resource mobilization from external sources.

Behaviour Indicator: 2.3 Uses principles of economic diplomacy effectively to forge strong partnership with Development Partners and other agencies for assessing areas of development cooperation

Foundation	Intermediate	Experienced	Advanced
Demonstrates ability to identify and cultivate professional relationships with	Identifies and cultivates professional relationships with key development	Leads colleagues effectively in bilateral/multilateral/other events to engage in development cooperation.	Establishes new partnerships and foster better working relationships with agencies in government,

key development partners to advance development cooperation.	partners to advance development cooperation.		CSOs and development partners using effective economic diplomacy.
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Competency Area: Functional Competency

Key Competency 3: Project Management Skills

Behaviour Indicator: 3.1 Demonstrates knowledge and skills in project formulation and management and ensures that projects are formulated as means to achieve the national priorities articulated through the FYPs.

Foundation	Intermediate	Experienced	Advanced
Understands the concepts of project management and uses it in project formulation as a means to achieve national priorities.	Demonstrates and applies in-depth knowledge and skills on project management to formulate impactful projects.	Leads and implements effective and efficient project management strategies.	Designs effective and efficient project management strategies.
Understands the importance of time and cost overrun in project formulation and implementation.	Demonstrates ability to conform to the most effective and efficient time frame and cost for project formulation and implementation.	Leads colleagues to conform to the most effective and efficient time frame and cost for project formulation and implementation.	Provides strategic direction in project formulation based on the experience and knowledge endowment to avoid cost and time overrun.

Competency Area: Functional Competency

Key Competency 4: Data analysis

Behaviour Indicator: 4.1 Demonstrates knowledge and skills to analyse data using data analysis tools

Foundation	Intermediate	Experienced	Advanced
Displays the basic knowledge and skills to analyze data using data analysis tools.	Applies knowledge and skills to analyze data using data analysis tools.	Leads colleagues to apply knowledge and skills to analyze data using data analysis tools.	Models knowledge and skills in data analysis to analyze data using some of the most used data analysis tools.

Behaviour Indicator: 4.2 Demonstrates ability to interpret and use data for evidence-based planning

Foundation	Intermediate	Experienced	Advanced
Demonstrates basic knowledge and skills in data analysis and interpretation and their usage in plan formulation.	Demonstrates advanced knowledge and skills in data analysis and interpretation and their usage in plan formulation.	Uses data and interpretation skills to review and revise plans.	Mentors and leads colleagues for better plan formulation using data analysis and interpretation skills.

Competency Area: Functional Competency

Key Competency 5: Awareness and application of development evaluation

Behaviour Indicator: 5.1 Demonstrates ability to understand and apply theories of development evaluation.

Foundation	Intermediate	Experienced	Advanced
Demonstrates basic skills in development evaluation.	Applies principles and theories of development evaluation.	Demonstrates ability to commission development evaluation studies.	Demonstrates ability to commission (appropriate and adapt), guide and supervise development evaluation studies.
Demonstrates basic knowledge on development evaluation.	Applies evaluation skills to design and conduct evaluation studies.	Exhibits ability to supervise evaluation studies.	Demonstrates ability to validate and approve credible evaluation studies.

Behaviour Indicator: 5.2 Demonstrates knowledge and skills to apply evaluation findings for policy and plan formulation.

Foundation	Intermediate	Experienced	Advanced
Understands the principles of application of evaluation findings in plan and policy formulation.	Demonstrates ability to integrate evaluation findings into plans and policies.	Applies the principles of evaluation findings in plan and policy formulation.	Demonstrates leadership in influencing plans and policy formulation based on evaluation findings.

Key Role 2: Lead Policy Analyst**Competency Area: Functional Competency****Key Competency 6: Knowledge and skills on policy formulation****Behaviour Indicator 6.1: Demonstrates ability in research and policy analysis**

Foundation	Intermediate	Experienced	Advanced
Demonstrates basic knowledge of policy formulation.	Demonstrates ability to conduct researches on topical issues and analyze policies for better policy formulation.	Leads colleagues to conduct researches on topical issues and analyze policies for better policy formulation.	Mentors colleagues and subordinates in policy formulation and analysis through credible policy research.
Demonstrates basic knowledge of policy formulation protocol.	Demonstrates advanced knowledge of policy formulation protocol.	Ensures adherence to policy formulation protocol while formulating policies.	Leads and mentors colleagues in policy formulation using policy formulation tools including the existing policy formulation protocol and GNH policy screening tools.
Demonstrates ability to screen policies using GNH policy screening tool.	Demonstrates advanced knowledge and ability to interpret the GNH policy screening tool and recommend adaptation of GNH policy screening tool in keeping with changing priorities.	Interprets the GNH policy screening tool and recommend adaptation of GNH policy screening tool in keeping with changing priorities.	Demonstrates leadership in improving policy formulation protocol and GNH policy screening tool in keeping with the emerging national priorities.

Behaviour Indicators 6.2: Demonstrate knowledge and skill on policy analysis tools

Foundation	Intermediate	Experienced	Advanced
Demonstrates basic knowledge and skills on policy analysis tools.	Applies relevant policy analysis tools for policy analysis.	Leads and guides colleagues in policy analysis using	Adapts and designs relevant policy analysis tools to formulate and review policies.

		appropriate policy analysis tools.	
Competency Area: Functional Competency			
Key Competency 7: Research and Policy Analysis			
Behaviour Indicators 7.1: Conducts research and analysis on public policies in order to ensure that policies are relevant to the current needs of the nation and changing global scenario			
Foundation	Intermediate	Experienced	Advanced
Understands basic research skills and methodologies for policy analysis.	Applies basic research skills and methodologies for policy analysis.	Reveals advanced knowledge and skills on empirical research for policy analysis.	Produces credible policy research papers and publishes in peer-reviewed journals.
Competency Area: Functional Competency			
Key Competency 8: Awareness on the interlinkages of overall socio-economic policies			
Behaviour Indicators 8.1: Conducts policy advisory roles			
Foundation	Intermediate	Experienced	Advanced
Assists and participates in policy dialogues effectively.	Coordinates policy dialogues effectively.	Provides policy advice to the management.	Leads policy advisory roles with clear interlinkages of overall socio-economic policies.
Behaviour Indicators 8.2: Demonstrates ability to develop policy briefs			
Foundation	Intermediate	Experienced	Advanced
Demonstrates adequate skills to draft policy briefs.	Applies skills to develop succinct and credible policy briefs.	Leads the development of policy briefs based on findings from different publications.	Mentors colleagues on the development of policy briefs based on findings from different publications.
Behaviour Indicators 8.3: Establishes inter-linkages between different socio-economic policies			
Foundation	Intermediate	Experienced	Advanced
Demonstrates understanding of different policies.	Demonstrates ability to analyse macro-economic analysis and	Demonstrates ability to guide colleagues on the macro-economic	Establishes clear linkages between policies and their impacts to the society.

	other quantitative methods to understand socio-economic policy.	analysis and other quantitative methods to understand socio-economic policy.	
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Table 5: Proficiency Level

2.9 Training Needs Assessment (TNA)

In order to build a clear linkage between the desired and current capabilities, training needs form an integral part of the CBF. The training needs assessment determines whether the needs identified herein would foster solutions to the problems faced in the workplace by targeting the right competencies for right officials. In identifying the training needs, the deliverables of the GNHCS, various ministries, agencies and LGs are taken into consideration.

In identifying the training needs assessment, the planning officers of the central agency, ministries, dzongkhags, and thromdes were consulted both through survey questionnaires and focus group discussions. While one-on-one discussions could not be held with all planning officers, those who were consulted opined that training needs assessment should be undertaken on a periodic basis to ensure that planning officers are abreast of the dynamics of their work.

Since the planning officers are categorised in four *proficiency levels*, training needs were also identified based on four levels. The findings from the survey, focus group discussion, and one-on-one meetings revealed that the complexity of the training required increases with the increase in level.

2.9.1 Training Needs Assessment for the four Proficiency Levels

Key Role 1: Strategic Planner				
Key Competencies	Proficiency level	Performance [Competent (C)/ Not Competent(NC)]	Likely reason for performance gap	Competency Building Intervention
1.1. Planning and Budgeting expertise	Foundation	27% C; 73% NC	<ol style="list-style-type: none"> 1. Lack of relevant training- 100% 2. Lack of exposure- 86% 3. Lack of adequate coaching and mentoring- 86% 	- Training on planning and budgeting (RBM)
	Intermediate/ Experienced	40% C; 60% NC	<ol style="list-style-type: none"> 1. Lack of relevant training- 83% 2. Lack of exposure- 76% 3. Lack of adequate coaching and 	- Advanced training on planning and budgeting (RBM) - Training on macroeconomic analysis and planning

			mentoring- 81%	
	Advanced	78% C; 22% NC	<ol style="list-style-type: none"> 1. Lack of relevant training- 38% 2. Lack of exposure- 22% 3. Lack of adequate coaching and mentoring- 17% 	<ul style="list-style-type: none"> - Training on strategic planning and leadership - Training on macroeconomic analysis and planning including macroeconomic modelling
1.2 Resource mobilization and allocation ability	Foundation	27% C; 73% NC	<ol style="list-style-type: none"> 1. Lack of relevant training- 100% 2. Lack of exposure- 86% 3. Lack of adequate coaching and mentoring- 86% 	<ul style="list-style-type: none"> - Training on resource planning, mobilization and RAF - Awareness programs on leadership, economic diplomacy, negotiation skills, communication skills, and management skills
	Intermediate/ Experienced	40% C; 60% NC	<ol style="list-style-type: none"> 1. Lack of relevant training- 83% 2. Lack of exposure- 76% 3. Lack of adequate coaching and mentoring- 81% 	<ul style="list-style-type: none"> - Training on resource planning and mobilization and RAF
	Advanced	78% C; 22% NC	<ol style="list-style-type: none"> 1. Lack of relevant training- 38% 2. Lack of exposure- 22% 3. Lack of adequate coaching and mentoring- 17% 	<ul style="list-style-type: none"> - Training on programme development and RBM. - Advanced training on analysis and development/ improvement of resource allocation methods including RAF
	Foundation	27% C; 73% NC	<ol style="list-style-type: none"> 1. Lack of relevant training- 100% 2. Lack of exposure- 86% 3. Lack of adequate 	<ul style="list-style-type: none"> - Foundational course on project management

1.3 Project management skills			coaching and mentoring- 86%	
	Intermediate/ Experienced	40% C; 60% NC	1. Lack of relevant training- 83% 2. Lack of exposure- 76% 3. Lack of adequate coaching and mentoring- 81%	- Advanced course on project management
	Advanced	78% C; 22% NC	1. Lack of relevant training- 38% 2. Lack of exposure- 22% 3. Lack of adequate coaching and mentoring- 17%	- Training on Programme management
1.4 Data analysis skills	Foundation	27% C; 73% NC	1. Lack of relevant training- 100% 2. Lack of exposure- 86% 3. Lack of adequate coaching and mentoring- 86%	- Training on data analysis data analysis tools
	Intermediate/ Experienced	40% C; 60% NC	1. Lack of relevant training- 83% 2. Lack of exposure- 76% 3. Lack of adequate coaching and mentoring- 81%	-Advanced training on data analysis and interpretation, data analysis tools
	Advanced	78% C; 22% NC	1. Lack of relevant training- 38% 2. Lack of exposure- 22% 3. Lack of adequate coaching and mentoring- 17%	

1.5 Awareness and application of development evaluation	Foundation	27% C; 73% NC	<ol style="list-style-type: none"> 1. Lack of relevant training- 100% 2. Lack of exposure- 86% 3. Lack of adequate coaching and mentoring- 86% 	- Training on development evaluation
	Intermediate/ Experienced	40% C; 60% NC	<ol style="list-style-type: none"> 1. Lack of relevant training- 83% 2. Lack of exposure- 76% 3. Lack of adequate coaching and mentoring- 81% 	- Advanced training on development evaluation
	Advanced	78% C; 22% NC	<ol style="list-style-type: none"> 1. Lack of relevant training- 38% 2. Lack of exposure- 22% 3. Lack of adequate coaching and mentoring- 17% 	<ul style="list-style-type: none"> - Advanced training on analysis and use of evaluation results - Communication skills - Leadership and Managerial skills

Key Role 2: Lead Policy Analyst

2.1 Knowledge and skills on policy formulation	Foundation	27% C; 73% NC	<ol style="list-style-type: none"> 1. Lack of relevant training- 100% 2. Lack of exposure- 86% 3. Lack of adequate coaching and mentoring- 86% 	<ul style="list-style-type: none"> - Training on policy formulation - Orientation on policy formulation protocol and GNH screening tool
	Intermediate/ Experienced	38% C; 62% NC	<ol style="list-style-type: none"> 1. Lack of relevant training- 83% 2. Lack of exposure- 76% 3. Lack of adequate coaching and mentoring- 81% 	- Advanced training on policy formulation and interpretation
			1. Lack of relevant	

	Advanced	78% C; 22% NC	<p>training- 38%</p> <p>2. Lack of exposure- 22%</p> <p>3. Lack of adequate coaching and mentoring- 17%</p>	<p>Training on leadership and foresight</p>
2.2 Research and Policy Analysis abilities	Foundation	27% C; 73% NC	<p>1. Lack of relevant training- 100%</p> <p>2. Lack of exposure- 86%</p> <p>3. Lack of adequate coaching and mentoring- 86%</p>	<p>training on research methodology:</p> <ul style="list-style-type: none"> • Data interpretation skills • Data analysis tools • Research tools
	Intermediate/ Experienced	40% C; 60% NC	<p>1. Lack of relevant training- 83%</p> <p>2. Lack of exposure- 76%</p> <p>3. Lack of adequate coaching and mentoring- 81%</p>	<p>Advanced training on research methodology:</p> <ul style="list-style-type: none"> • Data interpretation skills • Data analysis tools • Research tools
	Advanced	78% C; 22% NC	<p>1. Lack of relevant training- 38%</p> <p>2. Lack of exposure- 22%</p> <p>3. Lack of adequate coaching and mentoring- 17%</p>	
2.3 Awareness on the interlinkages of	Foundation	27% C; 73% NC	<p>1. Lack of relevant training- 100%</p> <p>2. Lack of exposure- 86%</p> <p>3. Lack of adequate coaching and mentoring- 86%</p>	<p>Training on development policies</p> <p>Training on policy analysis skills</p>
	Intermediate/	40% C;	<p>1. Lack of relevant training- 83%</p> <p>2. Lack of exposure- 76%</p>	<p>Training on development policies, policy analysis and preparation of policy</p>

overall socio-economic policies	Experienced	60% NC	3. Lack of adequate coaching and mentoring- 81%	briefs - Training on negotiation skills and policy dialogue
	Advanced/Expert	78% C; 22% NC	1. Lack of relevant training- 38% 2. Lack of exposure- 22% 3. Lack of adequate coaching and mentoring- 17%	- Awareness programs on leadership, economic diplomacy, negotiation skills, communication skills, and management skills

Table 5: Training Needs

2.10 Mandatory short-term programmes and learning objectives

The framework has identified possible reasons for the gaps and interventions. To close the gap, interventions are also identified against each key competency for the four proficiency levels. However, considering the importance and priority, and implementation ability, following short-term training are proposed for implementation. Accordingly, the learning objectives based on the type of training required are identified to facilitate achievement of short-term program objectives.

SL#	Training/Intervention	Expected outcomes	Remarks
1	Training on planning and budgeting (RBM)	1. Formulate FYPs, annual national/sector plans, 2. Draw up strategies and implementation plans 3. Undertake monitoring and evaluation of plan activities	
2	Training on (macro) economic analysis and planning	1. Use macroeconomic analysis tools in plan formulation 2. Carry out macroeconomic situation analysis of the country 3. Formulate local economic development plans and strategies	

3	Training on strategic planning and leadership	<ol style="list-style-type: none"> 1. Provide strategic direction on plan formulation 2. Set national level plan objectives and key result areas 	
4	Training on economic diplomacy, negotiation and communication skills	<ol style="list-style-type: none"> 1. Understand and apply principles of economic diplomacy 	
5	Training on data analysis and interpretation	<ol style="list-style-type: none"> 1. Analyse data and interpret results using data analysis tools 	
6	Training on research methodology, analysis and reporting	<ol style="list-style-type: none"> 1. Undertake research on topical issues 	

Table 6: Mandatory Short-term Trainings

To further ascertain whether the training needs proposed by the planning officers were perceived or self-reported, the matrix below was used:



The planning officers who were consulted through the survey questionnaire, focus group discussions and one-on-one meetings were analysed using the above matrix. The exercise focused on the green rubric (Can't do it, will do it) to instill capacity through the training programmes.

2.11 List of Long-Term Training

Out of 82 planning officers who responded to the survey questionnaire, 40 has a master degree in various fields. Majority of them hold a master degree in public policy followed by economics. Data

maintained by GNHCS shows that there are 58 planning officers without a master degree and out of which 50 of them are eligible for long-term studies.

Based on the relevancy and findings from the training needs assessment, the following cross sectoral long-term courses are prioritized for implementation. However, it has to be noted that the list of offerings is not exhaustive and depending on the resource availability and, individual and organizational initiative to secure scholarships, other relevant long-term trainings could also be provided.

SL #	Course	Sector
1	Master of Public Policy/Economic Policy/Policy Analysis	Cross-sectoral
2	Master of Economics (IDEC/Applied/Development/Resource Economics)	Cross-sectoral
3	Master of Sustainable development/ Development planning	Cross-sectoral
4	Master of Environmental Management and Development, and Climate Change	Cross-sectoral
5	Master of Data Analytics/Data Science	Cross-sectoral

Table 7: Long-term Trainings

2.12 List of mandatory refresher courses

The mandatory competency development interventions are mostly short-term training that can be offered either through online or in-person that will together target the development of a group of competencies at once. The details of mandatory STT are as follows in addition to the specific courses relevant to their agencies:

Key Role	Refresher course	Duration (frequency)	Proficiency level
Strategic Planner	Results Based Management (RBM)/ M&E/Theory of Change (ToC)	Two weeks (Annually)	Foundation and Experienced levels
	Design Thinking /Foresight	Two weeks	All levels
	Data skills	Two weeks (Annually)	All levels
	Resource Mobilization Strategy	Two weeks	Experienced and Advanced level
	Project Management	One month	Foundation and Experienced

		(Annually)	levels
Lead Policy Analyst	Policy Formulation	Two weeks	Foundation and Experienced levels
	Development Evaluation	One month	All levels
	Data analysis skills	One month	All levels
	Communication and Negotiation	Two weeks	Experienced and Advanced level
	Macro-economic parameters	One week	All levels
Both	Mainstreaming GECD ² P into plans and policies	One week	All levels

Table 8: Refresher courses

2.13 Implementation of the Competency Based Framework

The implementation of the CBF is expected to enhance the competency of the planning officers as they discharge their responsibilities for the overall socio-economic development of the country. This will help all planning officers get relevant professional development programs based on the needs as identified during the training needs assessments. Henceforth, the training and other professional development should be according to the identified capacity gaps and based on the different roles they play as per the career progression.

With the CBF in place, GNHCS as the parent agency for planning officers should prioritize professional development needs on an annual basis based on the requirements and availability of resources. The capacity development needs for the planning officers should be dynamic and reviewed periodically based on the changing situations.

3 Recommendations

Based on the findings from the survey, one-on-one meetings, focus group discussions, and structured meetings in the process of formulating this framework, the following recommendations are proposed for consideration and implementation by the concerned agencies:

1. Capacity building programmes

In order to foster organizational growth, capacity building programmes have been identified as an integral part of this framework. While the planning officers have attended the general capacity building programmes, limited training programmes relevant to their roles in the workplace were provided. This has hindered them from making optimum contribution to their organisation and affected ensuring planning officers remain integrated in their work agencies.

In order to respond to these challenges, planning officers, especially in the dzongkhags, expressed that capacity building through: hands-on learning; workshops; internship; self-development programmes; and attachment programmes both at national and international level was important. Therefore, it is recommended to impart capacity building through such programs to enhance the capacity of the planning officers for better service delivery and optimal performance.

2. Alignment of job and proficiency/educational background

It was observed that some of the planning officers serving in various agencies had different educational backgrounds which were not related to their job. For instance, a planning officer who pursued bachelors in creative arts was placed in an agency that has the mandate to oversee economic development which is a clear case of mismatch between qualification and roles. This mismatch has limited application of their knowledge and expertise which would have been relevant in another sector.

Therefore, it is recommended to consider proper alignment of qualification and roles while placing a planning officer to any agency. A proper professional footprint of planning officers has to be maintained by the GNHCS and the RCSC to undertake this recommendation forward.

3. Institutional capacity building

Investing in human resources is considered a smart investment. While the returns on the investment may not be immediate and tangible, the contributions to socio-economic development in the long run are immense.

It is timely that the institutions should invest in capacity development programme relevant to their institutional mandate. Institutions should be provided certain flexibility to identify and pursue

capacity development programmes including long-term studies that will enhance the institutional productivity. Such initiative is expected to ensure succession planning, enhance ownership, and capacity requirement in the agency.

4. Skills Development in Data and Technology

The recommendation is specifically in keeping with the long-term vision and the emerging pervasiveness of ICT and the productivity in the 21st century is increasingly driven by the digital technology and artificial intelligence. In line with this, a sound investment in building key competencies in data and technology will provide better returns on investment in the form of forward-looking plans and policies that are well integrated with foresight, creativity and innovation.

It will be imperative to invest in future skills such as data and technology to reap maximum benefit from the industrial revolution 4.0 that has changed and continue to change the social and economic landscape.

5. Capacity development impact assessment

It is generally perceived that there is not enough follow through after a civil servant attends a training. In order to ascertain the effectiveness of the training attended, organizations must keep track of various trainings attended by its employees and undertake its impact assessment. This has to be instituted as a system across the civil service. Implementing this would help avoid investing in training that has no relevance or less impact to the individual and the organization.

Furthermore, the concerned agencies should ensure that knowledge and skills gained through training is implemented and translated into a desirable outcome for the benefit of the organization. Subsequently, the training attended by an individual should have percolate benefit to others in the organisation.

4 Conclusion

Initiated by the RCSC, the GNHCS undertook the CBF exercise for planning officers in consultation with relevant stakeholders. It was developed primarily to enhance the capacity of planning officers for effective planning and policy formulation among others. The validation of key roles, competency areas and key competencies consisted of surveys along with multiple rounds of consultations with planning officers from the ministries, sectors and LGs.

Thereafter, a TNA survey was conducted, which resulted in the identification of gaps across the three proficiency levels as well as existing key competencies. In order to validate the training needs, one-on-one meetings, focus group discussions, meetings- both virtual and in-person were conducted. This reinforced the TNA and subsequent training programmes that are being identified.

This CBF is expected to clearly underscore the competency requirements for planning officers at different levels. It will guide GNHCS and concerned sectors in terms of recruiting new planning officers and providing structured capacity building programmes as well as appropriate mentoring and coaching programmes to ensure effective and efficient delivery of planning services based on their emerging needs and different roles.