

Training Needs Assessment of Foundation Training Course

Syed Mahboob Hasan
Md. Shafiqul Haque
Afia Rahman Mukta
Md. Abdul Mannan



Bangladesh Public Administration Training Centre
Savar, Dhaka

Contents

Acknowledgements.....	ii
Acronyms.....	iii
Executive Summary.....	iv
CHAPTER ONE.....	1
INTRODUCTION.....	1
Background.....	1
Literature.....	1
Rationale of the Study.....	2
Aim and Objectives of the Study.....	2
Research Methods.....	2
Limitations of the Study.....	3
Outcome of the Study.....	3
Organization of the Materials.....	3
GENESIS OF CIVIL SERVICE AND CIVIL SERVICE TRAINING IN BANGLADESH: AN OVERVIEW.....	5
Introduction.....	5
Training needs assessment (TNA).....	6
History of civil service training during colonial regime.....	9
Training of civil servants during Pakistan period.....	10
Since independence of Bangladesh in 1971.....	10
CHAPTER THREE.....	12
DATA ANALYSIS.....	12
A. Demographic Information of the Participants.....	12
B. Demographic Information of the supervisory officials.....	12
C. Training Needs of the Probationers of BCS.....	13
D Findings of Group Discussions.....	28
CHAPTER FOUR.....	39
FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	39
Introductions.....	39
Key findings.....	39
Conclusions.....	46
Recommendations.....	46
BIBLIOGRAPHY.....	50
Annexure A: Tables.....	52
Annexure B: Sample Questionnaires.....	67

Individual Related Behaviours

1. Paying due respect to the colleagues of both sexes.
2. Paying taxes against taxable income.
3. Refraining oneself from illegal income.
4. Limiting the expenditure within one's income.
5. Paying due respect to views of the colleagues.
6. Applying learning from training in workplaces.
7. Helping colleagues to learn and sharing own learning with other colleagues.
8. Behaving politely with the subordinates.
9. Refusing to comply with unlawful orders of superiors.
10. Showing difference of opinion from superiors' view with relevant information.
11. Refraining oneself from flattering the bosses.

Client Related Behaviours

1. Listening to the clients with due patience to understand their problems and respond to their problems instantly.
2. Providing relevant information to the clients according to their needs.
3. Replying to the clients' queries without any delay.
4. Taking notice of stakeholders' opinions.
5. Paying respect to the women in general and taking steps against abuse of women and children according to one's own ability.
6. Replying to the queries of other departments instantly.

History

1. Anthropological background of Bangladesh.
2. Knowledge of world history.

Information Collection and Report Writing

1. Basic knowledge about statistics.
2. Basic knowledge of data collection methods.
3. Basic knowledge of data processing and analysis.
4. Knowledge of writing a report.

ICT

1. ICT and E-Governance

Other related knowledge

The following issues could be covered under special sessions:

1. Structure of the government.
2. Art of negotiation.
3. Techniques of handling undue influences.
4. Functions of other government departments.
5. Disaster management
6. Climate Change
7. Knowledge on current affairs
8. Gender and development
9. Basic knowledge about Bangladesh economy
10. Standard Bangla language
11. Planning, implementation, monitoring and evaluation of a project

Behaviours Required by the Probationers

The study further recognised some behaviours which are required by a probationer for performing their tasks. Behaviours were categorised under three types such as job related, individual related and client related. The Centre could take necessary steps in order to inculcate the essential behaviours to the probationers through FTC.

Job Related Behaviours

1. Attending the office and official programmes in time.
2. Finishing tasks within the given time.
3. Executing lawful orders of the superiors.
4. Disposing of the files within the stipulated time.
5. Doing work complying the relevant rules.
6. Using official transport and telephone as per rules.
7. Maintaining dress code in the office and in formal programmes.
8. Reporting to supervisors about the progress of assigned tasks.
9. Working beyond office hours whenever necessary.
10. Leaving office within office hours with prior permission of the superiors.
11. Mentoring the juniors in job related tasks.
12. Replying to the queries of colleagues instantly.
13. Spending office fund as per rules.

Individual Related Abilities

1. Develop good communication between civil servants and mass people
2. Tackle untoward situation
3. Control emotion
4. Work under pressure
5. Assess one's own income tax

Client Related Abilities

1. Deal with the common people
2. Listen clients attentively
3. Fulfil clients' needs

Knowledge Required by the Probationers

The study also identified the following areas of knowledge that are required by the probationers to perform their regular tasks which could be addressed in FTC:

Office Management and HRM

1. Office Management.
2. Rules of Business.
3. Different formats of official letters.
4. Various rules on office procedure.
5. Conducting meetings.
6. Crisis management.
7. Office inspection.
8. Human resource management.

Important Laws

1. Right to Information Act 2009.
2. Basic concept of human rights.

Rules and Regulations

1. Important financial rules.
2. Important acts, rules and ordinances.
3. Income Tax Ordinance.
4. Important policies of the government.
5. Rules related to government accommodation.
6. Necessary service rules for public servants.

Team building

1. Team building.
2. Techniques to motivate people.
3. Art of public speaking.
4. Manner and etiquette.

behavioural issues required by the probationers. Most of the behaviours, which are related to job, individual and clients, are defined as highly important to a probationer in order to perform the tasks effectively and efficiently.

BPATC is the pioneer training institution in the public sector of the country. Since its inception, the Centre has been organising Foundation Training Course (FTC) for newly recruited officers of Bangladesh Civil Service. Of course, FTC, to some extent, helps the probationers perform a wide range of tasks. However, this study could not cover all aspects of training needs analysis (TNA). Theoretically, TNA requires identification of gap between desired level and present level of performance of an employee. In this study no attempt was made to measure the gap between required and present performance, because the probationers of BCS are supposed to attend the Foundation Course immediately after joining the service.

Recommendations

Foundation Training Course involves a process of providing the probationers of BCS with knowledge, skills and behaviours to perform their tasks effectively and efficiently. It helps develop appropriate attitude and willingness to achieve organisational goals and bring about required change in attitude of the probationers for the benefit of the organisations they are working for. It also prepares the probationers to keep pace with the development of the country. Imparting FTC effectively and efficiently requires equipping the probationers with knowledge, skills and behaviours to meet their organisational needs.

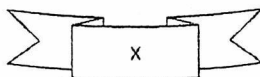
Considering the learning needs of the probationers of BCS as identified by themselves and by their supervisory officials, the study suggested a list of some abilities, knowledge and behaviours which could be infused to the probationer of BCS through forthcoming Foundation Training Courses. Curriculum Development Committee of BPATC may consider the following recommendations of the study and redesign the existing curricula of FTC:

Abilities Required by the Probationers

The study figured out some essential skills or abilities which are required by a probationer to perform their job efficiently. Abilities are presented below in three different categories such as skills related to **job**, **individual** and **client** which could be imparted among the probationers through FTC:

Job Related Abilities

1. Supervise the subordinate employees and manage human resource properly.
2. Manage time effectively.
3. Prevent corruption and handle undue influence.
4. Conduct meetings; write working papers and minutes of meetings.
5. Initiate a file and make prompt decision.
6. use basic MS Word, internet and emails.
7. Collect required information, analyse them and write a report.
8. Use available information.
9. Coordinate with other departments.
10. Actively work in a team and lead a team.
11. Speak and write English correctly.



- Probationers further viewed that purposes of the government is to 'make such a country where people can exercise democracy', 'create an environment so that every citizen and the institutions can maximise their potentials in order to make the county a developed nation'.
- Probationers further opined that 'ensure sovereignty of the state', 'govern the state', and 'financial management' are also the purpose of the government. 'Good relation with other countries', 'ensure/uphold fundamental human rights', 'digital Bangladesh', and 'regulate private and non-government organisations' – are also identified as purpose the government.

Important Functions of the Government

- The important functions of the government as identified by the respondents are to- 'fulfil people's minimum requirements/ basic needs', 'ensure all the rights of the people', 'maintain law and order/ ensure the rule of law', 'formulate and implement different policies', 'establish people's fundamental rights' and 'financial management'.
- Other important functions of the government are to- 'alleviate poverty from country', 'develop economic condition', 'prevent corruption', 'maintain good relation with foreign countries', 'establish justice and equality', 'ensure sovereignty of the country', 'maintain proper international relation' and ensure good governance'.

Expected Changes in the BCS

- In order to make positive contribution to the well-being of the citizen of the country, the three important changes expected by probationers them are- 'civil servants with pro-people mindset', 'adequate need-based training for civil servants', 'fair and regular recruitment, promotion plan and placement'. 'new management concept (one stop service delivery, reform old one and short time solution)', and 'performance based evaluation and promotion'.
- They also expected 'transparent and accountable civil service', 'strong inter-cadre relationship', 'professionalism in bureaucracy', 'equal compensation package for all service', 'effective supervision of different departments by higher authority', 'bottom-up policy approach' 'decentralisation of authority', 'political interference free civil service', 'congenial and democratic office environment', 'free from red-tapism', 'e-governance' and 'implementation of RTI Act 2009'.

Conclusions

Foundation Training Course is the basic training course on Administration and Development. Bangladesh Civil Service Recruitment Rules, 1981 makes Foundation Training Course compulsory for all the new entrants to the Bangladesh Civil Service. The study aims at identifying the learning needs of the probationers of BCS. So, the study findings mainly focused on redesigning the existing curricula of Foundation Training Course at BPATC.

The study finds that probationers mainly perform the tasks related to Office Management. The study also notices that significant number of abilities related to job, individuals and clients are required by the probationers. The study, further, identifies some issues of knowledge related to Office Management and HRM, Important Laws, Rules and Regulations, Team Building, History, Information Collection and Report Writing and ICT which are important to a probationer. The study gives emphasis on some necessary

- Other **important behaviours related to clients** are- 'replying to the queries of other departments instantly', 'taking notice of stakeholders' opinions', 'responding to the clients' problems instantly', 'replying to the clients' queries without any delay' and 'providing relevant information to the clients according to their needs'.

Most Important Tasks Performed By the Probationers

- 'To satisfy the clients' needs' is the most important task as viewed by the probationers. Other important tasks include- 'maintain law and order situation', 'ensure social security', 'implement development projects', 'manage office in a disciplined way', 'protocol duty', 'field visit' and 'control mobs'.

Biggest Problems Encountered by the Probationers in Carrying out their Normal Duties

- The three biggest problems encounter by the probationers are- 'insufficient logistic support', 'inadequate and inefficient personnel strength' and 'undue political interferences and influences'. These problems create obstacles to address citizens' needs.
- 'Inconsistent policies/backdated rules and regulations', 'inadequate budget', 'unethical influence within the department and from other departments', 'lack of knowledge on office management and communication skills', 'unlawful instructions from the superiors', 'protocol duty', 'lack of access to information in time', 'lack of IT knowledge', 'inadequate infrastructure', 'bureaucratic complexity', 'lack of intra- and inter departmental coordination', 'lack of interpersonal skills', 'lack of consciousness among people' and 'nepotism' are also other main problems probationers face while carrying out their duties. These problems resulted in frustration among the probationers as well as delay in response to clients' needs.

Most Enjoyable Tasks Usually Performed By the Probationers

- Probationers enjoyed most when they ensure 'delivery of service to the poor people/clients effectively and efficiently'.
- Further, 'provide technical expiring to the farmers and entrepreneurs', 'perform duties related to development programmes of the government', 'ensure justice/extend legal service to the people', 'implement laws, rules and regulations for the people', 'face many challenges regarding crimes and criminals to solve the problems', 'planning and research work', 'timely complete the assigned tasks', 'work as a team', 'work with people', 'support ultra poor people', 'implement superior's lawful instructions with honesty', 'work with criminals', 'administrative work' 'conduct mobile court', 'organise training for the clients', 'give presentation and conduct inspection', and 'collect duties and excise' are also identified by the probationers as the tasks they enjoy most.

Purpose of the Government Identified By the Probationers

- The main purpose of the government is to 'fulfil the basic needs of the people in order to ensure welfare of the country' as viewed by the probationers.
- Two other important purposes of the government are to 'make the country free from poverty' and 'ensure law and order situation and social justice in order to establish good governance'.

- Under **information collection and report writing area** knowledge of 'writing a report' is **highly important** to the probationers. They also need to have basic knowledge on 'methods of data collection, data processing and analysis', and 'basic statistics'.
- Both categories of respondents found knowledge on '**ICT and e-Governance**' -Governance is **important** for a probationer.
- In addition to above, different areas of knowledge are identified as **important** to a probationer. They are- 'structure of the government', 'constitution of Bangladesh', 'art of negotiation', 'techniques of handling undue influences', 'disaster management', 'climate change', 'current affairs' and 'gender and development'. They, further, have the needs of knowledge on 'planning, implementation, monitoring and evaluation of a project', 'techniques of developing analytical ability', 'other government departments', 'citizen charter', 'Bangladesh economy', 'standard Bangla language',

Behaviour Required by the Probationers

- **Highly important job related behaviours** are- 'attending the office in time', 'attending official programmes in time', 'disposing the files within the stipulated time', 'doing work complying with relevant rules', 'finishing tasks within the given time', 'executing lawful orders of the superiors', 'using official transport and telephone as per rules', 'reporting to supervisors about the progress of assigned tasks', 'maintaining dress code in formal programmes', and 'leaving office within office hours with prior permission of the superiors'
- other **important behaviour related to job** are 'working beyond office hours whenever necessary', 'mentoring the juniors in job related tasks', 'replying to the queries of colleagues instantly' and 'maintaining dress code in the office', 'maintain accountability and transparency', and 'maintaining intra- and inter cadre good relationships'.
- **Highly important behaviours related to individuals** are- 'paying due respect to the colleagues', 'paying due respect to female colleagues', 'paying taxes against taxable income', 'refraining oneself from illegal income' and 'limiting the expenditure within one's income', 'working hard with perseverance', 'showing difference of opinion from superiors with relevant information', and 'help colleagues in any affair'.
- 'Refusing to comply with unlawful orders of superiors', 'paying due respect to views of the colleagues', 'applying learning from training in workplaces', 'helping colleagues to learn', 'sharing own learning with other colleagues', 'behaving politely with the subordinates' and 'refraining oneself from flattering the bosses' are considered as **important behaviours related to individuals**.
- The three **highly important behaviours related to clients** are -'listening to the clients with due patience to understand their problems', 'paying respect to the women in general' and 'taking steps against abuse of women and children according to one's own ability'.

Knowledge Required by the Probationers

- In order to perform their official activities/tasks effectively and efficiently probationers respondents and their supervisory officials have identified some areas of knowledge such as 'office management', 'important laws', 'human resource management', 'rules and regulations', 'communicative English', 'leadership behaviour', 'history', 'information collection and Report writing', and 'ICT'.
- Eight issues of knowledge identified under **office management and HRM**. Among them **highly important** and **important** issues are- 'office management', 'Rules of Business', 'different formats of official letters', 'various rules on office procedure', 'conducting meetings', crisis management 'human resource management' and office inspection'.
- Issues under **human resource management** include knowledge on 'personnel management', 'promotion, compensation and remuneration', 'general / public administration', 'employee relation and employee welfare' and 'recruitment process'.
- Knowledge on 'Right to Information Act 2009' and 'basic concept on human rights' under important laws as **important** to the probationers. Knowledge on 'important land laws related to every individual official' is **Less Important** viewed by both probationers and their supervisors.
- **Important** issues of knowledge under rules and regulations are- 'financial rules', 'important acts, rules and ordinance', 'necessary service rules for public servants', 'important policies of the government' and 'rules related to government accommodation'. Respondents of both categories viewed that knowledge on 'Public Procurement Act 2006' is **moderately important** knowledge that probationers need to have.
- Knowledge of Communicative English is **moderately important** for probationers to perform their present job which include 'listening', 'speaking', 'reading' and 'writing'- all four skills.
- 'Team building', 'art of public speaking', 'manner and etiquette' and 'techniques to motivate people'- these are considered as **important** issues of knowledge under **leadership behaviours**.
- Under history, knowledge on 'anthropological background of Bangladesh' is considered as **highly important** by the supervisors and **important** by the probationer respondents. Knowledge on 'world history' is considered as **important** by the probationers while their supervisory officials viewed it as **moderately important** for the probationers. Both categories of respondents viewed that knowledge of history of Bangladesh is comparatively Moderately Important.

Demographic Information of the supervisory officials

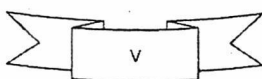
- A total of 225 district level supervisory officials responded to the survey questionnaire belonging to 24 different cadres of BCS. Among them 8.0% were female and 92% were male.
- Three-quarters of the respondents (75.0%) have more than 15 years of service length.

Major Tasks performed by the probationers

- **Frequent** tasks include 'perform duties regarding personnel (staff) management of the office', 'supervise subordinate employees', 'preserve and manage office records', and 'write notes, summaries and letters', 'discuss with local people about their problems', 'emergency work', and 'protocol duties'.
- **Moderately frequent** tasks are- 'support the higher authority in making a decision', 'collect, process and analyse required information', 'prepare reports related to departmental activities', 'perform duties related to development programmes of the government', 'make decisions related to office work', 'prepare office inspections reports' 'provide required information to higher authority to negotiate with the development agencies', 'conduct inquiry into complaints related to official discipline', and 'procure necessary items of the office following Public Procurement Act 2006 and Public Procurement Regulations 2008'

Abilities Required by the Probationers

- Probationers require different abilities which are of three kinds- job related, individual related and clients related.
- The **Highly important abilities related to job** include ability to- 'supervise the subordinate employees', 'prevent corruption', 'effective time management', 'compose letters and reports in Bangla using computer', 'use IT and ICT', 'lead a team and actively work in a team', 'make prompt decision', and 'write English correctly'.
- The **important skills/abilities related to job** are to- 'manage human resource properly', 'handle undue influence', 'conduct meetings', 'initiate a file', 'write working papers and minutes of meetings', 'official notes, summary and letters' 'write a report', 'use basic MSWord', 'use internet and emails', 'collect and analyse data', 'use available information', 'speak English correctly' and 'coordinate with other departments'.
- Probationers also require different types of **abilities related to individuals**. The **important** abilities are ability to- 'develop good communication between civil servants and mass people', 'tackle untoward situation', 'control emotion', 'work under pressure' and 'assess one's own income tax' and 'speak in public',
- Probationers also require four **important** abilities/skills **related to clients** in order to perform their tasks. These abilities are to- 'deal with the common people', 'listen to clients attentively', 'fulfil clients' needs' and 'motivate common people'.



Executive Summary

Introduction

This study aims at identifying the learning needs of the probationers of BCS in order to facilitate them with required knowledge, skills and attitude through redesigning the existing curricula of Foundation Training Course (FTC).

Objectives of the Study

The specific objectives of the study are to – (i) identify the generic role of new entrants of BCS in order to assess knowledge, skills and attitudes they expected from FTC; (ii) assess the views of supervisors in order to comprehend the knowledge, skills and attitudes required by the probationers; and (iii) facilitate the Curriculum Development Committee of BPATC in redesigning curricula of FTC in order to provide the probationers with need-based training.

Methods of the Study

In order to achieve these objectives the study (a) piloted an open ended questionnaire among the participants of 44th FTC to identify the generic role of probationers of different cadres. (b) On the basis of the feedback obtained from the pilot survey the questionnaire was restructured and finalised. (c) Another questionnaire for the supervisory officials of the probationers was also pretested. Primary data were collected through two sets of pre-tested structured questionnaires. (d) One questionnaire was administered among the probationers who attended 45th FTC. A total of 242 participants responded to this questionnaire. (e) Data were also collected from the participants of 48th and 49th FTC through group discussions. (f) Opinions of supervisory officials of probationers were also collected by another set of pre-tested questionnaire. A total of 225 supervisory officials of 24 cadres working at district level offices responded to the questionnaire. Data of the study were analysed by simple statistical techniques and presented through tables and graphs.

Findings of the Study

Opinions of the said stakeholders revealed some common tasks usually undertaken by the probationers of Bangladesh Civil Service. The study also identified required abilities, knowledge and behaviours for the probationers in order to perform those tasks effectively and efficiently. Key findings of the study are presented below:

Demographic Information of Participants

- Probationers responded to the questionnaire dominated by BCS 25th batch. Among 242 probationers 86.0% were male.
- More than 70.0% probationers of BCS attended the FTC after 3 to 5 years of service in their respective cadres.
- The probationer respondents represented 22 different cadres of BCS. Among them the highest 17.36% belonged to BCS Administration Cadre followed by BCS Police (16.12%) and BCS Livestock Cadre (14.88%).

Acronyms

ACAD	Advance Course on Administration and Development
ACR	Annual Confidential Report
BASC	Bangladesh Administrative Staff College
BCS	Bangladesh Civil Service
BPATC	Bangladesh Public Administration Training Centre
BPSC	Bangladesh Public Service Commission
COTA	Civil Officers Training Academy
CSP	Central Superior Services of Pakistan
EPCS	East Pakistan Civil Service
F	Frequent
FTC	Foundation Training Course
HF	Highly Frequent
HI	Highly Important
HRM	Human Resource Management
I	Important
ICS	Indian Civil Service
ICT	Information and Communication Technology
IT	Information Technology
KSA	Knowledge, Skill and Attitude
LF	Less Frequent
LI	Less Important
MATT	Managing At The Top
MF	Moderately Frequent
MI	Moderately Important
NGO	Non Government Organisation
NIPA	National Institute of Public Administration
NPM	New Public Management
PWS	Probationers' Weighted Score
RTI	Right to Information
SBPATC	Strengthening of Bangladesh Public Administration Training Centre
SFTC	Special Foundation Training Course
SSC	Senior Staff Course
STI	Staff Training Institute
SWS	Supervisors' Weighted Score
TNA	Training Need Assessment
WS	Weighted Score

Acknowledgements

We are grateful to the Research Committee of BPATC for the approval of the research project, and thankful to SBPATC project authority for providing financial support to undertake the research. We respectfully acknowledge the valuable guidance we received from Mr. A.Z.M. Shafiqul Alam, Rector and Mr. Md. Delwar Hossain, former Rector of BPATC in the way of conducting the study.

We extend our thanks and gratitude to Mr. Christopher Roger Fernando, International Consultant and Mr Mosharraf Hossain, National Consultant of MATT-2 Project for their invaluable advice in every stage of the study.

Mr. Banik Gour Sundar, MDS, BPATC, and Mr. Hussain Jamil, former Additional Secretary to the Government have reviewed the report. We are also indebted to them for their thoughtful feedback on the same.

We owe our respect to the supervisory officials of different cadres representing the district level offices for providing us with valuable opinions in order to make the FTC up-to-date. Participants of 45th, 48th and 49th FTC also deserve special thanks for their thoughtful responses to the questionnaire supplied to them.

We do extend our thanks and appreciation to our families for their continuous support and encouragement in the way of completing the study.

Syed Mahboob Hasan
Md. Shafiqul Haque
Afia Rahman Mukta
Md. Abdul Mannan
January, 2013

CHAPTER ONE

INTRODUCTION

Background

Effective and efficient service delivery to the people is a constitutional obligation of every public servant of Bangladesh (GOB, 2003). Level of satisfaction of service recipients- the citizens- is one of the key indicators of effectiveness of service delivered by the public servants. Unfortunately, citizens' perception about public service of Bangladesh is quite unfavorable (Haque, 2001). Various surveys, conducted before a decade, indicate that the majority of the citizen stereotypically viewed that public service of the country is relatively over centralised, unaccountable, unresponsive, inefficient, overpaid, coercive, unethical, and rent-seeking (World Bank, 1996; Zafarullah et al., 1997 cited in Haque, 2001:103). 'In Bangladesh, public satisfaction with essential public sector services is quite low, and the common citizens are quite unhappy with the indifferent, discourteous, arrogant, and corrupt behavior of public servants' (Zafarullah et al., 1997 cited in Haque, 2001:104). The quality of major public sector services, for example, state-run primary education, healthcare and general infrastructure, is not up to the mark for 63-73 per cent of citizens (Haque, 2001:105). Over the decade, citizens' perception, however, about public service has not been improved rather remains significantly negative (Jahan, 2006). The reasons for this impression are not a simple equation; there may be many factors responsible for this situation. One reason, perhaps, is the lack of a specific strategic approach of government which, in turn, has been caused by lack of proper initiative at national consensus building on core governance issues. Other reason, possibly, is the ineffectiveness of training imparted to them by different public sector training institutes. Hence, the new entrants of the BCS, as a part of the policy implementation process at grassroots levels of the country, can play a vital role to deal with the said core governance issues in order to ensure effective and efficient service delivery to the citizen.

Literature

According to the Recruitment Rules, 1981, Foundation Training Course (FTC) is compulsory for all new entrants to the Bangladesh Civil Service (BCS). Bangladesh Public Administration Training Centre (BPATC) is responsible for imparting three core courses to the officials of Bangladesh Civil Service (BCS). Foundation Training Course (FTC) is designed for probationers, Advanced Course on Administration and Development (ACAD) is for Deputy Secretaries and Senior Staff Course (SSC) is for Joint Secretaries to the Government. So, all new entrants to the Bangladesh Civil Service (BCS) compulsorily attend and complete Foundation Training Course conducted by BPATC. The FTC aims at building personality, stimulating creativity and instilling leadership qualities into the officers and also providing an opportunity to the officers to familiarize themselves with various dimensions of socio-economic development of the country.

A study on two-month long special foundation training course (SFTC) revealed that the inputs of the SFTCs did not fulfil the desired objectives of the course at individual level. In spite of considerable individual improvement, very little of it had been transferred to the job situation and none to organisational and societal development. Moreover, the picture was rather hazy in case of attitudinal change of the trainees. Non-need-based curriculum is one of the major shortcomings of the SFTC pointed out by the trained officers (Hossain, Tareque and Ahmed 1992). The empirical results of another study found that effectiveness of foundation course is low in developing knowledge, skills and attitude (KSA) of the new entrants as the training methodologies are inadequate in maximising their learning (Ali, Islam and Quader (1998). A recent study on post-training utilisation of FTC focused on BCS Administration Cadre officials

also observed that application of knowledge, skills and attitudes obtained from the FTC is not satisfactory. Moreover, FTC does not play satisfactory role as regards change of behaviour and attitudes of the probationers. As a result, objectives of the course could not reach the satisfactory level. As such, the same study suggested for assessing training needs of the new entrants to the Civil Service on regular intervals before imparting the training (Hasan et al., 2008). Hence, it is an urgent demand for needs assessment of the potential participants before conducting the foundation training course.

Rationale of the Study

The training needs analysis is an integral part of any well-designed training programme. To ensure effective utilisation of money and resources on training, '...one must first determine exactly the location, scope, and magnitude of the training need. There is no justification for expenditures on training programs that do not increase the efficiency and effectiveness of the workforce' (Moore and Dutton, 1978:532). Since its inception Bangladesh Public Administration Training Centre (BPATC) conducted 18 batches of two-month long Special Foundation Training Course and 43 batches of four-month long FTC which accommodated 3309 and 7789 probationers respectively¹. In line with the direction of the Ministry of Public Administration, a Special Foundation Training Course was conducted from 02 May-30 June 2006 for non-cadre officers of above 40 years of age where 55 officers participated. Besides, a negligible number of new entrants of non-cadre officials participated in FTCs. But training needs assessment of probationers of Bangladesh Civil Service (BCS) has long been neglected. Even if a single study on needs assessment of FTC was conducted by BPATC in 1989, it accumulated the views from Participants of FTC, their supervisors and views from the clients. It did not focus on the needs of the probationers' eligible to foundation training course (Haque et al., 1989). This study, thus, will address the issue of training needs assessment of FTC and fill up the research gap in this important but an ignored area of training.

Aim and Objectives of the Study

This study aims at identifying the learning needs {knowledge, skills and attitude (KSA)} of the probationers of BCS in order to redesign the existing curricula of Foundation Training Course at BPATC. The specific objectives of the study are to -

- i) identify the generic role of new entrants of BCS in order to assess their expected needs of knowledge, skills and attitudes;
- ii) assess the views of supervisors in order to comprehend the knowledge, skills and attitudes required by the probationers;
- iii) facilitate the Curriculum Development Committee of the Centre in redesigning curricula of FTC in order to provide the probationers with need-based training.

Research Methods

Selection of Respondents: Firstly, we considered probationers of BCS attended the 45th FTC at BPATC for administering questionnaire survey of study. Supervisory officials of probationers, representing district level offices, were also considered as respondents. For this purpose two districts of each old division were selected randomly.

¹ Information was collected from PPR Department of BPATC.

Development of Questionnaires: Firstly, we drafted two sets of questionnaire- one for probationers of BCS and another for their supervisors. We sought experts' opinion on the draft questionnaires. Before finalising the questionnaires, we pre-tested one on participants of 44th FTC and another on mid-level civil servants, their supervisors, in order to identify the generic role of probationers of different cadres. Two sets of questionnaires are attached to the report.

Data for the Study: We collected primary data by administering one pre-tested questionnaire among the probationers attended 45th FTC and the other among their supervisors working at district level offices. A total of 242 probationers of 22 different cadres of BCS as well as the participants of 45th FTC responded to the first questionnaire. We also organised group discussions with the participants of 48th and 49th FTC in which 243 and 235 probationers attended respectively. The participants were divided into 48 (24 groups in each course) different groups. The findings of 48 groups were summarised and presented in this report. The second questionnaire was sent to supervisory officers working in 12 different districts of 6 former divisions to obtain their views. A total of 225 supervisory officials belonging to 24 different cadres of BCS responded to the said questionnaire. For secondary data, we consulted relevant research reports, books and documents.

Data Analysis: We analysed the collected data by using descriptive statistics, both qualitative and quantitative techniques. The information is presented in simple graphs and tables. In case of collecting data on the issue of tasks usually performed by the probationers, required abilities and behaviours, we used six point Likert scale against the questions. In case of questions on required knowledge we use four point scales where points 1, 2, 3 and 4 indicate 'No Need to Know', 'Nice to Know', 'Should Know' and 'Must Know' respectively. While analysing collected data we first calculated the weighted scores into four categories. In this study we considered weighted score 90.0 and above as Highly Frequent (HF)/Highly Important' (HF/Hi), 80-90 as Frequent (F)/Important (I), 70-80 as Moderately Frequent (MF)/Moderately Important (MI) and below 70 as Less Frequent (LF)/Less Important (LI). Here upper limit of the value is included.

Limitations of the Study

Since specific tasks of probationers of BCS vary for their different cadre entity, identification of their generic role is quite difficult. Besides, as probationers of all cadres do not directly deliver services to the client citizens this may also bar to assess expected knowledge, skills and attitudes from the view point of citizens. Moreover, technicalities of TNA may limit in exploring the real picture of actual and expected levels of KSA of the probationers. Though it was planned but it was not possible to collect data from trainees' clients and members of civil society. Thus, this study may not provide an actual picture of training needs of new entrants of Bangladesh Civil Service.

Outcome of the Study

This study has attempted to identify actual training needs of the probationers of BCS in order to redesign the existing curricula of Foundation Training Course. Considering one of the mandated duties of BPATC, we hope the Curriculum Development Committee of the Centre could find the findings and recommendations of the study useful in making the curriculum of FTC more focused, need-based and relevant to changing environment. Moreover, this study could be used as reference material for TNA of other courses conducted by BPATC.

Organisation of the Materials

This study is divided into four different chapters. Introductory chapter (Chapter One) starts with a brief about foundation training including literature review, objectives, methodology, limitations and organisation of the study.

Chapter Two describes conceptual aspects of training needs assessment. Chapter Three presents analysis of collected data and the final chapter (Chapter Four) includes findings, conclusions and recommendations of the study.

CHAPTER TWO

TRAINING NEEDS ASSESSMENT AND CIVIL SERVICE TRAINING IN BANGLADESH

Introduction

Although the history of civil service in Bangladesh dates back to the Mughal period, the existing model of civil service owes a lot to the East India Company and its subsequent British rule in India. Many experiments of revenue administration were made during the period from the early years of the East India Company to the partition of India in 1947. In order to keep the revenue collection smooth, the colonial power followed 'divide and rule' policy in India with the help of the Zamindars, collectors, criminal adjudicators and other institutions and agencies. The appellation of civil service was confined to the members of the elite ICS- initially Imperial Civil Service under the Company rule and then Indian Civil Service under the Crown rule- members although there were various other services as part of the civil service system. The acronym ICS used to denote the members of covenanted civil servants. The same colonial tradition of elitism of civil service continued during Pakistan period under the name CSP (Civil Service of Pakistan). After the Independence of Bangladesh in 1971, the term Bangladesh Civil Service (BCS) came to be used to describe almost all regularly constituted services recruited centrally by the government through Bangladesh Public Service Commission (BPSC). This shift has largely brought a change in form but it has not added any substance to contribute to better governance (Ali, 2004). The demolition of the concept of elitism was seen as an end in itself but not as a means to ensure managerialism, professionalism, and responsiveness to citizen's needs. These are vitally necessary for governance and for meeting the emerging challenges in the new world order (Ali, 2004, Hasan et al, 2009).

A new entrant of BCS cadre services is the real successor of the traditional civil service. He has to perform various duties assigned to him either legally or customarily. Having been posted in the office either in the capital, divisional cities or at the field level, at the very beginning of his/her service career, a junior officer gets himself oriented with administrative norms and tradition and thus he takes part in oceans of activities relating to public affairs. So challenges of multiple forms are likely to be encountered by them. A fresh recruit to the civil service is a very simple person without experience and appropriate attitude. In order to equip them with necessary knowledge, practical skills and attitude required for effective service delivery, proper orientation and training are highly essential. In order to provide right training for the right person at right time successfully, training need assessment (TNA) is crucial. On the cycle of training and development TNA occupies an important place upon which much of the success of any training depends. TNA is carried out based on the information relating the knowledge, skills and attitude (KSA) required in a job or role, and the level of these currently possessed by the intended learning population, that is fresh civil service members in this case.

During the company regime and thereafter in British India the civil service structures were changed and revised for a number of times. The powers, duties and responsibilities were reshuffled over the years. Experiment of different administrative and managerial approaches like centralised and decentralised, or authoritarian and flexible, concentrating powers in one person and diffusing among many etc were carried out from time to time (Ali, 1993).

In 1947 when Pakistan became independent through partition of India, the framework of governance remained all the same as it had been during colonial period. It took nine years to frame a constitution in Pakistan. Though the constitution was adopted in 1956, the structure of civil service, which was inherited

from the British colonial legacy, continued maintaining elitism of the CSP, Central Civil Service of Pakistan just like the erstwhile ICS, Indian Civil Service (Ali, 1982, 2004).

Since the independence of Bangladesh in 1971, over the last four decades, the civil service of Bangladesh has experienced a lot of experiments and changes in its quality and system. The period witnessed killing of two presidents, two martial law administrations, and four democratically elected governments as well as four caretaker governments. The period also witnessed politicisation of civil servants, amalgamation of EPCS (I) and EPCS (II), absorption of officers of other services with BCS Admin Cadre, appointment of ex-military officers in BCS cadres (Ali, 2004). With the passage of time the duties and responsibilities of BCS cadre officers especially Admin Cadre officials have undergone tremendous change. The following paragraphs will concentrate on theoretical aspects of training needs assessment (TNA) followed by a number of other paragraphs on history of civil service training.

Training Needs Assessment (TNA)

Training Needs Assessment (TNA) is a neglected area of training institutes both in public and private sectors probably because of its technicalities or lack of expertise of trainers of training institutes. Since BPATC is mandated for imparting foundation training to new entrants of BCS to provide them with knowledge, skills and attitudes required to adapt with changing realities, without conducting TNA, it is simply impossible to make foundation training course upgraded and realistic. As such, this study will play a vital role in organising future FTCs and make it worthy, effective and meaningful.

TNA Defined

Training Needs Assessment (TNA) is a rational process by which an organisation determines how to develop or acquire the human skills it needs in order to achieve its business objectives. Skill is defined as any behaviour which is effective in the pursuit of some objective, and which is presumed to be evidence of a range of human characteristics including knowledge, attitudes, motivation, intellectual ability, experience and psycho-physical co-ordination. The two stages in TNA are: (i) *Gripping the brief*: this involves analysing the client's overall purpose, actual outcomes required, resources available and constraints; then identifying workable and acceptable forms of analysis and feedback. (ii) *Analysis*: who needs to learn what? This apparently simple statement represents the outcome of a vast range of interacting variables, many of which are difficult, if not impossible, to measure. The perceptiveness and judgement of the individual TN assessment is unlikely to be replaced by procedures and checklists (Ferdinand, 1998).

What is Training Needs Assessment?

Learning and talent development are key aspects of sustained organisational performance, not just tools for HR, and creating an effective learning strategy is never more crucial than in times of constrained finance, restructuring and redundancies. Identifying training and learning needs is at the heart of it.

Training and learning needs assessments (TLNA), formerly called just training needs assessment (TNA), can be seen as a health check on the skills, talent and capabilities of the organisation. It is the systematic gathering of data to find out where there are gaps in the existing skills, knowledge and attitudes of employees. It involves collecting data about existing employees' capabilities and organisational demands for skills, and the analysis of the implications of new and changed roles for changes in capability. It should always flow from the strategic plan for the organisation to ensure that there is sufficient capability to sustain business performance.

Why is Needs Assessment Important?

Careful assessment of needs is important because:

- Organisational performance depends on having the right quality and quantity of human capital.
- Providing learning opportunities enables staff to achieve personal and career goals and increases employee engagement.
- Well-planned training is an effective retention strategy, particularly for those identified as talent.
- Having a clear idea of what needs to be learned and the outcomes expected provides a foundation for training and learning professionals to evaluate the effectiveness of training and development provision and to demonstrate the effectiveness and impact of learning and training to the organisation.

When to Undertake Needs Assessment?

TNA can be undertaken at a number of levels.

- **For the organisation as a whole** - to understand the amount of and types of learning needed to ensure that all employees have the right capabilities to deliver the organisation's strategy.
- **For a specific department, project or area of work** - new projects and opportunities require new ways of working or reorganisation, and restructuring also necessitates changes in roles.
- **For individuals** - linking their own personal learning and development needs to those of the business. This review is often carried out as part of performance review.

There is a need for HR to ensure that analyses at these three levels are considered in conjunction with one another. Managers and other stakeholders need to be consulted early and often when information is being sought for a TNA, and when the results of the analysis are communicated.

While it is absolutely critical that a TNA of these key needs should be conducted, in today's circumstances it also needs to be agile, fast and responsive.

Training needs assessment (TNA) is an important first stage on the systematic training cycle whereas the following stages of the cycle are training design, training delivery, and evaluation. However, the nature and purpose of a TNA can have different meanings and perspectives depending upon the various actors in the process, leading to misunderstandings about expectations and what can be achieved.

Knowledge, Skills and Attitudes Assessment

Training professionals have used a breakdown of capabilities into 'knowledge, skills, and attitude' as convenient shorthand for analysing needs and ensuring that no requirements are missed. For example, in looking at the requirements for competence in a project manager. **Knowledge** elements might cover the nature of the projects managed, techniques of project management and the system used to manage projects. You would expect high levels of **skill** in dealing with other people, managing the project team and influencing important stakeholders. You might also look for some **attitudinal requirements** such as attention to detail and drive or persistence, to overcome obstacles and see the project through. However, competency frameworks can provide more detailed structures for looking at job requirements.

The task is to compare current and new roles with your organisation's framework or against generic frameworks. Where current employees' capabilities have already been matched against a framework it becomes easier to identify the gaps.

'Attitudes' or motivation or personal interests are vital for performance. Changes can impact adversely on individual motivation, and organisational development interventions may need to flow from the TNA to address such issues.

How to Use the Results?

Collating the information from the TNA will allow a number of outputs:

- **A report of overall training needs for the organisation or department** - will form the basis of a Learning and Talent Development Strategy or be part of the business planning process.
- **Prioritisation of the learning needs identified** - discussion with senior management will give guidance on which gaps are most critical. It is here that concentration on learning outcomes is important.
- **Learning and talent development plans** - once priorities and budgets are set, the L&D (Learning and Development) team will be able to set plans for learning interventions. These plans will prioritise content and methods for development processes. Line managers will also have a clear idea of where they need to coach or develop skills in their teams.
- **Personal development plans**- plans for personal learning can be aligned with the resources available.

All these outputs will need to be discussed and agreed with the stakeholders concerned – most obviously senior management and managers of the people covered by the TNA.

Identifying learning and development needs is a key aspect of effective learning and talent development. However, it can be a rigid, box ticking exercise if it is not aligned with real time organisational requirements. Agility and impact sometimes means HR professionals need to act fast to deliver when the organisation requires it.

Individualised Approach to Employee Training

Adrian Howes, Training Consultant at Jaywing DMG, in Sheffield proposes an individualised approach to employee training starting with the essential step of the training needs assessment (TNA). This enables a business to approach training differently by analysing exactly what type of training is required and when this should be implemented. The most effective approach may be to envisage training as a process rather than an activity. This promotes continuous evaluation of results and implementation of adjustments in training materials and methods to meet the changing needs of a business and its employees. The entire process should be constructed around clearly identified goals. If a business can express exactly what the expected outcomes of a training program are, then this can be monitored and alterations made to the structure, content or timing of training. Howes describes a comprehensive TNA as one that uses multiple forms of data collection and analysis. Understanding a corporation's goals, successes and mistakes is the key to designing a bespoke training package that can help a business to realise its goals, maximise its successes and avoid repetition of mistakes. Other information such as employee illness and attrition rates, conversion rates, target achievement rates and customer feedback provides valuable information that can be incorporated into the TNA. Qualitative data can be collected using surveys, individual interviews or focus groups. Observing employees as they conduct their daily business is also an excellent method of highlighting areas of good or poor practice. This also enables observers to gain a "feel" for the workplace. Is it a place where employees are happy and good lines of communication exist between employees and managers? A working environment in which employees feel valued and able to meet challenges often points to business success. Once a wide range of information has been accumulated and analysed a

training package can be developed to meet specific targets. This can be done in-house or by an external organisation. However, if the need for radical change is identified through the TNA it may be strategic to use the services of a professional training agency with the proviso that materials can be retained and reused by the company receiving the training (Ferdinand, 1988).

Survey evidence from the UK and the USA suggests that over 90 per cent of firms engage in some forms of development activities for their employees. To design such development activities, it has become of prime importance to conduct a training needs assessment (TNA) prior to embarking on management development. Although there is a difference in the label, both of them represent a systematic effort to gather information on performance problems within the organization which might be remedied by training and development (Chiu *et al*, 1999). However, now the following paragraphs will focus on history of civil service training.

History of Civil Service Training During Colonial Regime

The history of civil service training is as old as the service itself. ICS was introduced by the East India Company in India. To recruit suitable young officers for the civil service of India the Company established The East India College in England where subjects were taught mainly to serve the purpose of colonial civil service. Its purpose was to provide an education fitted to the training of East India Company recruits prior to their departure for India (Tribe, 1995). Here highest emphasis was given on oriental culture and languages alongside knowledge, skills and attitude required to represent the Company in India. Similarly, Fort William College in Kolkata was established to train people working for the company. However, after the accession of India by the British Crown following the Indian Rebellion in 1858, the training and development programmes became more structured under the imperial rule.

Initially, the Honourable East India Company Civil Servants handled the civil administration of India, they were covenanted to provide a lifetime of service. Civil service control was transferred to the Indian Government under the Government of India Act of 1858 afterwards new members of the service were contracted for a 10 year term. The creation of the Imperial Civil Service of India was as a result of the 1886-87 Public Service Commission recommendation.

Covenanted service was given by the elite top ranks of the Civil Service who gave a pledge of good behaviour. Lower ranks that took Uncovenanted Service were recruited in India, be they English, Indian, or Anglo Indian.

In the Regulated Provinces, those that were the older provinces with a long period of settled administration e.g. Madras, Bombay, the positions (after 1858) were Assistant (to Magistrate and Collector), Deputy Collector, Joint Magistrate, Collector-Magistrate (before 1858 known as the District Officer) and Judge.

After reaching the rank of Joint Magistrate, a career progression was to become a Collector-Magistrate, or Judge. Judges often went on to sit on the High Court after 20 years service. A Collector-Magistrate may become a Commissioner of a Division, or gain a seat on the Board of Revenue. Moving sideways, he may become an Under-Secretary for the Lieutenant Governor.

In the Unregulated Provinces, Deputy-Commissioners replaced the role of Collector-Magistrate. Arriving in India in 1830, after 2 years patronage supported training at Hertford (1806-1809)

and Haileybury, Hertfordshire, England (1809-1858) entrants seeking to gain "Writership" became a student writer at The East India Company's Calcutta College in Fort William. Students were lavishly rewarded with £400 a year, and encouraged to borrow heavily to acquire high status and comfortable lifestyle - often enabling them to stable 40 horses; not unexpectedly this was reformed. Reforms still allowed students sufficient finance to keep three horses and a buggy. Club memberships and mess parties continued to allow them to gain social influence in the capital.

In 1856 the system of appointment by patronage was replaced by an open competitive examination. Courses of instruction and language training were then carried out in England. Young men were deemed to be fit for immediate service so no longer socialised in the capital unlike their predecessors. They would rely on local tutors for regional dialects.

During the British Raj in India the similar approach to Civil Service Training continued in Indian Civil Service. Rigorous training in England and India was the main strength of the crown civil servants.

The Honourable East India College was set up originally in Hertford Castle in February 1806, with the intention of training Administrators for the Honourable East India Company's operations. The bulk of the former pupils subsequently worked on the Indian sub- continent, though others were at Cape Town, Singapore and China. A few months after the opening, the school moved to a site at Hertford Heath, which became Haileybury College. In 1857 the school closed and was sold a few years later to become the home of a new school- Haileybury College.

Training of Civil Servants During Pakistan Period

As regards training of Bangladesh Civil Service it has obviously originated from colonial civil service. Following the partition of India the then East Bengal emerged as the East Pakistan in 1947 and its civil service took a new name of Civil Service of Pakistan (CSP) though the traditional British structure of bureaucracy continued to exist without any significant modification. For the training of CSP officers Lahore Academy was established and it maintained a very high standard and quality of training. The rigorous training at Lahore Academy earned good name in its capability of moulding the young graduates in such a way as to well fit the civil service of newly born state, Pakistan. The long course of training was mainly aimed at increasing work-related knowledge, required skills and befitting attitude. Though the training produced high quality merit-based officers, they still shared the colonial attitude towards the common people whereas they considered themselves as members of elite service.

During Pakistan rule the central training academy was in Lahore which was very famous for its success in delivering foundation training courses to the CSP officers. In order to provide training to the subordinate employees Staff Training Institute was set up at provincial levels. Again National Institute of Public Administration was established and operationalised to train the senior bureaucrats. At the same time Administrative Staff College were established to provide training to the mid-level civil servants.

Since Independence of Bangladesh in 1971

After the independence of Bangladesh from Pakistan in 1971, Bangladesh found it very difficult to train its civil service officers as most of its major training institutions were in West Pakistan. Bangladesh started training its civil service entrants in Civil Officers Training Academy (COTA) in Dhaka where civil officers used to receive their foundation training which was designed replicating the erstwhile Lahore Academy

model. Civil officers' training were split and not coordinated as it was delivered from four different institutions namely COTA, National Institute of Public Administration (NIPA), Bangladesh Administrative Staff College (BASC) and Staff Training Institute (STI) whereas the last one was meant for the lower rank staff. In order to make training systematic and cost effective the said four institutes were merged and Bangladesh Public Administration Training Centre (BPATC) was established at Savar, Dhaka under the provision of the Bangladesh Public Administration Training Centre Ordinance 1984.

As mentioned earlier that after the independence of Bangladesh, the elitism in civil service was abolished by branding almost all the regular services (29 cadres) recruited by Public Service Commission as BCS cadres, the training for all these cadres proved to be a mammoth task. BPATC is mandated to impart foundation training to all BCS cadre officers but due to bulk recruitment and limited capacity of BPATC, Education Cadre and Medical Cadre officials receive their foundation training from other institutions. But the purpose of Foundation Training Course is all the same that is to prepare the young officers so that they can handle situations in their workplace more confidently and knowledgeably. At the same time they will develop required attitude towards service delivery and show appropriate behaviour in private and social life.

BPATC organises three core courses namely FTC (Foundation Training Course) for the newly recruited civil servants, ACAD (Advanced Course on Administration and Development) for the Deputy Secretaries and SSC (Senior Staff Course) for the Joint Secretaries of the government. Additionally there are three courses, such as three one-day long Competency Enhancement Course (CEC) for Senior Assistant Secretaries, One-day long Training Course for the Secretaries to the government and two-week Policy, Planning and Management Course for the Additional Secretaries. Thus, BPATC provides training to officers of all levels ranging from the new recruits to the top level civil servants, like the secretaries. Apart from core courses there are a good number of tailor-made skill-based short courses that aim at achieving specific objectives for their customised participants. BPATC conducts continuous need assessment by gathering feedback from the participants of various courses, their trainers and supervisors as well as customers at large.

Compared to the 21st century boom in private sector, change in public sector training is still very slow. Although public sector is losing its lustre day by day but some departments and services are supposed to mandatorily remain under control of public sector that is why public sector development is a must. Training is a process through which staff development takes place with a view to enhancing organisational efficiency. In order to know the gap between training process and the knowledge, skills and attitude (KSA) required to behave appropriately in an ever-changing context of globalised world, TNA is a tool that assists in redesigning and improving training inputs accordingly.

But civil service training is not similar to the training of private sector or vocational training for the students. Apart from KSA special emphasis is put upon ethics, manner-etiquette and dealings with the common people. In conclusion, it can be said that BCS cadre officers can restore their lost name and fame as they used to enjoy during CSP era only through improving their quality both in terms of personality as well as service delivery where TNA can play a crucial role in designing and delivering high standard training programmes in the days to come.

CHAPTER THREE

DATA ANALYSIS

This study is based on quantitative method supported by qualitative information. Before collecting primary data, an open ended questionnaire was piloted among the probationers who attended 44th FTC at BPATC. Views of experts in the field of training and human resource development were also sought. The main concern of the pilot survey was to identify the generic role of probationers of different cadres. On the basis of the feedback obtained from the pilot survey the questionnaire was restructured and finalised. Another questionnaire for the supervisory officials of the probationers was also pretested. Primary data were collected through two sets of pre-tested structured questionnaires. One questionnaire was administered among the probationers who attended the 45th FTC. A total of 242 participants responded to this questionnaire. Among the probationer respondents 240 represented 22 different cadres of BCS while the rest two were the officials of outside BCS. Data were also collected from the participants of 48th and 49th FTC through group discussions. Probationer participants were divided into 48 groups (24 groups in each course). Group findings were then summarised. Opinions of supervisory officials of probationers were also collected by another set of pre-tested questionnaire. A total of 225 supervisory officials of 24 cadres working at district level offices responded to the questionnaire. After collecting the data, these were analysed through simple statistics.

A. Demographic Information of the Participants

A total 242 participants responded to the questionnaire distributed to them. Among them 124 (51.24%) belonged to BCS 25th batch, 72 (29.75%) represented 27th batch, 38 (15.72%) 24th batch, only 1 participant from 19th batch and two were from outside the BCS (Table P1). Among the respondents 85.95% were male and 15 % were female officials (Table P2).

Table P3 depicts that the majority of the respondents (51.24%) have 3 to 4 years of service length followed by 29.75 percent with 1 year to 2 years of service and 16.94 percent have 4 years to 5 years of service. It is significant that more than 70.00 percent probationers of BCS attended the FTC after 3 to 5 years of service in their respective cadres.

Table P4 describes that 17.36 percent participants belonged to BCS Administration Cadre, 16.12 percent were from BCS Police, 14.88 percent from BCS Livestock Cadre. 1.23 percent participants were from BCS Foreign Affairs, 4.55 percent were from BCS Information (General), 2.48 percent from BCS Fisheries, 2.47 percent from BCS Railway (Engineering), and 2.07 from BCS Economic, BCS Cooperative, BCS Taxation and BCS Public Works Cadre.

B. Demographic Information of the supervisory officials

The study obtained the general views of the supervisory officials of 24 different BCS cadres. A total of 225 district level supervisory officials responded to the questionnaire that was sent to them through regular mail. Among the supervisory officials 22 were from BCS Information, 20 from BCS Administration, 15 from BCS Ansar, 14 from BCS Taxation, 12 from BCS Audit and Accounts, 12 from BCS Education, 11 from BCS Police, 11 from BCS Public Works, 11 from BCS Health, 11 from BCS Postal, 10 from BCS Statistics Cadre (Table S1). Among the Supervisory officials 18 were females and 207 were males (Table S2).

² Tables "P" and "S" represent data collected from the probationers and their supervisors respectively. The said tables were presented in the 'Annexure-A' of the report.

Of 225 supervisory officials, 14 were Executive Engineer of BCS Roads and Highway and BCS Public Works Department. Only one was Divisional Commissioner, 4 were Deputy Secretaries and 5 were Deputy Commissioner of BCS Admin; 4 were Commissioner of Custom, Excise and VAT; 1 was DIG, and 2 were Police Super of BCS Police. Four Divisional Controller of Accounts represented BCS Audit and Accounts, 7 were District Livestock Officer, 7 Additional Commissioner represented BCS Taxation and Custom, 6 were DPMG, 6 were District Fisheries officer, 6 were Director of BCS Ansar, 9 were Deputy Director of BCS (Information), 9 Deputy Director of BCS Statistics, 5 District Controller and one Mechanical Engineer belonged to BCS Food, 6 Deputy Director from BCS Agriculture, 6 Deputy Chief from BCS Trade and Economic Cadre (Table S3).

The study found that 55 (24.44%) supervisors have 20 years to 25 years of service experience while 49 (21.78%) respondents served for 15 years to 20 years, 37 (16.44%) respondents worked for 25 years to 30 years and 34 respondents (15.11 %) worked for 10 to 15 years in the Bangladesh Civil Service (Table S4). In other words, most of the respondents (85.0%) have more than 15 years of service length.

C. Training Needs of the Probationers of BCS

A number of questions were asked to the probationers to identify their learning needs. They identified the major activities which they usually perform in their official capacity, essential abilities/skills, area of knowledge and essential behavioural characteristics which are required to perform their assigned tasks effectively and efficiently.

i. Major Tasks Perform by the Probationer

Table1 describes the major activities which the probationer respondents usually perform in their official capacity. The table reflects the opinion of probationers as well as their supervisory officials. Both the probationers and supervisory officials identified as many as 34 different types of tasks usually performed by the probationers. 'Perform duties regarding personnel (staff) management of the office (PWS 80.23)', 'supervise subordinate employees (84.28)', 'preserve and manage office records (81.20)', 'write notes, summaries and letters(80.44)', 'write different types of letters for official purpose(80.09)' are the tasks which probationers perform **frequently**. Probationers scored high in 'supervise subordinate employees' (WS 84.28) while supervisors scored 74.52.

However, supervisors found that 'assist higher authority in implementing government programmes' (85.93) is the **frequent** task of the probationers, whereas, participants scored this 78.03 (WS) as a **moderately frequent** task.

Both the respondents identified that 'support the higher authority in making a decision' (PWS 75 & SWS 75.93), 'collect required information' (PWS 77.06 & SWS 78.44), 'process and analyse collected information' (PWS 72.38 & SWS 76.66), 'prepare reports related to departmental activities' (PWS 72,80 & SWS 76.59), 'perform duties related to development programmes of the government' (PWS 70.45, SWS 71.85), 'make decisions related to office work' (PWS 75.34, SWS 71.56), 'support the higher authority in making a decision' (PWS 75.00, SWS 75.93) are **moderately frequent** tasks performed by the probationers.

Table 1: Major Tasks which Respondents Usually Perform in Their Official Capacity

Source: Questionnaire Survey, 2010

Participant's View (WS)	Qualitative value	Tasks	Qualitative value	Supervisors view (WS)
70.18	MF	1. Perform duties related to official protocol (public representatives, line bosses, dignified visitors etc.)	LF	68.74
70.45	MF	2. Perform duties related to development programmes of the government	MF	71.85
75.34	MF	3. Make decisions related to office work	MF	71.56
75.00	MF	4. Support the higher authority in making a decision	MF	75.93
55.37	LF	5. Provide required information to higher authority in negotiation with the development agencies (NGOs)	LF	63.19
45.80	LF	6. Work with NGOs in implementing government programmes	LF	59.19
69.07	NF	7. Discuss with local people about their problems	MF	70.67
78.03	MF	8. Assist higher authority in implementing government programmes	F	85.93
80.23	F	9. Perform duties regarding personnel (staff) management of the office	MF	79.48
44.97	LF	10. Prepare seniority list of the employees	LF	58.07
61.02	LF	11. Conduct inquiry into complaints related to official discipline	LF	67.85
44.56	LF	12. Conduct inquiry into complaints as per order of the Court	LF	62.07
84.28	F	13. Supervise subordinate employees	MF	74.52
61.23	LF	14. Write Annual Confidential Report (ACR) of subordinate employees	MF	72.00
81.20	F	15. Preserve and manage office records	MF	77.93
80.44	F	16. Write notes, summaries and letters	MF	78.07
80.09	F	17. Write different types of letters for official purpose	MF	78.22
61.23	LF	18. Prepare reports after office inspections	MF	71.19
73.35	MF	19. Conduct official meetings	LF	69.85
72.38	MF	20. Support seniors in conducting inter-departmental meetings	MF	76.07
63.56	LF	21. Support seniors in conducting public meetings	LF	67.41
67.35	LF	22. Prepare working papers and resolutions of different meetings	MF	73.19
43.60	LF	23. Prepare budget of the office	LF	64.37
41.80	LF	24. Support concerned department in preparing office budget	LF	62.52
59.09	LF	25. Perform duties as a drawing and disbursing officer	LF	68.00
69.60	LF	26. Prepare pay (salary) bill	LF	69.70
71.29	MF	27. Prepare tour diary and TA bill	LF	68.96
33.40	LF	28. Fill up own income tax form	MF	75.48
51.72	LF	29. Perform duties of store management of the office	LF	66.30
51.24	LF	30. Procure all necessary items of the office following Public Procurement Act 2006 and Public Procurement Regulations 2008	LF	68.67
77.06	MF	31. Collect required information	MF	78.44
72.38	MF	32. Process and analyse collected information	MF	76.66
72.80	MF	33. Prepare reports related to departmental activities	MF	76.59
63.77	LF	34. Exchange information using internet and emails	MF	78.44

They also stated that 'prepare seniority list of the employees' (WS 44.97 & 58.07), 'conduct inquiry into complaints as per order of the court' (WS 44.56 & 62.07), 'support concerned department in preparing office budget' (WS 41.80 & 62.52), 'provide required information to higher authority in negotiation with the development agencies' (NGOs) (WS 55.37 Super 63.19), 'work with NGOs in implementing government programmes' (45.80 Super 59.19) are **less frequent** tasks performed by the probationers.

ii. Abilities Required by the Probationers

Respondents of both categories tried to figure out the essential skills/abilities which are required by the probationers to perform their jobs efficiently. Identified abilities/skills were categorised under three different areas such as skills related to **job**, related to **individual** and to **clients**. Respondents' views were summarised/analysed on the basis of importance.

a) Job related Abilities

Table 2 depicts that 20 different abilities are required by the probationers to perform the assigned tasks. Probationers mentioned that 'ability to supervise the subordinate employees' (WS 91.87), 'ability to prevent corruption' (WS 91.60), 'management of time effectively' (91.46) are three **Highly Important Skill** for performing their tasks as a probationer. According to supervisory officers, 'ability to manage time effectively' (WS 90.15) and 'typing letters and reports in Bangla using computer' are two **Highly Important skills** required for the probationers. Respondents of both categories identify as many as 17 different skills/abilities as **important** for the probationers. These abilities are to- 'manage human resource properly', 'handle undue influence', 'conduct meetings', 'initiate a file', 'write working papers and minutes of meetings', 'official notes, summary and letters' 'write a report', 'use basic MSWord', 'use internet and emails', 'analyse collected information', 'use available information', 'coordinate with other departments', 'actively work in a team', 'lead a team', 'speak English correctly' and 'write English correctly'. The weighted scores of these identified skills vary from 80.00 to 90.00.

There is a bit difference between probationers' view and supervisors' view. Participants opined that ability to collect required information is **important** (PWS 82.30), while supervisors stated the ability as **less important** (SWS 65.85). Again, skills in typing letters, reports in Bangla using computer participants scored PWS 76.45 which indicates **moderately important** and supervisors scored SWS 90.88 that indicates **highly important** ability.

Table 2: Job Related Abilities Required Performing the Tasks of the Probationers

PWS	Abilities	Nature of the abilities to perform duties	Abilities	SWS
91.87	HI	1. Ability to supervise the subordinate employees	I	87.04
88.84	I	2. Ability to manage human resource properly	I	84.44
81.96	I	3. Ability to utilise public/government non-human resources properly	MI	78.96
91.60	HI	4. Ability to prevent corruption	I	89.40
85.26	I	5. Ability to handle undue influence	I	85.19
86.64	I	6. Ability to conduct meetings	I	81.75
83.05	I	7. Ability to initiate a file	I	84.59
84.78	I	8. Ability to write working papers and minutes of meetings	I	83.70
84.43	I	9. Ability to write official notes, summary and letters	I	84.37
86.16	I	10. Ability to write a report	I	84.37
89.80	I	11. Ability of prompt decision making	I	84.88
83.26	I	12. Skills in using basic MS Word	I	86.74
76.99	MI	13. Skills in using basic MS Excel	I	82.59
77.48	MI	14. Skills in basic PowerPoint presentation	I	81.41
76.45	MI	15. Ability to compose letters, reports in Bangla using computer	HI	90.88
82.30	I	16. Ability to collect required information	LI	65.85
83.20	I	17. Ability to analyse collected information	I	83.26
81.81	I	18. Ability to use available information	I	83.93
83.06	I	19. Skills in using internet and emails	I	86.59
84.37	I	20. Ability to coordinate with other departments	I	84.00
87.95	I	21. Ability to actively work in a team	I	87.40
89.19	I	22. Ability to lead a team	I	84.96
91.46	HI	23. Ability to manage time effectively	HI	90.15
83.47	I	24. Ability to speak English correctly	I	86.15
88.22	I	25. Ability to write English correctly	I	87.04

Source: Questionnaire Survey, 2010

PWS=Participants' Weighted Score, SWS= Supervisors' Weighted Score
HI= Highly Important, I= Important, MI= Moderately Important, LI = Less Important**b) Individual Related Abilities**

Respondents of both categories further identified as many as seven individual related abilities/skills which are required for a probationer to perform their tasks effectively (Table3). Among them the 5 abilities were considered as **important** which are to- 'develop good communication between civil servants and mass people', 'tackle untoward situation', 'control emotion', 'work under pressure' and 'assess one's own income tax'. Weighted scores of these abilities vary from 80.00 to 90.00. The participants as well as supervisory officials stated that 'ability to motivate mass people' (PWS 65.22, SWS45.11) was less important. Or, it may be defined in another way – 'to motivate someone is not so easy task'. Participants opined that 'ability to speak in public' (PWS 69.15) is **less important** skill to perform their regular task. Nonetheless, supervisors viewed that it is an important ability which a person needs to have as a probationer.

Table3 Individual Related Abilities Required Performing the Tasks of the Probationers

PWS	Abilities	Nature of the abilities to perform duties	Abilities	SWS
85.47	I	1. Ability to develop good communication between civil servants and mass people.	I	86.07
65.22	LI	2. Ability to motivate mass people	LI	45.11
86.43	I	3. Ability to tackle untoward situation	I	84.37
88.36	I	4. Ability to control emotion	I	85.70
86.98	I	5. Ability to work under pressure	I	85.93
69.15	LI	6. Ability to speak in public	I	81.48
86.23	I	7. Ability to assess one's own income tax	I	85.93

Source: Questionnaire survey 2010

C) Client Related Abilities

Respondents of both categories also identified three abilities/skills that are **important** for probationers in order to perform their tasks (Table4). These abilities are to- 'deal with the common people (PWS 86.43 SWS 85.63)', 'listen to clients attentively (PWS 88.36, SWS 88.22)' and 'fulfil clients' needs (PWS 81.81, SWS 84.67)'.

Table4 Clients Related Abilities Required to Performing the Tasks of the Probationers

PWS	Abilities	Nature of the abilities to perform duties	Abilities	SWS
86.43	I	1. Ability to deal with the common people	I	85.63
88.36	I	2. Ability to listen clients attentively	I	88.22
81.81	I	3. Ability to fulfil clients' needs	I	84.67

Source: Questionnaire survey 2010

PWS=Participants' Weighted Score, SWS= Supervisors' Weighted Score.
 HI= Highly Important, I= Important, LI= Moderately Important, NI = Less Important

iii. Knowledge Required by the Probationers

Probationer respondents and their supervisory officials have identified some areas of knowledge that are required by the probationers to perform their regular tasks (Table9 to Table17).

Knowledge on Office Management and HRM

There are eight issues of knowledge identified by the respondents under Office Management and HRM (Table5). Respondents of both categories mentioned five issues of knowledge under Office Management and HRM as **important** for probationers. HRM includes 'Rules of Business', 'different formats of official letters', 'various rules on office procedure', 'conducting meetings', 'crisis management' and 'human resource management'. 'Knowledge on office management' is considered as **highly important** to the probationers while supervisory officials viewed it as **important** for a probationer. Probationers also viewed that Knowledge on 'crisis management' is **important** to them while their supervisory officials viewed it as a **Less Important** issue. Further, supervisory officers considered knowledge on 'office inspection' as **important** for probationers but the probationer respondents considered it as **Less Important** to them.

Table5: Knowledge on Office Management and HRM

PWS	Need	Area of knowledge	Need	SWS
94.42	HI	1. Knowledge on Office Management	I	88.78
86.26	I	2. Knowledge on Rules of Business	I	85.00
88.64	I	3. Knowledge on different formats of official letters	I	86.44
89.88	I	4. Knowledge on various rules on office procedure	I	85.56
84.92	I	5. Knowledge about conducting meetings	I	81.56
86.36	I	6. Knowledge on crisis management	LI	54.11
54.03	LI	7. Knowledge on office inspection	I	79.11
80.37	I	8. Knowledge on Human Resource Management	I	80.33

Source: Questionnaire survey 2010

PWS=Participants' Weighted Score, SWS= Supervisors' Weighted Score
 HI= Highly Important, I= Important, LI= Moderately Important, NI = Less Important

Knowledge on Important Laws

Respondents of both categories identified that knowledge on 'Right to Information Act 2009' and 'basic concept on human rights' under important laws as **important** for the probationers. They further viewed that knowledge on 'important land laws related to every individual official' is **moderately important** for a probationer in order to perform their tasks (Table6).

Table6: Required Knowledge on Important Laws to Perform the Tasks

PWS	Need	Area of knowledge	Need	SWS
83.47	I	3. Right to Information Act 2009	I	81.78
86.26	I	4. Basic concept of human rights	I	81.67
78.72	MI	5. Important land laws related to every individual official	MI	78.00

Source: Questionnaire survey 2010

Knowledge on Rules and Regulations

Respondents identify some knowledge on rules and regulations to perform the probationers' task smoothly (Table7). Both categories of respondents stated that knowledge on 'financial rules', 'important acts, rules and ordinance', and 'necessary service rules for public servants' are **important** for a probationer to perform their assigned tasks. Participants viewed that knowledge on 'important policies of the government' and 'rules related to government accommodation (90.80) are **highly important** knowledge they need to have to perform their tasks smoothly. However, these two issues are viewed as **important** for a probationer to perform the tasks. Knowledge on 'income tax ordinance' is considered as **important** by the probationer respondents but according to supervisory officers it is **moderately important** for a probationer. Respondents of both categories viewed that knowledge on 'Public Procurement Act 2006' is **moderately important** knowledge that probationers need to have.

Table7: Required Knowledge on Rules and Regulations to Perform the Tasks

PWS	Need	Area of knowledge	Need	SWS
86.16	I	7. Knowledge on financial rules	I	84.00
87.50	I	8. Knowledge on important acts, rules and ordinance	I	84.00
83.98	I	9. Knowledge on income tax ordinance	MI	79.11
91.12	HI	10. Knowledge on important policies of the government	I	89.33
90.80	HI	11. Rules related to government accommodation	I	86.89
79.34	MI	12. Public Procurement Act 2006	MI	79.00
86.45	I	13. Knowledge about necessary service rules for public servants	I	84.77

Source: Questionnaire survey 2010

Knowledge on Communicative English

Respondents of both categories viewed that knowledge on 'Communicative English' (PWS 76.03; SWS 74.78) is **moderately important** for probationers to perform their present jobs.

Knowledge on Team building

Table8 indicates the four issues of knowledge on team building. According to the respondents of both categories 'team building', 'art of public speaking' and 'manner and etiquette' are three **important** issues of knowledge that participants need to possess. Probationer respondents further viewed that 'techniques to motivate people' is **highly important** knowledge to them and their supervisory officers considered it as **important**.

Table8: Required Knowledge on Team building to Perform the Tasks

PWS	Need	Area of knowledge	Need	SWS
89.88	I	5. Team building	I	87.67
90.19	HI	6. Techniques to motivate people	I	87.33
88.53	I	7. Art of public speaking	I	87.11
88.22	I	8. Manner and etiquette	I	88.00

Source: Questionnaire survey 2010

Knowledge on History

Table9 describes the importance of essential knowledge in the field of History. Supervisors opined that knowledge on 'anthropological background of Bangladesh' is **highly important** for the probationers and it is considered as **important** by the probationer respondents. Knowledge on 'world history' is considered as **important** by the probationers while their supervisory officials viewed it as **moderately important** for the probationers. Both categories of respondents viewed that knowledge of 'history of Bangladesh' is **moderately important**.

Table 9: Required Knowledge on History to Perform the Tasks

PWS	Need	Area of knowledge	Need	SWS
89.46	I	1. Anthropological background of Bangladesh	HI	91.44
72.31	MI	2. Knowledge of history of Bangladesh	MI	73.22
84.50	I	3. Knowledge of world history	MI	73.22

Source: Questionnaire survey 2010

Knowledge on Information Collection and Report Writing

Knowledge of 'writing a report' is **highly important** to perform the task of the probationers (Table10). Both the probationers and supervisory officers opined that 'basic knowledge on 'statistics' and 'data processing and analysis' are **important** for the probationers to do the assigned tasks. Probationer respondents further considered that basic knowledge on 'methods of data collection' is important to them while their supervisory officers termed as **moderately important** for a probationer.

Table10: Required Knowledge on Information Collection and Report Writing

PWS	Need	Area of knowledge	Need	SWS
88.12	I	1. Basic knowledge of data collection methods	MI	71.11
84.92	I	2. Basic knowledge of data processing and analysis	I	83.56
91.94	HI	3. Knowledge of writing a report	HI	90.22
87.91	I	4. Basic knowledge about statistics	I	85.33

Knowledge on ICT

Both the respondents found that knowledge on E-Governance is **important** for a probationer. Surprisingly they put **moderately importance** on knowledge on 'ICT' without which e-governance is not possible.

Other related knowledge

Table11 depicts as many as 12 kinds of knowledge which are closely related to perform the task by the probationers. Respondents of both categories identified 7 different areas of knowledge are **important** for a probationer. They are- 'structure of the government', 'art of negotiation', 'techniques of handling undue influences', 'disaster management', 'climate change', 'knowledge on current affairs' and 'gender and development'. Knowledge about 'other government departments' is considered as **important** by the probationers while supervisory officials opined that this is **moderately important** for a probationer to perform their tasks. Further, according to probationers, basic knowledge about 'Bangladesh Economics' is **important** to them while it is considered as **Less Important** by the supervisory officials.

Table11: Required Knowledge on Other Areas

PWS	Need	Area of knowledge	Need	SWS
72.52	MI	1. Techniques of developing analytical ability	MI	72.55
78.72	MI	2. Knowledge on Standard Bangla Language	MI	79.33
78.72	MI	3. Planning, implementation, monitoring and evaluation of a project	MI	79.56
88.22	I	4. Knowledge about structure of the government	I	86.44
88.95	I	5. Art of negotiation	I	86.78
85.95	I	6. Techniques of handling undue influences	I	83.78
81.20	I	7. Knowledge about other government department	MI	78.89
86.78	I	8. Disaster Management	I	89.00
85.43	I	9. Climate Change	I	80.33
88.02	I	10. Knowledge on current affairs	I	87.44
82.33	I	11. Gender and Development	I	80.33
83.16	I	12. Basic knowledge about Bangladesh Economics	LI	60.56

'Techniques of developing analytical abilities', 'knowledge on Standard Bangla language' and 'planning, implementation, monitoring and evaluation of a project'- are considered as **moderately important** by both categories of respondents.

iv. Behaviour Required for the Probationers

Respondents of both probationers and their supervisory officials also identified some behaviour which are required to perform the tasks. Behaviours were categorised under three kinds such as - job related, individual related and client related behaviours.

Job Related Behaviours

Respondents identified 16 different types of job related behaviours (Table12). According to them the eight **highly important** job related behaviours are- 'attending the office in time', 'attending official programmes in time', 'disposing the files within stipulated time', 'doing work complying relevant rules', 'finishing tasks within the given time', 'executing lawful orders of the superiors', 'using official transport as per rules' and 'using official telephone as per rules'. Weighted scores for these are 90.00 and above.

Among the rest eight job related behaviours 4 are considered as **important** by respondents such as 'working beyond office hours whenever necessary', 'mentoring the juniors in job related tasks', 'replying to the queries of colleagues instantly' and 'maintaining dress code in the office'. Weighted scores for those behaviours vary from 85.00 to 90.00.

Table12: Job Related Behaviours Required to Perform the Tasks of the Probationers

PWS	Behaviours	Nature of the abilities to perform duties	Behaviours	SWS
97.66	HI	1. Attending the office in time	HI	95.93
98.42	HI	2. Attending the official programmes in time	HI	96.22
85.81	I	3. Working beyond office hours whenever necessary	I	84.96
94.15	HI	4. Disposing the files within the stipulated time	HI	92.07
92.98	HI	5. Doing work complying relevant rules	HI	91.33
84.37	I	6. Leaving office within office hours with prior permission of the superiors	HI	92.37
96.35	HI	7. Finishing tasks within the given time	HI	92.67
96.14	HI	8. Executing lawful orders of the superiors	HI	94.37
89.26	I	9. Mentoring the juniors in job related tasks	I	86.22
90.50	HI	10. Reporting to supervisors about the progress of assigned tasks	I	89.19
83.40	I	11. Replying to the queries of colleagues instantly	I	87.70
85.88	I	12. Maintaining dress code in the office	I	85.11
91.73	HI	13. Maintaining dress code in formal programmes	I	89.41
85.12	I	14. Spending office fund as per rules	LI	65.93
91.87	HI	15. Using official transport as per rules	HI	90.89
91.46	HI	16. Using official telephone as per rules	HI	90.89

Probationer respondents further viewed that 'reporting to supervisors about the progress of assigned tasks' and 'maintaining dress code in formal programmes' are **highly important** behaviours while these are considered as **important** by the supervisory officials. Supervisors viewed that 'leaving office within office hours with prior permission of the superiors' is highly **important** job related behaviour while it is considered as **important** by the probationers. According to supervisors, 'spending office fund as per rules' (65.93) is

as **less important** behaviour related to their job while it is considered as an **important** behaviour by the probationers.

Individual Related Behaviours

Probationer respondents and their supervisor also identified 14 behaviours related to individuals (Table13). According to them the five **highly important** behaviours are- 'paying due respect to the colleagues', 'paying due respect to female colleagues', 'paying taxes against taxable income', 'refraining oneself from illegal income' and 'limiting the expenditure within one's income'. Weighted scores for these behaviours vary from 91.0 to 94.0).

Among the rest nine the seven **important** behaviours related to individuals include- 'refusing to comply with unlawful orders of superiors', 'refraining oneself from flattering the bosses', 'paying due respect to views of the colleagues', 'applying learning from training in workplaces', 'helping colleagues to learn', 'sharing own learning with other colleagues' and 'behaving politely with the subordinates'. Weighted scores for these **important** behaviours vary from 81.0 to 89.0). Supervisors considered 'showing difference of opinion from superiors' view with relevant information' as **important** individual related behaviour while the probationers considered it as a **moderately important** behaviour to them. However, respondents of both categories viewed that helping colleagues in any affair is a **moderately important** behaviour.

Table13: Individual Related Behaviours Required to Perform the Tasks of the Probationers

PWS	Abilities	Nature of the abilities to perform duties	Abilities	SWS
82.23	I	1. Refusing to comply with unlawful orders of superiors	I	85.41
94.28	HI	2. Paying due respect to the colleagues	HI	91.19
76.03	MI	3. Showing difference of opinion from superiors' view with relevant information	I	81.85
92.77	HI	4. Paying due respect to female colleagues	HI	92.44
88.64	I	5. Paying due respect to views of the colleagues	I	88.74
88.22	I	6. Applying learning from training in workplaces	I	88.00
86.29	I	7. Helping colleagues to learn	I	85.48
79.20	MI	8. Helping colleagues in any affair	MI	77.93
84.57	I	9. Sharing own learning with other colleagues	I	80.81
89.80	I	10. Behaving politely with the subordinates	I	85.42
92.56	HI	11. Paying taxes against taxable income	HI	90.89
91.87	HI	12. Refraining oneself from illegal income	HI	92.22
92.91	HI	13. Limiting the expenditure within one's income	HI	91.18
85.26	I	14. Refraining oneself from flattering the bosses	I	87.03

Source: questionnaire survey 2010.

Client Related Behaviours

The three **highly important** behaviours related to clients are - 'listening to clients with due patience to understand their problems', 'paying respect to women in general' and 'taking steps against abuse of women and children according to one's own ability'. Weighted scores for these behaviours vary from 91.0 to 94.0. The rest five behaviours are considered as **important** to the probationers for effective delivery of service. They are- 'replying to the queries of other departments instantly', 'taking notice of stakeholders' opinions', 'responding to clients' problems instantly', 'replying to clients' queries without any delay' and 'providing relevant information to the clients according to their needs'. Weighted scores for these important behaviours vary from 85.0 to 89.0 (Table14)

Table14: Client Related Behaviours Required to Perform the Tasks of the Probationers

PWS	Abilities	Nature of the abilities to perform duties	Abilities	SWS
84.77	I	1. Replying to the queries of other departments instantly	I	85.63
84.50	I	2. Taking notice of stakeholders' opinions	I	85.63
92.77	HI	3. Listening to clients with due patience to understand their problems	HI	91.26
89.05	I	4. Responding to clients' problems instantly	I	88.67
87.88	I	5. Replying to the clients' queries without any delay	I	88.67
89.05	I	6. Providing relevant information to the clients according to their needs	I	88.00
92.84	HI	7. Paying respect to women in general	HI	93.41
92.15	HI	8. Taking steps against abuse of women and children according to one's own ability	HI	93.85

v. Most Important Task Performed By the Probationers

Probationer respondents were also asked to identify the tasks that they considered most important to them. Out of 242 probationer respondents 50 responded to the question. They have identified 8 different tasks that are most important to them (Table15). The three most important tasks are- 'to satisfy the clients' needs', 'manage official duties in time' and 'prevent crime and corruption'. Five other tasks as considered by them most important are- 'discharging the duties according to prescribed laws, rules and ordinance', 'implementing the government policy initiatives by maintaining official rules and regulation', 'managing personnel/human resource of the office', 'making decisions promptly in every instances' and 'collecting, processing and analysing data'.

Table15: The Most Important Tasks Probationers Usually Perform

n=50

Most important task	Frequency	%
1. Serve the people to satisfy them/work for the mass people/ Quick response to the clients' needs	17	34.0
2. Managing official programme in time	08	16.0
3. Prevent crime and corruption	06	12.0
4. Discharge duties according to prescribed laws, rules and ordinance	05	10.0
5. Implement government policy initiatives by maintaining official rules and regulation	04	8.0
6. Perform duties regarding personnel management/Human Resource Management of the office	03	6.0
7. Make decisions promptly in every instances	03	6.0
8. Collect, process and analyse data	02	4.0

vi. Biggest Problem Encounter by the Probationers in Carrying Out Normal Duties

Probationers were also asked to mention the biggest problem they encounter while carrying out their normal duties and also point out the reason(s) for that problem. Out of 242 respondents 50 responded to the questions. The three biggest problems encounter by the probationers are- 'Insufficient logistic support', 'inadequate and inefficient personnel strength' and 'undue political interferences and influences'. These problems create obstacles to address citizens' needs (Table16).

Also 'Inconsistent policies/backdated rules and regulations', 'Inadequate budget' 'unethical influence within the department and from other departments', 'lack of knowledge on office management and communication skills', 'unlawful instructions from the superiors', 'protocol duty' and 'access to information in time' are identified as main problems encountered by the probationers. These problems resulted in frustration among the probationers as well as delay in response to clients' needs.

Other major problems include- 'huge population', 'personality conflicts', criminals from marginal strata', 'ignorance of people about law and order', 'hard to motivate superior towards innovation', 'backdated system of office management' and 'inadequate travelling allowance'.

Table 16: Biggest Problem Faced by Probationers in Carrying out Their Normal Duties and Why

n=50

Biggest Problem	Why	Frequency
1. Inadequate and inefficient personnel strength	No training facilities for the staff/subordinate. Relocates to work by sub-ordinate staff because of <i>tadbir</i> it because quite tiff to work. If sub-ordinate staff do not work properly nobody can ensure the service to the people.	12
2. Insufficient logistic support	improper distribution management of our resources is great cause of insufficient logistic support in public sector	9
3. Undue political interferences and influences	culturally our political intervention is high than any other developed countries	8
4. Inconsistent policies/ backdated rules and regulations	policy debacle hamper	4
5. Inadequate budget	Not mentioned	4
6. Unethical influence within the department and from outside departments	In performing duties this is the biggest problems. This influence some time hampers the lawful duty.	3
7. Lack of knowledge about office management, communication skills etc.	Because poor knowledge it the main barrier to perform the duties with effectiveness and success.	3
8. Unlawful instructions from the superiors	In those cases it becomes very difficult for the probationers to comply with them. Sometimes my observations regarding any issue of the office matter are sold by my superior authority. It then becomes very frustrating situation for me	2
9. Protocol duty	Location of Important places	2
10. Access to information in time	Absence of good communication with district office as well as inadequate internet and telephone support.	2
11. Large number of population	Improper ratio between people and public servant	1
12. Personality conflicts within organization depending on views and taking auction process.	Not mentioned	1
13. To manage the criminals who come from the marginal strata (in terms of income level) of the society.	They gamut crime and we put them in jail. They get released and again gamut crime. There is no permanent solution of this crime chain committed by same criminal group.	1

Biggest Problem	Why	Frequency
14. Civil people are not too much civilized to exercise civilized law and order.	Not mentioned	1
15. Have to be very careful about various power inputs.	Because if we stick to the lawful act they might victimize us to attain their own veiled ends. Some enemies are procurable offer even defilement.	1
16. Hard to motivate superior towards the innovation.	As a root level officer sometimes juniors tried to bring some difference in usual activities which fails to convince the superior.	1
17. Backdated system of office management.	All of works related to force management should be updated to the normal duties normally. Letters orders and other information are not reaching intimate and the normal tasks are hampered. Office should be modernized with modern facilities.	1
18. Inadequate travelling allowance	I face in carrying out my normal duties. Only 1.25 taka is given by the authority per kilometre. Although near about 2.00 taka are spend in one kilometre.	1

vii. Most Enjoyable Task Usually Performed by the Probationers

Table 17 reveals that the probationers enjoyed most when they ensure 'delivery of service to the poor people/clients effectively and efficiently', 'provide technical expertise to the farmers and entrepreneurs', 'perform duties related to development programmers of the government', 'ensure justice/extend legal service to the people', 'implement laws, rules and regulations for the people', 'face many challenges regarding crime and criminals to solve problems', 'planning and research work', and 'timely complete the assigned task'. 'Work as a team', 'work with people', 'support ultra poor people', 'implement superior's lawful instructions with honesty', 'work with criminals' and 'administrative work' are also identified by the probationers as they enjoy most.

Table 17: Most Enjoyable Task Usually Performed by the Probationers

n=50

Most Enjoyable Task	Frequency	%
Effective and efficient delivery of service to the poor people/clients	17	34.0
Provide technical expiring to the farmers and entrepreneurs. When a sick animal get treatment and recover from the disease	7	14.0
Perform duties related to development programmers of the government	4	8.0
Establishment of Justice (law & Order) /extended legal service to the people	3	3.0
Execute or implementing the laws and rules of regulations of government for the people.	3	3.0
Use to maintain a continuous integration and communication with cross sectional and professional people to apprehend the crime before committing crime/ love to face many challenge regarding crime and criminals to solve the problem.	3	3.0
Planning and Research work. Possible to give new ideas to the government.	2	4.0
Timely completion of the task	2	4.0
Working as team	1	2.0
Enjoy work with the people living in the rural area. Because most of them are illiterate and don't know what to do & how to do. It's my great pleasure to work with them and I feel satisfied mentally at the time of working.	1	2.0
I enjoy most when I work with ultra poor people to improve their condition, because utmost & the poor people are infant, not corrupted and very simple. They want to develop their condition but nobody want to help them.	1	2.0
When my boss order me to perform something with honestly and lawful I fill enjoy then.	1	2.0
I enjoy decision making on a criminals because it contains some challenges I enjoy thin	1	2.0
Administrative work	1	2.0

viii. Purpose of the Government Identified By the Probationers

Probationers were asked to identify the purpose of the government. Of 242 participants only 49 responded to the questions. According to them, the main purpose of the government is to 'fulfil the basic needs or demand of people in order to ensure welfare of the country' (Table18). Two other important purposes of the government are to 'make the country free from poverty' and 'ensure law and order situation and social justice in order to establish good governance'.

Probationers further viewed that purposes of the government is to 'make such a country where people can exercise democracy' and 'create an environment so that every citizen and the institutions can maximise their potentials in order to make the county a developed nation'. Besides, purposes of the government as they viewed are to- 'ensure sovereignty of the country', 'make digital Bangladesh', 'develop population as human resources through providing technical and general education' and 'mobilise resources properly'.

Table18: Purpose of the Government Viewed by the Probationers

N=49

Purpose of the government	Frequency	%
1. To fulfil the basic needs or demand of people in order to ensure welfare of the country.	16	32.65
2. To make the country free from poverty	13	26.53
3. To ensure law & order situation and social justice in order to establish good governance	9	18.37
4. To create an environment so that every citizen and the institutions can maximise their potentials in order to make the county as a developed nation	6	12.24
5. To ensure the sovereignty of the country	3	6.12
6. To make digital Bangladesh	1	2.04
7. To develop population as human resources through providing technical & general education.	1	2.04
8. To mobiles resources properly	1	2.04

ix. Most Important Functions of the Government

Of 242 participants only 50 gave their opinions on important functions of the government (Table19). The four important functions of the government as identified by them are to- 'fulfil people's minimum requirements/ basic needs', 'ensure all the rights of the people', 'maintain Law and Order/ ensure the rule of justice' and 'formulate and implement different policies'.

Table19: Most Important Functions of the Government

N=50

Functions of the Government	Frequency
1. Fulfil people's minimum requirements/ basic needs	19
2. Ensure all the rights of the people (education/health)	18
3. Maintain Law & Order/ ensure the rule of justice	15
4. Formulate and implement different policies	14
5. Alleviate poverty from country	7
6. Develop our economic condition	7
7. Prevent of corruption from the country	6
8. Maintain good relation with the foreign countries	5
9. Formulate budget and implement as directed in the budget	4
10. Executive, Legislature, Judiciary.	4
11. Make laws, rules & regulations and monitor any illegal act	4
12. Establish a fairly democracy/ Fair election	3
13. Ensure Proper use of natural resources	3
14. Develop infrastructure	2
15. Ensure effective coordination among different departments	2
16. Ensure accountability & prohibit nepotism	1
17. Ensure Sovereignty	1

Other important functions of the government include to- 'alleviate poverty from country', 'develop our economic condition', 'prevent corruption from the country' and 'maintain good relation with foreign countries'.

x. Expected Changes in the BCS

In order to make positive contribution to the well-being of the citizen of the country, the probationers (45 out of 242) expected a number of changes in the civil service (Table20). The three important changes expected by them are- 'civil servants with pro-people mindset', 'adequate need-based training for civil servants' and 'fair and regular recruitment, promotion plan and placement'. They also expected 'transparent and accountable civil service', 'strong inter-cadre relationship', 'professionalism in bureaucracy', 'equal compensation package for all service', 'effective supervision of different departments by higher authority', 'bottom-up policy approach' 'decentralisation of authority' and 'performance based evaluation system'.

Table 20: Changes in the Civil Service Expected by the Probationers

N=45

Expected Changes in the civil service	Frequency
1. Civil servants with pro-people mindset	17
2. Adequate need-based training for civil servants	11
3. Fair and regular recruitment, promotion plan and placement.	11
4. Make the civil service accountable and free from corruption through ICT	6
5. Strengthen inter-cadre relationship through minimizing cadre discrimination	4
6. Encouraging the professionals in bureaucracy	4
7. Equal compensation package for all services	3
8. Ensure regular and effective supervision of different departments by higher authority	3
9. Introduce bottom up approach in the policy formulation	3
10. Decentralization of authority/power	3
11. Performance based evaluation/ Reward and punishment in civil service	2
12. Political interference free civil service.	1
13. Strategic Plan	1

D. Findings of Group Discussions

The study conducted group discussions with the probationers of BCS attended who 48th and 49th FTC. There were 243 and 235 participants in 48th and 49th FTC respectively. Participants were divided into 48 groups (24 groups in each course) are divided into 24 groups from each course. So, altogether there are 48 groups in 48th and 49th FTC. They are asked to identify the tasks they usually perform, required abilities/skills, knowledge, behavioural, most important task, the biggest problem they face, most enjoyable work, purpose of government, functions of government, changes in civil service which improve the societal environment through a checklist.

Tasks Usually Performed by the Respondents

Respondents have identified as many as 23 different tasks they usually perform in their official capacity (Table 21). The seven important tasks are- 'discuss with local people about their problems', 'supervise subordinate employees', 'preserve and manage office records', 'support seniors in conducting inter-departmental meetings', 'emergency work', 'duties related to development programmes of the government' and 'protocol duties'.

Further, the probationers 'prepare reports related to departmental activities', 'support higher authority in making a decision', 'prepare office inspection reports', 'perform duties as a drawing and disbursing officer', 'manage office personnel', 'provide required information to higher authority to negotiate with the development agencies', 'conduct inquiry into complaints related to official discipline', 'procure necessary items of the office following Public Procurement Act 2006 and Public Procurement Regulations 2008' and 'monitor and evaluate development programmes'.

Besides, respondents 'make decisions related to office work', 'prepare working papers and resolutions of different meetings', 'write notes, summaries and letters', 'observe different national days', 'arrange and attend workshop, seminar and symposium', 'prepare seniority list of the employees' and 'conduct inquiry into complaints as per order of the Court'.

Table21: Task Usually Performed by the Participant Respondents in Their Official Capacity

N=48

Task	Frequency	Percentage
1. Discuss with local people about their problems	47	98.0
2. Supervise subordinate employees	40	83.0
3. Support seniors in conducting official and inter-departmental meetings	39	81.0
4. Preserve and manage office records	33	69.0
5. Emergency basis work (Disaster, Election, Public examination etc)	32	67.0
6. Perform duties related to development programmes of the government	30	63.0
7. Perform duties related to official protocol	25	52.0
8. Prepare reports related to departmental activities	21	44.0
9. Support the higher authority in making a decision	20	42.0
10. Prepare reports after office inspections	20	42.0
11. Perform duties as a drawing and disbursing officer	17	35.0
12. Perform duties regarding personnel (staff) management of the office	16	33.0
13. Provide required information to higher authority in negotiation with the development agencies (NGOs)	15	31.0
14. Conduct inquiry into complaints related to official discipline	15	31.0
15. Procure all necessary items of the office following Public Procurement Act 2006 and Public Procurement Regulations 2008	15	31.0
16. Monitoring and Evaluation	15	31.0
17. Make decisions related to office work	13	27.0
18. Prepare working papers and resolutions of different meetings	13	27.0
19. Write notes, summaries and letters	12	25.0
20. Observe different national day	12	25.0
21. Arrange & attend workshop, seminar and symposium	12	25.0
22. Prepare seniority list of the employees	10	21.0
23. Conduct inquiry into complaints as per order of the Court	10	21.0

Abilities Required to Perform the Tasks

Respondents were asked to identify the essential ability/skills to perform their job smoothly (Table22). They were also asked to categorise their required abilities under three clusters such as job related ability, individual related ability and client related ability.

Table22: Abilities Required to Perform the Usual Tasks

N=48

Nature of the Abilities to Perform Tasks	Frequency
Job Related	
1. Ability to Use IT & ICT Technology	40
2. Ability to lead a team	32
3. Ability of prompt decision making	25
4. Ability to supervise the subordinate employees	23
5. Ability to write English correctly	20
6. Ability to manage human resource properly	19
7. Ability to coordinate with other departments	18
8. Ability to write official notes, summary and letters	17
9. Ability to prevent corruption	16

Nature of the Abilities to Perform Tasks	Frequency
10. Ability to conduct meetings	13
11. Ability to write a report	13
12. Ability to handle undue influence	12
13. Ability to conduct training	12
14. Ability to collect and analyse data	11
15. Ability to write working papers and minutes of meetings	10
16. Ability to initiate a file	9
17. Ability to utilise public/government non-human resources properly	7
18. Ability to compose letters and reports in Bangla using computer	3
Individual Related	
19. Ability to develop good communication between civil servants and mass people.	47
20. Ability to speak in public	20
21. Ability to tackle untoward situation	21
22. Ability to work under pressure	15
23. Ability to control emotion	12
Client Related	
24. Ability to deal with the common people	47
25. Ability to listen clients attentively	47
26. Ability to fulfil clients' needs	40
27. Ability to motivate common people	32

Job Related Ability

Probationers identified as many as 18 abilities through group discussions, which are required to perform their assigned tasks. The six most important abilities are to- 'use IT & ICT', 'lead a team', 'make prompt decision', 'supervise the subordinate employees', and 'write English correctly'.

Other nine important abilities are to- 'manage human resource properly', 'coordinate with other departments', 'write official notes, summary and letters', 'prevent corruption', 'conduct meetings', 'write a report', 'handle undue influence', 'conduct training course', 'collect and analyse data', and 'write working papers and minutes of meetings'.

Probationers further found that ability to 'initiate a file', utilise non-human resource' and 'compose letters and reports in Bangla using computer' are useful to them.

Individual Related Ability

Probationers identified that 'ability to develop good communication between civil servants and mass people' is the most important individual related ability they must obtain. Four other important abilities related to an individual they identified are to- 'speak in public', 'tackle untoward situation', 'work under pressure' and 'control emotion'.

Client Related Ability

Probationers, through their group discussions, identified that they require four important abilities related to clients in order to perform their tasks effectively and efficiently. These abilities are to- 'deal with the common people', 'listen clients attentively', 'fulfil clients' needs' and 'motivate common people'.

Required Knowledge to Perform the Tasks

In order to perform their official activities/tasks effectively and efficiently probationers have identified some areas of knowledge they need (Table23). The knowledge areas include- 'office management', 'important laws', 'human resource management', 'rules and regulations', 'communicative English', 'leadership behaviour', 'history', 'information collection and report writing', and 'ICT'.

Important issues under **office management** include- 'office management/NPM', 'Rules of Business', 'various rules on office procedures', 'office inspection' and 'crisis management'. **Important laws** include- 'basic concept of human rights', 'Right to Information Act 2009' and 'important land laws related to every individual official'.

Probationer respondents identified five issues under **human resource management**. They include knowledge on 'personnel management', 'promotion, compensation and remuneration', 'general / public administration', 'employee relation and employee welfare' and 'recruitment process'.

Issues related to **Rules and Regulations** include Knowledge on 'necessary service rules for public servants', 'important acts, rules and ordinance', 'financial rules', 'Public Procurement Act 2006' and 'important policies of the government'.

Communicative English include 'listening', 'speaking', 'reading' and 'writing'- all four skills. 'Techniques to motivate common people', 'team building', 'art of public speaking' and 'manner and etiquette'— these four issues are considered under **leadership behaviour**.

Table 23: Required Knowledge to Perform the Tasks by the Probationers

N=48

Area of knowledge	Frequency
Office Management	
1. Knowledge on Office Management (NPM)	32
2. Knowledge on Rules of Business	33
3. Knowledge on various rules on office procedure	25
4. Knowledge on crisis management	7
5. Knowledge on office inspection	8
Important Laws	
1. Right to Information Act 2009	9
2. Basic concept of human rights	10
3. Important land laws related to every individual official	7
Human Resource Management	
1. Knowledge on Recruitment Process	5
2. Knowledge on Personnel Management	12
3. Knowledge on Promotion, Compensation and Remuneration	12
4. Knowledge on Employee Relation and Employee welfare	7
5. General / public Administration	8
Rules and Regulations	
1. Knowledge on financial rules (Budget)	22
2. Knowledge on important acts, rules and ordinance	23
3. Knowledge on income tax ordinance	

Area of knowledge	Frequency
4. Knowledge on important policies of the government	14
5. Public Procurement Act 2006	21
6. Knowledge about necessary service rules for public servants	34
7. Good Governance (activities of govt. agencies)	12
Communicative English	
1. Listening Skill	15
2. Speaking Skill	15
3. Reading Skill	15
4. Writing Skill	15
Leadership Behaviour	
1. Team building	16
2. Techniques to motivate people	30
3. Art of public speaking	15
4. Manner and etiquette	12
History	
1. Anthropological background of Bangladesh	10
2. Knowledge of history of Bangladesh	17
3. Knowledge of world history	8
Information collection and Report writing	
1. Basic knowledge about statistics	2
2. Basic knowledge of data collection methods	10
3. Basic knowledge of data processing and analysis	10
4. Knowledge of writing a report	10
ICT	
1. Knowledge on ICT	40
2. Knowledge on E-Governance	10
Other knowledge	
1. Techniques of developing analytical ability	14
2. Knowledge on Standard Bangla language	3
3. Planning, implementation, monitoring and evaluation of a project	17
4. Knowledge about structure of the government	3
5. Art of negotiation	10
6. Techniques of handling undue influences	12
7. Knowledge about other government department	13
8. Knowledge on current affairs	19
9. Basic knowledge about Bangladesh Economics	7
10. Constitution of Bangladesh	22
11. Citizen charter	7
12. Accounting and Audit	10
13. Mentality to abide by rules	7
14. Career planning (Self analysis)	5
15. Need Based and Advanced Training	15

Knowledge on **history** includes 'anthropological background of Bangladesh', 'history of Bangladesh' and 'world history' as probationers identified. Probationers further require knowledge on **information collection and report writing** which include basic knowledge of 'method data collection', 'data processing and analysis', 'writing a report' and 'basic statistics'. Probationers have also identified needs of knowledge on 'ICT and e-Governance'.

Knowledge on 'constitution of Bangladesh', 'current affairs', 'planning, implementation, monitoring and evaluation of a project', 'techniques of developing analytical ability', 'other government departments', 'techniques of handling undue influences', 'art of negotiation', 'citizen charter', 'Bangladesh Economics', 'standard Bangla language', and 'structure of the government' are also required by the probationers.

Required Behaviours to Perform the Tasks

In their group discussions, probationers identified a number of important behaviours in order to satisfy the citizens' needs (Table24). Identified behaviours are again categorised into three clusters such as behaviours related job, individual and clients. Important behaviours identified by the probationers are presented below according to three clusters:

Job Related Behaviours

'Attend office in time', and 'finish the task within the stipulated time' are the two most essential job related behaviours identified by the probationers in order to address clients' needs. Other important job related behaviours include 'work beyond office hour when required', 'attend official programmes in time', 'maintain accountability and transparency', 'execute lawful order of the superiors', 'report to supervisor about the progress of the given tasks', 'instant reply to the queries of colleagues' and maintain intra- and inter cadre good relationships'.

Table24: Required Behaviours to Satisfy Citizens' Needs by the Probationers

N=48

Required Behaviours to Perform Duties	Frequency
Job Related	
1. Attend office in time	45
2. Finish the tasks/dispose of the files within the stipulated time (problems of people/clients)	42
3. Work beyond office hours whenever necessary	25
4. Attend official programmes in time	23
5. Maintain Accountability and Transparency	17
6. Execute lawful orders of the superiors	15
7. Report to supervisors about the progress of assigned tasks	13
8. Reply to the queries of colleagues instantly	12
9. Maintain Intra and Inter Cadre good relation (Dept.)	12
10. Do work complying the relevant rules	8
11. Spend office fund as per rules	4
12. Use official transport and telephone as per rules	4
Individual Related	
1. Refuse to comply with unlawful orders of superiors(Personality)	23

Required Behaviours to Perform Duties	Frequency
2. Pay due respect to the colleagues	15
3. Show difference of opinion from superiors' view with relevant information	10
4. Paying due respect to views of the colleagues	15
5. Apply learning from training in workplaces	10
6. Help colleagues to learn	12
7. Help colleagues in any affair	10
8. Share own learning with other colleagues	8
9. Behave politely with the subordinates	20
10. Pay taxes against taxable income	
11. Refrain oneself from illegal income	22
12. Limit the expenditure within one's income	
13. Work hard with perseverance	25
14. Work for/Ensure Rule of Law	10
28. Active Attitude (pro-active, patriotism)	35
Client related	
1. Reply to the queries of other departments instantly	22
2. Pay attention to stakeholders' opinions	19
3. Listen to the clients with due patience to understand their problems	47
4. Respond to the clients' problems instantly	45
5. Provide relevant information to the clients according to their needs	40
6. Take steps against abuse of women and children according to one's own ability	1

Individual Related Behaviours

In their group discussions probationers also identified some essential individual related behaviours. They are- 'work hard with perseverance', 'refuse to comply with unlawful orders of superiors', 'refrain oneself from illegal income', 'behave politely with the subordinates', 'pay due respect to the colleagues', 'help colleagues to learn', 'show difference of opinion from superiors with relevant information', 'help colleagues in any affair', 'apply learning from training in workplaces' and 'share own learning with other colleagues'.

Client Related Behaviours

In order to address clients' needs the probationers further identified some essential behaviours related to clients. The four essential behaviours related to clients are- 'listen to the clients with due patience to understand their problems', 'respond to the clients' problems instantly', 'provide relevant information to the clients according to their needs', and 'reply to the queries of other departments instantly'.

Most Important Task Performed By the Probationers

Probationers also identified the most important task among their usual tasks (Table25). 'Assistance and service to the people/clients' is the most important task according to their view. Other important tasks include- 'maintain law and order situation', 'ensure social security', 'implement development projects', 'manage office in disciplined way', 'protocol duty', 'field visit' and 'manage mobs'.

Table25: Most Important task Respondents undertake

N=48

Most important task	Frequency
Assistance and service to the people/clients	47
Maintaining law and order situation	25
Ensuring social security	20
Implement govt. development project	15
Management of office in disciplined way	15
Proper inquiry, investigation and inspection (for reviewing policy)	12
Protocol	7
Field visit	6
Mobs Management	3

Biggest Problem Encounter by the Probationers in Carrying out their Normal Duties

In their group discussions, probationers also discussed about biggest problem they encounter while carrying out their normal duties (Table26). Out of 242 respondents 50 responded to the questions. The three biggest problems encountered by the probationers are- 'insufficient logistic support', 'inefficient personnel strength' and 'undue political interferences and influences'. These problems create obstacles to address citizens' needs.

Probationers viewed that 'lack of IT knowledge', 'backdated rules, regulations and procedures', 'poor compensation package', 'inadequate infrastructure', 'bureaucratic complexity', 'lack of intra- and inter departmental coordination', 'lack of interpersonal skill', 'lack of consciousness among people' and 'nepotism' are also other main problems they face while carrying out their duties.

Table26: Biggest Problem Probationers Face in Carrying Out Their Normal Duties

N=48

Biggest Problem	Frequency
Lack of logistic support	47
Inefficient manpower/ unskilled	42
Political Interferences	40
lack of IT knowledge	20
Out dated rules, regulation and procedures (Colonial)	17
Poor compensation package	15
Lack of adequate infrastructure	15
Corruption	11
Bureaucratic Complexity	15
Lack of departmental Co-ordination (Intra and Extra)	12
Lack of interpersonal skill	10
Lack of consciousness among people	9
Nepotism	7

Most Enjoyable Task Usually Performed By the Probationers

Probationers enjoyed most when they ensure 'delivery of service to the poor people/clients effectively and efficiently' as mentioned in the group discussions (Table27). Other tasks the probationers enjoy most include- 'maintain law and order', 'conduct mobile court', 'organise training for the clients', 'presentation and inspection', 'collect duties and excise', 'protocol duty' and 'team work'.

Table27: Most Enjoyable Work Considered by the Probationers

N=48

The most enjoyable work	Frequency
Effectively and Efficiently give service to the poor people/ clients	30
Maintain law and Order	17
Mobile Court	8
Organizing various activities (Clients training)	7
Presentation and Inspection	6
Collection of duties and Excise	5
Protocol duty	1
Working as team	1

Purpose of the Government

Most of the probationers viewed that 'provide service to and welfare of the people' is the main purpose of the government of Bangladesh (Table28). They further opined that 'maintain law and order', 'sovereignty of the state', 'govern the state', 'ensure social equality and justice', and 'financial management' are also the purpose of the government. 'Good relation with other countries', 'ensure/uphold fundamental human rights', 'digital Bangladesh', 'regulate private and non-government organisations', 'mobilise domestic resources', 'maintain stability of the country' and 'implement election manifesto of ruling party' – are also identified as purpose the government by a significant number of probationers.

Table28: Purpose of Government Viewed by the Probationers

N=48

Purpose of the government	Frequency
Providing service and welfare of the people	45
To maintain law and order, Rules of law	25
Sovereignty of the state	25
Govern the state	23
Ensure Social Equality and justice	22
Financial Management (tax, budget)	20
Good relation with other countries	13
Ensure / uphold fundamental human rights	13
Vision 202, Digital Bangladesh	12
Regulate private and Non-govt. organisation	9
To mobilize domestic resources	3
Maintaining stability of the country	2
Implement election manifesto of ruling party	1

Most Important Functions of the Government

The three most important functions of the government identified by the probationers are- 'maintain law and order', 'establish people's fundamental rights' and 'financial management' (Table29).

Table29: Most Important Functions of Government

Functions of the Government	Frequency
Maintaining law and Order	43
Establishing people fundamental rights	28
Financial Management (Economic Development), Poverty	22
Establish Justice and Equality	21
Executing govt. policies and aspiration	20
Sovereignty of the state	15
Maintain proper international relation'	12
Ensuring good governance	12
Balanced distribution and optimum utilisation of property	9
Working environment	6
Sustainable development	6
Strategic Direction	3

Other important functions of the government include- 'establish justice and equality', 'execute government policies', 'ensure sovereignty of the country', 'maintain proper international relation', ensure good governance', 'balanced distribution and optimum utilisation of property', 'ensure good work environment', 'sustainable development' and 'strategic direction'.

Expected Changes in the BCS

In order to make positive contribution to the well-being of the citizen of the country, the probationers expected a number of changes in the civil service. The seven important changes expected by them are- 'new management concept (one stop service delivery, reform old one and short time solution)', 'performance based evolution and promotion', 'pro-people service orientation', 'transparency and accountability', 'decentralisation', 'compensation package' and 'proper recruitment and placement' (Table 30).

Probationers also expected 'political interference free civil service', 'congenial and democratic office environment', 'free from red-tapism', 'healthy intra-/inter-cadre relationship', 'e-governance' and 'implementation of RTI Act 2009'.

Probationers further mentioned that 'adequate allocation of human and non-human resources', 'separate pay commission', 'consolidated civil service act', 'technical specialisation', 'free from external pressure', 'new audit system', 'two way communication' and 'involve junior in policy making' are also required to make positive contribution to the well-being of the citizen of the country

Table 30: Changes in the Civil Service Expected By the Probationers

N=48

Required changes in the civil service	Frequency
New management concept (one stop service, reform old one and short time solution)	36
Performance based evolution and promotion (ACR will be two ways)	30
Service oriented to the people	25
Transparency and Accountability	25
Decentralization	22
Compensation package	21
Proper recruitment, right man right place	20
Political Interference	18
Congenial and democratic office environment	13
Red-tapism	12
Intra/ inter cadre relation	11
e-governance	9
Right to information Act-2009	8
Logistic / human resource	8
Proper allocation of fund/ financial management	8
Separate pay commission	7
Consolidate civil service Act	7
Technical specialisation	6
Free from external pressure	6
new Audit system	5
Two way communication	5
Involving junior in the policy making	4

CHAPTER FOUR

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introductions

This study aims at identifying the learning needs of the probationers of probationers of BCS in order to facilitate them with some knowledge, skills and attitude through redesigning the existing curricula of foundation training course. Keeping this in view, the study piloted an open ended questionnaire among the participants of 44th FTC to identify the generic role of probationers of different cadres. On the basis of the feedback obtained from the pilot survey the questionnaire was restructured and finalised. Another questionnaire for the supervisory officials of the probationers also pretested. Primary data were collected through two sets of pre-tested structured questionnaires. One questionnaire was administered among the probationers attended 45th FTC. A total of 242 participants responded to this questionnaire. Data were also collected from the participants of 48th and 49th FTC through group discussions. Opinions of supervisory officials of probationers were also collected by another set of pre-tested questionnaire. A total of 225 supervisory officials of 24 cadres working at district level offices responded to the questionnaire. Key findings of the study are presented below:

Key findings

A) Findings of Questionnaire Survey

Demographic Information of Participants

- Probationers responded to the questionnaire dominated by BCS 25th batch. Among 242 probationers 86.0% were male.
- More than 70.00% probationers of BCS attended the FTC after 3 to 5 years of service in their respective cadres.
- The probationer respondents represented 22 different cadres of BCS. Among them the highest 17.36% belonged to BCS Administration Cadre followed by BCS Police (16.12%) and BCS Livestock Cadre (14.88%).

Demographic Information of the supervisory officials

- A total of 225 district level supervisory officials responded to the survey questionnaire belonging to 24 different cadres of BCS. Among them 8.0% were female and 92% were male.
- Three-quarters of the respondents (75.0%) have more than 15 years of service length.

Major Tasks performed by the probationers

- As many as 34 different types of tasks are usually performed by the probationers.
- **Frequent** tasks include 'perform duties regarding personnel (staff) management of the office', 'supervise subordinate employees', 'preserve and manage office records', and 'write notes, summaries and letters'.

- **Moderately frequent** tasks are- 'support the higher authority in making a decision', 'collect, process and analyse required information', 'prepare reports related to departmental activities', and 'perform duties related to development programmes of the government' and 'make decisions related to office work'.

Abilities Required for the Probationers

- Probationers require 25 different abilities required to perform their assigned tasks. Abilities are three kinds- job related, individual related and clients related.
- Four **highly important abilities related to job** include ability to- 'supervise the subordinate employees', 'prevent corruption', 'effective time management' and 'compose letters and reports in Bangla using computer'.
- The **important 17** different skills/abilities **related to job** are to- 'manage human resource properly', 'handle undue influence', 'conduct meetings', 'initiate a file', 'write working papers and minutes of meetings', 'official notes, summary and letters' 'write a report', 'use basic MSWord', 'use internet and emails', 'analyse collected information', 'use available information', 'coordinate with other departments', 'actively work in a team', 'lead a team', 'speak English correctly' and 'write English correctly'.
- Probationers also require different types of **abilities related to individuals**. The five **important** abilities are ability to- 'develop good communication between civil servants and mass people', 'tackle untoward situation', 'control emotion', 'work under pressure' and 'assess one's own income tax'.
- Moreover, three abilities/skills **related to clients** are **important** for probationers in order to perform their tasks. These abilities are to- 'deal with the common people', 'listen to clients attentively' and 'fulfil clients' needs'.

Knowledge Required for the Probationers

- Probationer respondents and their supervisory officials have identified some areas of knowledge that are required for the probationers to perform their regular tasks.
- Eight issues of knowledge identified under **office management and HRM**. Among them **highly important** and **important** issues are- 'office management', 'Rules of Business', 'different formats of official letters', 'various rules on office procedure', 'conducting meetings', 'crisis management' 'human resource management' and office inspection'.
- Knowledge on 'Right to Information Act 2009' and 'basic concept on human rights' under important laws as **important** to the probationers. Knowledge on 'important land laws related to every individual official' is **Less Important** viewed by both probationers and their supervisors.
- **Important** issues of knowledge under rules and regulations are- 'financial rules', 'important acts, rules and ordinance', 'necessary service rules for public servants', 'important policies of the government' and 'rules related to government accommodation'. Respondents of both categories viewed that knowledge on 'Public Procurement Act 2006' is **moderately important** knowledge that probationers need to have.

- Knowledge of Communicative English is **moderately important** for probationers to perform their present job.
- 'Team building', 'art of public speaking', 'manner and etiquette' and 'techniques to motivate people'- these are considered as **important** issues of knowledge under team building area.
- Under history knowledge on 'anthropological background of Bangladesh' is considered as **highly important** by the supervisors and **important** by the probationer respondents. Knowledge on 'world history' is considered as **important** by the probationers while their supervisory officials viewed it as **moderately important** for the probationers. Both categories of respondents viewed that knowledge of history of Bangladesh is comparatively Moderately Important.
- Under information collection and report writing area knowledge of 'writing a report' is **highly important** to the probationers. They also need to have basic knowledge on 'methods of data collection, data processing and analysis', and 'statistics'.
- Both categories of respondents found knowledge on E-Governance is **important** for a probationer.
- In addition to above, 7 different areas of knowledge are identified as **important** to a probationer. They are- 'structure of the government', 'art of negotiation', 'techniques of handling undue influences', 'disaster management', 'climate change', 'current affairs' and 'gender and development'.

Behaviours Required for the Probationers

- **Highly important job related** behaviours are- 'attending the office in time', 'attending official programmes in time', 'disposing the files within the stipulated time', 'doing work complying with relevant rules', 'finishing tasks within the given time', 'executing lawful orders of the superiors', 'using official transport and telephone as per rules', 'reporting to supervisors about the progress of assigned tasks', 'maintaining dress code in formal programmes', and 'leaving office within office hours with prior permission of the superiors'
- Four other **important behaviours related to job** are 'working beyond office hours whenever necessary', 'mentoring the juniors in job related tasks', 'replying to the queries of colleagues instantly' and 'maintaining dress code in the office'.
- Five **highly important behaviours related to individuals** are- 'paying due respect to the colleagues', 'paying due respect to female colleagues', 'paying taxes against taxable income', 'refraining oneself from illegal income' and 'limiting the expenditure within one's income'.
- 'Refusing to comply with unlawful orders of superiors', 'paying due respect to views of the colleagues', 'applying learning from training in workplaces', 'helping colleagues to learn', 'sharing own learning with other colleagues', 'behaving politely with the subordinates' and 'refraining oneself from flattering the bosses' are considered as **important behaviours related to individuals**.
- The three **highly important behaviours related to clients** are -'listening to the clients with due patience to understand their problems', 'paying respect to the women in general' and 'taking steps against abuse of women and children according to one's own ability'.

- Other **important** behaviours **related to clients** are- 'replying to the queries of other departments instantly', 'taking notice of stakeholders' opinions', 'responding to the clients' problems instantly', 'replying to the clients' queries without any delay' and 'providing relevant information to the clients according to their needs'.

Most Important Tasks Performed By the Probationers

- 'To satisfy the clients' needs' is the most important task as viewed by the probationers.

Biggest Problems Encountered by the Probationers in Carrying out their Normal Duties

- The three biggest problems encounter by the probationers are- 'insufficient logistic support', 'inadequate and inefficient personnel strength' and 'undue political interferences and influences'. These problems create obstacles to address citizens' needs.
- 'Inconsistent policies/backdated rules and regulations', 'Inadequate budget' 'unethical influence within the department and from other departments', 'lack of knowledge on office management and communication skills', 'unlawful instructions from the superiors', 'protocol duty' and 'lack of access to information in time' are also identified as biggest problems encountered by the probationers. These problems resulted in frustration among the probationers as well as delay in response to clients' needs.

Most Enjoyable Task Usually Performed By the Probationers

- Probationers enjoyed most when they ensure 'delivery of service to the poor people/clients effectively and efficiently'.
- Further 'provide technical expiring to the farmers and entrepreneurs', 'perform duties related to development programmes of the government', 'ensure justice/extend legal service to the people', 'implement laws, rules and regulations for the people', 'face many challenges regarding crime and criminals to solve the problems', 'planning and research work', 'timely complete the assigned tasks', 'work as a team', 'work with people', 'support ultra poor people', 'implement superior's lawful instructions with honesty', 'work with criminals' and 'administrative work' are also identified by the probationers as the tasks they enjoy most.

Purpose of the Government Identified By the Probationers

- The main purpose of the government is to 'fulfil the basic needs of the people in order to ensure welfare of the country' as viewed by the probationers.
- Two other important purposes of the government are to 'make the country free from poverty' and 'ensure law and order situation and social justice in order to establish good governance'.
- Probationers further viewed that purposes of the government is to 'make such a country where people can exercise democracy' and 'create an environment so that every citizen and the institutions can maximise their potentials in order to make the county a developed nation'.

Important Functions of the Government

- The four important functions of the government as identified by the respondents are to- 'fulfil people's minimum requirements/ basic needs', 'ensure all the rights of the people', 'maintain law and order/ ensure the rule of law' and 'formulate and implement different policies'.

- Other important functions of the government include to – 'alleviate poverty from country', 'develop our economic condition', 'prevent corruption' and 'maintain good relation with foreign countries'.

Expected Changes in the BCS

- In order to make positive contribution to the well-being of the citizen of the country, the three important changes expected by probationers are- 'civil servants with pro-people mindset', 'adequate need-based training for civil servants' and 'fair and regular recruitment, promotion plan and placement'.
- They also expected 'transparent and accountable civil service', 'strong inter-cadre relationship', 'professionalism in bureaucracy', 'equal compensation package for all service', 'effective supervision of different departments by higher authority', 'bottom-up policy approach', 'decentralisation of authority' and 'performance based evaluation system'.

B) Findings of Group Discussions

Tasks Usually Performed by the Respondents

- As many as 23 different tasks they usually perform in their official capacity.
- The seven important tasks are- 'discuss with local people about their problems', 'supervise subordinate employees', 'preserve and manage office records', 'support seniors in conducting inter-departmental meetings', 'emergency work', 'duties related to development programmes of the government', and 'protocol duties'.
- Further, the probationers 'prepare reports related to departmental activities', 'support the higher authority in making a decision', 'prepare office inspections reports', 'perform duties as a drawing and disbursing officer', 'manage office personnel', 'provide required information to higher authority to negotiate with the development agencies', 'conduct inquiry into complaints related to official discipline', 'procure necessary items of the office following Public Procurement Act 2006 and Public Procurement Regulations 2008' and 'monitor and evaluate development programmes'.

Required Abilities to Perform the Tasks

- The six **most important abilities related job** are to- 'use IT and ICT', 'lead a team', 'make prompt decision', 'supervise the subordinate employees', and 'write English correctly'.
- They also need abilities to- 'manage human resource properly', 'coordinate with other departments', 'write official notes, summary and letters', 'prevent corruption', 'conduct meetings', 'write a report', 'handle undue influence', 'conduct training course', 'collect and analyse data', and 'write working papers and minutes of meetings' which are **related to job**.
- 'Ability to develop good communication between civil servants and mass people' is the **most important individual related ability** probationers need to obtain. They also need important abilities to- 'speak in public', 'tackle untoward situation', 'work under pressure' and 'control emotion'.
- Probationers require four important abilities **related to clients** in order to perform their tasks effectively and efficiently. These abilities are to- 'deal with the common people', 'listen clients attentively', 'fulfil clients' needs' and 'motivate common people'.

Required Knowledge to Perform the Tasks

- In order to perform their official activities/tasks effectively and efficiently probationers have identified some areas of knowledge such as 'office management', 'important laws', 'human resource management', 'rules and regulations', 'communicative English', 'leadership behaviour', 'history', 'information collection and Report writing', and 'ICT'.
- Important issues under **office management** include- 'office management/NPM', 'Rules of Business', 'various rules on office procedures', 'office inspection' and 'crisis management'.
- Issues under **human resource management** include- knowledge on 'personnel management', 'promotion, compensation and remuneration', 'general / public administration', 'employee relation and employee welfare' and 'recruitment process'.
- **Important laws** include- 'basic concept of human rights', 'Right to Information Act 2009' and 'important land laws related to every individual official'.
- Issues related to **rules and regulations** include knowledge on 'necessary service rules for public servants', 'important acts, rules and ordinances', 'financial rules', 'Public Procurement Act 2006' and 'important policies of the government'.
- **Communicative English** include 'listening', 'speaking', 'reading' and 'writing'- all four skills.
- 'Techniques to motivate common people', 'team building', 'art of public speaking' and 'manner and etiquette'— these four issues are considered under **leadership behaviours**.
- Knowledge on **history** includes 'anthropological background of Bangladesh', 'history of Bangladesh' and 'world history' as the probationers identified.
- Knowledge on **information collection and report writing** include basic knowledge on 'methods of data collection', 'data processing and analysis', 'writing a report' and 'basic statistics'.
- Probationers also have needs of knowledge on '**ICT and e-Governance**'.
- They further have the needs of knowledge on 'constitution of Bangladesh', 'current affairs', 'planning, implementation, monitoring and evaluation of a project', 'techniques of developing analytical ability', 'other government departments', 'techniques of handling undue influences', 'art of negotiation', 'citizen charter', 'Bangladesh economy', 'standard Bangla language', and 'structure of the government'.

Required Behaviours to Perform the Tasks

- In their group discussions, probationers identified a number of important behaviours related job, individual and clients. 'Attend office in time', and 'finish the task within the stipulated time' are the two **most essential job related behaviours** identified by the probationers in order to address clients' needs.
- Other **important job related behaviours** include 'work beyond office hour when required', 'attend official programmes in time', 'maintain accountability and transparency', 'execute lawful order of the superiors', 'report to supervisors about the progress of the given tasks', 'instant reply to the queries of colleagues' and maintain intra- and inter cadre good relationships'.
- Essential **individual related behaviours** are- 'work hard with perseverance', 'refuse to comply with unlawful orders of superiors', 'refrain oneself from illegal income', 'behave politely with the subordinates', 'pay due respect to the colleagues', 'help colleagues to learn', 'show difference of opinion from superiors with relevant information', 'help colleagues in any affair', 'apply learning from training in workplaces' and 'share own learning with other colleagues'.

- The four **essential behaviours related to clients** are- 'listen to the clients with due patience to understand their problems', 'respond to the clients' problems instantly', 'provide relevant information to the clients according to their needs', and 'reply to the queries of other departments instantly'.

Most Important Tasks Performed By the Probationers

- 'Assistance and service to the people/clients' is the most important task according to their view. Other important tasks include- 'maintain law and order situation', 'ensure social security', 'implement development projects', 'manage office in a disciplined way', 'protocol duty', 'field visit' and 'manage/control mobs'.

Biggest Problems Encountered by the Probationers in Carrying out their Normal Duties

- The three biggest problems encounter by the probationers are- 'insufficient logistic support', 'inefficient personnel strength' and 'undue political interferences and influences'. These problems create obstacles to address citizens' needs.
- 'Lack of IT knowledge', 'backdated rules, regulations and procedures', 'poor compensation package', 'inadequate infrastructure', 'bureaucratic complexity', 'lack of intra- and inter departmental coordination', 'lack of interpersonal skills', 'lack of consciousness among people' and 'nepotism' are also other main problems probationers face while carrying out their duties.

Most Enjoyable Tasks Usually Performed By the Probationers

- Probationers enjoyed most when they ensure 'delivery of service to the poor people/clients effectively and efficiently'
- Probationers also enjoy to- 'maintain law and order', 'conduct mobile court', 'organise training for the clients', 'give presentation and conduct inspection', and 'collect duties and excise'.

Purpose of the Government

- 'Provide service to welfare of the people' is the main purpose of the government of Bangladesh.
- Probationers further opined that 'maintain law and order', 'sovereignty of the state', 'govern the state', 'ensure social equality and justice', and 'financial management' are also the purpose of the government.
- 'Good relation with other countries', 'ensure/uphold fundamental human rights', 'digital Bangladesh', and 'regulate private and non-government organisations'— are also identified as purpose the government.

Important Functions of the Government

- The three most important functions of the government identified by the probationers are- 'maintain law and order', 'establish people's fundamental rights' and 'financial management'.
- Other important functions of the government include- 'establish justice and equality', 'execute government policies', 'ensure sovereignty of the country', 'maintain proper international relations' and ensure good governance'.

Expected Changes in the BCS

- The seven important changes in the BCS expected by the probationer are- 'new management concept (one stop service delivery, reform old one and short time solution)', 'performance based evaluation and promotion', 'pro-people service orientation', 'transparency and accountability', 'decentralisation', 'compensation package' and 'proper recruitment and placement'.
- They also expected 'political interference free civil service', 'congenial and democratic office environment', 'free from red-tapism', 'healthy intra-/inter-cadre relationship', 'e-governance' and 'implementation of RTI Act 2009'.

Conclusions

Foundation Training Course is the basic training course on Administration and Development. Bangladesh Civil Service Recruitment Rules, 1981 makes Foundation Training Course compulsory for all the new entrants to the Bangladesh Civil Service. The study aims at identifying the learning needs of the probationers of BCS. So, the study findings mainly focused on redesigning the existing curricula of Foundation Training Course at BPATC.

The study finds that probationers mainly perform the tasks related to Office Management. The study also noticed that significant number of abilities related to job, individuals and clients are required by the probationers. The study also identifies some issues of knowledge related to Office Management and HRM, Important Laws, Rules and Regulations, Team Building, History, Information Collection and Report Writing and ICT which are important to a probationer. The study gives emphasis on some necessary behavioural issues required by the probationers. Most of the behaviours, which are related to job, individual and clients, are defined as highly important to a probationer in order to perform the tasks effectively and efficiently.

BPATC is the pioneer training institution in the public sector of the country. Since its inception, the Centre has been organising Foundation Training Course (FTC) for newly recruited officers of Bangladesh Civil Service. Of course, FTC, to some extent, helps the probationers perform a wide range of tasks. However, this study could not cover all aspects of training needs assessment (TNA). Theoretically, TNA requires identification of gap between desired level and present level of performance of an employee. In this study no attempt was made to measure the gap between required and present level of performance, because the probationers of BCS are supposed to attend the Foundation Course immediately after joining the service.

Recommendations

Foundation Training Course involves a process of providing the probationers of BCS with knowledge, skills and behaviours to perform their tasks effectively and efficiently. It helps develop appropriate attitude and willingness to achieve organisational goals and bring about required change in attitude of the probationers for the benefit of the organisations they are working for. It also prepares the probationers to keep pace with the development of the country. Imparting FTC effectively and efficiently requires equipping the probationers with knowledge, skills and behaviours to meet their organisational needs.

Considering the learning needs of the probationers of BCS as identified by themselves and by their supervisory officials, the study suggested a list of some abilities, knowledge and behaviours which could be infused to the probationer of BCS through forthcoming Foundation Training Courses. Curriculum Development Committee of BPATC may consider the recommendations of the study and redesign the existing curricula of FTC.

Abilities Required by the Probationers

The study figured out some essential skills or abilities which are required by a probationer to perform their job efficiently. Abilities are presented below in three different categories such as skills related to **job, individual and client**:

Job Related Abilities

12. Ability to supervise the subordinate employees and manage human resource properly.
13. Ability to manage time effectively.
14. Ability to prevent corruption and handle undue influence.
15. Ability to conduct meetings, write working papers and minutes of meetings.
16. Ability to initiate a file and make prompt decision.
17. Ability to use basic MS Word, internet and emails.
18. Ability to collect required information, analyse them and write a report.
19. Ability to use available information.
20. Ability to coordinate with other departments.
21. Ability to actively work in a team and lead a team.
22. Ability to speak and write English correctly.

Individual Related Abilities

6. Ability to develop good communication between civil servants and mass people.
7. Ability to tackle untoward situation.
8. Ability to control emotion.
9. Ability to work under pressure.
10. Ability to assess one's own income tax.

Client Related Abilities

4. Ability to deal with the common people.
5. Ability to listen clients attentively.
6. Ability to fulfil clients' needs.

Knowledge Required by the Probationers

The study also identified the following areas of knowledge that are required by the probationers to perform their regular tasks:

Knowledge on Office Management and HRM

9. Office Management.
10. Rules of Business.
11. Different formats of official letters.
12. Various rules on office procedure.

13. Conducting meetings.
14. Crisis management.
15. Office inspection.
16. Human resource management.

Knowledge on Important Laws

6. Right to Information Act 2009.
7. Basic concept of human rights.

Knowledge on Rules and Regulations

14. Important financial rules.
15. Important acts, rules and ordinances.
16. Income Tax Ordinance.
17. Important policies of the government.
18. Rules related to government accommodation.
19. Necessary service rules for public servants.

Knowledge on Team building

9. Team building.
10. Techniques to motivate people.
11. Art of public speaking.
12. Manner and etiquette.

Knowledge on History

3. Anthropological background of Bangladesh.
4. Knowledge of world history.

Knowledge on Information Collection and Report Writing

5. Basic knowledge about statistics.
6. Basic knowledge of data collection methods.
7. Basic knowledge of data processing and analysis.
8. Knowledge of writing a report.

Knowledge on ICT

2. ICT and E-Governance.

Other related knowledge

The following issues could be covered under special sessions:

12. Structure of the government.
13. Art of negotiation.
14. Techniques of handling undue influences.
15. Functions of other government departments.
16. Disaster management.
17. Climate Change.
18. Knowledge on current affairs.
19. Gender and development.

20. Basic knowledge about Bangladesh economy.
21. Standard Bangla language
22. Planning, implementation, monitoring and evaluation of a project

Behaviours Required by the Probationers

The study further recognised some behaviours which are required by a probationer for performing their tasks. Behaviours were categorised under three types such as job related, individual related and client related.

Job Related Behaviours

14. Attending the office and official programmes in time
15. Finishing tasks within the given time
16. Executing lawful orders of the superiors
17. Disposing of the files within the stipulated time
18. Doing work complying the relevant rules
19. Using official transport and telephone as per rules
20. Maintaining dress code in the office and in formal programmes
21. Reporting to supervisors about the progress of assigned tasks
22. Working beyond office hours whenever necessary
23. Leaving office within office hours with prior permission of the superiors
24. Mentoring the juniors in job related tasks
25. Replying to the queries of colleagues instantly
26. Spending office fund as per rules

Individual Related Behaviours

- C. Paying due respect to the colleagues of both sexes
- D. Paying taxes against taxable income
- E. Refraining oneself from illegal income
- F. Limiting the expenditure within one's income
- G. Paying due respect to views of the colleagues
- H. Applying learning from training in workplaces
- I. Helping colleagues to learn and sharing own learning with other colleagues
- J. Behaving politely with the subordinates
- K. Refusing to comply with unlawful orders of superiors
- L. Showing difference of opinion from superiors' view with relevant information
- M. Refraining oneself from flattering the bosses

Client Related Behaviours

7. Listening to the clients with due patience to understand their problems and respond to their problems instantly
8. Providing relevant information to the clients according to their needs
9. Replying to the clients' queries without any delay
10. Taking notice of stakeholders' opinions
11. Paying respect to the women in general and taking steps against abuse of women and children according to one's own ability
12. Replying to the queries of other departments instantly

BIBLIOGRAPHY

- Alam et al. (1998) *Cadre Conflict: An Investigation into Conflicts in Bangladesh Civil Service*. Dhaka: BPATC.
- Ali, A. M. M. S. (1982). *Field Administration and Development in Bangladesh*. Dhaka: Centre for Social Studies, Dhaka University.
- Ali, A. M. M. S. (1993). *Aspects of Public Administration*. Dhaka: Nikhil Prokashona.
- Ali, A. M. M. S. (2004). *Bangladesh Civil Service: A Political-Administrative Perspective*. Dhaka: UPL.
- Ali, M. Hossain, Islam, Md. Shirajul and Quader, Muhammad Abdul (1998) *Effectiveness of Foundation Training Course*. Dhaka: BPATC.
- Anderson, V. (2007). The value of learning: from return on investment to return on expectation. *Research Into Practice*. London: Chartered Institute of Personnel and Development.
- Armstrong, M (2001) *A Handbook of Human Resources management Practice*, London: Kogan Page.
- Arora, Romesh K., and Hinger, Asha (ND) *Administrative in India: Developmental Challenges and Institutional Change*.
- Bee, F. and Bee, R. (2003). *Learning needs analysis and evaluation*. 2nd ed. London: Chartered Institute of Personnel and Development.
- Chiu, W., Thompson, D., Mak, W. M. & Lo, K.L.(1999). Re-thinking training needs: Analysis work for literature review. *Personnel Review*, 28(1/2), 77-90.
- Derven, M. (2008). Moderatelyons learned: using competency models to target training needs. *T+D*. 62(12), 68-73.
- Ferdinand, B. (1988). Management Training Needs Analysis (TNA). *Industrial and Commercial Training*, 20(5), 27-31.
- GOB (2003) *Public Administration Training Policy*. Dhaka: Ministry of Establishment.
- Haque, et al. (1989) *Assessment of Training Needs at Foundation Level* (in Bangla). Dhaka: BPATC.
- Hasan el. (2008) Post Training Utilisation (PTU) of Foundation Training Course (FTC): A Study on BCS Administration Cadre Officials. Dhaka: BPATC.
- Hasan, Syed Mahboob, Haque, Md. Shafiqul, Banik, Gour Sundar, Mannan, Md. Abdul and Mukta, Afia Rahman (2009) Post Training Utilisation (PTU) of Foundation Training

Hossain, Ekram, Tareque, Mohammad and Ahmed, Nasiruddin (1992) *Follow-up Study on Special Foundation Training Course*. Dhaka: BPATC.

Hossain, Mosharaf and Hussain, Saadat (1997) A Study on the Post-Training Utilization- The Case of Thana Health and Family Planning Administrators' Course. *Proshikhyan*, Journal of BSTD, 4(2).

Hossain, Mosharaf and Schaffer, BB (1982) Evaluation of Post-Training Utilization - An Action Plan for COTA. *COTA Bulletin*, 4(2).

Jahan, Ferdous (2006) *Public Administration in Bangladesh*. CGS Working Paper1. Dhaka: BRAC University.

Kar, Arabinda and Muslim, Syed Naquib (1989) On-the Job Training for BCS Officers: A Case Study of BCS (Admn) and BCS (Sectt) Cadres. Dhaka: BPATC.

Khan, Akbar Ali and Hossain, Mosharaf (1986) "Post-entry Training in Bangladesh Civil Service: A Survey of the Problems and Potentials" in *Post-entry Training in Bangladesh Civil Service: The Challenges and Response*. Dhaka: BPATC.

Moore, Michael L. and Dutton, Philip (1978) Training Needs Analysis: Review and Critique. *The Academy of Management Review*. 3(3), pp. 532-545.

Reichard, C. (1998) Education and Training for New Public Management, *International Public Mangement Journal*, 1(1998), pp.177-94.

Robson, F. (2009). Evidence-based learning needs analysis. *Employee Engagement Today*, 3(1), 45-46.
Shams, Khalid and Hossain, Mosharaf (1981) Assessment of Post-Training Utilization. *COTA Bulletin*, 4(2).

Tribe, K. (1995). Professors Malthus and Jones: Political economy at the East India College 1806-1858. *The European Journal of the History of Economic Thought*, 2(2), 327 – 354.

Annexure A: Tables**A) Data From Probationers****TableP1: BCS Batch Wise Distribution of the Respondents**

BCS Batch	Number of Respondents	Percentage
19 th BCS	1	0.41
24 th BCS	38	15.70
25 th BCS	124	51.24
27 th BCS	72	29.75
Not mentioned	7	2.89
Total	242	100.0

Table P2: Sex distribution

Sex	F	Percent
Male	208	85.95
Female	34	14.05

Table P3: Length of Service of the Respondents

Length of Service	Frequency	Percentage
1 year to 2 year	72	29.75
2 year to 3 year	4	1.65
3 year to 4 year	124	51.24
4 year to 5 year	41	16.94
5 year and above	1	0.41

Table P4: Cadre wise Distribution of the Respondents (Participants)

Cadre	F	%
1. Administration	43	17.8
2. Police	40	16.5
3. Foreign Affairs	3	1.2
4. Agriculture	30	12.4
5. Custom	6	2.5
6. Livestock	37	15.3
7. Fisheries	8	3.3
8. Information (G)	12	5.0
9. Information (E)	2	0.8
10. Economic	5	2.1
11. Ansar	3	1.2
12. Audit	3	1.2
13. Cooperative	6	2.5
14. Telecom	9	3.7
15. Food	2	0.8
16. Roads and Highway	4	1.7
17. Taxation	6	2.5
18. Railway (E)	6	2.5
19. Family Planning	2	0.8
20. Statistics	4	1.7
21. Postal	1	0.4
22. Public Works	8	3.3
23. PATC	1	0.4
24. PACC	1	0.4
Total	242	100

Table P5: Major activities/tasks which respondents had to perform in their official capacity.

Tasks	1= Less Frequent, 6= Highly Frequent						WS
	1	2	3	4	5	6	
1. Perform duties related to official protocol (public representatives, line bosses, dignified visitors etc.)	21	15	37	55	47	67	70.18
2. Perform duties related to development programmes of the government	21	23	30	42	52	73	70.45
3. Make decisions related to office work	8	15	26	55	58	78	75.34
4. Support the higher authority in making a decision	13	11	29	46	63	78	75
5. Provide required information to higher authority in negotiation with the development agencies (NGOs)	60	31	27	41	49	32	55.37
6. Work with NGOs in implementing government programmes	30	19	43	40	28	28	45.80
7. Discuss with local people about their problems	43	12	18	33	30	100	69.07
8. Assist higher authority in implementing government programmes	15	14	18	32	64	98	78.03
9. Perform duties regarding personnel (staff) management of the office	6	9	25	39	68	95	80.23
10. Prepare seniority list of the employees	106	25	29	21	22	36	44.97
11. Conduct inquiry into complaints related to official discipline	44	32	27	40	39	57	61.02
12. Conduct inquiry into complaints as per order of the Court	107	29	18	19	14	47	44.56
13. Supervise subordinate employees	7	6	14	22	59	130	84.28
14. Write ACR of subordinate employees	79	11	13	23	27	87	61.23
15. Preserve and manage office records	13	13	19	26	41	129	81.20
16. Write notes, summaries and letters	10	8	16	41	66	100	80.44
17. Write different types of letters for official purpose	10	12	23	34	54	109	80.09
18. Prepare reports after office inspections	52	22	29	34	42	60	61.23
19. Conduct official meetings	15	19	32	41	52	82	73.35
20. Support seniors in conducting inter-departmental meetings	21	20	22	40	64	74	72.38
21. Support seniors in conducting public meetings	51	21	10	45	46	65	63.56
22. Prepare working papers and resolutions of different meetings	31	21	35	31	68	56	67.35
23. Prepare budget of the office	110	22	26	25	23	31	43.60
24. Support concerned department in preparing office budget	104	27	29	35	18	22	41.80
25. Perform duties as a drawing and disbursing officer	73	15	20	19	29	79	59.09
26. Prepare pay (salary) bill	41	15	27	22	34	100	69.60
27. Prepare tour diary and TA bill	32	23	21	32	38	96	71.29
28. Fill up own income tax form	129	10	16	10	19	45	33.40
29. Perform duties of store management of the office	85	17	23	33	31	46	51.72
30. Procure all necessary items of the office following Public Procurement Act 2006 and PPR 2008	77	22	30	34	23	47	51.24
31. Collect required information	8	15	19	51	56	90	77.06
32. Process and analyze collected information	12	13	39	47	72	58	72.38
33. Prepare reports related to departmental activities	17	18	33	41	57	76	72.80
34. Exchange information using internet and emails	41	25	20	38	43	68	63.77

Source: Questionnaire Survey, 2010

Table P6: Identification of essential abilities for performing the activities/tasks of the respondents.

Nature of the abilities to perform duties	Score (1= Less Important, 6= Highly Important)						WS
Job Related							
1. Ability to supervise the subordinate employees	2	4	8	12	44	172	91.87
2. Ability to manage human resource properly	1	5	4	24	65	141	88.84
3. Ability to utilize public/government non-human resources properly	1	7	11	38	78	100	81.96
4. Ability to prevent corruption	5	4	8	10	37	178	91.60
5. Ability to handle undue influence	3	7	4	28	73	122	85.26
6. Ability to conduct meetings	4	5	6	30	64	131	86.64
7. Ability to initiate a file	5	12	12	31	69	112	83.05
8. Ability to write working papers and minutes of meetings	10	6	14	44	63	100	84.78
9. Ability to write official notes, summary and letters	3	8	11	26	70	120	84.43
10. Ability to write a report	2	1	11	32	72	121	86.16
11. Ability of prompt decision making	1	7	7	20	54	153	89.80
12. Skills in using basic MS Word	14	8	6	25	55	131	83.26
13. Skills in using basic MS Excel	16	8	22	39	60	94	76.99
14. Skills in basic PowerPoint presentation	18	8	18	39	61	96	77.48
15. Skills in typing letters, reports in Bangla using computer	17	12	21	28	60	99	76.45
16. Ability to collect required information	4	4	18	35	85	94	82.30
17. Ability to analyze collected information	4	5	8	41	74	106	83.20
18. Ability to use available information	4	4	11	42	87	90	81.81
19. Skills in using internet and emails	12	8	12	27	46	134	83.06
20. Ability to coordinate with other departments	5	4	10	32	68	119	84.37
21. Ability to actively work in a team	3	7	4	29	56	142	87.95
22. Ability to lead a team	3	5	4	26	52	151	89.19
23. Ability to management time effectively	2	2	7	11	45	172	91.46
24. Ability to speak English correctly	4	5	16	42	68	107	83.47
25. Ability to write English correctly	4	0	11	23	72	132	88.22
Individual Related							
26. Ability to develop good communication between civil servants and mass people.	3	4	6	23	55	150	85.47
27. Ability to motivate mass people	1	1	5	19	47	103	65.22
28. Ability to tackle untoward situation	4	3	7	37	64	126	86.43
29. Ability to control emotion	3	4	4	30	60	140	88.36
30. Ability to work under pressure	5	3	9	24	71	129	86.98
31. Ability to speak in public	30	16	25	38	53	75	69.15
32. Ability to assess one's own income tax	4	5	5	29	69	127	86.23
Client Related							
33. Ability to deal with the common people	5	4	5	26	65	133	86.43
34. Ability to listen clients attentively	6	5	6	16	57	150	88.36
35. Ability to fulfill clients' needs	7	4	11	32	80	102	81.81

Source: Questionnaire Survey, 2010

Table P7: Essential (types of) knowledge for the Participants to perform their official tasks

Table 1: Essential (types of) knowledge for the Participants to perform their official tasks					
Area of knowledge	Needs				WS
	Must Know (1)	Should Know (2)	Nice to Know (3)	No Need to Know (4)	
Office Management					
1. Knowledge on Office Management	2	9	30	201	94.42
2. Knowledge on Rules of Business	6	21	73	142	86.26
3. Knowledge on different formats of official letters	1	19	65	156	88.64
4. Knowledge on various rules on office procedure	2	16	60	164	89.88
5. Knowledge about conducting meetings	6	15	94	126	84.92
6. Knowledge on crisis management	5	15	83	138	86.36
7. Knowledge on office inspection	3	34	4	110	54.03
Important Laws					
8. Right to Information Act 2009	5	33	79	125	83.47
9. Basic concept of human rights	5	21	76	140	86.26
10. Important land laws related to every individual official	12	42	86	102	78.72
Human Resource Management					
11. Knowledge on Human Resource Management	5	43	89	105	80.37
Rules and Regulations					
12. Knowledge on financial rules	5	13	93	131	86.16
13. Knowledge on income tax ordinance	1	21	76	144	87.50
14. Knowledge on important policies of the government	1	28	96	117	83.98
15. Knowledge on important policies of the government	5	12	47	178	91.12
16. Rules related to government accommodation	4	13	51	174	90.80
17. Public Procurement Act 2006	5	47	91	99	79.34
18. Knowledge about necessary service rules for public servants	6	17	79	140	86.45
Communicative English					
19. Knowledge on Communicative English	8	52	100	81	76.03
Statistics					
20. Basic knowledge about statistics	6	19	57	159	87.91
Leadership Behaviour					
21. Team building	4	11	52	172	89.88
22. Techniques to motivate people	3	12	50	174	90.19
23. Art of public speaking	4	15	57	163	88.53
24. Manner and etiquette	11	8	53	167	88.22
History					
25. Anthropological background of Bangladesh	10	9	42	178	89.46
26. Knowledge of history of Bangladesh	10	57	124	51	72.31
27. Knowledge of world history	1	23	93	123	84.50
Information collection and Report writing					
28. Basic knowledge of data collection methods	4	19	65	154	88.12
29. Basic knowledge of data processing and analysis	3	24	89	126	84.92
30. Knowledge of writing a report	1	21	33	187	91.94
ICT					
31. Knowledge on ICT	7	56	119	60	73.97

Area of knowledge	Needs				WS
	Must Know (1)	Should Know (2)	Nice to Know (3)	No Need to Know (4)	
32. Knowledge on E-Governance	7	31	93	111	81.81
Other knowledge					
33. Techniques of developing analytical ability	8	59	124	51	72.52
34. Knowledge on Standard Bangla language	7	41	103	91	78.72
35. Planning, implementation, monitoring and evaluation of a project	6	39	110	87	78.72
36. Knowledge about structure of the government	4	16	70	152	88.22
37. Art of negotiation	5	20	52	165	88.95
38. Techniques of handling undue influences	3	28	71	140	85.95
39. Knowledge about other government department	2	36	96	106	81.20
40. Disaster Management	4	26	60	151	86.78
41. Climate Change	4	24	81	133	85.43
42. Knowledge on current affairs	0	23	70	149	88.02
43. Gender and Development	3	27	100	110	82.33
44. Basic knowledge about Bangladesh Economics	4	21	97	117	83.16

Source: Questionnaire Survey, 2010

Table P8: Behaviours which probationers think very essential for them to satisfy citizens' needs

Required Behaviour to Perform Duties	Score (1= Less Important; 6= Highly Important)						WS
Job Related	1	2	3	4	5	6	
1. Attending the office in time	1	1	1	5	12	222	97.66
2. Attending the official programmes in time	1	0	0	3	6	231	98.42
3. Working beyond office hours whenever necessary	5	6	8	28	77	118	85.81
4. Disposing the files within the stipulated time	1	2	3	3	43	188	94.15
5. Doing work complying the relevant rules	2	3	4	5	52	175	92.98
6. Leaving office within office hours with prior permission of the superiors	19	8	7	16	35	155	84.37
7. Finishing tasks within the given time	1	1	1	1	39	199	96.35
8. Executing lawful orders of the superiors	0	1	2	4	32	202	96.14
9. Mentoring the juniors in job related tasks	2	1	4	17	78	137	89.26
10. Reporting to supervisors about the progress of assigned tasks	0	1	4	18	80	138	90.50
11. Replying to the queries of colleagues instantly	5	5	5	33	103	89	83.40
12. Maintaining dress code in the office	5	4	13	24	71	124	85.88
13. Maintaining dress code in formal programmes	2	4	5	14	33	181	91.73
14. Spending office fund as per rules	1	0	3	2	18	187	85.12
15. Using official transport as per rules	1	1	6	12	49	170	91.87
16. Using official telephone as per rules	3	2	6	15	47	168	91.46
Individual Related							
17. Refusing to comply with unlawful orders of superiors	11	3	19	32	58	117	82.23
18. Paying due respect to the colleagues	1	0	2	9	48	181	94.28
19. Showing difference of opinion from superiors' view with	14	4	17	45	85	71	76.03

Required Behaviour to Perform Duties	Score (1= Less Important; 6= Highly Important)						WS
relevant information							
20. Paying due respect to female colleagues	2	1	1	14	48	174	92.77
21. Paying due respect to views of the colleagues	1	1	6	22	70	138	88.64
22. Applying learning from training in workplaces	1	0	8	14	78	136	88.22
23. Helping colleagues to learn	3	2	6	31	90	109	86.29
24. Helping colleagues in any affair	1	8	11	51	82	81	79.20
25. Sharing own learning with other colleagues	3	1	6	38	93	98	84.57
26. Behaving politely with the subordinates	0	2	9	18	65	146	89.80
27. Paying taxes against taxable income	5	3	3	12	26	191	92.56
28. Refraining oneself from illegal income	4	5	5	13	31	183	91.87
29. Limiting the expenditure within one's income	1	3	6	10	48	174	92.91
30. Refraining oneself from flattering the bosses	8	3	11	22	61	133	85.26
Client Related							
31. Replying to the queries of other departments instantly	4	3	10	35	83	106	84.77
32. Taking notice of stakeholders' opinions	4	4	8	27	93	103	84.50
33. Listening to the clients with due patience to understand their problems	1	2	3	15	47	173	92.77
34. Responding to the clients' problems instantly	2	4	5	21	64	144	89.05
35. Replying to the clients' queries without any delay	6	2	5	19	79	130	87.88
36. Providing relevant information to the clients according to their needs	2	4	4	17	69	143	89.05
37. Paying respect to the women in general	0	2	3	8	59	168	92.84
38. Taking steps against abuse of women and children according to one's own ability	1	1	4	11	41	179	92.15

Source: Questionnaire Survey, 2010

B) Data From Supervisors**Table S1: BCS Cadre Wise Distribution of the Respondents**

Cadre	Number of Respondents	%
1. BCS Administration	20	8.9
2. BCS Information (General & Technical)	22 (21+1)	9.8
3. BCS Ansar	15	6.7
4. BCS Taxation	14	6.2
5. BCS Audit and Accounts	12	5.3
6. BCS Education	12	5.3
7. BCS Police	11	4.9
8. BCS Postal	11	4.9
9. BCS Public Works	11	4.9
10. BCS Health	11	4.9
11. BCS Railway (General+ Engineering)	11	4.9
12. BCS Statistical	10	4.4
13. BCS Agriculture	09	4.0
14. BCS Forest	08	3.6
15. BCS Food	08	3.6
16. BCS Customs, Excise and Vat.	07	3.1
17. BCS Livestock	07	3.1
18. BCS Roads & Highway	07	3.1
19. BCS Economic	04	1.8
20. BCS Fisheries	07	3.1
21. BCS Trade	07	3.1
22. BCS Cooperative	02	0.9
23. BCS Family Planning	02	0.9
24. BCS Public Health	02	0.9
Total	225	

Table S2: Sex distribution of the Supervisory official

Sex	F	%
Male	207	92.0
Female	18	8.0
Total	225	100.0

TableS3: Designation of the Respondents

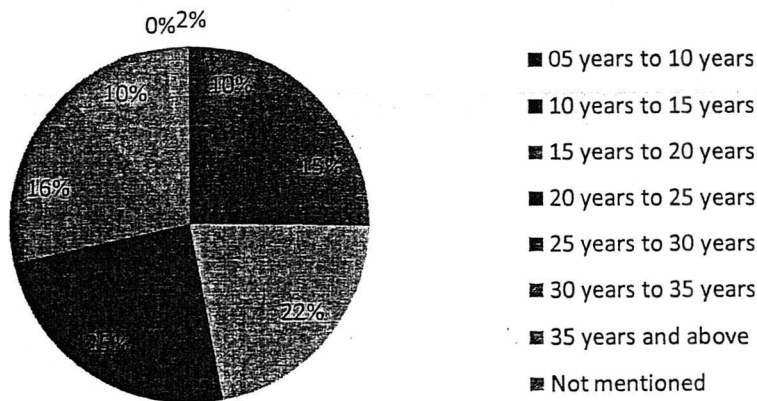
Designation	F
1. Divisional Commissioner	1
2. Deputy Commissioner	5
3. Commissioner	4
4. Executive Engineer	14
5. DIG	1
6. Police Super	2
7. Deputy Secretary	4
8. Divisional Controller (Audit & Accounts)	4
9. Director General (Information)	1
10. District commandant	4
11. District fisheries Officer	6
12. Divisional Engineer (Electrical & Mechanical)	4
13. Divisional Signal and Telecom Engineer	2
14. Divisional Transportation officer	1
15. Divisional Personal Officer(Railway)	1
16. Divisional commercial Officer(Railway)	1
17. District cooperative Officer	1
18. District Live stock Officer	7
19. Civil Surgeon	6
20. Additional commissioner	7
21. Additional Deputy Commissioner	2
22. ADC	5
23. Additional Deputy Magistrate	2
24. Deputy Police Commissioner	1
25. Joint Register (cooperative)	1
26. Joint commissioner (Tax)	5
27. PMG	1
28. Additional PMG	2
29. DPMG	6
30. Joint chief (Trade)	1
31. Project Director	1
32. Mechanical Engineer	1
33. Joint Director (statistics)	1
34. Deputy Chief	6
35. Director (Ansar)	6
36. Director Information	3
37. Director Family Planning	2
38. Director Postal	1
39. Controller of News	1
40. District Conservator	4
41. District Information Officer	1
42. Conservator	1
43. DC Food	5
44. DD (Info)	9
45. DD Statistic	8

46. DD Agriculture	6
47. Additional Director	2
48. Additional PMG	2
49. Additional Police Super	3
50. Assistant commandant	1
51. APMG	1
52. Assistant chief Conservator	2
53. Assistant Trade Consultant	1
54. Junior Consultant	2
55. Deputy Director (FP, Audit, Ansar, Information)	4
56. Deputy Controller of News	1
57. Deputy Director General	1

Table S4: Length of Service of the Respondents

Length of Service	Frequency	Percentage
05 years to 10 years	23	10.22
10 years to 15 years	34	15.11
15 years to 20 years	49	21.78
20 years to 25 years	55	24.44
25 years to 30 years	37	16.44
30 years to 35 years	22	9.78
35 years and above	1	0.44
Not mentioned	4	1.78
Total	225	100

Length of Service of the Supervisors



TableS5: Major activities/tasks which respondents had to perform in their official capacity.

Tasks	Score (1= Less Important; 6= Highly Important)						WS
	1	2	3	4	5	6	
1. Perform duties related to official protocol (public representatives, line bosses, dignified visitors etc.)	14	19	35	54	45	55	68.74
2. Perform duties related to development programmes of the government	14	13	20	39	51	85	71.85
3. Make decisions related to office work	09	20	27	47	60	58	71.56
4. Support the higher authority in making a decision	05	13	26	48	56	74	75.93
5. Provide required information to higher authority in negotiation with the development agencies (NGOs)	28	14	38	51	49	39	63.19
6. Work with NGOs in implementing government programmes	38	19	38	53	41	32	59.19
7. Discuss with local people about their problems	13	14	29	49	54	60	70.67
8. Assist higher authority in implementing government programmes	03	03	09	31	62	115	85.93
9. Perform duties regarding personnel (staff) management of the office	5	2	21	49	71	75	79.48
10. Prepare seniority list of the employees	27	34	40	42	31	41	58.07
11. Conduct inquiry into complaints related to official discipline	03	27	39	43	54	50	67.85
12. Conduct inquiry into complaints as per order of the Court	25	27	28	42	27	62	62.07
13. Supervise subordinate employees	06	05	24	40	70	68	74.52
14. Write Annual Confidential Report (ACR) of subordinate employees	13	20	18	30	59	75	72
15. Preserve and manage office records	08	06	18	33	66	86	77.93
16. Write notes, summaries and letters	07	01	11	45	80	72	78.07
17. Write different types of letters for official purpose	05	04	11	42	84	71	78.22
18. Prepare reports after office inspections	10	14	20	50	63	58	71.19
19. Conduct official meetings	13	13	29	43	65	53	69.85
20. Support seniors in conducting inter-departmental meetings	04	07	20	45	71	69	76.07
21. Support seniors in conducting public meetings	14	12	29	40	53	60	67.41
22. Prepare working papers and resolutions of different meetings	08	08	25	41	79	55	73.19
23. Prepare budget of the office	18	25	31	46	52	44	64.37
24. Support concerned department in preparing office budget	21	26	30	53	47	39	62.52
25. Perform duties as a drawing and disbursing officer	27	12	30	27	51	69	68.00
26. Prepare pay (salary) bill	23	14	17	42	49	71	69.70
27. Prepare tour diary and TA bill	15	13	27	41	51	65	68.96
28. Fill up own income tax form	15	07	19	35	35	103	75.48
29. Perform duties of store management of the office	14	23	26	56	49	48	66.30
30. Procure all necessary items of the office following Public Procurement Act 2006 and Public Procurement Regulations 2008	20	17	26	31	55	66	68.67
31. Collect required information	-	05	17	45	82	68	78.44
32. Process and analyze collected information	04	06	25	36	76	70	76.66
33. Prepare reports related to departmental activities	05	05	16	45	85	61	76.59
34. Exchange information using internet and emails	11	04	17	33	55	97	78.44

Table S6: Identification of essential abilities for performing the activities/tasks of the respondents.

Nature of the abilities to perform duties	Score (1= Less Important, 6= Highly Important)						WS
Job Related							
1. Ability to supervise the subordinate employees	-	03	15	25	62	119	87.04
2. Ability to manage human resource properly	-	03	13	37	79	92	84.44
3. Ability to utilize public/government non-human resources properly	02	03	18	43	80	72	78.96
4. Ability to prevent corruption	02	03	12	17	45	145	89.40
5. Ability to handle undue influence	02	04	14	30	54	118	85.19
6. Ability to conduct meetings	-	07	13	49	75	80	81.75
7. Ability to initiate a file	-	05	07	45	71	96	84.59
8. Ability to write working papers and minutes of meetings	1	3	13	42	74	91	83.70
9. Ability to write official notes, summary and letters	02	02	15	39	64	102	84.37
10. Ability to write a report	-	04	10	37	67	103	84.37
11. Ability of prompt decision making	01	05	15	31	60	111	84.88
12. Skills in using basic MS Word	01	05	09	33	49	126	86.74
13. Skills in using basic MS Excel	01	09	16	34	60	102	82.59
14. Skills in basic PowerPoint presentation	01	07	12	47	52	100	81.41
15. Skills in typing letters, reports in Bangla using computer	05	06	13	37	57	123	90.88
16. Ability to collect required information	-	-	13	32	34	92	65.85
17. Ability to analyze collected information	1	02	17	36	78	89	83.26
18. Ability to use available information	-	4	15	35	80	90	83.93
19. Skills in using internet and emails	03	02	10	30	50	127	86.59
20. Ability to coordinate with other departments	-	01	11	42	83	86	84
21. Ability to actively work in a team	-	01	06	31	68	116	87.40
22. Ability to lead a team	1	-	17	34	73	99	84.96
23. Ability to management time effectively	-	02	06	25	51	140	90.15
24. Ability to speak English correctly	-	03	05	51	52	113	86.15
25. Ability to write English correctly	-	01	07	36	60	118	87.04
Individual Related							
26. Ability to develop good communication between civil servants and mass people.	-	-	11	24	71	113	86.07
27. Ability to motivate mass people	1	1	6	22	40	50	45.11
28. Ability to tackle untoward situation	-	2	10	37	87	87	84.37
29. Ability to control emotion	-	3	8	34	83	96	85.70
30. Ability to work under pressure	-	1	7	42	75	99	85.93
31. Ability to speak in public	4	4	15	41	69	89	81.48
32. Ability to assess one's own income tax	1	-	7	30	92	93	85.93
Client Related							
33. Ability to deal with the common people	1	1	10	31	87	94	85.63
34. Ability to listen clients attentively	-	1	5	29	76	113	88.22
35. Ability to fulfil clients' needs	1	-	14	35	78	95	84.67

Table S7: Essential knowledge for the Participants to perform their official tasks effectively and efficiently

Area of knowledge	Needs				WS
	Must Know (1)	Should Know (2)	Nice to Know (3)	No Need to Know (4)	
Office Management					
1. Knowledge on Office Management	-	9	67	145	88.78
2. Knowledge on Rules of Business	2	8	97	114	85
3. Knowledge on different formats of official letters		14	78	129	86.44
4. Knowledge on various rules on office procedure	e -	12	82	125	85.56
5. Knowledge about conducting meetings	-	21	104	95	81.56
6. Knowledge on crisis management	-	24	93	40	54.11
7. Knowledge on office inspection	2	44	74	100	79.11
Important Laws					
8. Right to Information Act 2009	8	24	84	107	81.78
9. Basic concept of human rights	1	19	100	99	81.67
10. Important land laws related to every individual official	5	31	89	92	78.00
Human Resource Management					
11. Knowledge on Human Resource Management	1	30	98	92	80.33
Rules and Regulations					
45. Knowledge on financial rules	-	20	88	113	84.00
46. `	-	17	94	110	84.00
47. Knowledge on income tax ordinance	-	32	104	84	79.11
48. Knowledge on important policies of the government	-	9	62	150	89.33
49. Rules related to government accommodation		10	82	129	86.89
50. Public Procurement Act 2006	3	34	92	91	79
51. Knowledge about necessary service rules for public servants	-	17	87	117	84.77
Communicative English					
52. Knowledge on Communicative English	1	46	108	64	74.78
Statistics					
53. Basic knowledge about statistics	3	15	73	129	85.33
Leadership Behaviour					
54. Team building	-	13	65	142	87.67
55. Techniques to motivate people	1	5	69	142	87.33
56. Art of public speaking	-	6	72	139	87.11
57. Manner and etiquette	1	6	61	149	88
History					
58. Anthropological background of Bangladesh	-	5	59	159	91.44
59. Knowledge of history of Bangladesh	2	46	127	46	73.22
60. Knowledge of world history	-	23	108	93	73.22
Information collection and Report writing					
61. Basic knowledge of data collection methods	-	13	113	97	71.11
62. Basic knowledge of data processing and analysis	-	18	112	95	83.56
63. Knowledge of writing a report	-	7	70	147	90.22

Area of knowledge	Needs				WS
	Must Know (1)	Should Know (2)	Nice to Know (3)	No Need to Know (4)	
ICT					
64. Knowledge on ICT	2	51	105	66	75.89
65. Knowledge on E-Governance	2	16	83	124	86.56
Other knowledge					
66. Techniques of developing analytical ability	2	60	121	42	72.55
67. Knowledge on Standard Bangla language	3	26	125	71	79.33
68. Planning, implementation, monitoring and evaluation of a project	2	28	122	73	79.56
69. Knowledge about structure of the government	-	12	98	115	86.44
70. Art of negotiation	1	16	84	124	86.78
71. Techniques of handling undue influences	1	25	89	109	83.78
72. Knowledge about other government department	2	32	116	74	78.89
73. Disaster Management	-	12	71	141	89
74. Climate Change	3	24	108	87	80.33
75. Knowledge on current affairs	-	11	91	123	87.44
76. Gender and Development	1	25	116	81	80.33
77. Basic knowledge about Bangladesh Economics	-	25	99	99	60.56

Table S8: Essential behaviour for the Participants to perform their official tasks effectively and efficiently

Required Behaviour to Perform Duties		Score (1= Less Important; 6= Highly Important)						WS
Job Related		1	2	3	4	5	6	
1. Attending the office in time	-	-	-	5	21	195	95.93	
2. Attending the official programmes in time				4	19	198	96.22	
3. Working beyond office hours whenever necessary			8	35	79	98	84.96	
4. Disposing the files within the stipulated time		1	1	12	52	155	92.07	
5. Doing work complying the relevant rules			2	15	57	147	91.33	
6. Leaving office within office hours with prior permission of the superiors			3	13	44	161	92.37	
7. Finishing tasks within the given time			1	10	52	158	92.67	
8. Executing lawful orders of the superiors	-	-	-	12	28	181	94.37	
9. Mentoring the juniors in job related tasks		2	7	20	93	99	86.22	
10. Reporting to supervisors about the progress of assigned tasks	-	-	4	16	78	123	89.19	
11. Replying to the queries of colleagues instantly	-	-	6	40	84	90	87.70	
12. Maintaining dress code in the office		2	15	23	70	110	85.11	
13. Maintaining dress code in formal programmes	-	-	2	22	51	143	89.41	
14. Spending office fund as per rules	-	1	1	5	17	130	65.93	
15. Using official transport as per rules	1	1	1	13	61	144	90.89	
16. Using official telephone as per rules			4	14	59	144	90.89	
Individual Related								
17. Refusing to comply with unlawful orders of superiors	2	2	9	20	70	115	85.41	
18. Paying due respect to the colleagues	1	1	1	10	57	150	91.19	
19. Showing difference of opinion from superiors' view with relevant information	1	2	12	39	86	80	81.85	
20. Paying due respect to female colleagues	1	-	1	12	40	166	92.44	
21. Paying due respect to views of the colleagues	1	-	2	17	74	126	88.74	
22. Applying learning from training in workplaces	-	-	3	22	79	116	88	
23. Helping colleagues to learn	-	1	4	26	92	96	85.48	
24. Helping colleagues in any affair	4	6	12	50	82	65	77.93	
25. Sharing own learning with other colleagues	-	2	3	58	84	71	80.81	
26. Behaving politely with the subordinates	-	-	2	28	75	115	85.42	
27. Paying taxes against taxable income	1	1	1	19	37	160	90.89	
28. Refraining oneself from illegal income	1	-	2	14	36	167	92.22	
29. Limiting the expenditure within one's income	2	1	1	18	36	162	91.18	
30. Refraining oneself from flattering the bosses	5	2	8	23	42	140	87.03	
Client Related								
31. Replying to the queries of other departments instantly	1	-	5	32	80	102	85.63	
32. Taking notice of stakeholders' opinions	1	-	9	25	94	93	85.63	
33. Listening to the clients with due patience to understand their problems	-	-	3	13	71	136	91.26	
34. Responding to the clients' problems instantly	-	1	3	33	74	114	88.67	
35. Replying to the clients' queries without any delay			3	29	80	112	88.67	
36. Providing relevant information to the clients according to their needs	1	-	7	26	78	112	88	
37. Paying respect to the women in general		-	5	10	49	160	93.41	
38. Taking steps against abuse of women and children according to one's own ability	2	-	-	12	43	167	93.85	

Annexure B: Sample Questionnaires

Bangladesh Public Administration Training Centre
Savar, Dhaka

Training Needs Assessment of Foundation Training Course**Questionnaire for Participants**

[Bangladesh Public Administration Training Centre (BPATC) conducts Foundation Training Course (FTC) for new entrants of Bangladesh Civil Service (BCS). This course is a pre-requisite for BCS officials for their confirmation in the service. However, the course contents of FTC were prepared long years back though they are continuously updated on the basis of feedback given by the trainee officers at the course-end evaluation. Years passed, BUT no significant study on the actual learning needs of the probationers has been done so far. The purpose of this questionnaire is to identify the learning needs of the probationers who are eligible to attend the Foundation Training Course. The opinion you give here will be used only for redesigning the curricula of FTC and your identity will never be disclosed. We humbly request you to give your opinion freely, which will greatly benefit us in assessing the learning needs of the probationers and delivering an effective course. Obviously, for continuous updating of the course curricula of FTC, BPATC intends to seek this kind of feedback on regular basis from future groups of FTC participants, and other concerned persons, as well.]

Please mention your (i) cadre:

(ii) BCS Batch:

(iii) date of joining in the service:

(iv) sex: ☐ Male ☐ Female

(v) length of service: ———Year(s) ———Month(s)

1. Before attending the 45th Foundation Training Course, you had to perform various activities/tasks in your official capacity. Please circle the tasks according to their frequency from the table below:

Task	Frequency of Tasks [Scale 6=Highly Frequent; 1=Less Frequent]					
	1	2	3	4	5	6
1. Perform duties related to official protocol (public representatives, line bosses, dignified visitors etc.)	1	2	3	4	5	6
2. Perform duties related to development programmes of the government	1	2	3	4	5	6
3. Make decisions related to office work	1	2	3	4	5	6
4. Support the higher authority in making a decision	1	2	3	4	5	6
5. Provide required information to higher authority in negotiation with the development agencies (NGOs)	1	2	3	4	5	6
6. Work with NGOs in implementing government programmes	1	2	3	4	5	6
7. Discuss with local people about their problems	1	2	3	4	5	6
8. Assist higher authority in implementing government programmes	1	2	3	4	5	6
9. Perform duties regarding personnel (staff) management of the office	1	2	3	4	5	6
10. Prepare seniority list of the employees	1	2	3	4	5	6
11. Conduct inquiry into complaints related to official discipline	1	2	3	4	5	6
12. Conduct inquiry into complaints as per order of the Court	1	2	3	4	5	6
13. Supervise subordinate employees	1	2	3	4	5	6
14. Write Annual Confidential Report (ACR) of subordinate employees	1	2	3	4	5	6
15. Preserve and manage office records	1	2	3	4	5	6
16. Write notes, summaries and letters	1	2	3	4	5	6
17. Write different types of letters for official purpose	1	2	3	4	5	6
18. Prepare reports after office inspections	1	2	3	4	5	6
19. Conduct official meetings	1	2	3	4	5	6
20. Support seniors in conducting inter-departmental meetings	1	2	3	4	5	6
21. Support seniors in conducting public meetings	1	2	3	4	5	6
22. Prepare working papers and resolutions of different meetings	1	2	3	4	5	6

Task	Frequency of Tasks [Scale 6=Highly Frequent; 1=Less Frequent]					
23. Prepare budget of the office	1	2	3	4	5	6
24. Support concerned department in preparing office budget	1	2	3	4	5	6
25. Perform duties as a drawing and disbursing officer	1	2	3	4	5	6
26. Prepare pay (salary) bill	1	2	3	4	5	6
27. Prepare tour diary and TA bill	1	2	3	4	5	6
28. Fill up own income tax form	1	2	3	4	5	6
29. Perform duties of store management of the office	1	2	3	4	5	6
30. Procure all necessary items of the office following Public Procurement Act 2006 and Public Procurement Regulations 2008	1	2	3	4	5	6
31. Collect required information	1	2	3	4	5	6
32. Process and analyze collected information	1	2	3	4	5	6
33. Prepare reports related to departmental activities	1	2	3	4	5	6
34. Exchange information using internet and emails	1	2	3	4	5	6
Add other tasks if any						
35.	1	2	3	4	5	6
36.	1	2	3	4	5	6
37.	1	2	3	4	5	6

2. To perform the aforementioned activities/tasks you need some essential abilities. Please circle the abilities to show their importance from the table below:

Nature of the Abilities to Perform Tasks	Score (1= Less Important, 6= Highly Important)					
Job Related						
1. Ability to supervise the subordinate employees	1	2	3	4	5	6
2. Ability to manage human resource properly	1	2	3	4	5	6
3. Ability to utilize public/government non-human resources properly	1	2	3	4	5	6
4. Ability to prevent corruption	1	2	3	4	5	6
5. Ability to handle undue influence	1	2	3	4	5	6
6. Ability to conduct meetings	1	2	3	4	5	6
7. Ability to initiate a file	1	2	3	4	5	6
8. Ability to write working papers and minutes of meetings	1	2	3	4	5	6
9. Ability to write official notes, summary and letters	1	2	3	4	5	6
10. Ability to write a report	1	2	3	4	5	6
11. Ability of prompt decision making	1	2	3	4	5	6
12. Skills in using basic MS Word	1	2	3	4	5	6
13. Skills in using basic MS Excel	1	2	3	4	5	6
14. Skills in basic PowerPoint presentation	1	2	3	4	5	6
15. Skills in typing letters, reports in Bangla using computer	1	2	3	4	5	6
16. Ability to collect required information	1	2	3	4	5	6
17. Ability to analyze collected information	1	2	3	4	5	6
18. Ability to use available information	1	2	3	4	5	6
19. Skills in using internet and emails	1	2	3	4	5	6
20. Ability to coordinate with other departments	1	2	3	4	5	6
21. Ability to actively work in a team	1	2	3	4	5	6
22. Ability to lead a team	1	2	3	4	5	6
23. Ability to manage time effectively	1	2	3	4	5	6
24. Ability to speak English correctly	1	2	3	4	5	6
25. Ability to write English correctly	1	2	3	4	5	6
Individual Related						

Nature of the Abilities to Perform Tasks	Score (1= Less Important, 6= Highly Important)					
26. Ability to develop good communication between civil servants and mass people.	1	2	3	4	5	6
27. Ability to tackle untoward situation						
28. Ability to control emotion	1	2	3	4	5	6
29. Ability to work under pressure	1	2	3	4	5	6
30. Ability to speak in public	1	2	3	4	5	6
31. Ability to assess one's own income tax	1	2	3	4	5	6
Client Related						
32. Ability to motivate common people	1	2	3	4	5	6
33. Ability to deal with the common people	1	2	3	4	5	6
34. Ability to listen clients attentively	1	2	3	4	5	6
35. Ability to fulfill clients' needs	1	2	3	4	5	6
Add other abilities (if any)						
36.	1	2	3	4	5	6
37.	1	2	3	4	5	6
38.	1	2	3	4	5	6

3. To perform your official activities/tasks effectively and efficiently some areas of knowledge are essential. Please put tick (✓) to show your needs of knowledge from the table below:

to show your needs of knowledge from the table below:		Needs			
Area of knowledge		[Scale: 4=Must Know; 3=Should Know; 2= Nice to Know; 1= No Need to Know]			
Office Management					
1.	Knowledge on Office Management	1	2	3	4
2.	Knowledge on Rules of Business	1	2	3	4
3.	Knowledge on different formats of official letters	1	2	3	4
4.	Knowledge on various rules on office procedure	1	2	3	4
5.	Knowledge about conducting meetings	1	2	3	4
6.	Knowledge on crisis management	1	2	3	4
7.	Knowledge on office inspection	1	2	3	4
Important Laws					
8.	Right to Information Act 2009	1	2	3	4
9.	Basic concept of human rights	1	2	3	4
10.	Important land laws related to every individual official	1	2	3	4
Human Resource Management					
11.	Knowledge on Recruitment Process	1	2	3	4
12.	Knowledge on Personnel Management	1	2	3	4
13.	Knowledge on Promotion, Compensation & Remuneration	1	2	3	4
14.	Knowledge on Employee Relation & Employee welfare	1	2	3	4
Rules and Regulations					
15.	Knowledge on financial rules	1	2	3	4
16.	Knowledge on important acts, rules and ordinance	1	2	3	4
17.	Knowledge on income tax ordinance	1	2	3	4
18.	Knowledge on important policies of the government	1	2	3	4
19.	Rules related to government accommodation	1	2	3	4
20.	Public Procurement Act 2006	1	2	3	4
21.	Knowledge about necessary service rules for public servants	1	2	3	4
Communicative English					
22.	Listening Skill	1	2	3	4
23.	Speaking Skill	1	2	3	4
24.	Reading Skill	1	2	3	4
25.	Writing Skill	1	2	3	4

Area of knowledge		Needs [Scale: 4=Must Know; 3=Should Know; 2= Nice to Know; 1= No Need to Know]			
Statistics					
26.	Basic knowledge about statistics	1	2	3	4
Leadership Behaviour					
27.	Team building	1	2	3	4
28.	Techniques to motivate people	1	2	3	4
29.	Art of public speaking	1	2	3	4
30.	Manner and etiquette	1	2	3	4
History					
31.	Anthropological background of Bangladesh	1	2	3	4
32.	Knowledge of history of Bangladesh	1	2	3	4
33.	Knowledge of world history	1	2	3	4
Information collection and Report writing					
34.	Basic knowledge of data collection methods	1	2	3	4
35.	Basic knowledge of data processing and analysis	1	2	3	4
36.	Knowledge of writing a report	1	2	3	4
ICT					
37.	Knowledge on ICT	1	2	3	4
38.	Knowledge on E-Governance	1	2	3	4
Other knowledge					
39.	Techniques of developing analytical ability	1	2	3	4
40.	Knowledge on Standard Bangla language	1	2	3	4
41.	Planning, implementation, monitoring and evaluation of a project	1	2	3	4
42.	Knowledge about structure of the government	1	2	3	4
43.	Art of negotiation	1	2	3	4
44.	Techniques of handling undue influences	1	2	3	4
45.	Knowledge about other government department	1	2	3	4
46.	Disaster Management	1	2	3	4
47.	Climate Change	1	2	3	4
48.	Knowledge on current affairs	1	2	3	4
49.	Gender and Development	1	2	3	4
50.	Basic knowledge about Bangladesh Economics	1	2	3	4
Add other relevant areas of knowledge (if any) to perform your tasks					
51.		1	2	3	4
52.		1	2	3	4
53.		1	2	3	4

4. Please mention only that kind of behaviour, which you think very essential for you, as a newly recruited civil servant to satisfy citizens' needs. Please circle the behaviours listed below according to their importance:

Required Behaviour to Perform Duties	Score (1= Less Important; 6= Highly Important)					
Job Related						
1. Attending the office in time	1	2	3	4	5	6
2. Attending the official programmes in time	1	2	3	4	5	6
3. Working beyond office hours whenever necessary	1	2	3	4	5	6
4. Disposing the files within the stipulated time	1	2	3	4	5	6
5. Doing work complying the relevant rules	1	2	3	4	5	6
6. Leaving office within office hours with prior permission of the superiors	1	2	3	4	5	6
7. Finishing tasks within the given time	1	2	3	4	5	6
8. Executing lawful orders of the superiors	1	2	3	4	5	6
9. Mentoring the juniors in job related tasks	1	2	3	4	5	6

Required Behaviour to Perform Duties	Score (1= Less Important; 6= Highly Important)					
10. Reporting to supervisors about the progress of assigned tasks	1	2	3	4	5	6
11. Replying to the queries of colleagues instantly	1	2	3	4	5	6
12. Maintaining dress code in the office	1	2	3	4	5	6
13. Maintaining dress code in formal programmes	1	2	3	4	5	6
14. Spending office fund as per rules						
15. Using official transport as per rules	1	2	3	4	5	6
16. Using official telephone as per rules	1	2	3	4	5	6
Individual Related						
17. Refusing to comply with unlawful orders of superiors	1	2	3	4	5	6
18. Paying due respect to the colleagues	1	2	3	4	5	6
19. Showing difference of opinion from superiors' view with relevant information	1	2	3	4	5	6
20. Paying due respect to female colleagues	1	2	3	4	5	6
21. Paying due respect to views of the colleagues	1	2	3	4	5	6
22. Applying learning from training in workplaces	1	2	3	4	5	6
23. Helping colleagues to learn	1	2	3	4	5	6
24. Helping colleagues in any affair	1	2	3	4	5	6
25. Sharing own learning with other colleagues	1	2	3	4	5	6
26. Behaving politely with the subordinates	1	2	3	4	5	6
27. Paying taxes against taxable income	1	2	3	4	5	6
28. Refraining oneself from illegal income	1	2	3	4	5	6
29. Limiting the expenditure within one's income	1	2	3	4	5	6
30. Refraining oneself from flattering the bosses	1	2	3	4	5	6
Client Related						
31. Replying to the queries of other departments instantly	1	2	3	4	5	6
32. Taking notice of stakeholders' opinions	1	2	3	4	5	6
33. Listening to the clients with due patience to understand their problems	1	2	3	4	5	6
34. Responding to the clients' problems instantly	1	2	3	4	5	6
35. Replying to the clients' queries without any delay	1	2	3	4	5	6
36. Providing relevant information to the clients according to their needs	1	2	3	4	5	6
37. Paying respect to the women in general	1	2	3	4	5	6
38. Taking steps against abuse of women and children according to one's own ability	1	2	3	4	5	6

5. From all your tasks what you consider to be the most important task you undertake?
6. What are the biggest problem you face in carrying out your NORMAL duties and why? Please explain fully.
7. What kind of work do you enjoy doing most and why? Please explain fully.
8. In your opinion what is the purpose of government?
9. What are the three most important functions of government?
 - i).
 - ii).
 - iii).
10. In your opinion what changes in the civil service would make the most positive contribution to the well-being of the citizens of Bangladesh and why? Please explain fully.

Respondent's name:

Respondent's signature:

Roll No:

Thank you very much for your kind cooperation.

Bangladesh Public Administration Training Centre
Savar, Dhaka

Training Needs Assessment of Foundation Training Course

Questionnaire for Supervising Officers

[Bangladesh Public Administration Training Centre (BPATC) conducts Foundation Training Course (FTC) for new entrants of Bangladesh Civil Service (BCS). This course is a pre-requisite for BCS officials for their confirmation in the service. However, the course contents were prepared long years back though they are continuously updated on the basis of feedback given by the trainee officers at the course-end evaluation. Years passed, BUT no significant study on the actual learning needs of the probationers has been undertaken so far. The purpose of this questionnaire is to identify the learning needs of the probationers who are eligible to attend the Foundation Training Course. The opinion you give here will be used only for redesigning the curricula of FTC and your identity will never be disclosed. We humbly request you to give your opinion freely, which will greatly benefit us in assessing the learning needs of the probationers and delivering an effective course.]

Please mention your (i) Name: _____

(ii) Cadre: BCS (_____)

(iii) Designation: _____

(iv) Sex: ☐ Male ☐ Female

(v) Length of service: _____

1. As a supervisory officer of probationers, what are the major **activities/tasks** you expect your probationers to perform in their official capacity, which are common to all cadres? Please circle the tasks according to their frequency from the table below:

Task	Frequency of Tasks [Scale 6= Highly Frequent; 1=Less Frequent]					
1. Perform duties related to official protocol (public representatives, line bosses, dignified visitors etc.)	1	2	3	4	5	6
2. Perform duties related to development programmes of the government	1	2	3	4	5	6
3. Make decisions related to office work	1	2	3	4	5	6
4. Support the higher authority in making a decision	1	2	3	4	5	6
5. Provide required information to higher authority in negotiation with the development agencies (NGOs)	1	2	3	4	5	6
6. Work with NGOs in implementing government programmes	1	2	3	4	5	6
7. Discuss with local people about their problems	1	2	3	4	5	6
8. Assist higher authority in implementing government programmes	1	2	3	4	5	6
9. Perform duties regarding personnel (staff) management of the office	1	2	3	4	5	6
10. Prepare seniority list of the employees	1	2	3	4	5	6
11. Conduct inquiry into complaints related to official discipline	1	2	3	4	5	6
12. Conduct inquiry into complaints as per order of the Court	1	2	3	4	5	6
13. Supervise subordinate employees	1	2	3	4	5	6
14. Write Annual Confidential Report (ACR) of subordinate employees	1	2	3	4	5	6
15. Preserve and manage office records	1	2	3	4	5	6
16. Write notes, summaries and letters	1	2	3	4	5	6
17. Write different types of letters for official purpose	1	2	3	4	5	6
18. Prepare reports after office inspections	1	2	3	4	5	6
19. Conduct official meetings	1	2	3	4	5	6
20. Support seniors in conducting inter-departmental meetings	1	2	3	4	5	6
21. Support seniors in conducting public meetings	1	2	3	4	5	6
22. Prepare working papers and resolutions of different meetings	1	2	3	4	5	6
23. Prepare budget of the office	1	2	3	4	5	6
24. Support concerned department in preparing office budget	1	2	3	4	5	6
25. Perform duties as a drawing and disbursing officer	1	2	3	4	5	6
26. Prepare pay (salary) bill	1	2	3	4	5	6

Task	Frequency of Tasks [Scale 6= Highly Frequent; 1=Less Frequent]					
27. Prepare tour diary and TA bill	1	2	3	4	5	6
28. Fill up own income tax form	1	2	3	4	5	6
29. Perform duties of store management of the office	1	2	3	4	5	6
30. Procure all necessary items of the office following Public Procurement Act 2006 and Public Procurement Regulations 2008	1	2	3	4	5	6
31. Collect required information	1	2	3	4	5	6
32. Process and analyze collected information	1	2	3	4	5	6
33. Prepare reports related to departmental activities	1	2	3	4	5	6
34. Exchange information using internet and emails	1	2	3	4	5	6
Add other tasks if any						
35.	1	2	3	4	5	6
36.	1	2	3	4	5	6
37.	1	2	3	4	5	6

2. What are the **abilities**, you think, essential for the probationers to perform their activities/tasks you mentioned above?
Please circle the abilities to show their importance from the table below:

Nature of the Abilities to Perform Tasks	Score (1= Less Important, 6= Highly Important)					
Job Related						
1. Ability to supervise the subordinate employees	1	2	3	4	5	6
2. Ability to manage human resource properly	1	2	3	4	5	6
3. Ability to utilize public/government non-human resources properly	1	2	3	4	5	6
4. Ability to prevent corruption	1	2	3	4	5	6
5. Ability to handle undue influence	1	2	3	4	5	6
6. Ability to conduct meetings	1	2	3	4	5	6
7. Ability to initiate a file	1	2	3	4	5	6
8. Ability to write working papers and minutes of meetings	1	2	3	4	5	6
9. Ability to write official notes, summary and letters	1	2	3	4	5	6
10. Ability to write a report	1	2	3	4	5	6
11. Ability of prompt decision making	1	2	3	4	5	6
12. Skills in using basic MS Word	1	2	3	4	5	6
13. Skills in using basic MS Excel	1	2	3	4	5	6
14. Skills in basic PowerPoint presentation	1	2	3	4	5	6
15. Skills in typing letters, reports in Bangla using computer	1	2	3	4	5	6
16. Ability to collect required information	1	2	3	4	5	6
17. Ability to analyze collected information	1	2	3	4	5	6
18. Ability to use available information	1	2	3	4	5	6
19. Skills in using internet and emails	1	2	3	4	5	6
20. Ability to coordinate with other departments	1	2	3	4	5	6
21. Ability to actively work in a team	1	2	3	4	5	6
22. Ability to lead a team	1	2	3	4	5	6
23. Ability to manage time effectively	1	2	3	4	5	6
24. Ability to speak English correctly	1	2	3	4	5	6
25. Ability to write English correctly	1	2	3	4	5	6
Individual Related						
26. Ability to develop good communication between civil servants and mass people.	1	2	3	4	5	6
27. Ability to tackle untoward situation						
28. Ability to control emotion	1	2	3	4	5	6

Nature of the Abilities to Perform Tasks	Score (1= Less Important, 6= Highly Important)					
29. Ability to work under pressure	1	2	3	4	5	6
30. Ability to speak in public	1	2	3	4	5	6
31. Ability to assess one's own income tax	1	2	3	4	5	6
Client Related						
32. Ability to motivate common people	1	2	3	4	5	6
33. Ability to deal with the common people	1	2	3	4	5	6
34. Ability to listen clients attentively	1	2	3	4	5	6
35. Ability to fulfill clients' needs	1	2	3	4	5	6
Add other abilities (if any)						
36.	1	2	3	4	5	6
37.	1	2	3	4	5	6
38.	1	2	3	4	5	6

3. What types of **knowledge** are essential for the probationers to perform their official activities/tasks effectively and efficiently? Please circle to show their needs of knowledge from the table below:

efficiently? Please circle to show their needs or knowledge from the table below.

Area of knowledge		Needs [Scale: 4=Must Know; 3=Should Know; 2= Nice to Know; 1= No Need to Know]			
Office Management					
1.	Knowledge on Office Management	1	2	3	4
2.	Knowledge on Rules of Business	1	2	3	4
3.	Knowledge on different formats of official letters	1	2	3	4
4.	Knowledge on various rules on office procedure	1	2	3	4
5.	Knowledge about conducting meetings	1	2	3	4
6.	Knowledge on crisis management	1	2	3	4
7.	Knowledge on office inspection	1	2	3	4
Important Laws					
8.	Right to Information Act 2009	1	2	3	4
9.	Basic concept of human rights	1	2	3	4
10.	Important land laws related to every individual official	1	2	3	4
Human Resource Management					
11.	Knowledge on Recruitment Process	1	2	3	4
12.	Knowledge on Personnel Management	1	2	3	4
13.	Knowledge on Promotion, Compensation & Remuneration	1	2	3	4
14.	Knowledge on Employee Relation & Employee welfare	1	2	3	4
Rules and Regulations					
15.	Knowledge on financial rules	1	2	3	4
16.	Knowledge on important acts, rules and ordinances	1	2	3	4
17.	Knowledge on income tax ordinance	1	2	3	4
18.	Knowledge on important policies of the government	1	2	3	4
19.	Rules related to government accommodation	1	2	3	4
20.	Public Procurement Act 2006	1	2	3	4
21.	Knowledge about necessary service rules for public servants	1	2	3	4
Communicative English					
22.	Listening Skill	1	2	3	4
23.	Speaking Skill	1	2	3	4
24.	Reading Skill	1	2	3	4
25.	Writing Skill	1	2	3	4
Statistics					
26.	Basic knowledge about statistics	1	2	3	4
Leadership Behaviour					
27.	Team building	1	2	3	4

Area of knowledge		Needs [Scale: 4=Must Know; 3=Should Know; 2= Nice to Know; 1= No Need to Know]			
28.	Techniques to motivate people	1	2	3	4
29.	Art of public speaking	1	2	3	4
30.	Manner and etiquette	1	2	3	4
History					
31.	Anthropological background of Bangladesh	1	2	3	4
32.	Knowledge of history of Bangladesh	1	2	3	4
33.	Knowledge of world history	1	2	3	4
Information collection and Report writing					
34.	Basic knowledge of data collection methods	1	2	3	4
35.	Basic knowledge of data processing and analysis	1	2	3	4
36.	Knowledge of writing a report	1	2	3	4
ICT					
37.	Knowledge on ICT	1	2	3	4
38.	Knowledge on E-Governance	1	2	3	4
Other knowledge					
39.	Techniques of developing analytical ability	1	2	3	4
40.	Knowledge on Standard Bangla language	1	2	3	4
41.	Planning, implementation, monitoring and evaluation of a project	1	2	3	4
42.	Knowledge about structure of the government	1	2	3	4
43.	Art of negotiation	1	2	3	4
44.	Techniques of handling undue influences	1	2	3	4
45.	Knowledge about other government department	1	2	3	4
46.	Disaster Management	1	2	3	4
47.	Climate Change	1	2	3	4
48.	Knowledge on current affairs	1	2	3	4
49.	Gender and Development	1	2	3	4
50.	Basic knowledge about Bangladesh Economics	1	2	3	4
Add other relevant areas of knowledge (if any) to perform their tasks					
51.		1	2	3	4
52.		1	2	3	4
53.		1	2	3	4

4. Please mention only that kind of **behaviour**, which you think, very essential for the probationers as newly recruited civil servants to satisfy citizens' needs. Please circle the behaviours listed below according to their importance:

Required Behaviour to Satisfy Citizens' Needs		Score (1= Less Important; 6= Highly Important)					
Job Related							
1.	Attending the office in time	1	2	3	4	5	6
2.	Attending the official programmes in time	1	2	3	4	5	6
3.	Working beyond office hours whenever necessary	1	2	3	4	5	6
4.	Disposing the files within the stipulated time	1	2	3	4	5	6
5.	Doing work complying the relevant rules	1	2	3	4	5	6
6.	Leaving office within office hours with prior permission of the superiors	1	2	3	4	5	6
7.	Finishing tasks within the given time	1	2	3	4	5	6
8.	Executing lawful orders of the superiors	1	2	3	4	5	6
9.	Mentoring the juniors in job related tasks	1	2	3	4	5	6
10.	Reporting to supervisors about the progress of assigned tasks	1	2	3	4	5	6
11.	Replying to the queries of colleagues instantly	1	2	3	4	5	6
12.	Maintaining dress code in the office	1	2	3	4	5	6
13.	Maintaining dress code in formal programmes	1	2	3	4	5	6

Required Behaviour to Satisfy Citizens' Needs	Score (1= Less Important; 6= Highly Important)					
14. Spending office fund as per rules						
15. Using official transport as per rules	1	2	3	4	5	6
16. Using official telephone as per rules	1	2	3	4	5	6
Individual Related						
17. Refusing to comply with unlawful orders of superiors	1	2	3	4	5	6
18. Paying due respect to the colleagues	1	2	3	4	5	6
19. Showing difference of opinion from superiors' view with relevant information	1	2	3	4	5	6
20. Paying due respect to female colleagues	1	2	3	4	5	6
21. Paying due respect to views of the colleagues	1	2	3	4	5	6
22. Applying learning from training in workplaces	1	2	3	4	5	6
23. Helping colleagues to learn	1	2	3	4	5	6
24. Helping colleagues in any affair	1	2	3	4	5	6
25. Sharing own learning with other colleagues	1	2	3	4	5	6
26. Behaving politely with the subordinates	1	2	3	4	5	6
27. Paying taxes against taxable income	1	2	3	4	5	6
28. Refraining oneself from illegal income	1	2	3	4	5	6
29. Limiting the expenditure within one's income	1	2	3	4	5	6
30. Refraining oneself from flattering the bosses	1	2	3	4	5	6
Client Related						
31. Replying to the queries of other departments instantly	1	2	3	4	5	6
32. Taking notice of stakeholders' opinions	1	2	3	4	5	6
33. Listening to the clients with due patience to understand their problems	1	2	3	4	5	6
34. Responding to the clients' problems instantly	1	2	3	4	5	6
35. Replying to the clients' queries without any delay	1	2	3	4	5	6
36. Providing relevant information to the clients according to their needs	1	2	3	4	5	6
37. Paying respect to the women in general	1	2	3	4	5	6
38. Taking steps against abuse of women and children according to one's own ability	1	2	3	4	5	6
Add other relevant behaviours (if any) to Satisfy Citizens' Needs						
39.	1	2	3	4	5	6
40.	1	2	3	4	5	6
41.	1	2	3	4	5	6

4. If you have any additional comments to make the FTC more effective, please mention below.

Respondent's signature & date

Thank you very much for your kind cooperation.