

Exploring the Training Spectrum: A Case of 60-hour Long Training in a Year for the Public Servants of Bangladesh

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ABSTRACT

60-hour long training is a continuous professional development programme for the public servants of the people's republic of Bangladesh. This training aims at the capacity development of the public servants, which in turns contributes to the organisational performance. 60-hour long training in a year for the employees of public sector in different public sector organisations across the country has been undertaken to raise the skills and competencies and modify the attitude of the public servants under the supervision of MOPA. Since its introduction in 2016, the efficacy of 60-hour long Training programme has not been explored yet. Therefore, this study aims at filling in this gap in literature in public sector, focusing on the trainings offered to employees and its influence on their performance in these organisations. How the outcome of the 60-hour training leads to increased organisational performance is yet to be ascertained. Interpretive approach has been adopted in this study. Data have been collected from selected upazilas of two districts (Moulvibazar, Habiganj) and three Ministries, namely, Ministry of Public Administration, Ministry of Education and Ministry of Health. The findings of the study show that training characteristics consist of before-the-training, during-the-training and after-the-training characteristics. The characteristics of these three stages of training that influence training effectiveness of the 60-hour training in this study comprise: learning readiness of the trainees, pre-training facilitation and activities, environment of training, training method, performance of trainer and style, training contents, training objectives and results. Research findings suggest the strongest important relationships between the characteristics of training such as pre-training, during-the-training and post-training that in turn contribute to the effectiveness of the 60-hour training.

Keywords: Sixty-hour training, Efficacy, before-the-training, during-the-training and after-the-training characteristics

Introduction

According to Public Administration Training Policy (PATP) (2003), at least, sixty-hour long training in a year is mandatory for all government employees to refresh and enhance their knowledge and skills irrespective of the levels. To execute the provision of PATP, Career Planning and Training (CPT) wing of the Ministry of Public Administration (MoPA) has prepared a Training Manual and Curriculum for sixty-hour long training program at all level of its employees. The manual has given guidelines for conducting regular training on specific issues including the training methodology. However, concerned authorities have the liberty to adjust the course content and schedule according to the specific needs of the officials or the organizations. These training programs have potentials to contribute to the performance of an individual employee leading to a sustainable and accountable Bangladesh. However, outcome of this programme has not yet been examined. Also, the question remains as to how far this training programme organised so far, has enhanced organisational performance. Therefore, this study aims at exploring whether the 60-hour long training offered is effective in influencing employee performance.

To cope up with ever-changing issues at work, public servants require more skills and new knowledge. Thus, this study begins with the realisation that appropriate needs-based training effectively capacitates the public servants. Hence, employees have to be frequently updated through training at workplace. Well-designed training programmes can immensely benefit organisations and individuals, in terms of enhanced skills, knowledge and performance. Capacity enhancement of the Bangladesh public servants through training to cope with and adapt to an ever-changing environment is a major mandate of the Ministry of Public Administration (MoPA). In line with this, another important mandate of the Ministry of Public Administration is framing policies on training of government servants. Keeping it in view, MoPA has designed a training manual to organise 60-hour long training programme at different levels of the government service and also in ministries, divisions, directorates, training institutes and attached departments as well as in the field administration including, divisional commissioner offices, district administration (Deputy Commissioner), and Upazila (sub-district) level offices. Since its introduction in 2016, the efficacy of 60-Hour long Training programme has not yet been explored. Therefore, this study aims at filling in this gap in literature in public sector, focusing on the trainings offered to employees

and its influence on their performance in these organisations. In this context, the study explores the effectiveness of the 60-hour long training in a year by mapping how training characteristics influence the effectiveness of the 60-hour long training.

Training cannot be considered as a stand-alone and one-off activity. It must be linked to organisational problem solving. In absence of needs-based and continual training, officials often do not know how to handle difficult situations (Younis and Mostafa, 2000). Training is necessary because no matter how skilled and qualified an employee may be at the time of entry, s/he lacks certain skills/qualities which s/he needs to learn to perform effectively in specific posts. 60-hour long training aims at continuous professional development programme for the civil servants posted both at the ministries and field administration. 60-hour long training in a year for the employees of public sector in different public sector organisations across the country has been undertaken to raise the skills and competencies and modify the attitude of the public servants under the supervision of MOPA. In this context, the purpose of the paper is to explore the efficacy and usefulness of the 60-hour training. Since its introduction in 2016, the effectiveness of 60-Hour long Training programme has not been conducted yet.

The following research questions are formulated:

- ▶ How effective is the 60-hour long training?
- ▶ What are the key training characteristics that make the 60-hour long training effective?
- ▶ How training characteristics influence the effectiveness of the 60-hour long Training?

Philosophy of 60-hours Training

Sixty-hour long training is an in-service training programme, which is an adult training situation. Knowles (1984) advanced five assumptions about the characteristics of adult learning situation: i) self-concept, i.e., adults are self-directed learners ii) adult learner experience, meaning adult learners accumulate a growing reservoir of experience, bringing a wealth of experience iii) readiness to learn, iv) orientation to learning, i.e., adults are problem-centered in their learning v) motivation to learn that is adults are motivated internally. To analyse the philosophically directed practices of the 60-hour training situation, one must consider all those involved, i.e., trainees and trainers and the meaning-giving dimensions associated with

the situation of 60-hour training. Both the trainers' and the trainees' relationship to knowledge and learning is emphasised in 60-hour training.

Reading of the 'Training Manual for Sixty-hour Training' clarifies the underlying philosophy of this training. On page five of it, it is clearly stated that "Expectations of the participants will be taken at initial stage and based on that authority/organizers may adjust/change the contents..." (MoPA, 2016). According to the Manual, organising authorities have the liberty to adjust the course contents and schedules according to specific needs of the trainee officials of the organisations. The Manual also states that "this manual is not exhaustive and it will require regular review and update on the basis of changing needs and trends... this manual will help capacity building of public servants and prepare them face increasing challenges in their respective workplace" (MoPA, 2016). That means it is based on experiential approach.

Training Effectiveness (TE)

In the realm of training, effectiveness is the extent to which the objectives of a particular training are met. According to Georgopoulos and Tannenbaum (1957), effectiveness means success which refers to goal-attainment. While they sound similar, effectiveness and efficiency have different connotation. If effectiveness is present, efficiency may not be present. On the other hand, efficiency represents relationship between inputs and outputs (Low, 2000). Roberts (1994, p. 19) defines efficiency as "to the degree of economy with which the process consumes resources – especially time and money", while he distinguishes effectiveness as how well the process actually accomplishes its intended purpose. Efficiency is a trap. Thus, it is important to focus on effectiveness. Drucker argues that the concept of efficiency is vague, without effectiveness. Because it is more important to achieve success what is proposed (the effectiveness) than do well in areas that are not necessarily concerned (Drucker, 2001, p.147). For example, for training, an output is represented by the degree of training courses held and number of trainees trained, while the success/achievement can be the fulfillment of training objectives and level of training transfer. Effectiveness, thus, reflects training success with which resources have been used to attain the goals sought. A Study by Homklin et al (2013) defines training effectiveness in terms of assessing and evaluating factors in the work environment and individual characteristics that affect training courses. Substantial research is required to explore various factors such as needs-based training design, as they have a strong influence on learning

transfer (Homklin et al., 2014). More research is needed on the influence of training characteristics (setting goals, methods of training, evaluation methods, etc.) on the effectiveness of training (Baldwin et al., 2009). Literature survey also reveals that the design of the training and facilitation method and individual characteristics are the significant features which influence the TE (Kontoghiorghes, 2001; Clark et al., 1993). Literature survey also reveals that the design of the training and training delivery style and individual characteristics of trainees are the significant features that influence the TE (Kontoghiorghes, 2001; Clark et al., 1993). This study considers the characteristics of training as a combination of three phases, i.e. pre-training, during-training and post-training that reflect TE. Training characteristics (TC) are defined as atmosphere of the training, quality of the resource persons and style, training material, training methods and goals (Kirkpatrick and Kirkpatrick, 2006). Furthermore, according to Arthur et al. (2003), the quality of the resource persons, content and skills of trainers should be included in the evaluation of the TE.

According to Pineda (2010) and Warr et al., (1999), previous research on TE focused mainly on post-training measurement of training achievement. However, presently literature proposed measuring TE by evaluation in multiple phases, i.e., prior to training, during training and after training (Tannenbaum and Yukl, 1992). Research studies that dealt with the achievement of post-training only reflect a myopic view (Bates et al. 2007; Baldwin and Ford, 1988). Therefore, the effects of training characteristics on the TE have not been taken into account (Bates, 2004) properly, representing multiple stages. It appears that no attention has been given to the effects of training features on the TE (Bates, 2004). Therefore, evaluating the outcome of learning by isolating these relevant elements is not sufficient (Tannenbaum et al., 1993). In line with this, the 60-hour training research aims to improve the training scenario by taking into account the characteristics of three phases, i.e. pre-training, during-training and post-training along with atmosphere of the training, quality of the resource persons and style, training material, training methods and goals.

Building on insights from Bushnell's input, process, output model (1990) and Stufflebeam's context, input, process and product model (1983) this study explores the influence of training features (atmosphere of training, methods of training, performance and activities of instructors, training objectives and training content) on the TE (before, during and after 60-hour training in a year).

Theoretical Framework

Various theories and models are used for examining training effectiveness through different lenses. Actual effectiveness of a training cannot be evaluated using any single model. In view of this, a different study is needed from diverse dimensions as suggested by different theories and models. Thus, drawing on insights from Bushnell's input, process, output model (1990) and Stufflebeam's context, input, process and product model (1983) the author maintains that in order to determine the effectiveness of a training programme the entire training process (pre, during and post-training) needs to be explored.

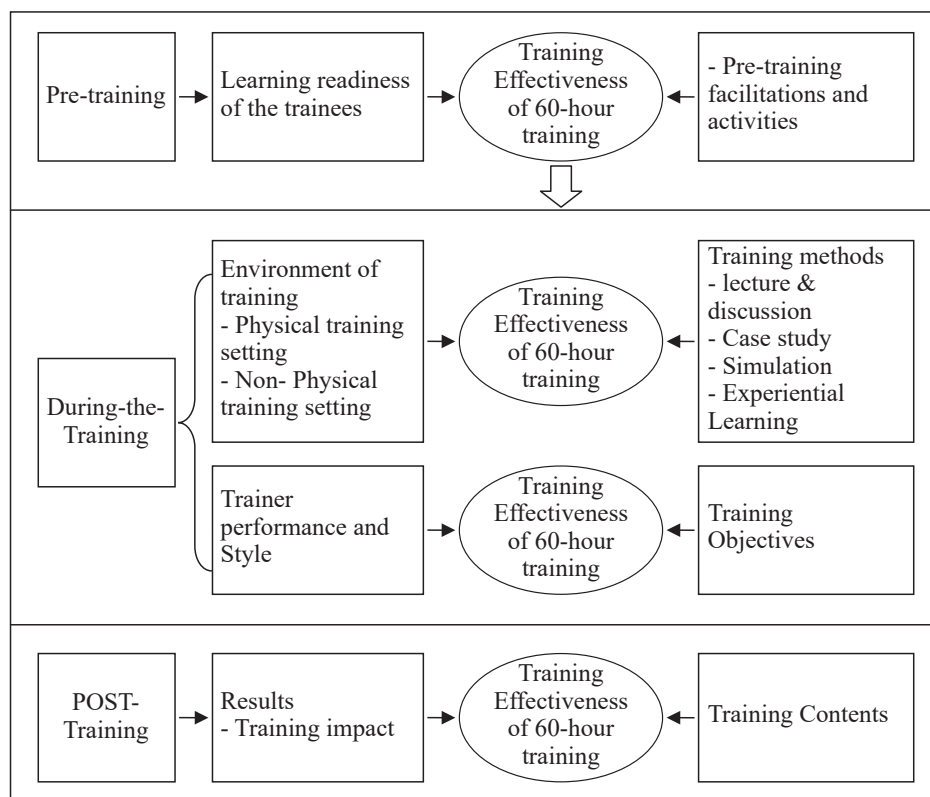


Figure 1: Theoretical framework of the study

Source: Bushnell's input, process, output model (1990) and Stufflebeam's context, input, process and product model (1983)

The theoretical framework above shows that the achievement/effectiveness of training is contingent on factors such as organisations and individuals, the characteristics of training of

pre-training, during-the-training and post-training. This research focuses on exploring the effects of pre-training characteristics (trainee preparation, pre-training facilitation and activities), during the training characteristics (training atmosphere/environment, methodology of training, instructor quality and style, goals and contents of training) and post-training characteristics (impact/results) on the 60-hour long training programme.

Facilitation and Interventions at pre-training encourages the process of learning (Cannon-Bowers, 1998; Tannenbaum and Yukl, 1992). Pre-training interventions represent activities that are done before a training programme begins. Transfer of learning is promoted by it. The main aim of pre-training facilitation and intervention is to increase the training effectiveness (Mesmer-Magnus and Viswesvaran, 2010). Preparatory information and attentional advice can significantly enhance learning from training. These pre-training interventions promote learning from training by making the trainees aware of the training materials, nature and structure of the training programme.

Environment of training consists of physical and non-physical training setting and training facilities. Environment of training is training arena for the organisation of a particular course. An effective environment of training represents certain criteria like physical setting and facility, training aid (Van Wart et al., 1993). There is a significant relationship between the training environment and the effectiveness of training. Training environment consists not only of physical environment but also of psychological environment including learning culture. Physical setting and learning culture greatly impact the training effectiveness.

Training methods are the activities that a trainer employs as a medium to impart knowledge, skills and information to the participants. Training methods are intended to facilitate trainee learning with an aim to change their working behaviour and attitudes according to the course objectives (Ampaipipatkul, 2004). Studies depict that specific training methods exert specific influence on training effectiveness. Thus, selection of appropriate training method is important. Delivering a training programme depends on the training methods that accomplish the training objectives.

Trainer performance and style is critical to the success of a training programme. A trainer is considered a resource person who delivers the objectives of the training and is instrumental in maximising the

effectiveness of training (Latif, 2012). Self-evaluation is an effective way to improve trainer performance. According to Kirkpatrick (1967), trainees tend to give good scores to speakers with lively style and poor rating to less dynamic speakers. Apart from the knowledge criterion, the trainer requires soft skills, non-traditional style and a high level of motivation. The qualities of a good trainer can make the training effective. Good trainers are the mentors.

Training content plays central role in the training effectiveness. Training content is an important training input. Training content should combine both conceptual and practical aspects, with emphasis on transfer of new knowledge and skills (Gauld and Miller, 2004). Content is a key factor in determining the quality of training that occurs within the government offices. Content can build the authority of any training programme. Training content should be relevant. Relevance of training content is determined by reviewing the training needs and tasks of the employees. Training content is a powerful resource because it reflects the culture of a training organization. Content of training should always be updated, because it is a living document.

Training objectives help to make training more effective. Training objectives are the measurable steps required to accomplish the overall goal of a training programme. There are advantages of framing the training objectives when it comes to developing and designing the training programme, such as setting the criteria for measuring effectiveness, selecting the training content and helping to select participants (Doherty and Bacon, 1982). Transmission of training objectives to the trainees can increase trainees' willingness and motivation to learn. Well-constructed training objectives enable trainers to know what they will teach. Thus, framing a set of smart objectives is highly significant.

Research Methodology

The researcher intends to understand reality by grasping knowledge in a changing context from different points of view of truth (Lincoln & Guba, 2000). Thus, this research adopts interpretivism. Because it attempts to examine government employees' knowledge of 60-hours training in terms of effectiveness from multiple view-points of truth. In order to answer the study questions, this study adopts the interpretive research

approach. In this kind of a research, unstructured and semi-structured interviews and questionnaires can be used (Ghauri&Grønhaug 2005, pp.112 - 113). Interpretive research helps to obtain the insights about the phenomena in question and is flexible in the sense that it helps in identifying the missing part of what is unknown or partially known (Ghauri&Grønhaug 2005, pp. 202 – 204). Further still, this type of research is said to be more relevant in the context of discovery and thus be able to get access to what was never known before.

Sources of Data and Data Collection Techniques

This research collected data from both primary and secondary sources. The primary data were collected from trainee officials and organizers. For primary sources of data, this research administered semi-structured questionnaire, and conducted Key Informant Interview (KII) and Focus Group Discussion (FGD). Semi-structured questionnaire was administered for the ministry respondents. Semi-structured questionnaire was used as the researchers asked open-ended and probing questions on an important topic of 60-hour training that the elite respondents (policy level officials) of the ministries might not be straight and candid about if sitting with other respondents in a FGD. Key Informant Interviews (KII) and Focus Group Discussion (FGD) were administered in the districts. KII was used to generate broad range of perspectives on the 60-hour training. Researchers were careful in selecting the key informants who had first-hand knowledge. Face-to-face interviews with the key informants were conducted because they had the proper background and comprehensive knowledge. The KII was appropriate as circumstances prevented employing direct observation of the respondents (Scarborough and Tanenbaum, 1998). FGD is advantageous because of its purposeful use of social interaction in generating data (Merton et al., 1990, Morgan, 1996). Homogeneity of participants (Mishra, 2016) was the primary reason for conducting the FGD. All the respondents were public servants and belonged to Grade 9 and above. They were also concerned with the 60-hour training programme directly. The study was carried out in the public sector, including Ministries, Deputy Commissioner Office and Upazila Nation Building offices in the field administration. Three Ministries, namely Ministry of Public Administration, Ministry of Health and Ministry of Education were included in the study. Among the Districts, some purposively selected Districts namely, Moulvibazar and

Habiganj were used for data collection. These two districts were selected because of ease of data accessibility. The study also collected data from the Nation Building Departments (NBDs) organisations/offices that included: Health and Family Planning; Agriculture office; Livestock office; Fisheries office; Cooperative; Food; Answer & VDP and the Department of Public Health Engineering (DPHE). Secondary data were collected from web pages, research articles, dissertations, books, journals, reports and policy documents of the Government of Bangladesh.

Data Analysis Techniques

Thematic data analysis technique has been employed. The data collected were coded and transcribed by the researcher. The transcribed data were then repeatedly read and re-read to ensure accuracy. Building on the ideas generated through transcription, the researcher was able to identify relationships between themes, pertinent to the research questions.

Sampling

This research adopts a non-probability sampling design with purposive sampling technique. Purposive sampling is a sample with a specific purpose in mind. This sampling is concerned with selecting knowledgeable and typical members of population as suggested by the literature.

In sample selection, the research is underpinned by the theoretical framework which supports the research questions from the beginning. For this research purposeful sampling is ideal, which is guided a priori by an existing body of social theory on which the research questions are focused (Miles and Huberman, 1994; Curtis et al., 2000).

Sample Size

Sample size in this research is 97. Out of 97, respondents from the ministries were 57, and the remaining 40 respondents were from the field administration. Respondents from the ministries were interviewed using semi-structured questionnaire. Respondents from the Habiganj and Moulvibazar districts were interviewed using Key Informant Interviews (KII) and Focus Group Discussion (FGD). As many as 3 FGDs comprising 15 respondents and 5 KIIs were conducted in Habiganj. Also, in Moulvibazar 3 FGDs comprising 15 respondents and 5 KIIs were conducted.

Table 1: Description of Respondents

Types of Respondents	Study sample	Instrumentation
Officials from Ministries (MoPA, Health, Education)	57	Semi-structured Questionnaire
Officials from Habiganj District	20	FGD & KII
Officials from Moulvibazar District	20	FGD & KII
Total Respondents	97(57+40)	

Findings

The thematic analysis that was applied to the transcripts resulted in major themes/patterns that were evident in the data. These categories have been labeled as effects of *pre-training characteristics, during training characteristics and post-training characteristics*. These primary labels have been further categorised into multiple labels, findings of which are discussed below.

Effects of pre-training characteristics on the effectiveness of 60-hour training

Data from the participants reveal that pre-training characteristics include *learning readiness of the trainees in the pre-training stage, pre-training intervention and activities*. Pre-training intervention represents activities that are done before a training programme. Pre-training intervention is defined as the activities or materials that are identified before a training programme begins. Each characteristics of the pre training characteristics is discussed below.

Learning Readiness of the Trainees

Interviewees recounted that trainees' pre-training perception or opinion on the 60-hour training program is significant. Interview data revealed that if trainees find the 60-hour training useful in terms of their job, they are more likely to apply the knowledge and skills learned from the training program to their jobs. Thus, applicability of the learnt knowledge and skills is the vital criteria of the training effectiveness. When asked to elucidate and justify the 'learning readiness' in the pre-training stage one participant from the Deputy Commissioner's Office adumbrated:

"Trainees should be provided adequate information concerning the training so that trainees can apply the new knowledge or skill at the job. Thus, trainees need to be informed before the training about all

the aspects of the training. Before the training, I need to have a good understanding of how it would fit my job-related development that would eventually lead to the effectiveness of the training”.

The respondent raised the discourse of situated learning. He placed emphasis on the discourse of ‘situated learning’ (Lave & Wenger, 1991) through the prospective 60-hour long training since he intended to ‘apply the new knowledge or skill at the job’. In the 60-hour long training, knowledge acquisition becomes a part of the learning activity. In the ‘situated learning’ knowledge is acquired situationally and through relationship between trainers and trainees (Stein, 1998). Traditional learning represents out of context experiences such as lectures and books. Situated learning, on the other hand, takes place through the relationships between people. In the 60-hour long training, trainers and trainees know each other as most of them are colleagues. 60-hour long training is an on-the-job training. Thus, situated elements of learning are embedded in work practices. Situated learning environment allows trainees to observe the task before it is attempted. It provides access to expert performance. Situated learning is situated in the activity and practice and occurs with a community of practice, i.e., work place setting. 60-hour long training programmes are organized in the work place.

Once the trainees are communicated the aim and objective of the training program, they will develop behavioral readiness for learning. Hence, training effectiveness can be largely affected by trainees’ readiness for learning (Noe, 2016). The effectiveness of training may depend on trainees’ learning readiness, attitudes and reactions toward training, before they actually attend a training program (Chung, 2013).

Pre-training Intervention and Activities

Pre-training interventions and activities, materials identified before training have the potential for the efficiency and effectiveness of the training as well as the transfer of learning (Tannenbaum and Yukl, 1992; Mesmer-Magnus and Viswesvaran, 2010). Pre-training intervention and activities are undertaken to influence trainees’ pre-training beliefs so that that they can learn and apply the content of 60-hour long training.

What emerged from the interview data on the meaning of pre-training interventions and activities were: a) *preparatory information* b) *advance organizers*. These two characteristics of pre-training interventions and

activities are discussed below. Majority of the respondents indicated that the above characteristics have profound influence on the effectiveness of the 60-hour training. These are the factors that can facilitate or hinder training effectiveness. When asked to elaborate, three interviewees (one from UNO office, one from DPHE, one from Ansar & VDP) offered their views on preparatory information:

Preparatory information is important. How the trainees are notified about the training matters. Effective communication on the benefits of training, prior to training is needed. Before the training trainees must have good understanding of how it would fit his/her job-related development. Any mismatch can lead to poor training effectiveness.

The above quotation raises the assumption of training strategy. According to Salas & Cannon-Bowers (2001), of the four training strategies, the first strategy deals with conveying different categories of information to the trainees (i.e., the concepts, facts, and information they need to learn). It is reported in the literature that information about the training package is as important as the package itself. Notifying the trainees about the training beforehand is central to the effectiveness of the 60-hour long training. Baldwin and Magjuka (1991) posited that advanced notification that highlights “follow-up” increases trainees’ intention to use what they learn. Advanced notification also reduces trainee anxiety (Martocchio, 1992). Literature survey reveals that decisions about what to train, how to train, and how to implement and evaluate training should be conveyed to the trainees before the training starts. Such initiatives then substantiate the understanding of how training would fit his/her job-related development.

When asked, why and how the pre-training preparatory information is conveyed to the trainees, one respondent from District Fisheries Office elaborated:

Usually a welcome letter/letter of acceptance is mailed to the trainees before the 60-hour training begins. The letter contains important information such as training norms, major contents, attendance requirements and duration of the course. Also, the course management sends SMS and phones the trainees. As it is an on-the-job training, and carried out at the trainees’ workplace, the work itself becomes an integral part of the training.

The above account reveals the significance of conveying the preparatory information to the trainees in the pre-training stage. Thus, appropriate and effective communication prior to training not only focuses on the benefits of training but it also enhances the effectiveness of the 60-hour training. The effective communication mechanism also influences the cognitive readiness of the trainees. Cognitive readiness includes pre-training knowledge, skills, and abilities (Chung, 2013) regarding the 60-hour training.

Regarding the stimulation of the internal learning process of the trainees, three respondents (one from District Livestock Office, one from Upazila Agriculture Office, one from Upazila Family Planning Office) maintained that it is necessary to explore an effective instructional tool that focuses the trainees' attention on the important aspects of the material. They also expressed the following view:

As older adult trainees, we have age-related memory loss. We need to refresh our memory. If we receive a training preview prior to the training, it will be effective in promoting our learning. It is one of the most effective ways to prepare for 60-hours training. An outline of training contents supplied to us, before the training would benefit us much.

The above quotation points to the assumption of 'Advanced Organizer'. An advanced organizer is an outline or framework of training content (Mayer, 1979), supplied to the trainees, prior to the training. Trainees of the 60-hour training are mostly older adults. Indeed, in a recent study, Wolfson (2010) found that advanced organizer as a learning tool benefited the older learners more than the younger learners. The essential purpose of the advanced organizer is to provide a framework for the to-be-learned material and to harmonize the integration of new information with trainees' present knowledge (Wolfson, 2010). Also, 60-hour trainees do have existing knowledge, since their work itself becomes a key part of 60-hour training. They have background knowledge on the training topics. Advanced organizers focus on helping learners select, organize, and integrate information with their existing knowledge structure (Mayer, 1979).

Effects of during-the-training characteristics on the effectiveness of 60-hour training

Interview data revealed several clusters of meaning about during-the-training characteristics. A number of respondents were of the view that there is a significant relationship between the during-the-training characteristics and the training effectiveness. During-the-training characteristics continue to play a pivotal role in designing the training and its delivery. What emerged from the interview data were training environment, training methods, trainer performance and style and training objectives. Respondents identified these above characteristics as the during-the-training characteristics. It is also reported in the literature that during-the-training characteristics refer to *training environment, methods, training content, goals, and trainer performance and behaviour* (Gauld and Miller, 2004; Carliner, 2003; Nikandrou et al., 2009; Charney and Conway, 2005; Kirkpatrick and Kirkpatrick, 2006).

Respondents held that the training environment should allow the training to achieve the effectiveness. There are certain criteria that have to be considered in the training environment. When asked to elucidate and justify the characteristics the respondents shared the following meanings for each of the during-the-training characteristics:

Environment of Training

The environment of training includes “all the physical surroundings, psychological or emotional conditions, and social or cultural influences affecting the growth and development of an adult engaged in an educational enterprise” (Emmons and Wilkinson 2001; Hiemstra 1999, quoted in Hackbart et al. 2010, p. 97).

According to respondents, training environment consists not only of physical environment but also of psychological environment. Majority of the respondents asserted:

“Relevance of the physical setting and physical condition of training rooms should not be ignored. Good condition of training room such as adequate space, sufficient lighting, ventilation, tranquility, modern training equipments positively impact on the 60-hours training effectiveness. Also, there are social and psychological aspects of training environment. Training is necessarily interactive

and a two-way traffic. Trainers and training organizers must ensure a supportive learning culture, interaction, and positive attitude for successful training outcome”.

Embodied in the above account are the essential during-the-training characteristics of the 60-hour training, fulfilling of which leads to maximum training effectiveness. The physical and psychological characteristics of training environment have been stated here. Training should be interactive and a back-and-forth exchange. Bronfenbrenner (2005) advances the psychological, social and ecological dimension for training and learning. Thus, psychological and social aspects such as learning culture, interaction, and positive attitude have immense influence on the effectiveness of the 60-hour training. This learning culture and interaction/exchange is mediated by training aid/equipment and materials. Training sessions, thus, based on supportive learning culture and positive attitude combined with modern training aid/equipments and technology are usually effective. Because using training aid/equipments saves time, adds interest and helps trainees learn sustainably, resulting in effective training. Adequate space, sufficient lighting and ventilation are also important.

Kirkpatrick and Kirkpatrick (2006) recommend using audio-visual aids in training programmes for several reasons: 1) it facilitates communication between trainers and their audience, 2) it attracts the attention of trainees, and 3) it supports a positive atmosphere. In traditional classrooms, trainers have limited space for their movement and their interaction with their students. According to Müller (2008), the teacher’s movement can produce interaction with and between the students. Thus, both the physical, social and psychological aspects greatly influence the training effectiveness.

Training Method

Ampaipipatkul (2004, p. 4) defined training method as “the methods or activities that a trainer or instructor employ[ed] as a medium to convey knowledge, experience or information to the participants in order to facilitate their learning which might lead them to change their working behaviour and attitudes according to the course objectives”. Training method is a collection of structured practices, exercises, or techniques designed to communicate expertise, skills, capacity, and attitude to

trainees directly related to their success. Extant studies provide theoretical and empirical evidence for a co-relationship between methods of training and effectiveness of training.

Reflections and conversation with the respondents show the significance of defining the suitable mode for the trainees in view of the sensory modality by which new information is learned (Lujan and Dicarlo, 2006). One respondent from Upazila Fisheries Office had this following account to share:

Training is effective when training method covers the combination of three modality – *learning by doing, learning by seeing, and learning by hearing*.

Implicit in the above quotation is the diversity of training methods. The variety of training methods can serve to increase the curiosity of trainees and thus boost their enthusiasm for learning. The respondent identified the following sensory modality when they characterised the training method: ‘learning by doing, learning by seeing, and learning by hearing’ for the acquisition of training content. Learning by doing is about engaging in an activity in which trainees internalise content of training by performing the task. Learning by seeing is about understanding and remembering training content by sight and picture. Auditory learners prefer learning through listening. Learning by hearing concerns a situation where the trainees acquire training content by hearing. They work on listening strategies.

From the interview data it emerged that the training methods used in the 60-hour training are not innovative and are limited with lectures being the common method. According to the manual, the training methods of the 60-hour training are exercise, practice-based and workshop. In other words, training methods of the 60-hour training is based on experiential learning. However, in reality, these training methods are not used frequently. Mostly, trainers use lecture method. This hinders the application of new learning.

Trainer Performance and Style

Trainers, in order to do their job effectively, have to perform a multitude of roles. However, what unites all trainers is that they are the facilitators of learning processes. Training effectiveness cannot be achieved without appropriate facilitation, knowledge and skills of the trainers. The trainer

is defined as a person with a set of fundamental skills and background knowledge necessary to implement the training effectively. A trainer is a person who is basically in charge for achieving the training goals; he also influences the training effectiveness (Latif, 2012).

From the interview data, it emerged that trainers are not ordinary persons. Trainers are gifted with certain qualities. The qualities of a good trainer can make the 60-hour training effective. Good trainers are the mentors. One respondent from the Deputy Commissioner Office had this point to share:

There is a saying that the average trainer tells, the good trainer explains, the superior trainer demonstrates, and the great trainer inspires. This is a 60-hour training programme. Capable trainers must have good interpersonal skills, including knowledge. We are all adult learners. Trainers have to adopt non-traditional style is here. The communication of the trainer has great impact on the trainee satisfaction. Trainers must foster a learning environment by motivating the trainees. For example, a trainer explained and conducted a role-play on how to manage the election, including legal framework, election administration, code of conduct for political parties and candidates, complaints and appeals of the election. He also shared the voting, counting and tabulation.

Embedded in the above quotation is the trainer performance, style and characteristics. 60-hour training is an on-the-job training where adult and informed participants attend. Thus, apart from the knowledge criterion, the trainer requires soft skills and a high level of motivation. Here, trainers need to have great interpersonal skills. The adult learning situation requires trainers to find ways to motivate adults to participate, and finding a connection between the trainees and their goals is one of the best ways to do that. Understanding how best to train up adults can help trainers develop more effective training programmes. The respondent also shared how a trainer competently described the whole election management with real life examples. Thus, at the end of the session participants felt quite confident of conducting the election. The trainer is a person with basic social or psychological qualification (Bergo et al., 2006). Adults learn best when adults are respected. Therefore, training style should be characterized by mutual respect, trust, confidence, comfort, collaboration, and freedom to participate. Apart from

interpersonal communication skills, a number of respondents posted in the ministries referred to using training aid for the trainers.

Training Objectives

Conversation with the government officials exposed that they require 60-hour long training for a number of reasons including the need to minimise the difference between actual performance and anticipated performance and respond to the changing circumstances. The training objectives of 60-hour long training need to address this. The training objectives must match knowledge and competence requirement of the trainees.

Majority of the respondents also shared that framing training objectives is one of the most critical steps in the training design process. When asked about this, one respondent from District Livestock Office expressed:

Determining the proper training objectives helps to make training more effective. Training objectives aim at describing the specific outcomes that the training modules are intended to achieve. That is, training objectives need to focus on what the trainees will be expected to do after the training. The objectives of the 60-hour long training are practical. Objectives of the 60-hour long training are usually achieved because trainees can practice and apply the learnt knowledge and skills to the workplace.

The above account indicates the benefit of framing smart training objectives. Well-constructed training objectives enable trainers to know what they will teach, participants to know what they will learn. Thus, training objectives are the clearly defined statements concerning what the participants must be able to achieve once the training is complete. Respondents adumbrated that improved employee performance is an indicator of the fulfilled objectives. They also shared that they learnt what was expected from the training and they were also able to transfer the training to the workplace. Thus, the role of training objectives is pivotal in making the training effective. Therefore, Miller (2002) posits that trainer must know how to make training interactive and useful by setting the training objectives beforehand. Regarding the training objective for the deputy secretary level of the 60-hour long training, one respondent from M/O Health shared:

The training objective should be reviewed on a regular basis. In our case, it can be recast as; a) sharpen skills in the specific tasks for efficient functioning of the office; b) improve work behavior so that officials functions better to fulfill their potential and; c) develop innovative ideas to support the stakeholders.

The respondent indicated one important abstract issue. First, the respondent laid bare the assumption of training needs analysis (TNA) when he mentioned, “[T]he training objective should be reviewed on a regular basis”. Training objectives are framed on the basis of the TNA. TNA helps to determine whether or not training is needed and if so, what type of training. Revised TNA leads to revised training objectives. There is a strategic part of TNA. According to the strategic component of TNA, it is necessary to perform a strategic review annually to ensure that resources are correctly distributed and that training activities, organisational requirement and training goals are clearly aligned (Salas et al., 2012). Noe and Colquitt (2002) maintained that properly communicating the training objectives to the trainees can increase trainees’ willingness and motivation to learn.

Training Contents

Majority of the respondents shared that contents/curricula have been developed based on the target audience and that was done in 2016. Content is a key factor in determining the quality of training that occurs within the government offices. It is reported in the literature that content is important because it intends to:

- form the basis for training and assessment activities
- relate to the overall training goals and objectives

Previous studies indicate that the training programme’s content would be successful if it emphasises concepts and methods as well as learning transition (Gauld& Miller, 2004). The content of training consists of training materials, such as handouts, training manuals, photographs, summaries, etc. (Carliner, 2003; Charney and Conway, 2005).

Conversation with deputy secretaries working in the ministries revealed dilemmatic issues of the 60-hour training. One deputy secretary from MoPA maintained:

We are the mid-level officers. We are the government’s working

horses responsible for implementing the policy. Along with the senior bureaucrats, we also supervise the policy implementation. We are engaged with the implementation of the policies as project directors and deputy project directors. There should be important topics on project management skills. However, in the 60-hours training contents, there is a topic on preparation of project concept paper/TPP/DPP. Deputy Secretaries don't prepare TPP/DPP. Our subordinates prepare them. This topic should be deleted. Instead, topics such as 'Monitoring and Evaluation of Projects' and 'Challenges of Project Management' etc. should be selected as topics"

The respondent's expressions revealed that relevance of training content is highly significant. Relevance of training content is determined by reviewing the tasks of the employees. Thus, through job-task analysis, tasks can be reviewed again and broken tasks down into a series of smaller steps to finalise the modules of the 60-hour long training. Relevant training contents can stimulate learning interest by showing the trainees the content's real-world connections that involves trainees in activities that inspire their creative applications. A number of respondents suggested to update the 60-hour training content for of the District Administration. According to a FGD held in the District Administration:

The 60-hour training content for the officers of the District Administration is reasonable. However, it should be reviewed off and on. 60-hour training content is a living document that should grow and adapt with the external environment and the new scenario of the government. We feel that in the 60-hour training content for district administration, a topic titled 'PDR Act' should be included. In the field administration, we confront various types of disputes relating to debt which are payable to the government or any other person rather than the government. How to settle and determine various types of disputes relating to debt is a matter to learn. We need training on this issue to prevent crisis.

The above argument unequivocally reflects the assumption that training content should be in tune with changing business environment as the 60-hour training content is a living document. 60-hour training programme will thrive if it embraces change, adapts training content, and train their employees to navigate the complexities of the market. 60-hour

training content is a dynamic document because it can be updated according to the needs of the time; the training content must be at the centre of this growth and evolution, with skilled training professionals leading the way. Training content must keep evolving and responding to changing situations. Thus, the respondent suggested for the inclusion of the PDR Act (Public Demand Recovery Act) in the 60-hour training content for the officers of the District Administration. The objective of the PDR ACT is to settle and determine various types of disputes relating to debt which are payable to the government or any other person rather than the government. Officers working in the field, especially the assistant commissioners and executive magistrates are concerned with the quasi-judicial task.

Echoing the above spirit of updating of the 60-hour training content, majority of the respondents followed that three years have passed since the introduction of 60-hour training. Meanwhile, new scenarios have emerged in the governmental system. An act called ‘সরকারি চাকরি আইন ২০১৮’ has been promulgated. Civil servants need to know the latest development concerning the acts, rules and regulations. Because if they do not understand them, they can not apply them.

One respondent working in the UNO office pointed out:

Grievance Redress System plays an important role in making grievance redressal more effective for the public service delivery. Grievance handling is a very sensitive area in the field administration. It is a platform for aggrieved parties to appeal to us if they are dissatisfied with a service. Focal points who are in charge of grievance redress system should be trained up in the Grievance Redress System.

The respondent raised a call for reforms in the training content of the 60-hour training programme. 60-hour training content should have a service focus. In the theoretical literature, little attention has been paid to how to deliver better service to the citizens by dealing with grievances. Grievance Redress System (GRS) plays a key role in delivering government services and goods. There should be a discussion on how to deal with public grievance, staff grievance and official grievance. Strong collaboration and partnership between GOs and NGOs should be established that would create nation-wide awareness on grievance redress

mechanism. Thus, the respondents proposed to introduce the GRS in the 60-hour training content for the officers of the District Administration. Article 21 the Constitution provides that every person serving the Republic has a duty to strive to serve the people at all times.

Effects of Post-training Characteristics

Post-training characteristics incorporate the results/impact/outcome of the training programme. Outcome stage of Bushnell's model incorporates the enduring outcomes of training, which are related with organisational performance, such as profit-making, satisfaction of customers and production increase (Bushnell, 1990; Jain, 2014). According to Stufflebeam's CIPP model (1983) the product stage assesses the training impact with its training objectives (Brewer, 2007).

Discussion with respondents reveals that *training transfer, transfer climate and evaluation of training* constitute the most important post-training characteristics. Effects of each of the three post-training Characteristics are discussed below.

Transfer of Training

Majority of the respondents were of the view that results of the training are the most important factor. Respondents asserted that the support from the organisation, supervisors and peers contributed to the positive training transfer. They can impact directly on whether trained skills are passed to the workplace. Respondents placed emphasis on the post-training organisational support for implementing the outcome of training. One respondent from the ministry of Health and Family Welfare had this account to share:

In the case of 60-hour training, trainers are mostly the supervising authority. The role of supervisory support is highly significant for the transfer of training. In this case, organisational sharing and support is positively related to post training outcomes as trainers are basically colleagues and supervisors. If there is negative response from the peers and supervisors, the training transfer is not possible

Firstly, ingrained in the above observation are the implications of the 60-hour training in terms of transfer of training and organisational support. This training focuses on the skills and knowledge – the trainer is primarily a knowledge-worker. It is a hands-on method of transferring the

skills. Learning results are known to be the aim to pass training and skills to the job situation (Yamkovenko and Holton, 2010; Hutchins et al., 2013). Based on organisational support, such as peer support and supervisory support, the use of trained knowledge and skills can be transferred back on the job. In this case, the organisational support climate must ensure that trainees have supportive context to practice and apply what they learn in training.

Secondly, the above quotation reveals the negative role of opposition from the peers. Co-workers who did not participate in the 60-hours training might feel disadvantaged and consequently their hostile attitude adversely affected the motivation of the trainees to apply their learned knowledge and skills on the workplace.

A 60-hour trainee from the field administration was asked this following question: In contrast to non-trained officials, have you found any improvements in trainees who underwent 60-hour training? In her own word:

Motivational aspect, team spirit and job performance of officials who underwent 60-hour training are better than non-trained officials. I found some positive changes in their knowledge, behavior and attitude towards the service seeker.

However, some responses were not positive. One respondent from the field administration had this account to share:

Frankly speaking, it is immaterial whether or not the training purpose is matched, whether or not my organisational expectations are met by this training. I took part in the 60-hour training for securing the marks.

The above two quotes revealed a mixed picture of the 60-hour training in terms of the training transfer. The first quote points to the assumption that training is the act of increasing knowledge and skills of an employee for doing a particular job (Flippo, 1984). Thus, emphasis has been on the issue of competency-based training which will lead to successful training outcome. Competency framework can identify the minimum competencies required to perform effectively the job.

The second quote reflects the other side of the 60-hour training. Data from the respondents reveal that fulfillment of mandatory 60-hour

training quota has become a priority in the field administration. Participants of the Foundation Training Courses, who are sent to Deputy Commissioners' Office under Field Attachment Programme (five weeks of field attachment programmed) are enrolled in the 60-hour training programme. District evaluation committee (DEC) headed by the Deputy Commissioner (DC) evaluates the participant's performance. This serves the dual purpose - fulfillment of mandatory 60-hour training quota and fulfillment of Field Attachment Programme. However, this type of 60-hour training effort becomes less effective as it is tagged with the Field Attachment Programme. This adversely affects the ownership of the 60-hour training participants.

Evaluation of Training

Evaluating training effectiveness at multiple stages of the training programme is a critical factor. Kennedy et al., (2014) argues that evaluating training should focus on assessing training effectiveness in terms of how learned knowledge is reflected on the job situation and how that contributes to the organisation. A majority of the participants commented that evaluation of training is the key to unlocking the benefits of training. The fundamental goal of all training programmes including 60-hours training is to equip the employees with the skills and knowledge they require to perform their job. One respondent recounted:

The success of the training depends on the application of the learnt skills and knowledge by the participants to the workplace. That's where training evaluation comes in. By evaluating the process and results of the 60-hours training programme, we get a clear picture of what the training actually accomplished. The old saying is certainly true in this case: what gets measured gets improved.

Another respondent had this account to share:

Training evaluation of 60-hours training is important as it allows us to continue organising training that works and to modify or discontinue training that does not work. We should evaluate 60-hours training at multiple levels.

The above observation raises the important discourse of training evaluation as it facilitates assessing the effectiveness of the 60-hours training. Training evaluation is highly significant as it determines the usefulness of training. With the data and statistics collected via the

evaluation, an organisation can determine whether the training organised was effectual (Farjad, 2012). However, to ensure the maximum effectiveness, “we should evaluate 60-hour training at multiple levels” – as the respondent suggested. By this, the respondent adumbrated that there should be pre-training, during-the-training and post-training evaluation of the 60-hour training.

It has been found that nearly two-thirds of the total respondents expressed their view that intervention and facilitation at the pre-training stage of 60-hour training was satisfactory. It was found that participants, supplied in the pre-training stage with information on training goal orientation do better than the ones who were not supplied with. Participants were highly satisfied with the training design of the 60-hours programme (78.94%) and had a high opinion because training design met their expectation. Most of the respondents (66.67%) expressed that objectives of the 60-hour training were achieved to a great extent. More than half of the respondents considered training contents constructive and pertinent. This means majority of respondents liked the 60-hour training course as they enjoyed the training contents. Nearly two-thirds of the respondents stated that training methodologies were appropriate. It is important to note that only 50.87% of the total respondents expressed satisfaction about the suitability of the physical environment.

The scenario before the 60-hour training was not satisfactory in all of the items and all improved after the intervention of the 60-hour training. The majority of the respondents (70.17%) expressed highest dissatisfaction and rated ‘Training facilitates performing job or any part of it’ poorly before the training. Only 29.83% of the respondents rated ‘Training facilitates performing job or any part of it’ highly before the training. In other words, 70.17% of the respondents conveyed that in terms of knowledge, skills and attitude ‘Training did not facilitate performing job or any part of it’ before the 60-hour training was conducted. However, after the 60-hour training intervention, the scenario of knowledge, skills and attitude improved convincingly and the rating for ‘Training facilitates performing job or any part of it’ increased to 68.42%. Only 31.58% of the respondents answered in the negative. ‘Attitude towards client or service recipient’ was as low as 66.67% before the training but it increased to 70.17% after the 60-hour training. Only 29.83% of the

respondents answered in the negative regarding 'Attitude towards client or service recipient' after the 60-hour training was conducted. As many as 41 respondents representing 71.92% of the respondents expressed that 'Motivation for work performance' was low before the training but it increased after the training which was 73.68%. Majority of the respondents (68.42%) believed that 'Conception is well understood regarding job contents' was low before the training. However, after the training it increased to 70.17%. Most of the respondents (73.68%) expressed that they had poor 'Ability to understand the task' before the training. Conversely, 85.96 % of the respondents believed that their 'Ability to understand the task' increased after the training. Only 14.04% of the respondent had difficulty regarding 'Ability to understand the task' after the training. By analysing the above table one can effortlessly discern the sharp increase of KSA after the 60-hour training was delivered. Thus, training is inseparably linked with the improvement of KSA. KSA is highly significant as it represents the learning outcome. Employers need employees to fit in and get along well in terms of KSA in the workplace. Actually, workplace performance is the combination of KSA. The 60-hour training has been rated highly by the respondents in terms of KSA. In other words, the above table clearly attributed reasons for poor KSA to the absence of the 60-hour training. The KSA improved noticeably after the 60-hour training was conducted. Because 60-hour training intervention happened. The knock-out effect is easily evident here.

Currently, the 60-hour training is not evaluated, which is a major weakness in terms of ascertaining whether or not this training is effective. Feedback from the participants necessitated the evaluation of 60-hour training at multiple levels (Formative evaluation and summative evaluation) that can make the training effective. Before-the-training, during-the-training and after-the-training assessment is not conducted for the 60-hour training. This is one of the weaknesses of the 60-hour training. Studies have also recommended assessing training effectiveness by conducting tests at pre-training, during-the-training and post-training stage (Ford and Kraiger, 1995; Cannon-Bowers et al., 1995). Therefore, this study examined the pre-training, during-the-training and the post-training characteristics to explore the effectiveness of the 60-hour training.

Conclusion

This study examined the training effectiveness of the 60-hour training by mapping the training characteristics. Training characteristics consist of pre-training characteristics, during-the-training characteristics and post-training characteristics. The attributes that influence training outcomes in this study comprise: learning readiness of the trainees, facilitation and interventions at pre-training stage, environment of training, training method, performance and style of trainers, training objective, training contents and results (Bushnell's input, process, output model, 1990); CIPP model of Stufflebeam, 1983; Kirkpatrick, 1996).

The study reveals that facilitation and interventions at pre-training stage, i.e., pre-training features had great influence on the effectiveness of 60-hour long training. Preparing trainees before the training is highly important. Providing trainees with required information before the training and assisting them to achieve the training objectives is important in accomplishing the training effectiveness. Pre-training interventions represent activities that are done before a training programme begins. It helps to aid the transfer of training. The objective of pre-training intervention is to increase the usefulness of the training (Tannenbaum and Yukl, 1992).

Meanwhile, the findings indicate that facilitation and intervention at pre-training stage such as *learning readiness of the trainees*, *preparatory information* and *advance organisers* have profound influence on the effectiveness of the 60-hour training.

The research finds that there is a significant relationship between the during-the-training characteristics and the training effectiveness. Respondents identified environment of training, methods of training, performance and style of trainers, training objectives, training content and lack of proper attention to 60-hour training as the during-the-training characteristics.

The study lays bare the fact that post-training characteristics play a significant role in increasing the effectiveness of 60-hour training. The post-training characteristics include transfer of Training, transfer climate and evaluation of training.

Recommendations

The Study suggests the following recommendations:

- The positive role of peers in the 60-hour training: Colleague's non-cooperation and unwelcoming attitude weakened trainees' motivation to apply their learned knowledge back on the job situation. Support from colleagues, peers and supervisors positively affects and promotes the transfer of training. When trainees are supported by colleagues before, during and after the training, trainees are more likely to apply their learning learned from the 60-hour training. Therefore, colleague's cooperation should be ensured.
- 60-hour training as an urgent imperative: public service training is a vital tool for capacity building. A marked difference exists between the trained and untrained employees. In any organisation, the most important intervention to efficiency is training. 60-hour training imparts job-related knowledge and skills to employees so that they can perform correctly and efficiently. When public servants undergo 60-hour training, they acquire new practical knowledge, insights and skills; they become more efficient, productive and dynamic. All the public servants need to undergo 60-hour training in different batches. This will optimise their potential.
- Considering 60-hour training content as a living document: Content relevancy is a potential challenge to the 60-hour training. Training content should be revised and updated according to the needs of the job. Also, it is important to weigh the wants of the 60-hour trainees against the requirement of the organisations and various stakeholders. Therefore, it is important to know the functions that the various roles perform in order to create an updated training content. Prudent updating of training content is becoming increasingly necessary in this fast-changing environment. Keeping 60-hour training up-to-date with modern and reliable content would result in improved efficiency and performance. Since an organisation is the accumulation of its employees' achievements, organisations should regularly update the contents of 60-hour training to ensure that employees perform at their best in an ever-changing world of work. Thus, contemporary issues and new trends should be incorporated. 60-hour training should be in tune with changing business environment.

- Developing feedback mechanism/evaluation for the 60-hour training: 60-hour training has no feedback mechanism. There is no feedback mechanism neither in the pre-training stage, nor in the during-the-training and nor in the post-training stage. It is true that feedback is a “consequence” of performance. Training programmes without periodic feedback system may be ineffective. Thus, there should be a provision for evaluating the 60-hour training based on proper feedback/evaluation mechanism. Training evaluation entails determining whether or not it is successful in terms of achieving its objectives and transferring it to job site. This training evaluation is significant for 60-hour training, since they relate the present actions to future outcomes.
- Making a structured performance database for the 60-hour training: The coordinated output data would help the government cut costs and time as well. Before the 60-hour training programme begins, this data essentially tracks the previous performance data. This performance database should be developed based on the organised collection of structured information and data on the trainees’ feedback on 60-hour training program in post-training situation. After the completion of 60-hour training program, trainees’ feedback on their job performance in post-training situation would make a valuable database. The subsequent course management team of 60-hour training can access the database for future course design.
- Establishing a control group as an alternative evaluation method in the 60-hour training: A control group should be established consisting of staffs that do not attend the 60-hour training but are requested to participate in the evaluation. The evaluation method should compare the end result of the 60-hour trained staff and the control group for their performance in the workplace. This comparative study represents an effective tool for understanding the nuances of the 60-hour training. Comparing what happens when different course management teams conduct 60-hour training, provides useful information about the consequences of the same course in multiple settings.
- 60-hour training at the other nation building offices: 60-hour training is mandatory for all the government offices, including ministries and field administration. However, only the Deputy Commissioners’ offices at the field administration level were found to conduct the

60-hour training on a regular basis. Other nation building offices should also conduct it regularly. When all the district and upazila nation building offices in the field administration can conduct the 60-hour training sequentially, the far-reaching influence of the 60-hour training on the public servants would be perceived on a greater scale across 64 districts. Thus, these offices should consider holding this training annually with due importance. This training will equip the staffs with skills, leading to the better understanding of their duties which, in turn boost their confidence.

- Updated Training methodology: Trainers must understand that training is different from teaching. Authority should appreciate that imparting KSA to participants requires certain strategies. These strategies for imparting KSA are called the training methodology. Traditional training methodology such as lectures, books and discussion leads to traditional learning, which is out of context experience. The generic objective of 60-hour training course is to impart knowledge, skills and attitudes (KSA). To address these, multiple training methodologies need to be incorporated into an integrated whole. In practice, training methodologies used in the 60-hour training are conventional and limited with lectures. However, according to the manual, the training methods of the 60-hour training are exercise, practice-based and workshop. In other words, training methods of the 60-hour training should be based on experiential learning. More case studies, game-based training, job shadowing, simulation, experiential learning and workshops should be adopted. The above training methodology enables a trainee to closely watch others perform a particular task in a real-world setting. Consequently, a trainee can witness first-hand details of the job.
- Supervisors should not call the trainees away from the sessions: 60-hour training participants should not miss out on the training sessions. As 60-hour training is an OJT, supervising authority often call the participants away from the sessions and they give tasks and assignments to the trainees. Subsequently, trainees are unable to pay attention to the sessions as they miss the sessions. Trainee presence is an important criterion in terms of the interaction between the trainers and the trainees and interaction among the trainees.

- **Selection of Good trainers:** To ensure the effectiveness of the 60-hour training, it is necessary to select expert and relevant trainers. Good trainers should possess adequate knowledge of trainees' tasks, roles, and also technical knowledge of the training topics. High-quality trainers should be able to use a variety of training methodology. Fulfilling trainees' learning needs is an important criterion of a good trainer.
- **Remuneration of trainers:** Low public sector salary/ honourarium is a problem in attracting qualified trainers. Honourarium given to trainers in exchange for their service should be commensurate with their academic profile and performance. Real salary/remunerations are significantly affected by the rate of inflation and increases in the consumer price index. Civil service censuses should be conducted to address the issues of remuneration. Civil service censuses are often regarded as a first step in gathering data required to make necessary adjustments in public pay and remuneration policy.
- **Cognitive Task Analysis (CTA):** CTA should be done to ensure the effectiveness of the 60-hour training as trainees are mostly adults. Sixty-hour long training's content for grade 9 and above is highly knowledge-based, requiring a cognitive strategy. CTA is used by analysts to capture reliable and full explanations of decisions and cognitive processes.
- **Training Needs Analysis (TNA):** TNA should be conducted regularly before designing and implementing the 60-hour training. TNA is significant as it is concerned with the process of identifying KSA gaps before they become an organisational problem. Organising training programmes without TNA is a futile exercise. Thus, TNA is the basis of all training programmes.
- **Advanced Organisers:** Trainees should be provided adequate information concerning the training so that trainees can apply the new knowledge or skill at the job. Thus, trainees need to be informed before the training about all the aspects of the training

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