

**Final Report
on**

A Study on Training Need Analysis for Redesigning ACAD

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Executive Summary

BPATC imparts Advanced Course on Administration and Development (ACAD) for government officers having attained mid-level seniority in the departmental hierarchy with a view to enriching their knowledge on public management, development administration, new values of governance, market economy and globalisation. However, managements both in public and private sector have been experiencing faster changes in the roles, responsibilities, processes and procedures. Evidence suggests that their roles, responsibilities, duties and working environment are now more diversified. Today's work environment requires them to be more skilled in performing complex tasks in an efficient, cost-effective, and safe manner. To respond to the practical needs of the participants, BPATC is regularly required to design and update the contents of ACAD to enable them to keep pace with the changing working environment, to stay relevant, to remain updated and to maintain sustainability. However, Ministry of Public Administration has recently requested BPATC to further update the contents of this training programme and to design a time befitting ACAD for the prospective participants of this course.

It is the institutional responsibility of BPATC to conduct regularly ACAD, a career development training course for mid-level government officials. BPATC is also mandated to design, develop and implement a need based, results-oriented and market responsive ACAD aiming at building professionalism in officers having attained mid-level seniority in the departmental hierarchy (GoB, 2003). Keeping in mind the contextual realities, the TNA has been conducted to ascertain the training needs and priorities of prospective participants of Advanced Course on Administration and Development (ACAD) offered by Bangladesh Public Administration Training Centre (BPATC).

The main purpose of the study was to make the existing ACAD more need-based and realistic so that the participants of ACAD can get required knowledge, needed skills and pro-people service delivery attitude from the course. The specific objectives of the study were:

1. To assess the training needs of the prospective participants of ACAD;
2. To evaluate the learning preferences of ACAD participants of existing course contents in relation to their job requirements;

3. To make recommendation for modifying and re-designing of the existing ACAD as per explored training needs of the participants.

In order to obtain the study objectives, both qualitative and quantitative methods and techniques were applied in collecting and analysing data. Data were collected from three categories of stakeholders:

- i. 65 prospective participants were interviewed with structured questionnaire
- ii. 60 supervising officers were interviewed with structured questionnaire
- iii. A survey was conducted on 55 graduated participants using self-administered survey questionnaire.

The qualitative data were analyzed using the thematic approach. In this case the responses to a question were listed down and then categorised to give the appropriate sub themes. Responses to the quantitative questions were analysed by descriptive statistics whereby given proportions were expressed as a mean of the total population participating in the study. For analysing the mean, standard deviation and descriptive statistics SPSS-11 was used. All types of analysis were presented in tabular form.

Analysis of research findings reveals that the following areas of management interventions are important factors for steady and balanced development of the country. Since the Deputy Secretaries to the government of Bangladesh are playing important role in managing development activities of the country, they are required to be adopt in the following management aspects:

- Managing Integrity and Combating Corruption
- Managing HR properly
- Ensuring Good Governance
- Creating Vision for Development
- Improving Quality of Education
- Prudent Public Policy Management'
- ICT and e-Governance Management
- Leadership Development
- Managing Pro-poor/people Civil Services

In managing administration the challenges that Deputy Secretaries frequently face at workplaces, they are required to acquire a set of skills in different areas. They should have adequate skills in areas like 'leadership and public service management, 'public policy analysis and implementation', 'project management, 'negotiation and conflict management, 'resource management' (HRM and procurement management-PPR), 'ICT and e-governance management'. The necessity of such skills is also validated by the opinions given by the supervising officers of Deputy Secretary as well as participants of ACAD.

In view of the aforesaid aspects, it can argued that course contents of ACAD should include such issues as 'leadership and strategic management', 'governance and public service management', 'development administration and development economics' and 'public policy analysis and HRM'. If these are put together, the list will be-

- **ICT and e-Governance** (ICT skills, e-service innovation, MIS and e-government)
- **Development Management** (Development Strategy, Development Administration and Project Cycle Management [Planning, Impact Study, Monitoring etc.], and Public Procurement),
- **Communication Skill** (English Language and Communication Skill, Public Speaking),
- **HR and Organizational Behaviour** (HRM and Organizational behaviour,
- **Poverty Reduction** (Poverty Reduction Strategies),
- **Public Policy Management** (Policy analysis, formulation /implementation, Contemporary issues and current priorities),
- **Negotiation and International Trade** (Global context/International affairs/Diplomatic relation, Conflict management/negotiation) and
- **Public Service Management** (Public Service Management, Civil service management, Effective service delivery),
- **Public Finance Management** (MTBF, Budget Preparation, Fiscal and Monetary Policy),

- **Environmental Management** (Environment and Climate Change, Biodiversity, sustainable development, disaster management), and
- **Strategic Management and Leadership** (Leadership, Strategic planning, team-building and Innovation).

The graduated participants of ACAD opined that 'Poverty Reduction: Issues & Globalization', 'Development Economics and Globalization', 'Project Management', 'Public Service Management', 'Ethics in Public Administration', 'Environment and Disaster Management', 'Conflict Resolution and Negotiation Tech.', 'Language skill, Information & communicative Technology', 'Physical Conditioning and Games', and 'Field Visit' were sufficiently relevant modules for them. However, in their view 'Gender and Development' and 'Individual Action Plan' were two modules with comparatively less relevance to them. The end-of-course evaluation reports of a few ACAD (87th ACAD to 90th ACAD) also reflected similar findings.

Deputy Secretary is a mid-level position in civil service and is an important and feeder position for next promotion as Joint Secretary. As part of their official responsibility they are required to negotiate on different bilateral and multilateral issues on different occasions. As such, 'Negotiation Techniques' is very important as a topic and should be given more importance as ACAD content.

Evidence suggests that experiential learning method is a very effective training delivery technique for the ACAD. Group work and presentation, case-study, assignment and exercise are the other more suitable training methods for this course. However, there is no denying that 'lecture and discussion' is also one of the effective methods of training delivery.

For assessment of participants' evaluation methods like group work and presentation, group assignments, syndicate, class-room exercise, class tests and individual assignment are more suitable for the ACAD.

The supervising officers of the prospective participants fully validated the proposed competency framework for senior officers like Deputy Secretary to the government. Almost all the respondents rated competences like 'Shaping strategic thinking', 'Achieving result', 'Cultivating productive working relationships' and 'Exemplifying personal drive and integrity' under required, sufficiently required and mostly required categories. On the basis of competency framework, specified KSA need and

possible strategies for achieving capacity development goals, a capacity development framework has been suggested.

The first implication of the study is to develop a need-based and realistic course curriculum basing on the findings and recommendations of the study. The combined opinions from prospective participants, their supervising officers and the graduated officers may be used as valuable input for updating the existing ACAD.

Secondly, the study also assessed the level of effectiveness of the adopted training methods for ACAD. The preference was given on constructive and experiential learning methods over the instructive methods. So, the study result suggested the BPATC authority should apply constructive and experiential learning methods for ACAD.

Thirdly, the study also validated the competency-based training and development. So, BPATC could suggest government to formulate a competency framework for all levels of Bangladesh Civil Services. After then, the BPATC could develop competency-based training for the mid-level officers of Bangladesh Civil Services.

Fourthly, a good number of participants suggested for enhancing of duration of the study. Since the ACAD participants are the feeder position for Joint Secretary promotion, so a rigorous training is needed in this position. Moreover, since the Joint Secretary is considered as the member policy pool of the government, so a policy-focused ACAD could be the next step to over-hauling the course. The suggested enhanced duration and its policy-focus would help to develop a strong basis for capable senior leadership for Bangladesh Civil Service. Moreover, the suggested ACAD could also contribute in fulfilling the knowledge and skill gaps which are generally arose out of a long-gap of training program after FTC. At the sametimes, there is a serious need to mainstream the Deputy Secretaries from other cadres. A rigorous ACAD would help to mainstream them into administrative service as an honored member of policy pool.

Fifthly, the current government envisions a nation which will graduate to developed nation by the year 2041. Moreover, the Agenda 2030 of SDGs also is asking for more competent, capable and dynamic leadership in public administration. Therefore, BPATC would invest more endeavor for developing professional public managers to materialize the overarching development vision of nation. Therefore,

the existing ACAD may transform as Executive Diploma in Public Policy and Governance. The proposed diploma would contribute in developing confidence and capability for better management of public policy and development agenda of the nation.

However, the study also has a set of limitations which induces to undertake a further research initiative addressing the following limitations. The study was undertaken back in 2013-2014 and by this time the context and reality as well as need of the training were also changed. So, for exploring the realistic and complete need of the training, there should be an initiative of further study. For such type of venture, the current study could be considered as background information and baseline information for next round study.

Second, because of time and resource constraints, the service recipients were not examined. Other than the two categories of participants (prospective and graduated), the supervisory officer of the respondents were examined. But, the head of the organization were not interviewed. In the typical environment of the organization, the head of the organization generally possesses valuable information about all types of subordinates under him. So, a rigorous and extended study could be done collecting data from Head of the organizations and CEOs of public organizations.

Chapter One: Introduction

1.1 Introduction

There is no denying that training is one of the major instruments for human resource development. Public administration training policy (PATP) of the government of Bangladesh has also given due importance to training and retraining of the public sector officials to enable them to refresh and update their knowledge and skills. However, effectiveness of any training programme depends on knowing what is required for the participants of the training course. All organisations are required to ensure that the resources invested in training are targeted at areas where training and development is needed. A training need is a shortage of skills or abilities, which could be reduced or eliminated by means of training and development. Simply throwing training at individuals without analysing their needs may miss priority requirements, or even cover areas that are not essential. To this end training needs analysis (TNA) is a vital prerequisite for any effective training programme or event.

This TNA has been conducted to ascertain the training needs and priorities of prospective participants of Advanced Course on Administration and Development (ACAD) offered by Bangladesh Public Administration Training Centre (BPATC). It is the institutional responsibility of BPATC to regularly conduct ACAD, a career development training course for mid level government officials. BPATC is also mandated to design, develop and implement a need based, results-oriented and market responsive ACAD aimed at building professionalism in officers having attained mid-level seniority in the departmental hierarchy (GoB, 2003).

The outcomes and recommendations of this TNA would help designing and developing a need based and result oriented ACAD which would ultimately help improve the performance of the public service. Findings from the TNA would assist in shaping the learning and development framework of ACAD, a mandatory training course conducted for the officers of the Secretariat and other government departments of the rank of Deputy Secretary.

1.2 What is training needs analysis

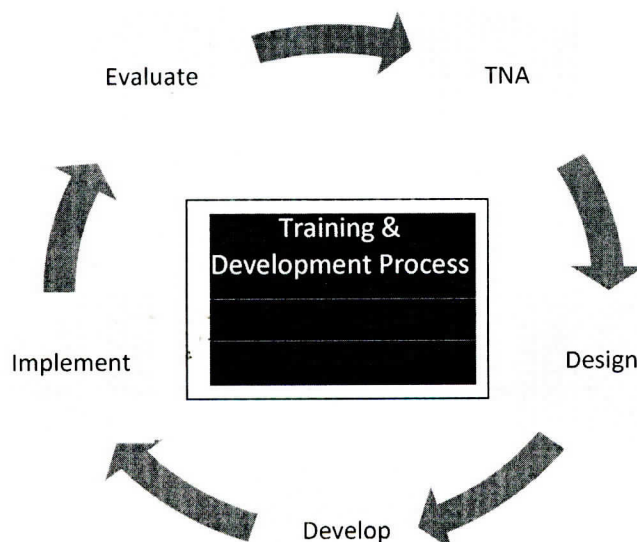
A TNA is a review of learning and development needs of the employees of an organisation. Training needs hinder employees in the fulfillment of their job

responsibilities or prevent an organisation from achieving its objectives. They may be caused by a lack of skills, knowledge or understanding, or arise from a change in the workplace. Training needs analysis helps identify training needs at employee level in order to help organisations perform effectively. The aim of training needs analysis is to ensure that training addresses existing problems, is tailored to organisational objectives, and is delivered in an effective and cost-efficient manner.

TNA considers the skills, knowledge and behaviours that people need, and how to develop them effectively (Lundberg, Elderman, Ferrell and Harper 2010, Chiu, Thompson, Mak and Lo 1999). In order to deliver appropriate and effective training which meets the needs of individuals and the organisation, a TNA is essential (Reed and Vakola 2006, Reid and Barrington 1999, Boydell and Leary 1996). There is general agreement in the literature that a training needs analysis is the first step in the systematic approach to training (Reid and Barrington 1999, Boydell and Leary 1996, Garavan et al., 1995, Reay 1994). The systematic approach to training as explained in literature outlines a number of steps which cover the following basic elements:

1. determining the training need
2. designing the appropriate methods to address the identified need
3. developing (planning) the training course/programme
4. implementing the training course/programme
5. evaluating the training course/programme

These steps could be shown in the following cyclical manner.



It is argued that training must be planned in a cyclical manner and observance of such systematic approach would lead to a high quality planned training (Iqbal and Khan 2011, Barrington and Reid 1999, Buckley and Caple 1995).

Many of those who write about TNA assert that it is essentially a gap analysis, a look at current conditions and required conditions, with the further aim of determining how training might close those gaps (Nickols, 2005). Such gaps could be understood in terms of organizational performance, in terms of individual performance, or in terms of the skill and knowledge required by performers or acquired by learners. As such, conducting such an analysis requires:

1. specifying the required conditions;
2. determining the current conditions;
3. identifying any gaps affecting organizational or individual performance; and
4. identifying the type and level of training required

Training need is the indication of the difference between the actual level of job performance and the expected level of job performance of an employee. Bartram and Gibson (1999) argue that such a systematic approach to identifying training needs ensures that people are offered opportunities to learn which are efficient and effective. The benefit of this approach is that nothing is omitted and that there is a planned and professional approach to training development and delivery. It also provides the data necessary to justify or explain to senior management and key stakeholders what training is required, what budgets are needed, the relative spending breakdowns and how it will impact the organisation (Wills 1998).

Effective TNA involves systematic planning, analysis and coordination to ensure that organisational priorities are taken into account and duplication of effort is avoided. Potential trainees should be included in the process, rather than only relying on the subjective evaluation of managers.

1.3 Justification of the study

Training can be described as the acquisition of skills, concepts or attitudes that result in improved performance within the job environment. Training needs analysis looks at each aspect of an operational domain so that the initial skills, concepts and attitudes of the human elements of a system can be effectively identified and appropriate training can be specified. The fundamentals of any training programme

are to disseminate specific knowledge and information required for performing tasks, delivering specific services, improving skills and bringing about attitudinal changes in the participants.

BPATC conducts Advanced Course on Administration and Development (ACAD) for government officers having attained mid level seniority in the departmental hierarchy with a view to enriching their knowledge on modern management and infusing new values of governance, market economy and globalisation in them. However, managements both in public and private sector has been experiencing faster changes in the roles, responsibilities, processes and procedures. Evidence suggests that their roles, responsibilities, duties and working environment are now more diversified. Today's work environment requires them to be more skilled in performing complex tasks in an efficient, cost-effective, and safe manner. To respond to such practical needs of the participants, BPATC is regularly required to design and update the contents of ACAD to enable them to keep pace with the changing working environment, to stay relevant, to remain updated and to maintain sustainability. However, Ministry of Public Administration has recently requested BPATC to further update the contents of this training programme and to design a time befitting ACAD for the prospective participants of this course.

With a view to making the ACAD a more need based and appropriate one, the current study assessed and analyzed the actual needs of the prospective participants of ACAD.

1.4 Purpose of the Study

The intention of this research was to assess the extent of relevance of existing course contents to fulfill the job requirement of ACAD participants, identify participants' actual training needs and suggest a set of recommendations to BPATC authority for updating the course content in light of their actual needs. This study was designed to examine the relevance of the existing modules and module topics and assess the effectiveness of training methods employed in conducting the course. Moreover, a meticulous attempt was made to identify the real needs of the prospective ACAD participants. In relation to the broad purpose of this research, the following research questions were crafted to guide the study:

1.5 Research Questions

1. What are the current training needs of the participants of ACAD according to their job requirements?
2. What is the extent of effectiveness of the contents of ACAD in meeting participants' needs with regard to their job requirements?
3. What is the level of effectiveness of the training methods employed in conducting ACAD?

1.6 Objectives of the Study

The main purpose of the study was to make the existing ACAD more need-based and realistic so that the participants of ACAD can get required knowledge, needed skills and pro-people service delivery attitude from the course. The specific objectives of the study were:

4. To assess the training needs of the prospective participants of ACAD;
5. To evaluate the learning preferences of ACAD participants of course contents in relation to their job requirements;
6. To make recommendation for modifying and re-designing of the existing ACAD as per explored training needs of the participants.

1.7 Scope of the Study

The study covers performance gaps, training needs of the prospective participants, effectiveness of existing course contents and training methods. However, this study does not cover the impact, training aids, trainers performance gap and their needs, institutional needs and capacity, governmental policy and supports, secondary stakeholders perspective, role of supervisors, rules and regulations, procedures and practices which have huge influence in the effectiveness of training courses.

The study is basically qualitative. Controlling the attributes of data in any qualitative research is usually difficult. For avoiding the difficulties of calculation, any statistical test of significance and test of hypothesis were avoided which could lead to methodical or formatted results. Therefore, any generalization from the findings of this study might be misleading. However, the study would pave a way for conducting further study/research in this area.

The study, for obvious reasons was conducted with the limited application of different TNA methods. Only survey of opinion through questionnaires from

prospective participants, supervisors of prospective participants and graduated ACAD participants was done. However, other different stakeholders of the Deputy Secretaries like departmental peers, subordinates, the people and the inter-departmental colleagues were not consulted.

1.8 Organization of the Research Report

This research report is organised in five chapters. Following this introductory frame of reference, the second chapter explores civil service training arrangements for mid-level officers in Bangladesh from historical perspective. Training programmes for mid-level officers along with course contents are elaborated in this chapter. Chapter three is about the methodology that was employed in conducting this research. Research approach, research methods, methods of data analysis and framework of the study is discussed in this chapter.

Research data and analysis of data has been presented in chapter four. Opinion of prospective participants with regard to their expectation from ACAD, administrative and development management challenges they face frequently, issues that they perceive should get more emphasis in ACAD are discussed in this chapter. Opinion of controlling officers of the prospective ACAD participants as well as graduated ACAD participants with regard to different aspects of the course have also been elaborated in chapter four. The recommendations on the basis of analysed collected data have been presented in chapter five.

Chapter Two

Training programmes for Mid-level Officers in Bangladesh

2.1 Introduction

Training is usually seen as an important input intervention for producing efficient output from the targeted human resources since training is expected to boost efficiency, effectiveness and performance. Realising the importance of training, the government of Bangladesh has declared to gearing up and orienting training activities in order to enhance administrative and management capacity with a view to augmenting productivity in all sectors (GoB, 2003). Government has viewed training as a means of promotion of administrative efficiency, higher productivity and optimal utilisation of human resources for the greater welfare of the citizens. The basic objective of training in public administration is to provide professional knowledge, broader vision, appropriate management skills, correct behavioural pattern and positive problem solving attitudes. However, training, as a purposeful institutional effort, is little understood. For many public servants, it is a waste of time, money and manpower while for others it is panacea, a magic answer to the problems of an inefficient administration (Rashid, 2008). Training, Rashid argues, is indeed one of several means of developing a sound and effective administrative system. Therefore, training cannot be seen only as a means of enhancing efficiency but also as one of the important elements of maintaining efficient administrative system for sustainable development administration.

2.2 Civil Service Training in Bangladesh

The interest of subsequent governments regarding civil service training has been reflected in different legal instruments over the period of more than two hundred years. The India Act 1784, during the British colonial regime, introduced rigorous in-service training for the civil servants for a period of one year. The tradition of British administrative system is in existence in Bangladesh although the British colonial rule collapsed years back. After the independence, the government of Bangladesh took public service training with same spirit and commitment as it was in the previous regimes. In public administration, training is usually practiced in the forms of pre-

service training and in-service training. However, pre-service training in Bangladesh is rarely practiced since training interventions are generally taken after the completion of all recruitment and appointment processes.

In-service training is conducted for the civil servants of Bangladesh under the purview of PATP, 2003. In-service training interventions are of two major types: off-the-job training and on-the-job training. Apart from on-the-job training two years probation period is compulsory for every new entrant for successful completion of all necessary off-the-job trainings. Successful completion of foundation training is one of the pre-requisites of confirmation in the service for officers of all cadres. After completion of Foundation Training Course, the officers must take departmental (professional) trainings from their respective specialised training academy/institutions. The Training policy of the Government of Bangladesh emphasised that the training institutions in the public sector would devise need based, results-oriented and market responsive training programmes for the public servants working at different levels. Government considered training as one of the effective interventions for improving the performance of the public service and as well as a tool for bringing about a new administrative culture for coping with the rapidly changing technology, impact of globalization and pressure of the free market economy.

2.3 Training for the mid-level officers

PATP 2003 points out that irrespective of their cadres, officers attaining mid-level seniority should participate and successfully complete ACAD organized by BPATC. Moreover, performance of the officers in this mid-level training courses will be given due weightage for the purpose of appropriate placement and promotion. This training should be given immediately after their promotion to the level of Deputy Secretary. However, the then Establishment Division of the Government of Pakistan with assistance from the USAID initiated training programme for the mid-level officers in the early 1960s. Government established National Institute of Public Administration (NIPA) in Dhaka during that decade for providing training opportunities to the mid-level officers. Its principal course was Advanced Management Development Programme (AMDP) which in later times was named Advanced Course in Administration and Development (ACAD). NIPA, during its twenty-three years of existence (1961-1983), conducted 30 AMDP/ACAD until it was merged with BPATC

which regularly conducts ACAD since its inception in 1984. Rahman, (2002) opines that the focus and thrust of ACAD in BPATC are not the same as it was in NIPA. For him, BPATC's orientation for ACAD is more academic while that in NIPA was more on free exchange of ideas and experiences. Each approach has however, its merits and demerits. In the absence of sound evaluation, particularly result-oriented evaluation, in both the training organizations, the effectiveness of one approach over the other cannot, however, be fully ascertained.

2.3.1 AMDP/ACAD in NIPA

The first AMDP/ACAD for mid-level officers of three months (21 June- 15 September 1962) duration was conducted by NIPA had the following objectives:

- i) to review and assess the present methods, techniques and problems of Public Administration and National Development in Pakistan;
- ii) to afford the participants an opportunity to share their ideas, experiences and insights with each other in the field of public administration;
- iii) to acquaint the participants with concepts, skills and perceptions of new approaches and (emerging) management and human relations and
- iv) to review the problems of national development with reference to specific plans and projects.

Rahman (2002) argues that the main focus of AMDP was to orient participants with the administrative system of both the central and local levels, emerging issues of HRM and development management. However, objectives of the NIPA course remained unchanged even when the title of the course was changed to Advanced Course on Administration and Development (ACAD). Objectives of the 22nd ACAD of NIPA held in the year 1979 were reformulated and the following three objectives were incorporated to the existing ones on the basis of experience and feedback gathered from previous training courses with a view to addressing some more areas of administration:

- i) to discuss the changed concept of law and order administration in the new development perspective;
- ii) to emphasize work simplification in government and semi government offices with a view to bringing about economy and efficiency in administration; and
- iii) to introduce the concept of decentralisation of administration and people's participation in the governmental affairs.

The main focus of 22nd to 30th ACAD was to orient the participants with the contemporary trends of administration, local level government and development issues along with management of development works.

2.3.2 ACAD in BPATC

The next ACAD (31st for erstwhile NIPA and 1st for BPATC) was conducted during 30 September to 30 December 1984 with the following objectives:

- i) to increase the efficiency of mid-level administrators in administrative management and overall development;
- ii) to identify impediments in respect of efficient performance of respective duties of the participating officials and recommend solutions;
- iii) to impart the theoretical and practical knowledge, rules and regulations of the government for efficient performance of office work;
- iv) to impart training about new methods in management particularly Project Management; and
- v) to understand and develop human relations aspect of productivity in organizations side by side with management development.

The main focus of the first ACAD in BPATC was to enhance efficiency of the participants in administrative management, performance management, development management and HRM.

BPATC imparted its 40th ACAD in March 2002 and objectives of that ACAD were to:

- i) enable the participants to conceptualize the theories and principles of development administration;
- ii) enable them to acquire the techniques of negotiation and organization development (OD) so that they can interact effectively with their domestic and foreign partners and operate successfully as a team with the members of other services;
- iii) enhance skills in project planning and implementation;
- iv) acquaint them with the fundamental issues of economic development, the procedures of public budgeting and financial options;
- v) sharpen their analytical abilities and prepare them to shoulder higher responsibilities of policy formulation;
- vi) develop the vision of the participants to build capacity of the poor through local government and rural development approaches;
- vii) acquaint them with computer-based information systems through hands-on experiences;
- viii) update their skills of spoken and written English through discussions and exercises based mostly on TOFEL framework; and
- ix) share perceptions and experiences on administrative reforms.

The focus of the 40th ACAD was multi-dimensional. It covered the areas of development administration, organizational development, negotiation techniques, policy formulation, rural development, ICT, communicative English and administrative reform. However, 89th ACAD of BPATC was conducted with the following objectives:

- i) To enhance the capability of thinking strategically and managing changes efficiently;
- ii) To enhance efficiency to deliver better services and to work in a team;
- iii) To improve the ability to collect, analyze and present data & information effectively in order to take proper decisions;
- iv) To identify and analyze the issues of development, to design development projects and manage them properly;
- v) To enhance skills by using ICT; applying ICT for e-governance and improve service delivery;
- vi) To improve the interpersonal, intra-institutional and trans-border negotiation Skills.

Thus, evidence suggests that the objectives of ACAD conducted at NIPA and BPATC were changed over the last four decades from centralized administrative perspective toward result-oriented managerial approaches. Nevertheless, it is worth mentioning that there was no clear articulation or guideline from the government with regard to the identification of objectives of AMDP/ACAD conducted for mid-level officials although successful completion of this course was set as one of the conditions for promotion to the rank of Joint Secretary to the Government.

2.4 Course Contents of ACAD: a review

The contents of AMDP courses conducted by NIPA as mentioned in the concerned course brochure included the following academic areas:

- i) Introduction to Public Administration
- ii) Principles and Processes of Management
- iii) Human Relations and Personnel Management
- iv) Financial Administration
- v) National Development and Economic Order
- vi) Ethical Values

It is evident from the aforementioned contents that the AMDP courses did not cover policy issues although mid-level officers are very much involved with policy formulation and implementation. This course covered introductory issues of public administration and management which to a great extent are more applicable for probationers. Issues related to professional and leadership skills were not included in the content of this course. The aforesaid broad areas were discussed in the NIPA conducted ACAD under the following modules:

- i) Public Administration Theory and Practice
- ii) Personnel Administration
- iii) Management Analysis
- iv) Management in Public Sector
- v) Human Relations and Administrative Communication
- vi) Financial Administration
- vii) Development Economics
- viii) Government and Politics
- ix) Research Methodology and Elementary Statistics for Administrators
- x) Bangladesh Studies
- xi) Selected Government Rules and Procedures

Incorporation of modules like Bangladesh Studies, Research Methodology and Elementary Statistics for Administrators, Selected Rules and Procedures and issues like administrative communication in ACAD conducted for mid-level officers having at least 12-15 years of service is to a great extent difficult to justify. No justification was also given in the course brochure in relation to incorporating these issues as the content of ACAD. However, the contents of BPATC conducted ACAD were changed to a great extent and the following modules comprised the 1st ACAD of BPATC:

- i) Organisational Structure - different methods and types
- ii) Management Problems and Analysis
- iii) Financial Administration
- iv) Project Management and Computer Use
- v) Local Level Planning
- vi) Research Methodology and Social and Political Development of Bangladesh

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- vi) Research Methodology and Social and Political Development of Bangladesh

- vii) Economic Development and New Horizons of 1980s
- viii) Analysis of Some Government Rules and Procedures

Evidence suggests that the ACADs conducted by BPATC covered multi-dimensional areas. It was almost a paradigm shift when BPATC led ACAD put more emphasis on issues related to organisation, management, planning and social and political development. In course of time bringing about changes in the content of ACAD turned to be a regular phenomenon. The 40th ACAD covered three major areas like public administration, development economics and skill development. Public administration included the following modules:

- i) Governmental System and Administrative Reforms
- ii) Negotiation and Conference Techniques
- iii) Organisation Development (OD)
- iv) Total Quality Management in the Public Sector
- v) Local Government and Rural Development
- vi) Financial Management

The following modules were covered under development economics:

- i) Development Economics
- ii) Globalization and Bangladesh Perspective
- iii) Gender issues, Reproductive Health, Children and Women Development
- iv) Development Planning and Poverty Alleviation
- v) Environment, sustainable Development and Disaster Management

Skill development included:

- i) Project Preparation
- ii) Project Appraisal and Implementation
- iii) Computer and Information Technology
- iv) English Language Programme (ELP)

A break through is observed in the 40th ACAD when the contents of the course were restructured focusing on Public Administration, Economic Development and Skill Development. Analysis of the contents and the programmes mentioned in the course brochures along with course-end reports suggests that the initial emphasis of AMDP/

ACAD was on management process and organization. More emphasis was given on understanding organisational structures for making procedural studies of organizations for simplification and rationalization of service delivery processes.

The second emphasis was on human relations and administrative communication. Interviewing and listening skills as well as interpersonal communication used to be taught mostly by role-play method. Ethical value as a module was taught from a theoretical perspective and ultimately this module was dropped to give way to other subjects like elementary statistics and selected government rules and procedures which to an extent were more applicable for foundation course participants and had little scope of exchange of ideas and experiences. ACAD contents of BPATC in later times incorporated some new subjects like Aid Negotiation, Total Quality Management, Gender Issues, Environment, Disaster Management, Project Preparation etc. which were the needs of the time. However, gradually, the course included some issues like computer technology or English language programme which to a great extent seems were more applicable for Foundation Training Course participants.

It appears that the major thrust of ACAD conducted by BPATC during initial years (1984-86) was on Economics and development management. Rahman (2002) viewed that one of the main reasons, apparently was that out of all the five top trainers of BPATC (Rector and 4 MDS), four had economics background while one was a public administration graduate. This virtually changed the character of the content of ACAD of BPATC although it was widely expected that more emphasis would be given on Public Administration since BPATC is known to be the apex Public Administration Training Centre of the country. However, approach and administration of modules made ACAD to a great extent academic type of programme.

It is quite spectacular to note that a lot of experiments were conducted on the subject areas of ACAD both at NIPA and BPATC. In NIPA, 7th ACAD had six subject areas, 16th ACAD covered nine areas, 22nd ACAD had eleven areas, 25th ACAD had eight areas, 26th ACAD had seven areas and 27th ACAD had ten areas putting Market Analysis, Macro-economic Planning and Micro-economic Planning as optional subjects with focus on Participative Personnel Management as against Traditional

Personnel Management area. In the 28th ACAD, Quantitative Analysis, Local Planning and Inventory Management were included as optional subjects.

Similarly, 1st ACAD of BPATC had nine subject areas, 2nd ACAD had twelve areas including Economic Planning, Rural and Agricultural Development and International Economic Relation, 16th ACAD had eleven areas, 24th ACAD had ten areas including Child and Women Development, and 25th ACAD had 15 areas. The 40th ACAD had fifteen modules including Computer and Information Technology and English Language Programme (ELP). There is no evidence that bringing about changes in contents, objectives and delivery methods of ACAD was ever done as a response to professional training needs analysis. Participants' feedback as well as interest/expertise of faculty members was considered in preparatory meetings and course contents were adjusted accordingly.

2.5 Review of previous studies

In order to designing and imparting a need based and result oriented training course, it is obvious that TNA and follow-up study at regular intervals are required. However, TNA is hardly done in BPATC although some follow-up studies on ACAD have been conducted by BPATC faculty members.

The Haque and Aysha study (1989) on ACAD notes that this course put emphasis on issues like negotiation and conference technique, seminar paper writing as well as development planning. Therefore, conclusion can be drawn that this course may have improved the level of confidence of the mid level officers in planning, organizing, decision making, motivating as well as supervising in their work place. They also propose that this course enhanced the knowledge and skills of the mid level officers to get their job done efficiently and effectively. They further maintain that ACAD was liked by most of the participants and they highly rated the course along with course management in terms of achieving its objectives, methodology and the curriculum.

Another follow-up study with regard to the effectiveness of ACAD conducted by Alam and Banik (2007) indicates that the curriculum of the course was designed more or less properly. This study also reveals that ACAD has been able to achieve its objectives and most of the participants of the courses endorsed their views that the curriculum of the courses was moderately effective and meaningful in meeting the

needs and expectations of the participants. The study shows that the training inputs provided by the trainers have moderately increased their knowledge, skill and leadership quality.

ACAD is designed for the mid level officers who serve as a linking point between the senior level and lower level management. Some of them are also engaged in field administration and are responsible for government policy implementation and coordinating field level agencies. The study conducted by Imam (1989), reveals that ACAD failed to achieve its objectives with regard to bringing about attitudinal changes in the participants which is needed for organisational and societal development. Imam observes that one of the reasons behind the failure of the course design was absence of more innovative training method. Imam opines that the weakest part of the course content was having no ethical and social concern. Therefore, in terms of attitudinal development and adopted methodologies the ACAD has been regarded as ineffective to an extent. However, empirical studies of Imam (1989 & 2000) and Alam and Banik (2007) suggests that ACAD has been able to improve the level of confidence of the mid level officers in areas like planning, organising, decision making, motivating and supervising others in work places.

Although PATP 2003 articulates that developing proper attitude to serve the people with efficiency is one of the important purposes of the public sector training, previous research findings show that ACAD has to an extent failed to develop positive attitude in mid-level officers of Bangladesh Civil Service. Against this backdrop, ACAD needs redesigning on the basis of actual needs of the participants as well as the needs of the civil service of the country. However, training need analysis is not a piecemeal exercise; obviously it is integrated with the training and HRD policy of the organisation which ultimately leads to facilitate the achievement of the vision and mission of the organization. Policy issues related to TNA exercise include competency framework for the targeted HR (what would be the expected level of ability of the HR of the organization), training and HRD strategies, career management strategies, linking training evaluation and feedback with further improvement of training interventions, regular follow-up study on the courses implemented earlier and building training capacity of the training institutes. Among those policy issues the competency framework is mostly related to TNA and curriculum development exercise. It is competency framework that tells us what will

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be the level of competency of the participants after completion of the training. It is the standard level of knowledge, skills and attitude which is generally pre-determined and articulated in HRD policy of the organization. Therefore, achieving that standard level of specific competencies by developing knowledge, skills and attitude is the main focus of training intervention and TNA is the process of identifying the gap between expected level of competency and existing level of competency.

2.6 Framework for Conducting Training Needs Analysis

Literature suggests that training needs analysis can be reactive and proactive. Reactive TNA is a type of TNA that focuses on a performance problem that currently exists while proactive TNA focuses on a performance problem anticipated in the future. However, any comprehensive TNA requires task analysis, person analysis and organisation analysis (Blanchard and Thacker, 2007).

2.6.1 Task Analysis

Task or operational analysis is an examination of specific jobs to determine the requirements, in term of the tasks required to be done. Task analysis is one of the major sources of TNA information. Under this process, tasks are identified first and then the tasks are broken into sub-tasks; finally sub-tasks are broken into work-activities. Task analysis helps identify types of relevant training for a particular position or job. Work distribution, job description and job specification are the important sources of data regarding task analysis.

2.6.2 Person Analysis

A person analysis is an examination of the employees in the jobs to determine whether they have the required knowledge, skills and attitudes to perform at the expected level. Although needs and interests of prospective participants of a training programme may vary on the basis of their work environment, person analysis for assessment of needs and exploration of general expectations of customers or clients or stakeholders or prospective participants is required. A person in a particular position responsible for rendering goods and services to clients is supervised by some controlling officer. In this case recipients of goods and services are the ultimate stakeholder while the supervisor is intermediate stakeholder for this person. Analysis of the ultimate stakeholder or the customer and the intermediate stakeholder or the supervisor is also useful. A customer analysis is an examination

of the customers' satisfaction in terms of getting services from the designated person while analysing supervisor's feedback about the performance of the person concerned is termed supervisor analysis. Concerns of all stakeholders should be carefully explored for doing a TNA.

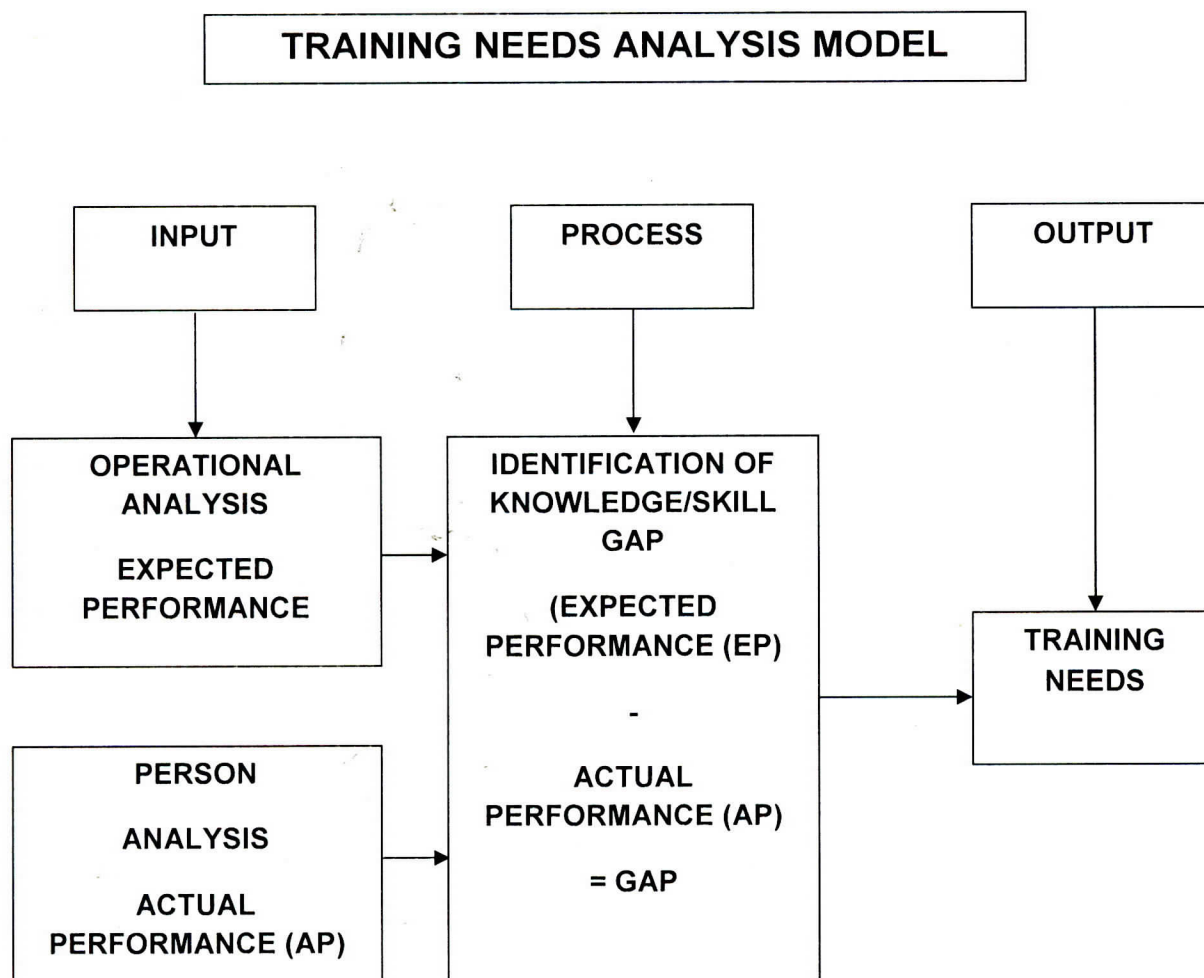
2.6.3 Organisation Analysis

An organizational analysis is an examination of an organization's strategy, goals, objectives, systems, and practices in place to determine how they affect employee performance. Every organization has specific goals and objectives and all the efforts of organization are concerted towards achieving the pre-determined goals and objectives. Similarly, every organization makes available all sorts of resources (like physical resources, information resources, financial resources, technological resources and human resources) for achieving efficient output in terms of productivity, profitability, customer satisfaction, innovation, growth, diversification and expansion. In this connection, there must be a reflection of organization's expectations in training programs. That is, training program must be designed and implemented after analyzing the vision, mission, philosophy, culture, core values, strategic directions, and competitive pressure of the organization. HR, being a critical and valuable resource of the organization, must be trained in such a way so that the expectations of organization and its employer can be achieved to the maximum level. Nankervis et al (2002, p 325) affirmed that as with other HRM activities, it is most important that the training and development function is integrated with the strategic plan.

2.7 TNA Model Utilised in the Research

The prospective participants of ACAD are employed in different organisations in civil as well as military bureaucracy. There is no denying that strategy, goals, objectives, systems and practices in these organisations are multi-dimensional. Against this backdrop it was not possible for a research of this kind to deal with all three dimensions of TNA. Person analysis was mostly considered in this research and especial emphasis was given to obtaining data from prospective participants with regard to their needs. Opinion from supervising officers was also collected with a view to validating the information prospective participants provided. To analyse the training audience we relied on skill gap analysis and learner analysis. Learner

analysis is the process of defining the specific needs of the prospective participants including prerequisite knowledge/skill levels and preferred learning styles. The skill gap analysis on the other hand, looks at the gap between the existing skill level of the target audience and the required skill level to accomplish a designated task (Ford, 2011). This approach of TNA modeled by Blanchard & Thacker (2007) in the following manner has been used in this research.



Chapter Three: Methodology of the Study

3.1 Introduction

Research methodology is an approach concerned with the methods or techniques used for data collection and generation in carrying out research (Oppenheim, 1992). Traditionally, research methodologies are broadly classified into qualitative and quantitative approaches. Myers (2009) distinguishes that qualitative research is an in-depth study of social and cultural phenomena and focuses on text whereas quantitative research investigates general trends across population and focuses on numbers.

3.2 Research Approach of the study

The basis of this study was phenomenology which adopted mainly a qualitative approach to achieve the aims and objectives. The phenomenological paradigm involves examination of participant's personal experience and is concerned with an individual's personal perception or account of an object or event as opposed to an attempt to produce an objective statement of the object or event itself.

3.3 Research Methods Employed

A series of methods are available and commonly used in a training need assessment research for gathering and subsequent analysis of information related to the tasks performed by a person and the skills required for the accomplishment of those tasks. These include: i) Analysis of existing strategies and a plan to identify what skills are needed for delivery; ii) Questionnaire Survey; iii) Face-to-face interviews; iv) Focused group discussions or facilitated small group discussions with a representative sample of people. However, no single method for data collection in research can be termed perfect since, each one has some limitations. As such, researchers are to carefully consider the type of research along with the circumstances surrounding the research in selecting data collection method. Nevertheless, questionnaire survey method was utilised in this research for the purpose of data collection where the key approach was face-to-face interview. Zikmund, W. G., (2003) argues that surveys are quick, inexpensive, efficient and accurate means to getting data for any research purpose and are quite flexible and, when properly conducted, extremely valuable to managers.

Three categories of officials were identified as the respondents of survey for collecting data of this research. The respondents were the prospective participants of the ACAD, graduated participants of the ACAD and the supervising officials of both prospective and graduated ACAD participants. Accordingly, three different types of structured questionnaires were developed and administered for the three types of identified respondents for their opinion survey. The following were the major issues on which opinion were sought from the prospective ACAD participants:

1. A very short profile of the respondent.
2. Administrative and development challenges frequently faced at their work place.
3. Required knowledge and skills needed to overcome the challenges.
4. Expectation from the ACAD.

The questionnaires used for the graduated ACAD participants included the following major aspects:

1. A very short profile of the respondent.
2. Relevance of the modules and module contents of ACAD in work place.
3. Suggestion for inclusion and exclusion of contents in the course.
4. Effectiveness of training and evaluation methods employed in ACAD.
5. Suggestion regarding the duration of the ACAD.

The questionnaires used for the supervisors included the following aspects:

1. A very short profile of the respondent.
2. Description of tasks performed by Deputy Secretaries.
3. Required knowledge and skills for performing designated tasks.
4. Suggestion for further improvement of the ACAD

The questionnaires consisted of both qualitative and quantitative questions and both open ended and close ended questions were inserted for obtaining respondents' views about the different aspects of the research questions. Open-ended questions were used to encourage participants to talk freely around the topic (Sharpe, 1988)

while a six point Likert Scale was used for close ended questions and participants were asked to rate their preferences with regard to the questions specified.

The surveys were conducted on a face-to-face interview basis. Interviewing is appealing in social science research as it provides researchers with access to people's ideas, thoughts and memories in their own words (Reinharz, 1992:19) and in this research, interview was a key strategy of data collection. Interview is a very effective means to avoid misunderstandings relating to research and respondents can be given clarifications whenever they ask during the process of data collection.

3.4 Administering the Research Questionnaire

Both primary and secondary sources of data were utilised in this research. In addition to questionnaire based face-to-face interview, a desk-based review of existing content of the ACAD, training methods, related research monograph, literature, impact study of training, course evaluation reports prepared by the Evaluation Department of BPATC etc. were analyzed and reviewed for research purpose. Stratified random sampling method was employed for collecting data from the primary sources.

- i) The primary stakeholders were the prospective participants of ACAD and sixty five (65) Deputy Secretaries who did not take part in ACAD were interviewed through structured questionnaire (Annexure-01).
- ii) Supervising officers of the level of Joint Secretaries were also the secondary stakeholders and sixty (60) supervising officers of the prospective and graduated ACAD participants were interviewed for this research (Annexure-02).
- iii) Deputy Secretaries who were graduated in the ACAD were the secondary stakeholders of this research and fifty five (55) of them were interviewed with specially designed structured questionnaire (Annexure-03).

3.5 Data Analysis

Both quantitative and qualitative data were analysed in this research. The qualitative data were analyzed using the thematic approach. In this case the responses to a question were listed down and then categorised to give the appropriate sub themes. Responses to the quantitative questions were analysed by descriptive statistics

whereby given proportions were expressed as a mean of the total population participating in the study. For analysing the mean, standard deviation and descriptive statistics SPSS-11 was used. All types of analysis were presented in tabular form.

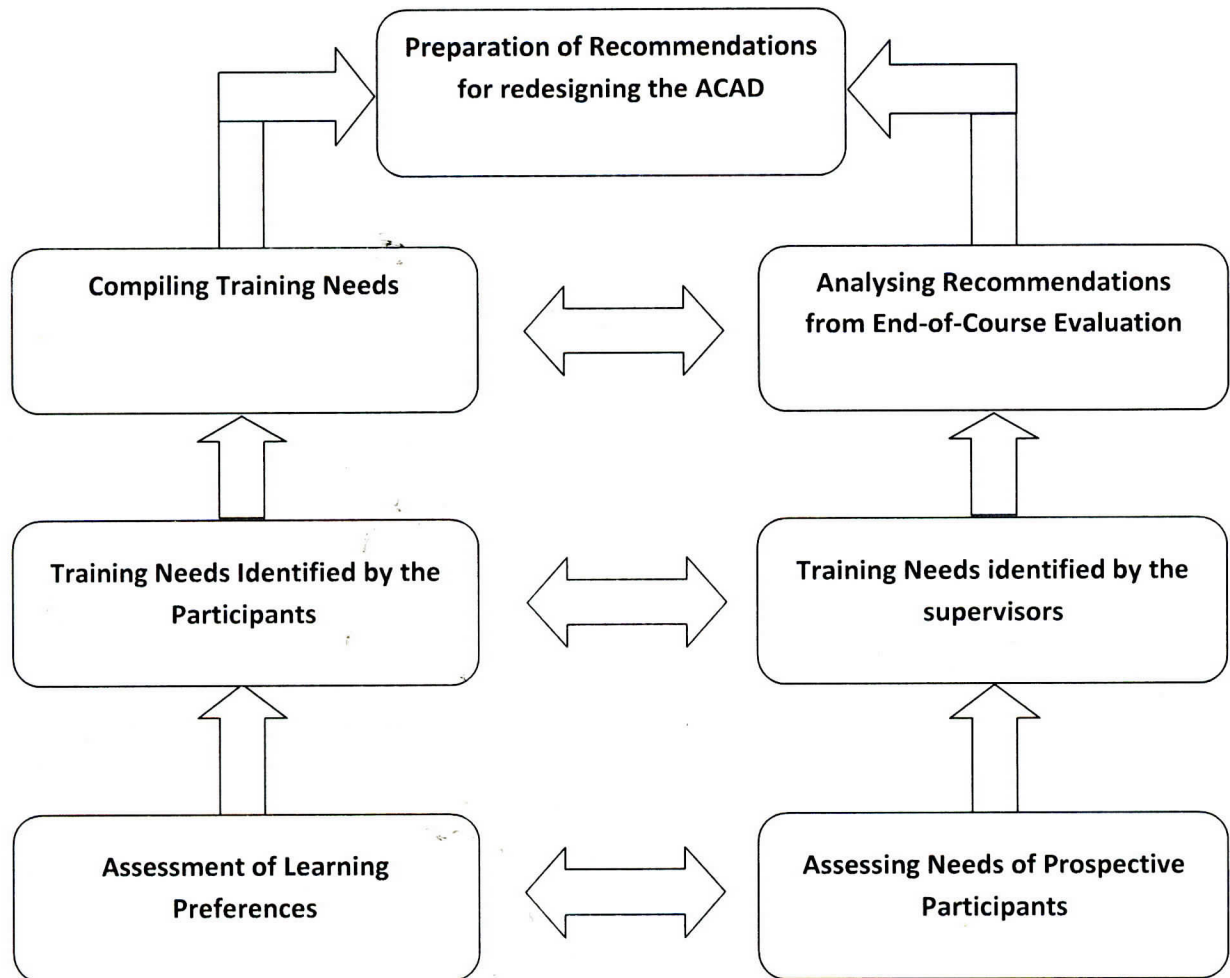
3.6 Reliability Test

This inquiry was conducted following a face-to-face interview using structured questionnaires. Three different types of questionnaires were developed and utilised for collecting data from three identified respondents namely the prospective participants of ACAD, the graduated participants of ACAD and the supervising officers of both prospective and graduated participants. All questionnaires were a blending of both quantitative and qualitative research questions. However, some questions like duties and responsibilities of Deputy Secretaries, required skills to accomplish their defined duties and responsibilities were common in all three questionnaires. Thus, three different sources were utilised for collecting data for this research. Denzin (1978) advocated the term 'triangulation' which involves combining multiple sources of data collection. It is argued that triangulation validates the reliability of data while reliability reflects the consistence of data collected in a research and increases the likelihood of researchers' better understanding of research questions (Reinharz, 1992).

3.7 Framework of the Study

Existing curriculum and course content was taken as a prototype for this research and opinion was obtained from the respondents with regard to the structure of the ACAD conducted for the Deputy Secretaries of the Government. In addition to collecting empirical data evaluation reports of ten ACAD were also analysed. Thus, on the basis of both primary and secondary data recommendations have been prepared in this research. The following chart depicts the structure and conceptual framework of the study.

Research Framework



Chapter Four: Results and Analysis of Data

4.1 Analyzing the Training Needs of the Prospective Participants

In order to explore the training needs of the participants, 65 prospective participants were examined through structured questionnaires. The questionnaire they were given for putting their comments contained the following issues among others:

- 1) Expectations from the course.
- 2) Identification of administrative and development management related challenges frequently faced in working places.
- 3) Needed knowledge and skill to overcome frequently facing challenges.

Analysis of data obtained from the participants shows that a good number of diversified opinions with regard to different issues mentioned in the questionnaire were generated. In presenting research data we clustered and categorised the collected information and accordingly presented those in this chapter so that research findings can be drawn on the basis of those opinions. In order to validate the opinions of the prospective participants, 60 supervising officers were asked to identify the expected KSA of the officers under their surveillance.

4.2 Opinion of Prospective Participants

4.2.1 Development Challenges of the country

One of the questions inserted in the questionnaire prepared for prospective ACAD participants was in relation to their thinking about prevailing challenges for development of the country. The following are the broad areas prospective participants of ACAD identified to be the challenges for development of the country. The related issues of each broad area, as they identified are presented in Table-1 along with the number of respondents.

01. Managing Integrity and Combating Corruption
02. Ensuring Good Governance
03. Lack of Strong and Committed Leadership
04. Managing Manpower and HR
05. Quality education
06. Instable Political situation

- 07. Unemployment and Poverty
- 08. Lack of Development Strategy
- 09. Crisis of Resources
- 10. Environmental Management
- 11. Poor level public service delivery
- 12. Managing Civil Service

Table-1: Development Challenges of Bangladesh

Challenges for development of the country	Frequency
Managing Integrity and Combating Corruption Corruption, Integrity management, developing pro-poor attitude	27
Ensuring Good Governance Poor governance and Lack of rule of law, Political/ outsider's intervention, Lack of ethical behavior and Absence of rule of merit	26
Lack of Strong and Committed Leadership Lack of strong leadership and Negative Attitude of Leadership, Lack of Committed leader, Lack of visionary leader, Lack of patriotism	20
Managing Manpower Population explosion, developing HR and Human Capital	19
Quality education Illiteracy and Lack of right kind of education (Quality education), improper education planning	17
Instable Political situation Political instability and Policy discontinuation	15
Unemployment and Poverty Unemployment and Poverty, skill formation, weak health situation, mal-nutrition, Social inequity and Gender Discrimination, Under developed agriculture	14
Lack of Development Strategy Lack of development strategy, Non prioritize resource allocation, Weak development planning	11
Crisis of Resources Resource and Energy crisis and Dependent on foreign aid, Weak in resource mobilization	11
Environmental Management Environment degradation and Natural disaster	5

Challenges for development of the country	Frequency
Poor level public service delivery Access to information, Delay in processing files and cases	5
Managing Civil Service Partisan culture in bureaucracy and Lack of harmonious relation with staff and junior-senior officers	3

4.2.2 Ways to overcome Development Challenges

The prospective participants were asked to suggest ways to overcome the challenges of development of the country. The highest number participants (26) identified “**Managing Integrity and Combating Corruption**” (awareness against corruption and integrity management and upholding moral values, ensuring transparency and accountability, managing free and independent Ant- corruption commission) as the most important way to overcome the challenges. The other aspects that are important for overcoming identified challenges, they identified are ‘**Managing HR properly**’ (properly planning, developing and motivating HR, managing efficient bureaucracy), ‘**Ensuring Good Governance**’ (ensuring good governance, patriotism, rule of law, developing common goal, participatory development, build team aiming to achieve development goals), ‘**Creating Vision for Development**’ (developing long-term development (inclusive development) plan and strategies, optimizing resources), ‘**Improving Quality of Education**’ (improve education, reduce illiteracy, managing higher education), ‘**Managing Manpower**’ (checking population growth, literacy and poverty alleviation program, malnutrition and ill health), ‘**Prudent Public Policy Management**’ (innovative policies for mobilization of adequate resource, managing prudent monetary and fiscal policy, gender mainstreaming, positive political will), ‘**ICT and e-Governance Management**’ (information management system and establishing data base, ensuring on-line service delivery, digitalization of possible services), ‘**Ensuring Monitoring and Coordination**’ (ensuring coordination, monitoring, result-based management), ‘**Leadership Development**’ (developing proper leadership attitude, impart training elected representative with government officials) and ‘**Managing Civil Services**’ (developing pro-poor attitude and dedication in civil service, quick disposal of file and cases). These issues along with the underlying sub-issues and number of respondents are presented in Table-2.

Table-2: Ways to overcome Development Challenges

Ways to Overcome Challenges	Frequency
Managing Integrity and Combating Corruption Awareness against corruption and integrity management and Upholding moral values, Ensuring Transparency and accountability, Managing free and independent Anti corruption commission	26
Managing properly HR Properly planning, developing (training) and motivating HR, managing efficient bureaucracy	25
Ensuring Good Governance Ensuring good governance, patriotism, rule of law, developing common goal, Participatory development, Build team aiming to achieve development goals	18
Creating Vision for Development Developing long-term development (inclusive development) plan and strategies, optimizing resources	14
Improving Quality of Education Improve education, Reduce illiteracy, Managing higher education (private university)	13
Managing Manpower Checking population growth, Literacy and Poverty alleviation program, Malnutrition and ill health	13
Prudent Public Policy Management Innovative policies for mobilization of adequate resource, Managing prudent monetary and fiscal policy, Gender mainstreaming, Positive political will	9
ICT and e-Governance Management Information management system and establishing data base, ensuring on-line service delivery, digitalization of possible services	8
Ensuring Monitoring and Coordination Ensuring Coordination, Monitoring, Result-based management	7
Leadership Development Developing proper leadership attitude, Impart training elected representative with government officials	6
Managing Civil Services Developing pro-poor and dedication in civil service, Quick disposal of file and cases	5

4.2.3 Administrative and Management related Challenges at workplaces

The second major issue prospective participants of ACAD were asked to talk about was to identify challenges they frequently face in working places. In response to this question majority (44 of 65) of them identified **Managerial Challenges** (Managing skilled and unskilled manpower (HRM), lack of motivation, frequent transfer, low level of salary and limited promotion prospects, weak monitoring and time management) as the most important challenges they usually face in their working place. In their view, the other challenges they face in working places are **Challenges regarding Resource Management** (lack of efficiency, shortage of logistics and human resources, insufficient training), **Administrative Challenges** (lack of coordination, non-cooperation from colleague, lack of moral support from higher authority), **Challenges regarding Corruption** (corruption and weak accountability, lack of rule of law, unethical pressure and political intervention), **Challenges regarding e-Governance and ICT Management** (lack of ICT personnel and absence of MIS, innovative ideas are not entertained and absence of proper leadership) and **Challenges regarding Policy & Development Management** (documents preparation for procurement, project selection and top-down planning process, lack of skill in policy paper preparation). Participants' views with regard to the most frequently facing challenges are presented in Table-3.

Table-3: Administrative and Development Management Challenges prospective participants frequently face at workplaces

Identified Challenges at workplaces	Frequency
Managerial Challenges Managing skilled and unskilled manpower (HRM), Lack of Motivation(Frequent transfer, low level of salary and limited promotion Prospects, Weak monitoring and Time management)	44
Challenges regarding Resource Management Lack of efficiency, Shortage of logistics (fund and resource) and Manpower, Insufficient training	40
Administrative Challenges Lack of coordination, Non cooperation from colleague, Lack of moral support from higher authority (poor working relations)	38
Challenges regarding Corruption Corruption and Weak Accountability, Lack of rule of law, Unethical Pressure and Political intervention	37

Identified Challenges at workplaces	Frequency
Challenges regarding e-Governance and ICT Mgt. Lack of ICT personnel and Absence of MIS, Innovative ideas are not entertained and absence of proper leadership	22
Challenges regarding Policy & Development Management Documents preparation for procurement, Project selection and Top-down Planning, Lack of skill in policy paper preparation	12
Miscellaneous Challenges (Unforeseen situation, Weakness in the systems are not addressed, Absence of Job Description, Dependent identity)	5

4.2.4 Knowledge and skills required to overcome the challenges

One of the issues included in the questionnaire prepared for the prospective ACAD participants was identification of knowledge and skills they feel required to overcome the challenges they frequently face in their workplaces. A vast majority of the participants (59) opined that **Leadership Knowledge & Skills** (administrative and leadership skill, strong motivation and team spirit, possessing strong morality, change management) is the most needed area where they are required to enhance their expertise. Other areas of knowledge and skills they identified are **Training** (arranging management development training, capacity building, career development, merit-based promotion), **Knowledge and Skill in ICT** (possessing ICT knowledge, e-Governance, MIS, internet and website-management), **Public Management Knowledge** (having functional and operational knowledge with file management (effective monitoring) and knowing government policies and plans, relevant acts, rules, regulation, policies and practices, **Knowledge on HRM** (having knowledge on performance management, career development, motivational techniques, interpersonal relationship, **Knowledge and Skill on Negotiation** (having negotiation/conflict management skill, MoU, contract signing), **Knowledge of Integrity Management** (punishment for corruption/reward for good work, patriotism, ethics and religious knowledge), **Project and Procurement Management**, (project management, knowledge on PPR, preparing papers for procurement) and **Knowledge of Policy Management**. Participants' views in relation to this question are presented in the following table:

Table-4: Knowledge and skills required to overcome frequently facing challenges at workplaces

Required Knowledge and Skills	Frequency
Need of Leadership Knowledge & Skills Administrative and Leadership skill, Strong Motivation and Team Spirit, Possessing strong morality, Change management	59
Training Arranging Management Development Training, Capacity building, Career Development, Merit-based promotion	23
Need of Knowledge and Skill in ICT Possessing ICT knowledge, e-Governance, MIS, Internet and website-management	23
Need of Public Management Knowledge Having functional and operational knowledge with file management (Effective monitoring) and Knowing Government policies and plans, relevant acts, rules, regulation, policies and practices	15
Need of HRM Knowledge Having Knowledge on performance management, Career Development, Motivational techniques, interpersonal relationship	12
Need for Knowledge and Skill on Negotiation Having Negotiation /Conflict management skill, MoU, Contract signing	11
Need for Knowledge of Integrity Management Punishment for corruption/ reward for good work, Patriotism, Ethics and Religious knowledge	11
Project and Procurement Management Project Management, Knowledge on PPR, Preparing Papers for procurement	10
Need of Knowledge of Policy Management Having knowledge for preparation of policy paper and Skill for development project selection	10
Miscellaneous Individual research Having updated information	5

4.2.5 Expectation from the Course

With regard to their expectation from the Advanced Course on Administration and Development, data collected from the participants reveal that the highest number of participants (36 of 65) preferred to learn **Leadership and Strategic Management**

from the course. The second most preferred area (35) for them is **Development Administration and Project Management**. The prospective participants also wants to learn **Public Service Management & Governance** (public service delivery, local government Management/NPM and improving competency), **Development Economics and Poverty Alleviation** (development economics, overall government plans leading to poverty alleviation and improving the quality of life, economic reform and development economics for public policy, budget preparation), **ICT and e-Governance** (information and communication technology), **Negotiation Techniques** (WTO & negotiation techniques, international organizational relations), **Human Resource Management** (performance and knowledge management) **Public Policy Analysis**, (policy analysis/decision making, **Language Skills** (English language (Report Writing)), and **Stress Management and Physical Conditioning**. Their opinions are presented in tabular form in the following.

Table-5: Expectation of Prospective Participants from ACAD

Topics	Frequency
Leadership and Strategic Management Leadership, Strategic Planning and Managerial capacity (Monitoring and Supervision, workload mgt, HRM)	36
Development Administration & Project Mgt. Development administration, Project Mgt and PPR	35
Public Service Management & Governance Public Service Delivery, Local Govt. Mgt./NPM and improving competency	34
Development Economics and Poverty Alleviation Development economics, To learn overall government plans leading to poverty alleviation and improving the quality of life, Economic reform and development Economics for public policy, Budget Preparation	23
ICT and e-Governance Information and Communication Technology	20
Negotiation Techniques WTO & Negotiation Technique, International organizational relations	16
Human Resource Management Performance and knowledge management	14
Public Policy Analysis Policy Analysis/decision making	12

Topics	Frequency
Language Skills English language (Report Writing)	11
Stress Management and Physical Conditioning Stress Management and Physical Conditioning	11
Administrative Rules and Regulations Rules and regulations, Latest provisions regarding Land management	8
Learning Best Practice Learn best practices and Knowing about Contemporary world, Development strategies of neighbouring countries	2
Attitude Shaping Mindset	2
Expected Methods Interaction/ experience sharing /interactive class, Group discussion, recap of previous session and presentation from participants	25
n=65	

4.2.6 Suggestions about the contents of ACAD

The prospective participants were asked to identify areas to be given more emphasis in ACAD. From the table-4, it is evident that the highest number of participants (31) opined to give emphasis on **ICT and e-Governance** (knowledge on ICT, MIS and e-government) in ACAD. Other areas that should also be given more importance in ACAD in their view, are **Development Management** (development strategy, development administration and project cycle management (planning, impact study, monitoring etc., public procurement), **Communication Skill** (English language and communication skill, public speaking, **HR and Organizational Behaviour** (HRM and organizational behaviour, **Poverty Reduction** (poverty reduction strategies), **Public Policy Management** (policy formulation/implementation, contemporary issues and current priorities), **Negotiation and International Trade** (global context/International affairs/diplomatic relation, conflict management/negotiation) and **Public Service Management** (public service management, civil service management, effective service delivery), **Public Finance Management** (MTBF, budget preparation, fiscal and monetary policy, **Environmental Management** (environment and climate change, bio-diversity, disaster management) and

Strategic Management and Leadership (leadership, strategic management and innovation).

Table-6: Areas that require more emphasis in ACAD

Areas to be emphasised in ACAD	Frequency
ICT and e-Governance Knowledge on ICT, MIS and e-government	31
Development Management Development Strategy, Development Administration and Project Cycle Management (Planning, Impact Study, Monitoring etc.), Public Procurement	28
Communication Skill English Language and Communication Skill (Public Speaking)	22
HR and Organizational Behaviour HRM and Organizational behavior	11
Poverty Reduction Poverty Reduction strategies	11
Public Policy Management Policy formulation /implementation, Contemporary issues and current priorities	11
Negotiation and International Trade Global context/International affairs/Diplomatic relation, Conflict management/negotiation	11
Public Service Management Public Service Management, Civil service management, Effective service delivery	10
Public Finance Management MTBF, Budget Preparation, Fiscal and Monetary Policy	10
Environmental Management Environment and Climate Change, Bio-diversity, disaster management	8
Strategic Management and Leadership Leadership, Strategic Management and Innovation	7
Miscellaneous Individual ability, IAP and building proper attitude, Research methodology	7
Ethics and Integrity Management Ethics and Integrity Management	6

4.2.7 Preferred training methods for ACAD

One of the aspects of the questionnaire prepared for the prospective participants was to give them an opportunity to talk about the methods of training delivery in ACAD they prefer the most. The highest number of participants (28 out of 65) preferred Team-work as most preferred method of training delivery. From Table-7, it is evident that a good number of participants preferred field visit/study tour (25) and presentation (24) as popular methods of training delivery. Other popular methods they mentioned are case-study, assignment, exercise, documentary/film show and participatory techniques. Training method like 'lecture and discussion' also in the list of their preferred method and 23 out of 65 prospective participants put 'lecture and discussion' in list of their preferred methods.

Table-7: Preferred Training Methods for ACAD

Preferred Training Method for ACAD	Frequency
Team work/group works	28
Field visit/study tour	25
Presentation	24
Lecture and discussion	23
Case study	22
Assignment	19
Exercise	18
Documentary/ film show	10
Participatory training	10
Role play	5
Simulation	3
Panel discussion	3
Book Review	3
Sharing experiences	3
Regional exposure visit	3
Seminar/workshop	2
Question and answers session	1
Question's card	1

4.3 Analysis of the Opinion of Supervising Officers

As part of identifying training needs of Deputy Secretaries the present research included their supervising officers as research participants. The questionnaire developed for this group of respondents especially focused on issues like duties and responsibilities of Deputy Secretaries, required knowledge and skills in discharging designated duties etc. Under this study, opinions were collected from 60 Joint Secretaries to the government and their equivalent officers since they are the supervising officers of Deputy Secretaries. Views of the supervising officers of the Deputy Secretaries are presented in the sections below.

4.3.1 Ministry-wise current priorities

One of the aspects of the questionnaire for the supervising officers was to identify ministry-wise current priorities. Amongst the respondents 32 supervising officers identified **HRM and Managing Civil Service** (developing and implementing career plan of the officials, trained manpower, preparation of performance based evaluation, formulating and implementing Civil Service Act, ensuring higher education for cadre officials to become competent civil servants) as most important current priority of their ministries. The following is the list of priorities of the ministries in view of the supervising officers of Deputy Secretaries. The priority areas along with underlying issues are presented in Table-8 where frequency of responses is also presented.

01. ICT and e-Governance
02. Land Use Policy and Urban Planning
03. Public Service Management
04. Resource Management
05. Managing Innovation and BPR
06. Managing Manpower and Employment
07. ICT and E-Governance Management
08. Poverty Reduction
09. Managing Public Procurement
10. Environmental Management
11. Managing Public Policy
12. Modernization of Arm forces
13. Managing Integrity

Table-8: Ministry-wise current priority list

Ministry-wise Current Priorities	Frequency
HRM and Managing Civil Service Developing and Implementing career plan of the officials (Trained manpower, Preparation of performance based evaluation), Formulating and Implementing Civil Service Act, Ensuring higher education for cadre officials to become competent civil servants	32
ICT and e-Governance ICT based training and application (e-based land record management, e-filing), To motivate stakeholders for building of ICT based nation	24
Land Use Policy and Urban Planning To develop the infrastructure of the large cities, Control unplanned and uneconomical use of land, Traffic Control	12
Public Service Management To redesign the service delivery process, e-file management, Provide services at door-step of people, Ensuring fertilizer for the farmers	12
Resource Management To collect more revenue , To stop the unplanned expansion of Cox's Bazar and Kuakata, Ensuring Logistics support, making state owned enterprise profitable, Implementation of yearly plan (ADP)	12
Managing Innovation and BPR Change and innovation management for effective service delivery , Updating existing rules and regulation, Process simplification	10
Managing Manpower and Employment Establishing HRD fund of TVET, Formulating TVET financing strategy, and Implementing National skill development policy, Making action plan for implementation of national skills and development, Skilled development training	10
ICT and E-Governance Management To accelerated the process of Digital Bangladesh, Implementation of digital signature, to establish and activate of ICT infrastructure, To make data base of freedom fighter list	8
Poverty Reduction To ensure housing for poor and low income families, Universal coverage of health and Health care financing	8
Managing Public Procurement PPR, PPP and outsourcing	6

Ministry-wise Current Priorities	Frequency
Environmental Management Protecting environment, Disaster management	6
Managing Public Policy To develop and implement cultural policy of Bangladesh, To address the challenges of prevailing RMG sector in conformity with the national legislation and ILO conventions	4
Modernization of Arm forces Making a 3 dimensional effective navy Modernized and well equipped armed forces	4
Managing Integrity Ensure a corruption free public service	4

4.3.2 Common and General Tasks of Deputy Secretaries

With regard to the common and general types of tasks the Deputy Secretaries are to perform in work places, the supervising officers opined that **managing public policy** (policy, rules, guidelines formulation/review, monitoring implementation of National Plan of Action), and **office management** (file management, preparing note/summery, official correspondence) are two important general tasks which are very common to the Deputy Secretaries working under them. Other important tasks and responsibilities Deputy Secretaries are to perform, as they identified are **HRM** (office management, HRM/ supervising subordinate, decision making), **Public Finance and Project Management** (budget preparation and implementation/MTBF, project management/DPP, TPP, preparing project documents and approval procedures), **Arranging Training** (arrange training for subordinates, conducting meeting/organizing workshop, seminar), **Negotiation** (negotiation with other agencies), **Managing Administration** (routine administrative work, managing common service and administration), **Coordination and Monitoring** (coordination in district Level as DC, monitoring development works, consultation and networking), **Leadership Role** (leading team and branch in Ministry, innovation and change management), and **Public Procurement Management** (public procurement management, preparing tender documents). Views of the supervising officers of Deputy Secretaries along with the frequency of their responses in terms of number with regard to the common and general tasks their supervisees are to perform are presented in Table-9.

Table-9: List of common and general tasks of Deputy Secretaries

Common and General tasks of Deputy Secretaries	Frequency
Public Policy Management Policy, rules, guidelines formulation/ review, Monitoring implementation of National Plan of Action	46
Office Management File management (Preparing note/summery, Official correspondence)	46
HRM Office management (HRM/ supervising subordinate, Decision making)	36
Public Finance and Project Management Budget Preparation and Implementation/MTBF, Project management/DPP, TPP, Preparing project documents and approval procedures	36
Arranging Training Arrange training for subordinates, Conducting meeting/ organizing workshop, seminar	32
Negotiation Negotiation with other agencies	28
Managing Administration Routine administrative work, managing common service and Administration	28
Coordination and Monitoring Coordination in District Level as DC, Monitoring development works, Consultation and networking	16
Leadership Role Leading team and branch in Ministry, Innovation and change management	16
Public Procurement Management Public Procurement Management, Preparing tender documents	14
Miscellaneous Making action plan, Knowing Economic trend of the world	6

4.3.3 Most important tasks/roles of Deputy Secretaries

One of the questions in the questionnaire prepared for the supervising officers was identification of the most important tasks/roles deputy secretaries of their respective ministries are to perform in order to implement the current priorities. Table-10 shows that 16 out of 60 respondents identified **ICT and e-Government Management** as

the most important task/role required to perform by deputy secretaries in order to implement the current priorities of the ministries. They also identified the following tasks/roles that deputy secretaries are required to perform frequently:

01. Team-building and Leadership
02. Negotiation and Networking
03. Policy Management
04. HRM and People Management
05. Managing Resource

Table-10: List of most important tasks/roles of Deputy Secretaries

Most important task/role	Frequency
ICT and E-government Management IT based knowledge, Presentation skill through ICT, Incorporate e-governance technique in public service delivery	16
Team-building and Leadership Managerial skill and technical knowledge, Team building, To create commitment, Change mind set	14
Negotiation and Networking Dealing with civil society, NGOs, media and private sector/ stakeholders, Practical skills through negotiation, Negotiating with other agencies	12
Policy Management Formulate plan of action to implement the policy, Income tax rules, regulations and policy, managing fiscal policy	8
HRM and People Management Modern techniques of HRM, Non partisan role, Sense of belongingness, Supervision of subordinate, Monitoring properly	8
Managing Resource Managing Public Procurement, Resource mobilization, Managing Environmental challenge	8
Miscellaneous English language skills, Knowledge about existing land law, Note writing and summery writing	2

4.3.4 Knowledge and Skills Deputy Secretaries are required to acquire

The supervising officers were asked to identify the specific areas of knowledge that deputy secretaries are required to acquire in order to perform their current and future

responsibilities effectively. The highest number of respondents (22) in this regard opined that knowledge on Project Management is of utmost importance for deputy secretaries. Other prioritized areas of knowledge, they identified, are

- 01) Project Management
- 02) Knowledge on Management and Leadership
- 03) Knowledge on Resource Management
- 04) Knowledge on ICT
- 05) Knowledge on Administrative Law
- 06) Knowledge on International Law

However, the interesting aspect in the regard is that 48 respondents identified 'English Language skill', 'ICT skills', 'Computer typing skills', 'Negotiation skill' and 'Note writing skills' as essential for deputy secretaries for performing their current and future responsibilities (Table-11).

Table-11: Specific areas where a DS has to acquire knowledge

Specific areas of knowledge to be acquired by a DS	Frequency
Knowledge on Project Management Project Cycle Management, Prepare PP and DPP, Efficient monitoring and evaluation	22
Knowledge on Management and Leadership Knowing and showing leadership qualities, Sincerity and honesty, HRM, Thinking out of the box, Managing Innovation, Strategic Management, TQM, Efficiency in coordination	20
Knowledge on Resource Management PPP, PPR, Preparing Budget, Budget Implementation	16
Knowledge on ICT Knowledge on ICT, Using ICT in service simplification, e-governance	14
Knowledge on Administrative Law Updated rules, regulation , Acts; Administrative Laws, Anti corruption and Integrity management strategies	10
Knowledge on International Law World Trade Organization, Globalization, International Trade	10
Skills Issues (Misplaced as knowledge category?) English Language skill Computer typing skill, Negotiation, Note writing	48
Miscellaneous Research and consultancy	8

4.3.5 Specific skills to be acquired by Deputy Secretaries

The supervising officers were asked to identify the specific skills deputy secretaries are required to acquire in order to perform their current and future responsibilities effectively. In response to this question, highest number of respondents (24) opined that **Managerial and Leadership Skills** is to be acquired by Deputy Secretaries in order to perform current and future responsibilities. Other prioritized areas of skill, they mentioned, are-

- 01) ICT and e-Governance Skills
- 02) Negotiation Skills
- 03) Project Management Skills
- 04) Language and Communication Skills

Table-12 shows the number of supervising officers of Deputy Secretaries who responded to the questions in relation to the skills they identified their supervisees require in discharging duties and responsibilities properly.

Table-12: Specific skills to be acquired by Deputy Secretaries

Specific skills to be Acquired by a DS	Frequency
Managerial and Leadership Skills Problem analysis technique and findings, Personnel management skills, Problem solving, Timely execution of assigned tasks, Change management and responsiveness, Strategic Management, Human resource management	24
ICT and e-Governance Skills Skills in ICT, Computer skills, Innovation in service delivery, MIS	24
Negotiation Skills Negotiation skills, Writing concept paper, Writing of MoU	24
Project Management Skills Project management, Project Monitoring, Preparing and evaluation of Public Procurement Documents	14
Language and Communication Skills Well conversant in English, writing and speaking skills	14
Attitude (Misplaced as skill) Accountability, Impartiality, Ethics in public service	6
Miscellaneous Export –Import Policy World Trade Organization	4

4.3.6 Competencies requirements of Deputy Secretaries

The supervising officers were asked to identify required competency for Deputy Secretaries to the government. A standard competency framework for senior civil servants of Australia was placed before the supervising officers. From the table-13, it is revealed that almost all the respondents rated competences like 'Shaping strategic thinking', 'Achieving result', 'Cultivating productive working relationships' and 'Exemplifying personal drive and integrity' under required, sufficiently required and mostly required categories:

Table-13: Competency requirements of Deputy Secretaries

Competence	Not Required	Partially Required	Moderately Required	Required	Sufficiently Required	Mostly Required
	1	2	3	4	5	6
Shaping strategic thinking			8	12	14	26
Achieving result				12	28	32
Cultivating productive working relationships		2	2	6	18	32
Exemplifying personal drive and integrity				6	16	38
Communicating with influence				12	12	26

4.3.7 Suggestions to make ACAD more effective

The supervising officers were asked to give specific suggestions to make ACAD more effective. In response to this question, they identified the following issues that should be in the content of ACAD:

- 01) Negotiation skill
- 02) Coordination
- 03) Leadership
- 04) Globalization

- 05) Change management
- 06) English language
- 07) Drafting MoU, DPP, TAPP
- 08) Preparation of position/concept paper
- 09) ICT based knowledge
- 10) Summary/ Note writing and
- 11) Climate Change

They were also asked to identify their preferred methods of training for the ACAD participants. In their view the following training methods can be employed in ACAD:

- 01) Exercise
- 02) Competency based experiential and case based training
- 03) Solving strategic problem (simulation)
- 04) Lecture and workshop based training
- 05) Individual assignment
- 06) Debate session on Contemporary issues, panel discussion, and Literature review
- 07) Practical and participatory activities
- 08) Field visit
- 09) Creating learning environment

The views with regard to the contents and training methods of ACAD given by the supervising officers of ACAD participants are presented in table-14. The duration of the ACAD as they proposed is also presented in this table. It is evident from the table that they mostly preferred participatory methods of training in conducting ACAD.

Table-14: Suggestions to make ACAD more effective

Suggestions to make ACAD more effective	Frequency
Topics may be included - Negotiation skill - Coordination - Leadership - Globalization - Change management - English language - Drafting MoU, DPP, TAPP - Preparation of position/concept paper - ICT based knowledge - Summary/ Note writing - Climate Change - Addressing challenge and positive mindset	44
Methods may be adopted - Exercise - Competency based experiential and case based training - Solving strategic problem (simulation) - Lecture and workshop based training - Individual assignment - Debate session on Contemporary issues, panel discussion - Literature review - Practical and participatory activities - Field visit - Creating learning environment	26
Duration may be extended Duration may be 10 weeks	4

4.4 Analysis of the Learning Preferences of graduated ACAD Participants

Under the existing study, a comprehensive opinion survey of both prospective and graduated participants of ACAD has been done in relation to their learning preferences. Their views regarding the relevance or necessity of existing modules and module topics were analysed and are presented in the sections below.

4.4.1 Relevance of course modules to workplaces

Feedback about existing all thirteen modules of the ACAD were sought from the graduated participants. They were asked to express their opinion in relation to the relevance of module with their professional life within a 1-6 level scale. In the scale 1 meant less weightage while 6 carried the highest value (1 denotes 'irrelevant', 2 denotes 'poorly relevant', 3 denotes 'moderately relevant', 4 denotes 'relevant', 5 denotes 'sufficiently relevant' and 6 denotes 'most relevant').

Table-15 shows that around 70% participants opined that Module-1 (Poverty Reduction Issues and Globalization), Module-8 (Conflict Resolution and Negotiation Techniques), Module-11 (Physical Conditioning and Games) and Module-12 (In-country Study Tour) were the most relevant modules to them. Among other modules, Module-5 (Ethics in Public Administration), Module-6 (Environment and Disaster Management), Module-7 (Gender and Development) and Module-13 (Individual Action Plan) are comparatively less relevant Module for them. Module-13 (Individual Action Plan) and Module-7 (Gender and Development) scored 4.24 and 4.53 mean values respectively. Therefore, from the views of the participants it can be concluded that Individual Action Plan and Gender and Development are two less preferred modules of the ACAD.

Table-15: Relevance of Existing Modules of ACAD to workplaces

Existing Modules	Not Relevant	Poorly Relevant	Moderately Relevant	Relevant	Sufficiently relevant	Most Relevant	Mean	Std. Deviation
	1	2	3	4	5	6		
Module-1: Poverty Reduction: Issues& Globalization			3.6	5.5	20.0	70.9	5.58	.762
Module-2: Development Economics & Globalization			1.8	12.7	21.8	63.6	5.47	.790
Module-3: Project Management		1.8	5.5	10.9	18.2	63.6	5.36	1.007
Module-4: Public Service Management			5.5	5.5	30.9	58.2	5.42	.832
Module-5: Ethics in Public Administration	1.8	1.8	5.5	14.5	25.5	50.9	5.13	1.156
Module-6: Environment and Disaster Management	3.6	3.6	12.7	27.3	21.8	30.9	5.44	.788
Module-7: Gender and Development	3.6	3.6	12.7	27.3	21.8	30.9	4.53	1.345
Module-8: Conflict Resolution and Negotiation Technique			3.6	9.1	18.2	69.1	5.53	.813
Module-9: Language skill		3.6	3.6	21.8	29.1	41.8	5.02	1.063
Module-10: Information & communicative Technology			7.3	3.6	23.6	65.5	5.47	.879
Module-11: Physical Conditioning and Games			3.6	7.3	20.0	69.1	5.55	.789
Module-12: Study Tour (In-Country) Exposure Visit			1.8	5.5	21.8	70.9	5.62	.680
Module-13: Individual Action Plan	7.3	5.5	18.2	20.0	23.6	25.5	4.24	1.515
Valid N	55							

4.4.2 Assessment of module topics in terms of necessity

All graduated participants of ACAD were asked to rank the topics of different modules included in the course in terms of learning preferences with regard to their necessity. All topics of each module were mentioned in the questionnaire and participants were asked to assess each topic within three levels namely 'Nice to learn', 'Should learn' and 'Must learn' with regard to their learning preferences. Their

observations are presented and discussed in the sections below. Data also are shown in tabular form providing descriptive statistics.

4.4.2.1 Opinion about Poverty Reduction Issues and Strategies Module

Table-16 shows that 81.8 percent participants identified '*Poverty Issues and Strategies: Bangladesh Perspective*' as a 'must Learn' topic while for 50 percent of them '*GO & NGO Initiatives in Poverty Reduction*' was a 'must learn' topic. They rated other topics of this module to be highly relevant and important (within 56.4% to 74.5%) in terms of their learning preference.

Table-16: Learning Preferences of Module-1 topics in terms of relevance

Module Topic	Preference	Frequency	Percent	Mean	Std. Deviation
Poverty Issues and Strategies: Bangladesh Perspective	Nice to learn	0	0	2.85	.361
	Should learn	8	14.5		
	Must learn	45	81.8		
Microfinance in Poverty Reduction	Nice to learn	5	9.1	2.49	.669
	Should learn	17	30.9		
	Must learn	31	56.4		
GO & NGO Initiatives in Poverty Reduction	Nice to learn	3	5.5	2.47	.608
	Should learn	22	40.0		
	Must learn	28	50.9		
The Political Economy of Social Safety Net Program	Nice to learn	2	3.6	2.68	.728
	Should learn	16	29.1		
	Must learn	34	61.8		
Issues of Poverty Addressed in 6th FYP	Nice to learn	3	5.5	2.58	.605
	Should learn	16	29.1		
	Must learn	34	61.8		
Field Visit	Nice to learn	1	1.8	2.75	.477
	Should learn	11	20.0		
	Must learn	41	74.5		
Valid N	53				

4.4.2.2 Opinion about Development Economics and Globalization module

It is evident from Table-17 that 76.4 percent respondents identified '*State of Bangladesh Economy*' as a 'must learn' topic. Nevertheless, they highly ranked all

other topics of this module in terms of their learning preferences. Their score with regard to necessity of various topics of this module ranges from 54.5 to 76.4 reflecting high relevance and importance.

Table-17: Learning Preferences of Module-2 topics in terms of relevance

relevance					
Module Topic	Preference	Frequency	Percent	Mean	Std. Deviation
State of Bangladesh Economy	Nice to learn	1	1.8	2.77	.466
	Should learn	10	18.2		
	Must learn	42	76.4		
Economic Development: Sector Analysis	Nice to learn	1	1.8	2.55	.539
	Should learn	22	40.0		
	Must learn	30	54.5		
Implications of Monetary & Fiscal Policy in Maintaining Economic Stability	Nice to learn	3	5.5	2.62	.596
	Should learn	14	25.5		
	Must learn	36	65.5		
Govt. Budgetary System and MTBF	Nice to learn	1	1.8	2.75	.480
	Should learn	11	20.0		
	Must learn	40	72.7		
WTO and Developing Countries: Challenges and Opportunities	Nice to learn	4	7.3	2.55	.637
	Should learn	16	29.1		
	Must learn	33	60.0		
Globalization: Perspective	Nice to learn	1	1.8	2.68	.510
	Should learn	15	27.3		
	Must learn	37	67.3		
Religion Cooperation and Economic Development	Nice to learn	2	3.6	2.55	.574
	Should learn	20	36.4		
	Must learn	31	56.4		
Sharing Economic Development Experience: The Case of In, Malay, sig.	Nice to learn	5	9.1	2.57	.665
	Should learn	13	23.6		
	Must learn	35	63.6		
Valid N	53				

4.4.2.3 Opinion about Project Cycle Management module

Table-18 shows that 74.5 percent participants of this research identified 'Project Implementation: Techniques, problems and issues' as 'must learn' topic. Other than Logical Framework (47.3%) almost all topics of this module, they ranked within an acceptable range (within 52.7% to 74.5%) in terms of their learning preferences. However, topics labeled 'must learn' category by less than 50.0 percent respondents indicates that these are not very relevant and important from a generic perspective to all participants of this research.

Table-18: Learning Preferences of Module-3 topics in terms of relevance

Module Topic	Preference	Frequency	Percent	Mean	Std. Deviation
Project: Concepts, Issues and Project Cycle	Nice to learn	1	1.8	2.60	.534
	Should learn	19	34.5		
	Must learn	32	58.2		
Tools and Techniques in Project Selection	Nice to learn	0	0	2.63	.486
	Should learn	19	34.5		
	Must learn	33	60.0		
Logical Framework	Nice to learn	3	5.5	2.44	.608
	Should learn	23	41.8		
	Must learn	26	47.3		
DPP and TPP	Nice to learn	4	7.3	2.60	.634
	Should learn	23	23.6		
	Must learn	35	63.6		
Presentation on dpp and tpp	Nice to learn	7	12.7	2.42	.723
	Should learn	16	29.1		
	Must learn	29	52.7		
Project Approval Process	Nice to learn	1	1.8	2.56	.539
	Should learn	21	38.2		
	Must learn	30	54.5		
Project Implementation: Techniques, problems and issues	Nice to learn	2	3.6	2.75	.519
	Should learn	9	16.4		
	Must learn	41	74.5		

Module Topic	Preference	Frequency	Percent	Mean	Std. Deviation
PPA 2006, PPA 2008	Nice to learn	1	1.8	2.69	.506
	Should learn	14	25.5		
	Must learn	37	67.3		
Project Monitoring and Evaluation	Nice to learn	1	1.8	2.69	.506
	Should learn	14	25.5		
	Must learn	37	67.3		
Valid N	52				

4.4.2.4 Opinion about Public Service Management Module

Table-19 reveals that 70.9 percent participants identified the topic 'Leadership theories and styles' within 'must learn' category. The table also shows that except TQM (49.1%) almost all topics were within highly acceptable range (within 54.5% to 70.9%) of their learning preference.

Table-19: Learning Preferences of Module-4 topics in terms of relevance

Module Topic	Preference	Frequency	Percent	Mean	Std. Deviation
Changing trends of public service management and reform initiatives	Nice to learn	3	5.5	2.62	.596
	Should learn	14	25.5		
	Must learn	36	65.5		
Leadership theories and styles	Nice to learn	4	7.3	2.65	.619
	Should learn	11	20.0		
	Must learn	39	70.9		
Motivation and Human Relation in Administration	Nice to learn	3	5.5	2.63	.592
	Should learn	14	25.5		
	Must learn	37	67.3		
Teambuilding	Nice to learn	1	1.8	2.65	.520
	Should learn	17	30.9		
	Must learn	36	65.5		
TQM	Nice to learn	3	5.5	2.45	.607
	Should learn	23	41.8		
	Must learn	27	49.1		

Module Topic	Preference	Frequency	Percent	Mean	Std. Deviation
Public Sector Strategic Management	Nice to learn	3	5.5	2.50	.607
	Should learn	21	38.2		
	Must learn	30	54.5		
Valid N	54				

4.4.2.5: Opinion about Ethics in Public Administration Module

It is evident from Table-20 that 70.9 percent participants chose 'Prevention of Corruption' as a 'must learn' topic while for 74.5 percent 'Transparency and Accountability' was a 'must learn' topic and which is the highest chosen topic of the module. However, around 59% respondents recognized 'General Ethics' while 51% identified 'Do's & Don'ts' as 'must learn' category topic. It is worth mentioning that both these are the least demanding topics of the module.

Table-20: Learning Preferences of Module-5 topics in terms of relevance

Relevance					
Module Topic	Preference	Frequency	Percent	Mean	Std. Deviation
General Ethics	Nice to learn	7	12.7	2.46	.719
	Should learn	15	27.4		
	Must learn	32	59.2		
Do's and Don'ts	Nice to learn	9	16.4	2.35	.756
	Should learn	17	30.9		
	Must learn	28	50.9		
Prevention of corruption	Nice to learn	1	1.8	2.70	.500
	Should learn	14	25.5		
	Must learn	39	70.9		
Transparency and Accountability	Nice to learn	1	1.8	2.74	.483
	Should learn	12	21.8		
	Must learn	41	74.5		
Valid N	54				

4.4.2.6 Opinion about Environment and Disaster Management Module

Data reveals that 74.5 percent participants labeled 'climate change' included in 'Environment and Disaster Management' module as a 'must learn' category topic in terms of their learning preferences. It is evident from Table-21 that all other topics of this module except 'national adaptation programme' have been identified relevant and important in terms of learning preferences. 'National adaptation programme' as a topic was relevant to 40 percent of the respondents of this research.

Table-21: Learning Preferences of Module-6 topics in terms of relevance

relevance					
Module Topic	Preference	Frequency	Percent	Mean	Std. Deviation
Issues of Environment and Sustainable development	Nice to learn	1	1.8	2.67	.514
	Should learn	16	29.1		
	Must learn	37	67.3		
Issues policies and strategies of environment and disaster mgt.	Nice to learn	2	3.6	2.63	.560
	Should learn	16	29.1		
	Must learn	36	65.5		
National adaptation program	Nice to learn	5	9.1	2.31	.639
	Should learn	27	49.1		
	Must learn	22	40.0		
Climate change	Nice to learn	1	1.8	2.74	.483
	Should learn	12	21.8		
	Must learn	41	74.5		
Waste management	Nice to learn	2	3.6	2.63	.560
	Should learn	16	29.1		
	Must learn	36	65.5		
Group Report Presentation	Nice to learn	4	7.3	2.50	.637
	Should learn	19	34.5		
	Must learn	31	56.4		
Valid N	53				

4.4.2.7 Opinion about Gender and Development Module

This module contained four topics and 54.5 percent of the respondents identified that 'human rights and violence against women' as a 'must learn' topic. In view of the majority respondents other three topics belonged to either 'should learn' or 'nice to learn' category. These graduated participants did not identify these topics to be very relevant and necessary. Participants' views about the topics of this module in relation to their learning preferences are presented in the following table.

Table-22: Learning Preferences of Module-7 topics in terms of relevance

relevance					
Module Topic	Preference	Frequency	Percent	Mean	Std. Deviation
Introduction to International Charter, Conventions & Declaration on Gender	Nice to learn	14	25.5	2.09	.791
	Should learn	20	36.4		
	Must learn	19	34.5		
Gender and Reproductive Health Rights: Concept and Issues	Nice to learn	9	16.4	2.17	.700
	Should learn	26	47.3		
	Must learn	18	32.7		
Women Development Policy: Legal Framework Action Plan	Nice to learn	7	12.7	2.34	.706
	Should learn	21	38.2		
	Must learn	25	45.5		
Human Rights and Violence Against Women	Nice to learn	3	5.5	2.51	.608
	Should learn	20	36.4		
	Must learn	30	54.5		
Group Exercise	Nice to learn	11	20.0	2.35	.814
	Should learn	12	21.8		
	Must learn	29	52.7		
Valid N	53				

4.4.2.8 Opinion about Conflict Resolution and Negotiation Techniques Module

Data reveals that majority respondents identified all topics related to negotiation to be relevant and necessary. However, many of them did not prefer 'conflict management' as a topic for discussion. From Table-23, it is evident that 83.2 percent

participants identified 'Development of Negotiation Skills' as a 'must learn' category topic. Other 'must learn' category topics of this module in terms of relevance and necessity were 'Leading Negotiation Effectively: Simulation on Trade/Aid Negotiation, Managing Difficult Negotiation and Techniques of Treaty/Agreement Signing. It can be concluded that topics related to conflict resolution are less demanding to the participants while negotiation skills and related issues are the high demanding content of this module.

Table-23: Learning Preferences of Module-8 topics in terms of relevance

Module Topic	Preference	Frequency	Percent	Mean	Std. Deviation
Understanding Conflict	Nice to learn	2	3.6	2.50	.575
	Should learn	23	41.8		
	Must learn	29	52.7		
Understanding Organizational Conflicts	Nice to learn	2	3.6	2.56	.572
	Should learn	20	36.4		
	Must learn	32	58.2		
Conflict Resolution Approaches	Nice to learn	1	1.8	2.63	.525
	Should learn	18	32.7		
	Must learn	35	63.6		
Conflict Assessment	Nice to learn	2	3.6	2.50	.575
	Should learn	23	41.8		
	Must learn	29	52.7		
Leading Negotiation Effectively: Simulation on Trade/Aid Negotiation	Nice to learn	2	3.6	2.74	.521
	Should learn	10	18.2		
	Must learn	42	76.4		
Managing Difficult Negotiation	Nice to learn	1	1.8	2.75	.477
	Should learn	11	20.0		
	Must learn	41	74.5		
Techniques of Treaty/Agreement Signing	Nice to learn	1	1.8	2.78	.462
	Should learn	10	18.2		
	Must learn	43	78.2		

Module Topic	Preference	Frequency	Percent	Mean	Std. Deviation
Development of Negotiation Skills	Nice to learn	1	1.8	2.83	.423
	Should learn	7	12.7		
	Must learn	46	83.6		
Valid N	53				

4.4.2.9 Opinion about Language Skills module

Table-24 reveals that 72.7 percent participants opined that '**Speaking Confidently**' and '**Enhancing Writing Skills**' are the two 'must learn' category topics of this module. Other than the topic '**Bangla Spelling**' almost all topics were marked relevant by the participants (ranging from 50.9% to 62%) in terms of their learning preferences. Only 43.6 percent participants identified '**Bangla Spelling**' as 'Must Learn' category topic and can be concluded that it is the least demanding topic in terms of participants' learning preferences.

Table-24: Learning Preferences of Module-9 topics in terms of relevance

Module Topic	Preference	Frequency	Percent	Mean	Std. Deviation
Speaking Confidently	Nice to learn	3	5.5	2.69	.577
	Should learn	11	20.0		
	Must learn	40	72.7		
Speaking Skills: Practice Sessions	Nice to learn	4	7.3	2.63	.623
	Should learn	12	21.8		
	Must learn	38	69.1		
Enhancing Writing Skills	Nice to learn	1	1.8	2.72	.492
	Should learn	13	23.6		
	Must learn	40	72.7		
Writing Skills: Practice Sessions	Nice to learn	1	1.8	2.63	.525
	Should learn	18	32.7		
	Must learn	35	63.6		
Be a Good Reader	Nice to learn	7	12.7	2.39	.712
	Should learn	19	34.5		
	Must learn	28	50.9		

Module Topic	Preference	Frequency	Percent	Mean	Std. Deviation
Reading Skills: Practice Sessions	Nice to learn	4	7.3	2.52	.637
	Should learn	18	32.7		
	Must learn	32	58.2		
Becoming a Better Listener	Nice to learn	2	3.6	2.59	.567
	Should learn	18	32.7		
	Must learn	34	61.8		
Listening Skill: Practice Sessions	Nice to learn	4	7.3	2.61	.627
	Should learn	13	23.6		
	Must learn	37	67.3		
Bangla Spelling	Nice to learn	9	16.4	2.28	.738
	Should learn	21	38.2		
	Must learn	24	43.6		
Valid N	53				

4.4.2.10 Opinion about ICT and e-Governance module

From Table-25, it is evident that 80.0 percent participants identified 'Essential ICT Skill: Computer Aided Presentation as a 'must learn' category topic. However, all other topics of this module were identified relevant and necessary in terms of learning preferences by majority of the participants (ranging from 56.4% to 80.0%).

Table-25: Learning Preferences of Module-10 topics in terms of relevance

Module Topic	Preference	Frequency	Percent	Mean	Std. Deviation
Basics of Computer: hardware, Software and User Level Maintenance	Nice to learn	9	16.4	2.41	.765
	Should learn	14	25.5		
	Must learn	31	56.4		
Essential ICT Skill : Word Processing (MS Word)	Nice to learn	5	9.1	2.66	.649
	Should learn	8	14.5		
	Must learn	40	72.7		
Essential ICT Skill: Spreadsheet Analysis (MS Excel)	Nice to learn	2	3.6	2.68	.547
	Should learn	13	23.6		
	Must learn	38	69.1		

Module Topic	Preference	Frequency	Percent	Mean	Std. Deviation
Essential ICT Skill: Computer Aided Presentation (Power Point)	Nice to learn	4	7.3	2.74	.589
	Should learn	6	10.9		
	Must learn	44	80.0		
Essential ICT Skill: Internet Basics and E- mail	Nice to learn	6	10.9	2.67	.673
	Should learn	6	10.9		
	Must learn	42	76.4		
ICT as Means for Governance and Service Delivery	Nice to learn	1	1.8	2.78	.462
	Should learn	10	18.2		
	Must learn	43	78.2		
Improving Service Delivery through ICT in Bangladesh	Nice to learn	1	1.8	2.79	.454
	Should learn	9	16.4		
	Must learn	43	78.2		
E-Governance: Concepts, Architecture, Systems, Challenges and Opportunities With Examples	Nice to learn	1	1.8	2.74	.483
	Should learn	12	21.8		
	Must learn	41	74.5		
ICT for Development: Policy and Challenges	Nice to learn	2	3.6	2.61	.564
	Should learn	17	30.9		
	Must learn	35	63.6		
Valid N	53				

4.4.2.11 Opinion about Physical Conditioning and Games Module

Table-26 shows that 81.8 percent participants rated practical exercise of Physical Conditioning and Games module the most in terms of their learning preferences. They identified the theoretical aspects of this module as well as Walking, Jogging, Freehand Exercises, etc as 'must learn' category issues. Participants' learning preferences (ranging between 70.9% and 81.8%) of different topics along with the practical aspects of this module indicate the high acceptance and relevance of this 'Physical Conditioning and Games' module.

Table-26: Learning Preferences of Module-11 topics in terms of relevance

Module Topic	Preference	Frequency	Percent	Mean	Std. Deviation
Effects of Exercises on different Organs	Nice to learn	3	5.5	2.71	.567
	Should learn	10	18.2		
	Must learn	42	76.4		
Managing Wellness	Nice to learn	2	3.6	2.67	.546
	Should learn	14	25.5		
	Must learn	39	70.9		
Ideal Nutrition Status: Healthy Lifestyle and food Habits	Nice to learn	3	5.5	2.67	.579
	Should learn	12	21.8		
	Must learn	40	72.7		
Practical- Physical Conditioning: Walking. Jogging, Freehand Exercises, Etc	Nice to learn	2	3.6	2.78	.498
	Should learn	8	14.5		
	Must learn	45	81.8		
Valid N	55				

4.4.2.12 Opinion about Contemporary Issues Module

Contemporary issues' is a module under which different important topics are included and extension lectures are being arranged for discussion on those topics. Table-27 reveals that 70.9 percent participants identified 'Rules of Business' as a 'must learn' category topic. A good number of participants (ranging between 53% and 60%) identified such other topics as 'Challenges of regional economic cooperation with special focus on SAARC', 'Ensuring effective linking of innovations in public service management with democratic process' 'Share market and its implications for macro-economy: Bangladesh perspective' and 'Challenges of translating reform issues into action' to be 'must learn' category topic. Besides, all other topics included in this module were also of high importance in terms of the learning preferences of the participants' (ranging from 50.9% to 70.9%).

Table-27: Learning Preferences of Contemporary Issues Module topics

Module Topic	Preference	Frequency	Percent	Mean	Std. Deviation
Corporate Social Responsibility and Realities of Business Culture in Bangladesh	Nice to learn	6	10.9	2.41	.687
	Should learn	20	36.4		
	Must learn	28	50.9		
Maritime boundary and challenges of exploring economic potentials for Bangladesh	Nice to learn	5	9.1	2.52	.666
	Should learn	16	29.1		
	Must learn	33	60.0		
Ensuring effective linking of innovations in public service management with democratic process	Nice to learn	5	9.1	2.35	.649
	Should learn	25	45.5		
	Must learn	24	43.6		
Issues of responsive governance	Nice to learn	2	3.6	2.49	.576
	Should learn	23	41.8		
	Must learn	28	50.9		
Share market and its implications for macro-economy: Bangladesh perspective	Nice to learn	9	16.4	2.25	.738
	Should learn	21	38.2		
	Must learn	22	40.0		
Problem of ensuring accountability in Public Service Management	Nice to learn	2	3.6	2.67	.549
	Should learn	14	25.5		
	Must learn	38	69.1		
Challenges of translating reform issues into action	Nice to learn	7	12.7	2.28	.685
	Should learn	25	45.5		
	Must learn	22	40.0		
Challenges of regional economic cooperation with special focus on SAARC	Nice to learn	8	14.5	2.33	.727
	Should learn	20	36.4		
	Must learn	26	47.3		
Energy security of Bangladesh	Nice to learn	2	3.6	2.74	.521
	Should learn	10	18.2		
	Must learn	42	76.4		

Module Topic	Preference	Frequency	Percent	Mean	Std. Deviation
Civil Military Relationship	Nice to learn	8	14.5	2.43	.742
	Should learn	15	27.3		
	Must learn	31	56.4		
Culture and Heritage of Bangladesh	Nice to learn	6	10.9	2.47	.696
	Should learn	16	29.1		
	Must learn	31	56.4		
Important Public Policies of Bangladesh	Nice to learn	5	9.1	2.60	.664
	Should learn	11	20.0		
	Must learn	36	65.5		
Challenges of Food Security in Bangladesh	Nice to learn	15	27.3	2.72	.455
	Should learn	38	69.1		
	Must learn	-	-		
Rules of Business	Nice to learn	2	3.6	2.71	.536
	Should learn	11	20.0		
	Must learn	39	70.9		
Valid N	53				

4.5 Participants' Opinion on Training Methods

Graduated participants of ACAD were asked to give their opinion on training delivery methods of ACAD. They were asked to rate their preferences on existing delivery methods in a 1-6 scale where '1' indicated 'Not Appropriate' and '6' indicated 'Most Appropriate'. From Table-28 it is evident that participatory training methods like 'Study Visit', 'Team Work and Presentation', 'Case Study', 'Group and Class Room Assignment (Exercise)', 'Role Play' 'Simulation' etc are the most preferred methods of training for the ACAD participants.

Graduated research participants did not recognize such methods as 'Lecture and Discussion', 'Individual Assignment' and 'Film Show' as very appropriate methods for ACAD. From the analysis, conclusion can be drawn that since ACAD participants are quite experienced with around 15-20 years in service, instructive type methods like Lecture and Instruction are not appropriate. They mostly prefer group work, team-

work, case study, presentation, simulation, role play etc and consider these as the most appropriate methods form them.

Table-28: Opinion about learning methods employed in ACAD

Learning Method	Not Appropriate	Poorly Appropriate	Moderately Appropriate	Appropriate	Sufficiently Appropriate	Most Appropriate	Mean	Std. Deviation
	1	2	3	4	5	6		
Lecture and Discussion		4 (7.3%)	10 (18.2%)	6 (10.9%)	18 (32.7%)	16 (29.1%)	4.59	1.296
Team Work and Presentation		2 (3.6%)	3 (5.5%)	5 (9.1%)	15 (27.3%)	29 (52.7%)	5.22	1.076
Individual Assignment		2 (3.6%)	7 (12.7%)	13 (23.6%)	16 (29.1%)	15 (27.3%)	4.59	1.237
Group Assignment		2 (3.6%)	5 (9.1%)	1 (1.8%)	21 (38.2%)	25 (45.5%)	5.15	1.089
Class Assignment		1 (1.8%)	2 (3.6%)	12 (21.8%)	14 (25.5%)	24 (43.6%)	5.02	1.141
Simulation/Role Play		2 (3.6%)	10 (18.2%)	3 (5.5%)	18 (32.7%)	19 (34.5%)	4.74	1.332
Case-Study		3 (5.5%)	3 (5.5%)	11 (20.0%)	14 (25.5%)	23 (41.8%)	4.94	1.172
Film Show		3 (5.5%)	5 (9.1%)	8 (14.5%)	17 (30.9%)	21 (38.2%)	4.89	
Study Visit			5 (9.1%)	2 (3.6%)	10 (18.2%)	37 (67.3%)	5.49	.933
Valid N	54							

4.6 Participants' Opinion about Evaluation Methods

ACAD participants were asked to give their opinion on evaluation methods of the course. As per their opinion, most appropriate techniques of evaluation are i. Teamwork and Presentation ii. Group Assignment iii. Syndicate Work iv. Class-room exercise, v. Class Test and vi. Individual Assignment. They highly preferred Group Assignment, Presentation as means of assessing their performance in the course.

It is evident from table-29 that almost 70% participants opined that written examination as an evaluation method could not be an appropriate evaluation method for the ACAD participants. They did not like any memory based assessment test.

Table-29: Preferred evaluation methods of ACAD

Evaluation Method	Not Appropriate	Poorly Appropriate	Moderately Appropriate	Appropriate	Sufficiently Appropriate	Most Appropriate	Mean	Std. Deviation
	1	2	3	4	5	6		
Written Examination	16 (29.1%)	5 (9.1%)	15 (27.3%)	8 (14.5%)	8 (14.5%)	1 (1.8%)	2.81	1.494
Team Work and Presentation			3 (5.5%)	4 (7.2%)	11 (20.0%)	35 (63.6%)	5.47	.868
Individual Assignment	1 (1.8%)	2 (3.6%)	8 (14.5%)	11 (20.0%)	17 (30.9%)	14 (25.5%)	5.57	1.248
Group Assignment			6 (10.9%)	3 (5.5%)	14 (25.5%)	30 (54.5%)	5.28	1.007
Classroom Exercise		2 (3.6%)	6 (10.9%)	3 (5.5%)	21 (38.2%)	21 (38.2%)	5.00	1.127
Class test	6 (10.9%)	6 (10.9%)	10 (18.2%)	5 (9.1%)	14 (25.5%)	12 (21.8%)	4.06	1.669
Syndicate		1 (1.8%)	3 (5.5%)	9 (16.4%)	18 (32.7%)	22 (40.0%)	5.08	.997
Valid N	53							

Chapter Five: Conclusion and Recommendation

5.1 Recommendations

For drawing recommendations based on empirical evidence found in this research, the study formulated a triangulation of evidences relying on qualitative analysis, quantitative analysis and literature review. On the basis of quantitative and qualitative analysis of data gathered from all three types of respondents of this research, recommendations are made for further improvement of existing ACAD.

Analysis of research findings reveals that the following areas of management interventions are important factors for steady and balanced development of the country. Since the Deputy Secretaries to the government of Bangladesh are playing important role in managing development activities of the country, they are required to be adept in the following management aspects:

- **Managing Integrity and Combating Corruption**
- **Managing HR properly**
- **Ensuring Good Governance**
- **Creating Vision for Development**
- **Improving Quality of Education**
- **Prudent Public Policy Management'**
- **ICT and e-Governance Management**
- **Leadership Development**
- **Managing Pro-poor/people Civil Services**

In managing administration and development management challenges that Deputy Secretaries frequently face at workplaces, they are required to acquire a set of skills in different areas. They should have adequate skills in areas like 'leadership and public service management, 'public policy analysis and implementation', 'project management, 'negotiation and conflict management, 'resource management' (HRM and procurement management-PPR), 'ICT and e-governance management'. The necessity of such skills is also validated by the opinions given by the supervising officers of Deputy Secretaries and by those who were participants of ACAD.

In view of the aforesaid aspects, it can be argued that course contents of ACAD should include such issues as 'leadership and strategic management', 'governance and public service management', 'development administration and development economics' and 'public policy analysis and HRM'. If these are put together, the list will be-

- **ICT and e-Governance** (ICT skills, e-service innovation, MIS and e-government)
- **Development Management** (Development Strategy, Development Administration and Project Cycle Management [Planning, Impact Study, Monitoring etc.], and Public Procurement),
- **Communication Skill** (English Language and Communication Skill, Public Speaking),
- **HR and Organizational Behaviour** (HRM and Organizational behaviour,
- **Poverty Reduction** (Poverty Reduction Strategies),
- **Public Policy Management** (Policy analysis, formulation /implementation, Contemporary issues and current priorities),
- **Negotiation and International Trade** (Global context/International affairs/Diplomatic relation, Conflict management/negotiation) and
- **Public Service Management** (Public Service Management, Civil service management, Effective service delivery),
- **Public Finance Management** (MTBF, Budget Preparation, Fiscal and Monetary Policy),
- **Environmental Management** (Environment and Climate Change, Biodiversity, sustainable development, disaster management), and
- **Strategic Management and Leadership** (Leadership, Strategic planning, team-building and Innovation).

The graduated participants of ACAD opined that 'Poverty Reduction: Issues & Globalization', 'Development Economics and Globalization', 'Project Management', 'Public Service Management', 'Ethics in Public Administration', 'Environment and Disaster Management', 'Conflict Resolution and Negotiation Tech.', 'Language skill,

Information & communicative Technology', 'Physical Conditioning and Games', and 'Field Visit ' were sufficiently relevant modules for them. However, in their view 'Gender and Development' and 'Individual Action Plan' were two modules with comparatively less relevance to them. The end-of-course evaluation reports of a few ACAD (87th ACAD to 90th ACAD) also reflected similar findings.

Deputy Secretary is a mid level position in civil service and is an important and feeder position for next promotion as Joint Secretary. As part of their official responsibility they are required to negotiate on different bilateral and multilateral issues on different occasions. As such, 'Negotiation Techniques' is very important as a topic and should be given more importance as ACAD content.

Evidence suggests that experiential learning method is a very effective training delivery technique for the ACAD. Group work and presentation, case-study, assignment and exercise are the other more suitable training methods for this course. However, there is no denying that 'lecture and discussion' is also one of the effective methods of training delivery.

For assessment of participants' evaluation methods like group work and presentation, group assignments, syndicate, class-room exercise, class tests and individual assignment are more suitable for the ACAD.

The supervising officers of the prospective participants fully validated the proposed competency framework for senior officers like Deputy Secretary to the government. Almost all the respondents rated competences like 'Shaping strategic thinking', 'Achieving result', 'Cultivating productive working relationships' and 'Exemplifying personal drive and integrity' under required, sufficiently required and mostly required categories. On the basis of competency framework, specified KSA need and possible strategies for achieving capacity development goals, the following capacity develop framework has been suggested.

5.3 Matrix of Capacity Development

Competence	Definitions	KSA Inputs on the basis of specified need	Possible Techniques of Delivery
Shaping strategic thinking	Including inspiring a sense of purpose and direction, focusing strategically, harnessing information and opportunities, showing judgment and common sense	• Strategic Management and Leadership (Leadership, Strategic planning, team-building and Innovation, change management). • Public Policy Management (Policy analysis, formulation /implementation, Contemporary issues and current priorities), • Environmental Management (Environment and Climate Change, Bio-diversity, sustainable development, disaster management), • Creating Vision for Development	• Exercise and Case study • Workshop on policy analysis • Group-work and presentation
Achieving results	Including building organisational capability and responsiveness, marshalling professional expertise, steering and implementing change, and ensuring closure and delivering intended results	• Development Management (Globalization, Development Strategy, Development Administration, poverty reduction and Project Cycle Management [Planning, Impact Study, Monitoring etc.], and Public Procurement), • Governance and Public Service Management (Public Service Management, Civil service management, Effective service delivery, Managing Professional Civil Service), • Development Economics and Public Finance Management (FYPs, Development Indicators, MTBF and Budget Preparation, Fiscal and Monetary Policy), • Coordinating and Monitoring	• Problem analysis and exercise on developing DPP, TPP • Workshop and group-work on PPR • Lecture and Discussion • Exercise on developing KPI of individual and org. Levels following MTBF • Seminar
Cultivating productive working relationships	Including nurturing internal and external relationships, facilitating	• HR and Organizational Behaviour (HRM and Organizational behaviour, diversity management)	• Lecture and discussion • Case on recent best

Competence	Definitions	KSA Inputs on the basis of specified need	Possible Techniques of Delivery
	partnerships, valuing individual differences and diversity, and guiding, mentoring, and developing people	• Managing HR properly • Quality of Education and Training	practices of different countries
Exemplifying personal drive and integrity	Including demonstrating public service professionalism and probity, engaging risk and showing personal courage, displaying resilience, and demonstrating self-awareness and a commitment to personal development	• ICT and e-Governance (ICT skills, e-service innovation, MIS and e-government) • Managing Integrity and Combating Corruption • Ensuring Good Governance • Managing Pro-poor/people Civil Services	• Innovation workshop • Sharing success cases • Shaping mindset
Communicating with influence	Including communicating clearly, listening, understanding and adapting to audience, and negotiating persuasively	• Communication Skill (English Language and Communication Skill, Public Speaking), • Negotiation and International Trade (Global context/International affairs/Diplomatic relation, Conflict management/negotiation)	• Practice class • Exercise • Simulation on Negotiation • Film show

It is important to assess training need and conduct follow-up study on a regular basis. The existing course curriculum can be modified on the basis of TNA observations and recommendations.

5.3 Conclusion

There are multifaceted reasons for conducting training needs analysis. The primary target for conducting a TNA is to formulate and implement a realistic, need-based and best-fit training package for the targeted employees. However, it is not an end in itself rather a means to increase the effectiveness and efficiency of the training program which are essential conditions for achieving the highest level of performance of the organization. The success and relevancy of a training program is

fully depended on the comprehensive, professional and sound exercise of TNA as well as professional follow-up study. Therefore, formulating and implementing a training program without having a realistic and professional TNA are nothing but wastage of valuable resources of an organization. As such, in order to optimizing the input resources of ACAD, BPATC should take initiative to revise and modify existing curriculum on the basis of findings, observations, recommendations and framework drawn in the current study.

The current study was on analysing training need of the participants of ACAD. In training and HRD literature, training and leadership development is seen as an integrated activity. Under the training cycle, TNA is the first step followed by other sequential and integrated activities like 'formulating program objectives', 'developing program', 'implementing program' and 'evaluation of the effectiveness of program'. The ultimate outcome of TNA is to develop a need-based and competency specific program on the basis of intended program goals. Under the whole process, whether the intended training objectives have been achieved can be judged only by a professional follow-up study. Therefore, formulating and implementing need-based and competency specific training program is not the end but a means for achieving intended training goal. The real effectiveness can be judged through professional study on transfer of training and follow-up study. The research team thereby suggest for conducting follow-up study on ACAD by third party evaluator.

Implications of the Study

The first implication of the study is to develop a need-based and realistic course curriculum basing on the findings and recommendations of the study. The combined opinions from prospective participants, their supervising officers and the graduated officers may be used as valuable input for updating the existing ACAD.

Secondly, the study also assessed the level of effectiveness of the adopted training methods for ACAD. The preference was given on constructive and experiential learning methods over the instructive methods. Therefore, the study result suggested the BPATC authority should apply constructive and experiential learning methods for ACAD.

Thirdly, the study also validated the competency-based training and development. Therefore, BPATC could suggest government to formulate a competency framework for all levels of Bangladesh Civil Services. After then, the BPATC could develop competency-based training for the mid-level officers of Bangladesh Civil Services.

Fourthly, a good number of participants suggested for enhancing of duration of the study. Since the ACAD participants are the feeder position for Joint Secretary promotion, therefore, a rigorous training is needed in this position. Moreover, since the Joint Secretary is considered as the member policy pool of the government, therefore, a policy-focused ACAD could be the next step to over-hauling the course. The suggested enhanced duration and its policy-focus would help to develop a strong basis for capable senior leadership for Bangladesh Civil Service. Moreover, the suggested ACAD could also contribute in fulfilling the knowledge and skill gaps which are generally arose out of a long-gap of training program after FTC. At the sametimes, there is a serious need to mainstream the Deputy Secretaries from other cadres. A rigorous ACAD would help to mainstream them into administrative service as an honored member of policy pool.

Fifthly, the current government envisions a nation which will graduate to developed nation by the year 2041. Moreover, the Agenda 2030 of SDGs also is asking for more competent, capable and dynamic leadership in public administration. Therefore, BPATC would invest more endeavor for developing professional public managers to materialize the overarching development vision of nation. Therefore, the existing ACAD may transform as Executive Diploma in Public Policy and Governance. The proposed diploma would contribute in developing confidence and capability for better management of public policy and development agenda of the nation.

Limitations of the study and Recommendation for Further Study

However, the study also has a set of limitations which induces to undertake a further research initiative addressing the following limitations. The study was undertaken back in 2013-2014 and by this time the context and reality as well as need of the training were also changed. Therefore, for exploring the realistic and complete need of the training, there should be an initiative of further study. For such type of venture,

the current study could be considered as background information and baseline information for next round study.

Second, because of time and resource constraints, the service recipients were not examined. Other than the two categories of participants (prospective and graduated), the supervisory officer of the respondents were examined. But, the head of the organization were not interviewed. In the typical environment of the organization, the head of the organization generally possesses valuable information about all types of subordinates under him. Therefore, a rigorous and extended study could be done collecting data from Head of the organizations and CEOs of public organizations.

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Questionnaire for Prospective Participants

Bangladesh Public Administration Training Centre
BPATC, Savar, Dhaka

A Study on Training Need Assessment of Participants of ACAD

.....
 [ACAD is one of the core courses of BPATC. The course is considered as the career development course for the mid level officers both from civil and military organizations. The mid level positions are very important since those positions bridge top positions with lower ones. This position is involved in policy formulation and policy implementation. MoPA has instructed BPATC to make the ACAD more relevant, need-based and appropriate. Through this questionnaire, the relevancy of existing ACAD curriculum will be assessed. The respondent's opinion will be valued for further improvement of the ACAD]

01. Name of the respondent:
02. Designation :
03. Name of own organization:
04. e-mail address :
05. As a prospective participant of the course, what are your expectations from ACAD? (*List in bullet form and write down with priority*)
06. Identify the challenges (administrative and development) which you face frequently at your work place.
07. What types of knowledge and skill do you need to overcome the challenges? Please mention categorically:
- Knowledge:
- Skill:
08. Which area(s) should be given more emphasis in ACAD? Please give your opinion.
09. In your perception, what are the crucial (administrative and development) challenges for development of our country?
10. What are the ways to overcome those challenges?
11. What are the effective training methods do you suggest for this course? Mention at least three methods according to your preference. (Lecture, Group-work & Presentation, Individual Assignment, Group Assignment, Class-room Exercise, Role play/Simulation, Case study, Film show, study visit etc.)
12. What is your plan to replicate ideas and learning in your work place obtained from the ACAD?

Thank you very much

Bangladesh Public Administration Training Centre
BPATC, Savar, Dhaka

A Study on Training Need Assessment of Participants of ACAD

[ACAD is one of the core courses of BPATC. The course is considered as the career development course for the mid level officers both from civil and military services. The mid level position is very important since this position bridge top position with the lower one. This position is involved in preparation of policies and implementation thereof. MoPA has instructed BPATC to make the ACAD more relevant, need-based and appropriate. The Deputy Secretaries to Govt. are supposed to work under Joint Secretaries to Govt. and equivalent to them. This questionnaire is designed for collect opinion from the supervising officers of Deputy Secretaries. The supervisor's opinion/views will be valued to further improvement of the ACAD]

01. Name of the respondent (Supervisor) :
02. Designation:
03. Name of own organization:
04. E-mail address :
05. Please identify **common and general tasks** (not ministry specific) usually performed by any Deputy Secretary working under your supervision (i.e. file processing for reviewing policy, Rules, Regulations etc.)
06. Based on development vision of the government what are the **current priorities** of your Ministry/organization need to be implemented? (i.e. Universal primary education for MoP&ME)
07. Please identify **most important task/role** required to perform by any Deputy Secretary under your Ministry/organization in order to implement the current priorities you have mentioned above.

08. Please identify the **specific areas of knowledge** to be acquired by a DS who will attend the ACAD in order to perform effectively current and future tasks you mentioned above.

09. Please identify the **specific skills** to be acquired by a DS who will attend the ACAD in order to perform effectively **current and future tasks** of own organization

10. Deputy Secretary is quite senior **leadership position** in every organization. In order to perform effectively in own organization a **set of competencies** are required. Under the following box, five sets of competencies are described. Please rate between 1-6 those **competency need** for the DS level officer(s) under your surveillance. Please put tick (✓) mark in appropriate box.

Competence	Definitions	Not Required	Partially Required	Moderately Required	Required	Sufficiently Required	Mostly Required
		1	2	3	4	5	6
Shaping strategic thinking	Including inspiring a sense of purpose and direction, focusing strategically, harnessing information and opportunities, showing judgement and common sense						
Achieving results	Including building organisational capability and responsiveness, marshalling professional expertise, steering and implementing change, and ensuring closure and delivering intended results						
Cultivating productive working relationships	Including nurturing internal and external relationships, facilitating partnerships, valuing individual differences and diversity, and guiding, mentoring, and developing people						
Exemplifying personal drive and integrity	Including demonstrating public service professionalism and probity, engaging risk and showing personal courage, displaying resilience, and demonstrating self-awareness and a commitment to personal development						
Communicating with influence	Including communicating clearly, listening, understanding and adapting to audience, and negotiating persuasively						

11. Could you please mention any suggestion (if any) to make ACAD more effective.

Thank you very much for you cooperation.

Bangladesh Public Administration Training Centre
BPATC, Savar, Dhaka

A Study on Training Need Assessment of Participants of ACAD

.....
[ACAD is one of the core courses of BPATC. The course is considered as the career development course for the mid level officers both from civil and military organizations. The mid level positions are very important since those positions bridge top positions with lower ones. This position is also important for assisting policy formulation and policy implementation. The MoPA has instructed BPATC to make the ACAD more relevant, need-based and appropriate. Through this questionnaire, the relevancy of existing ACAD curriculum will be assessed. The respondents are requested to respond sincerely; since this input will be utilized to further development of the ACAD]

01. Name of the respondent:
02. Designation :
03. Name of own organization:
04. e-mail address :
05. Please identify the relevancy of the existing modules of ACAD course you have attended. Put tick (✓) mark in appropriate box. The rate 01 carries least weightage while 06 carries the highest.

Code	Title of the Module	Not Irrelevant	Poorly Relevant	Moderately Relevant	Relevant	Sufficiently relevant	Most Relevant
		1	2	3	4	5	6
Module-01	Poverty Reduction: Issues & Strategies						
Module-02	Development Economics & Globalization						
Module-03	Project Management						
Module-04	Public Service Management						
Module-05	Ethics in Public Administration						
Module-06	Environmental and Disaster Management						
Module-07	Gender & Development						
Module-08	Conflict Resolution and Negotiation Techniques						
Module-09	Language Skill						
Module-10	Information & Communicative Technology						
Module-11	Physical Conditioning & Games						
Module-12	Study Tour (In-Country) Exposure visit						
Module-13	Individual Action Plan						

06. In addition to the existing Modules, could you please suggest any other area/areas to be included as Module of ACAD?

- a.
- b.
- c.

Assessing relevancy of contents under the specific Modules

07. Could you please rate the **necessity** of topics included in Module-01. Put tick (✓) mark in appropriate box. The rate 01 carries least weightage while 03 carries the highest.

Code	Module Title: Poverty Reduction: Issues & Strategies Contents	Nice to Learn	Should Learn	Must Learn
		1	2	3
PR 1.1-1.2	Poverty Issues and Strategies: Bangladesh Perspective			
PR 1.3	Microfinance in Poverty Reduction			
PR 1.4-5	GO and NGO initiatives in poverty reduction			
PR 1.6	The Political Economy of Social Safety Net Programme			
PR 1.7	Issues of poverty addressed in 6 th FYP			
	Field Visit			

08. Which topic/topics you would like to suggest for deduction from the above module.

- a.
- b.
- c.

09. Which topic/topics you would like to suggest for addition/inclusion in the above module.

- a.
- b.
- c.

10. Could you please rate the **necessity** of topics included in Module-02. Put tick (✓) mark in appropriate box. The rate 01 carries least weightage while 03 carries the highest.

Code	Module Title: Development Economics & Globalization Contents	Nice to Learn	Should Learn	Must Learn
		1	2	3
DE 2.1	State of Bangladesh Economy			
DE2.2	Economic Development: Sector Analysis			
DE 2.3-4	Implications of Monetary and Fiscal Policy in Maintaining Economic Stability			
DE-2.5	Govt. Budgetary System and MTBF			
DE-2.6	WTO and Developing Countries: Challenges and opportunities			
DE 2.7	Globalization: Perspective			
DE 2.8	Regional Cooperation and Economic Development			
DE 2.9	Sharing Economic Development Experience: The Case of India, Malaysia and Singapore			

11. Which topic/topics you would like to suggest for deduction from the above module.

- a.
- b.
- c.

12. Which topic/topics you would like to suggest for addition/inclusion in the above module.

- a.
- b.
- c.

13. Could you please rate the **necessity** of topics included in Module-03. Put tick (✓) mark in appropriate box. The rate 01 carries least weightage while 03 carries the highest.

Code	Module Title: Project Cycle Management Contents	Nice to Learn	Should Learn	Must Learn
		1	2	3
PM 3.1	Project: Concepts, Issues and Project Cycle			
PM 3.2-3	Tools and Techniques in Project Selection (Project Appraisal)			
PM 3.4-5	Logical Framework			
PM 3.6-7	Project Preparation (DPP & TPP)			
PM 3.8-9	Presentation on projects prepared as per DPP, TPP			
PM 3.10	Project Approval Process			
PM 3.11	Project Implementation: Techniques, Problems & Issues			
PM 3.12-13	PPA-2006 and PPR-2008			
PM 3.14	Project Monitoring & Evaluation			

14. Which topic/topics you would like to suggest for deduction from the above module.

- a.
- b.
- c.

15. Which topic/topics you would like to suggest for addition/inclusion in the above module.

- a.
- b.
- c.

16. Could you please rate the **necessity** of topics included in Module-04. Put tick (✓) mark in appropriate box. The rate 01 carries least weightage while 03 carries the highest.

Code	Module Title: Public Service Management Contents	Nice to Learn	Should Learn	Must Learn
		1	2	3
PA 4.1-2	Changing Trends of Public Service Management and Reform Initiatives			
PA 4.3	Leadership theories and styles			
PA 4.4	Motivation and Human Relations in Administration			

PA 4.5-6	Teambuilding in Administration			
PA 4.7	Total Quality Management			
PA 4.8-9	Public Sector Strategic Management			

17. Which topic/topics you would like to suggest for deduction from the above module.

- a.
- b.
- c.

18. Which topic/topics you would like to suggest for addition/inclusion in the above module.

- a.
- b.
- c.

19. Could you please rate the **necessity** of topics included in Module-05. Put tick (√) mark in appropriate box. The rate 01 carries least weightage while 03 carries the highest.

Code	Module Title : Ethics in Public Administration Contents	Nice to Learn	Should Learn	Must Learn
		1	2	3
EV 5.1	General Ethics: An Introduction			
EV 5.2-5.3	Ethics and Do's & Don'ts in Religions: Pertaining to Administration			
EV 5.4-5.5	Prevention of Corruption			
EV 5.6	Transparency and Accountability in Administration			

20. Which topic/topics you would like to suggest for deduction from the above module.

- a.
- b.
- c.

21. Which topic/topics you would like to suggest for addition/inclusion in the above module.

- a.
- b.
- c.

22. Could you please rate the **necessity** of topics included in Module-06. Put tick (√) mark in appropriate box. The rate 01 carries least weightage while 03 carries the highest.

Code	Module Title :Environmental and Disaster Management Contents	Nice to Learn	Should Learn	Must Learn
		1	2	3
EM 6.1	Issues of environment and Sustainable Development			
EM 6.2- 3	Issues, Policies and Strategies of Environment and Disaster Management			
EM 6.4	Introducing National Adaptation Programme of Action			
EM 6.5	Environment and Climate Change: Challenges			
EM 6.6	Waste Management			
EM 3.7-6.8	Group Report and Presentation			

23. Which topic/topics you would like to suggest for deduction from the above module.

- a.
- b.
- c.

24. Which topic/topics you would like to suggest for addition/inclusion in the above module.

- a.
- b.
- c.

25. Could you please rate the **necessity** of topics included in Module-07. Put tick (✓) mark in appropriate box. The rate 01 carries least weightage while 03 carries the highest.

Code	Module Title: Gender and Development Contents	Nice to Learn	Should Learn	Must Learn
		1	2	3
GD7.1	Introduction to International Charters, Conventions & Declaration on Gender			
GD7.2	Gender and Reproductive Health Rights: Concept and Issues			
GD7.3	Women Development Policy: Legal Framework Action Plan			
GD7.4	Human Rights and Violence Against Women			
GD7.5	Group Exercise			

26. Which topic/topics you would like to suggest for deduction from the above module.

- a.
- b.
- c.

27. Which topic/topics you would like to suggest for addition/inclusion in the above module.

- a.
- b.
- c.

28. Could you please rate the **necessity** of topics included in Module-08. Put tick (✓) mark in appropriate box. The rate 01 carries least weightage while 03 carries the highest.

Code	Module Title: Conflict Resolution and Negotiation Techniques Contents	Nice to Learn	Should Learn	Must Learn
		1	2	3
CR 8.1	Understanding Conflict			
CR 8.2	Understanding Organizational Conflicts			
CR 8.3	Conflict Resolution Approaches			
CR 8.4	Conflict Assessment			
CR 8.5-6	1. Leading Negotiation Effectively 2. Simulation on Trade/Aid Negotiation			
CR 8.7-8	Managing Difficult Negotiation			
CR 8.9	Techniques of Treaty/ Agreement Signing			
CR 8.10	Development of Negotiation Skills			

29. Which topic/topics you would like to suggest for deduction from the above module.

- a.
b.
c.

30. Which topic/topics you would like to suggest for addition/inclusion in the above module.

- a.
b.
c.

31. Could you please rate the **necessity** of topics included in Module-09. Put tick (✓) mark in appropriate box. The rate 01 carries least weightage while 03 carries the highest.

Code	Module Title: Language Skills Contents	Nice to Learn	Should Learn	Must Learn
		1	2	3
LS 9.1	Speaking Confidently			
LS 9.2	Speaking Skills: Practice Sessions			
LS 9.3	Enhancing Writing Skills			
LS 9.4	Writing Skills: Practice Sessions			
LS 9.5-6	Be a Good Reader			
LS 9.7-8	Reading Skills: Practice Sessions			
LS 9.9-10	Becoming a Better Listener			
LS 9.11-12	Listening Skill: Practice Sessions			
LS 9.13-14	Bangla Spelling			

32. Which topic/topics you would like to suggest for deduction from the above module.

- a.
b.
c.

33. Which topic/topics you would like to suggest for addition/inclusion in the above module.

- a.
b.
c.

34. Could you please rate the **necessity** of topics included in Module-10. Put tick (✓) mark in appropriate box. The rate 01 carries least weightage while 03 carries the highest.

Code	Module Title: ICT and E-Governance Contents	Nice to Learn	Should Learn	Must Learn
		1	2	3
10.1	Basics of Computer: Hardware, Software and User level Maintenance			
10.2-3	Essential ICT Skill: Word Processing (MS Word)			
10.4-5	Essential ICT Skill: Spreadsheet Analysis (MS Excel)			
10.6-7	Essential ICT Skill: Computer Aided Presentation (Power Point)			
10.8-9	Essential ICT Skill: Internet Basics and E-mail			

10.10	ICT as Means for Governance and Service Delivery			
10.11	Improving Service Delivery through ICT in Bangladesh			
10.12-14	E-Governance: Concepts, Architecture Systems, Challenges and Opportunities			
10.15-16	ICT for Development: Policy and Challenges			
10.17-18	Group Report Preparation and Presentation			

35. Which topic/topics you would like to suggest for deduction from the above module.

- a.
- b.
- c.

36. Which topic/topics you would like to suggest for addition/inclusion in the above module.

- a.
- b.
- c.

37. Could you please rate the **necessity** of topics included in Module-11. Put tick (✓) mark in appropriate box. The rate 01 carries least weightage while 03 carries the highest.

Code	Module Title: Physical Conditioning & Games Contents	Nice to Learn	Should Learn	Must Learn
		1	2	3
SD 11.1	Effects of Exercises on Different Organs			
SD 11.2	Managing Wellness			
SD 11.3	Ideal Nutrition Status: Healthy lifestyle and food habits			
SD 11.4	Practical: Physical Conditioning (Morning); Walking, Jogging, Freehand Exercises, Ground Exercise, Stretching, Yoga. Games (Evening): According to the participants' interest (Volleyball, Tennis, Badminton & other activities)			

38. Which topic/topics you would like to suggest for deduction from the above module.

- a.
- b.
- c.

39. Which topic/topics you would like to suggest for addition/inclusion in the above module.

- a.
- b.
- c.

40. Could you please rate the **necessity** of topics included in Module-13. Put tick (✓) mark in appropriate box. The rate 01 carries less weightage while 03 carries the highest.

Code	Module Title: Contemporary Issues Contents	Nice to Learn	Should Learn	Must Learn
		1	2	3
1	Corporate Social Responsibilities and realities of business culture in Bangladesh			
2	Maritime boundary and challenges of exploring economic potentials for Bangladesh			
3	Ensuring effective linking of innovations in public service management with democratic process			
4	Issues of responsive governance			
5	Share market and its implications for macro-economy: Bangladesh perspective			
6	Problems of ensuring accountability in Public Service Management			
7	Challenges of translating reform issues into action			
8	Challenges of regional economic cooperation with special focus on SAARC			
9	Energy Security of Bangladesh			
10	Civil Military Relationship			
11	Culture and Heritage of Bangladesh			
12	Important Public Policies of Bangladesh			
13	Challenges of Food Security in Bangladesh			
14	Rules of Business			

41. Which topic/topics you would like to suggest for deduction from the above module.

-
-
-

42. Which topic/topics you would like to suggest for addition/inclusion in the above module.

-
-
-

43. As method of **delivery**, please rate your preferences. Put tick (✓) mark in appropriate box. The rate 01 carries least weightage while 06 carries the highest.

No.	Training Methods	Not Appropriate	Poorly Appropriate	Moderately Appropriate	Appropriate	Sufficiently Appropriate	Most Appropriate
		1	2	3	4	5	6
01	Lecture and Discussion						
02	Team Work & Presentation						
03	Individual Assignment						
04	Group Assignment						
05	Class room exercise						
06	Simulation/Role Play						
07	Case-study						
08	Film show						
09	Study Visit						

44. As method of **evaluation**, please rate your preferences. Put tick (✓) mark in appropriate box. The rate 01 carries least weightage while 06 carries the highest.

No.	Evaluation Methods	Not Appropriate	Poorly Appropriate	Moderately Appropriate	Appropriate	Sufficiently Appropriate	Most Appropriate
		1	2	3	4	5	6
01	Written Examination						
02	Team Work & Presentation						
03	Individual Assignment						
04	Group Assignment						
05	Class room exercise						
06	Class Test						
07	Syndicate work						

45. What type of problems are you facing in your workplace? Mention three severe problems which impede your work environment?

-
-
-

46. Suggest at least three issues which are very essential for smooth working in your workplace and could be included in ACAD course content.

a.

b.

c.

47. The current duration of ACAD is 45 days. If you think the duration is not sufficient then what is your suggestion?

a. 60 days

☐

b. 75 days

☐

c. 90 days

☐

48. Please give any suggestion to improve the effectiveness of ACAD.

a.

b.

c.