

RESEARCH REPORT

Measuring Impact

Evaluating the Effectiveness of BPATC's Senior Staff Course

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Any remaining errors are solely those of the research team, and the views expressed here do not necessarily reflect those of BPATC or the Government of Bangladesh.

Research Team

May, 2026

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List of Abbreviations

Abbreviation	Full Form
4IR	Fourth Industrial Revolution
AI	Artificial Intelligence
APA	Annual Performance Agreement
BCS	Bangladesh Civil Service
BPATC	Bangladesh Public Administration Training Centre
CMT	Course Management Team
ENA	École nationale d'administration (France)
FEI	Federal Executive Institute (USA)
FGD	Focus Group Discussion
ICT	Information and Communication Technology
KII	Key Informant Interview
KSA	Knowledge, Skills and Attitudes
LBSNAA	Lal Bahadur Shastri National Academy of Administration (India)
MoPA	Ministry of Public Administration
NAPA	National Academy of Public Administration (Pakistan)
NASC	Nepal Administrative Staff College
NSPP	National School of Public Policy (Pakistan)
OECD	Organization for Economic Co-operation and Development
SDGs	Sustainable Development Goals
SPSS	Statistical Package for the Social Sciences
SSC	Senior Staff Course

Executive Summary

Background

Professional training and development are necessary mechanisms for strengthening these competencies. BPATC plays a key role in developing officials at various stages of their careers within Bangladesh's public service training architecture. Among these programs, the Top Management Course and the Senior Staff Course are designed to meet the needs of officers at the joint secretary level in services such as administration, foreign service, tax, the armed forces, and other government ministries. The Senior Staff Course (SSC) offered by the Bangladesh Public Administration Training Centre (BPATC) is a top training program for senior civil servants, such as Joint Secretaries, as well as equivalent-level officers of the armed forces and other ministries. Although SSC has been around for a long time and is strategically important, little empirical data exists on it. The appraisal is required to analyze the effectiveness of SSC with respect to outcomes, factors influencing outcomes, transfer of learning into professional practice, and areas requiring improvements in curriculum and delivery. For this appraisal, the study included Kirkpatrick's Four-Level Model, which turns a theory into an operationalization that enables a study to test theory in a data-driven way.

Objective

The main objective of the study is to assess the effectiveness of the Senior Staff Course (SSC) of Bangladesh Public Administration Training Centre (BPATC). Under the main objectives, the study has evaluated the degree of effectiveness, examined participants' opinions on various aspects of the training, and identified key factors (e.g. course delivery, ICT use, skill application) that influence the effectiveness of the training. Following these objectives, the study selected training intervention-related items as independent variables, training utilization, personal attributes, civil service attributes, and demographics as the mediating/moderating variables, and effectiveness of training as the dependent variable of the study.

Methods

The study followed a pragmatist philosophy, which allows application in both qualitative and quantitative research to address complex issues and phenomena. It covered a mixed-methods research design, which includes qualitative and quantitative research. Using this mixed-methods research design, the study assessed the effectiveness of the Senior Staff Course (SSC) of the

Bangladesh Public Administration Training Centre (BPATC). As part of the quantitative research, it adopted a survey method, which included a survey questionnaire. Under the qualitative research, it included Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs). An online questionnaire survey was used to collect data from these participants from different SSC training courses of BPATC. The sample frame includes approximately 800 government officials who had completed the SSC training, from the 84th to the 112th SSC cohorts of trainees of BPATC. Using a simple random sampling method, data were collected through a survey questionnaire from 87 participants who received Senior Staff Course (SSC) training from the Bangladesh Public Administration Training Centre (BPATC). Using purposive sampling, the study conducted 6 Key Informant Interviews (KIIs) with senior government officials to examine participants' opinions on various aspects of the training. The study also conducted 1 focus group discussion with senior government officials (9 officials) who completed the SSC training course. Data obtained from the survey were input into predesigned Excel and SPSS version 25 platforms for analysis. The analysis included univariate, bivariate, and multivariate analyses.

Results and Findings

The respondent profile indicates a predominance of senior public sector professionals with extensive experience in the sample. The respondents in the age group of 50-60 years are the most prominent (66.7%), followed by 40-50 years (31.0%). Most respondents of professional composition belonged to the BCS (Administration) cadre, with 69.0% of responses. The vast majority of respondents (94.3%) reported service tenure of between 20 – 30 years, with 4.6% reporting 30 – 40 years. Of the 87 participants, 83 (95.4%) attended offline, whereas only 4 respondents (4.6%) participated online in the course. The highest percentage (96.6%) of Positive responses was observed with respect to the relevance of the training to the work of Joint Secretary/equivalent officers. More than ninety percent of them expressed improvement in efficiency, productivity, or commitment to work. Process innovation covered 49.4 % of the reported innovation, and policy-related innovation was next at a high 20.7%. 89.7% of subjects confirmed that they were able to use the knowledge and skills learned in the SSC in their day-to-day work. Transformational leadership on the 10-point scale got a mean score of 8.6839, whereas transactional leadership got 8.1207. The application of skills and knowledge gained through SSC training had the strongest association in the model, as it had a positive coefficient ($\beta = 0.523$,

$p < 0.001$) and was statistically significant. There was a strong correlation ($r = 0.794$, $p < 0.01$) between the perceived importance of SSC for employee performance and the effectiveness of SSC training. Based on the qualitative analysis, the findings show that the curriculum needs to focus on case-based learning, more simulations, and more practitioner involvement. It is also important to move beyond ordinary digital use towards data analytics, cybersecurity, and AI-supported decision-making.

Keywords: Impact, Effectiveness, Training, Senior Staff Course, BPATC

Chapter I: Introduction

1.1 Background of the Study

“Every office holder in the service of the Republic has a duty at all times to place his ability to serve the people.” (Constitution of the People’s Republic of Bangladesh, Article 21). This constitutional principle shows the importance of competent, professional, ethical, and responsive public service. The present-day structure of governance necessitates that civil servants address multi-disciplinary challenges- social, economic, technological, organizational, etc. Consequently, continuous development of knowledge, skills, leadership capabilities, and professional competencies has become essential for contemporary effective public administration (OECD, 2021, 2023). Professional training and development are necessary mechanisms for strengthening these competencies. However, training effectiveness depends on more than participation. Curriculum relevance, training methodology, learning outcomes, and the subsequent application of acquired competencies in professional practice are also crucial factors that enhance training effectiveness (Arthur et al., 2003; Baldwin & Ford, 1988). Bangladesh’s evidence supports this assertion. Likewise, studies on BPATC underscore the importance of curriculum, training methods, facilities, and organizational practices in producing effective training outcomes (Islam & Hossain, 2019).

BPATC plays a key role in developing officials at various stages of their careers within Bangladesh’s public service training architecture. BPATC conducts a range of training courses for civil servants at different levels in the government services (Mausumi & Walle, 2026). Among these programs, the Top Management Course and the Senior Staff Course are designed to meet the needs of officers at the joint secretary level in services such as administration, foreign service, tax, the armed forces, and other government ministries. It’s a 55-day program that includes a 10-day overseas training component and aims to strengthen the analytical and professional capabilities of senior officials. One objective of the course is to develop the knowledge, skills, and attitudes of high-level government officers so they can cope more effectively with the complexities of governance in Bangladesh. This type of training is particularly important, as senior officials carry out essential policy, managerial, coordination, and leadership functions. In a study by Islam and Hosen (2021), participants found the training module satisfactory. Further, participants also judged the administration process, training content, and academic and non-academic components as satisfactory. Finally, the researchers found scope to improve the curriculum. Moreover, they found

shortcomings in the training management as well. Additionally, a study of SSC further indicated that knowledge, skills, and attitudes in e-governance are important areas for developing senior civil servants (Mannan et al., 2014). Mausumi and Van de Walle (2026) observe that BPATC has considerable potential for developing leadership skills in high-level civil servants while exposing gaps in existing programs and arrangements.

In this regard, it is important to systematically assess the SSC to determine whether its curriculum, training modules and learning experiences, and its institutional arrangements support the competences required of modern senior public officials. This study therefore assesses SSC effectiveness through the BPATC, that is, whether the course has enhanced participants' knowledge, skills, attitudes, leadership, and professional competencies, and whether they apply what they learned in the professional field. By examining SSC effectiveness in enhancing participants' competencies, this study aims to contribute to ongoing efforts to strengthen the capacity and competency of the Bangladesh civil service. This evaluation's findings and recommendations will help BPATC, policymakers, and other stakeholders improve public administration and governance in Bangladesh.

1.2 Problem Statement

The rapidly changing complex governance landscape makes training senior government officials more relevant than ever. Bangladesh aims to achieve its high National development priorities, requiring a competent, innovative, ethical, dynamic and citizen-friendly civil service (Islam & Hossain, 2019). Furthermore, the rapid evolution of technology and digitization is changing citizens' expectations, while the complexity of the policy environment is increasingly changing the roles and responsibilities of senior public officials. Hence, senior civil servants should have both conventional administrative knowledge and competencies in strategic leadership, evidence-based policymaking, negotiation, diplomacy, stakeholder coordination, and a problem-solving attitude. As the contemporary world faces governance challenges, effective executive training has become a key dimension of ensuring senior officers' preparedness.

The Senior Staff Course (SSC) offered by the Bangladesh Public Administration Training Centre (BPATC) is a top training program for senior civil servants, such as Joint Secretaries, as well as equivalent-level officers of the armed forces and other ministries. BPATC started its journey in

1984. By June 2024, it had conducted 112 SSCs. A total of 2538 participants have gone through a 55-day residential program, including a 10-day international exposure. The mission of the SSC is to strengthen leadership skills and systems knowledge of senior government officials. The program aims to foster national integrity and patriotism, strengthen professional leadership, and broaden understanding of public policy formulation and implementation, ICT-based governance, etc. It also aims to enrich understanding of economic development strategies and build skills in negotiation and diplomacy in the changing context of global and national governance (Mannan et al., 2014). Although the SSC has been implemented for a long time and plays an important role in training public administration, not much research is available to measure its effectiveness empirically. This creates an information gap: the extent to which the course achieves its goals is unknown, as is its contribution to the individual and organizational development of civil servants.

Although SSC has been around for a long time and is strategically important, little empirical data exists on it. The extent to which the course achieves its objectives and integrates the knowledge, skills, attitudes, and competence built through the course into participants' professional roles is not well established. The present study results suggest that there may be a disconnection between (i) the formation of expressions, (ii) behaviors, and (iii) learning any new technical skills, and this is an important issue (Mannan et al., 2014). The program significantly impacted participants in leadership, gender sensitivity, time management, professionalism, and behavior development. Many participants also noted that most program elements were largely theoretical, raising doubts about the sufficiency of practical, experiential, and technology-oriented learning.

The appraisal is required to analyze the effectiveness of SSC with respect to outcomes, factors influencing outcomes, transfer of learning into professional practice, and areas requiring improvements in curriculum and delivery. The appraisal can provide evidence-based suggestions to improve training for executive-level civil servants and keep SSC responsive to the changing competency requirements of Public Administration in Bangladesh.

1.3 Research Objective

1.3.1 Main Objective

The main objective of the study is to assess the effectiveness of the Senior Staff Course (SSC) of Bangladesh Public Administration Training Centre (BPATC).

1.3.2 Specific Objective

The specific objectives of the study are as follows:

- To evaluate the degree of effectiveness and perceived importance of the Senior Staff Course (SSC)
- To examine participants' opinions on various aspects of the training, including course content, delivery methods, trainer capability, and evaluation mechanisms.
- To identify key factors (e.g. course delivery, ICT use, skill application) that influence the effectiveness of the training.
- To assess the impact of Senior Staff Course (SSC) training on organizational performance and individual development.
- To gather suggestions for further improving the SSC curriculum, delivery, and institutional training mechanism.

1.4 Rationale of the Study

The capability and effectiveness of civil servants- especially those in senior policy-making positions- largely determine the success of public administration in any country. As Bangladesh's development goals and governance capabilities become increasingly globalized, the demand for competent and innovative bureaucrats grows (Islam & Hossain, 2019).

Inculcating strategic leadership skills, Knowledge of the Latest Policies, and Modern Governance Instruments Will Make the Bangladesh Public Administration Training Center (BPATC) Senior Staff Course (SSC) Senior Officials More Effective. The SSC has imparted training to senior civil servants, Joint Secretaries, and their equivalents in the Armed Forces and autonomous bodies since 1984. The course aims to improve professional integrity and skills in formulating and implementing public policy, and ICT-driven governance against the backdrop of national priorities and international standards of administration (Arthur et al., 2003; Baldwin & Ford, 1988). The

SSC has been around for quite some time and is of utmost importance, but few empirical studies are known. Anecdotal evidence and internal reviews suggest the SSC positively impacts participants' professional capacity. However, no substantial, data-driven analyses have demonstrated this positive impact or identified strategic opportunities to improve the SSC. According to Islam & Hossain (2019), this research is important as it tries to bridge a substantial gap in policy and knowledge by producing evidence about the actual impact of SSC training. Participants' voices in this study can also be analyzed to provide feedback on the relevance, quality, and applicability of content, mechanisms, and institutional arrangements. Next, identifying the assets and drawbacks of the existing SSC framework in relation to current governance needs, such as public policy evaluation, technology quotient, negotiating capabilities, and global outreach, will inform its addition. It is also an area of concern to provide suggestions to improve course design by incorporating better teaching methods and higher-quality faculty and guest speakers. The study links BPATC's mandate as a Center of Excellence in Public Administration. It also supports national efforts towards a bureaucracy that is results-oriented, accountable and citizen-centered. As governance in Bangladesh is becoming more complex, SSC needs to be strengthened and future-proofed. Mega infrastructure projects, climate resilience, and digital transformation will be tools to face the future (Arthur et al., 2003; Baldwin & Ford, 1988). Consequently, senior officers must be better equipped and designed to direct. This study's findings would benefit BPATC, policymakers, development partners, and other stakeholders engaged in capacity development and governance reforms. A new study assesses the effectiveness of the SSC in the Bangladesh Civil Service and identifies strategies to make the CSC more responsive, ethical, and performance-oriented.

1.5 Scope of the Research

The purpose of this study is to evaluate the effectiveness of the Senior Staff Course (SSC) of BPATC. This paper evaluates the extent to which the SSC has served its purpose of raising the competence of Bangladesh senior civil servants. Input text is 20 words. The objectives involved evaluating participants' perceptions of the relevance, quality, and delivery of training modules. It also assessed the course's impact on participants' professional development and organizational performance. The research is designed for SSC participants, i.e., joint secretaries and equivalent-level officers from civil services, armed forces, and other public institutions after completion of 4

training modules. The study used surveys and other relevant tools to collect both quantitative and qualitative data, which helped identify research challenges. While the main focus is course effectiveness, the research also offers evidence-based suggestions to improve future iterations of the SSC in line with changing governance requirements. However, it does not compare the SSC with other BPATC courses or similar international programs. Moreover, it does not measure participants' long-term career impacts after training. Ultimately, this study's assessment of the SSC's current design, delivery, and impact is limited. Furthermore, this is in the wider ambit of public administration reform and capacity development interventions in Bangladesh.

1.7 Organization of the Report

The report is divided into seven chapters.

- Chapter one includes the background of the study, problem statement, research objectives, rationale of the study, scope of the research, and organization of the report.
- Chapter two includes the historical development of civil service training in Bangladesh, capacity building functions of BPATC, emergence and evolution of the Senior Staff Course, regular training courses at BPATC, present-day framework of SSC, syllabus analysis across batches, comparative viewpoints in the global context, effectiveness of SSC training, major theoretical frameworks, and identification of research gaps.
- Chapter three includes the theoretical framework, human capital theory, organizational learning theory, Kirkpatrick's four-level evaluation framework with its justification, analytical framework, and major variables and relationships.
- Chapter four includes the research philosophy, research design, research method, data collection strategies, fieldwork details, population of the study, sampling method and sample size, sources of primary and secondary data, data analysis techniques, and limitations of the study.
- Chapter five covers the findings of the study, which include quantitative and qualitative data analysis. Under quantitative analysis, it covers the Socio-Demographic Profile, Participant Perception on Relevance, Quality, and Impact of SSC Training, Workplace Innovation Implementation and Practice, Assessment of Senior Staff Course (SSC) Effectiveness and Workplace Impact, Self-Assessment and Job Performance, Perception on Senior Staff Course (SSC), Knowledge and Skill Competencies, Application of

Competencies in Workplace Innovation, Leadership and Innovation Practice, Attitudinal Dimensions of the Respondents, and Correlation Analysis to Determine the Influence of Other Performance Indicators on SSC Training Effectiveness. Under qualitative analysis, it covers the relevance of the Senior Staff Course (SSC) and the application of knowledge and skills. Innovation and change management, organizational-level impact, and Use of ICT.

- Chapter six covers the discussion of the major findings and their relevance to the literature.
- Chapter seven includes the conclusion and practical implications of the study.

Chapter II: Literature Review

2.1 The Historical Development of Civil Service Training in Bangladesh

The advent of civil service training in Bangladesh resulted from the country's administrative, political, and socio-economic transformation. The present training system emerged through three phases: the British colonial rule (1757-1947), the Pakistan period (1947-1971), and the post-independence period (1971-onwards). Each stage helped establish the BCS's institutional arrangements, training philosophy, and professional norms. Throughout most of their histories, under colonial and Pakistani regimes, the regulatory administration, maintenance of law and order, and collection of revenue were the main focus areas. During the post-independence era, the focus (slowly but gradually) shifted to developmental administration, citizen-oriented administration, leadership design, and the introduction of innovations in the public sector (Miah, 2024).

Civil service training is essential to building public sector capacity. According to the United Nations and the Organization for Economic Co-operation and Development (OECD), “high-quality governance and implementation of policy, accountability and delivery of public services” require staff to receive continuous professional development in line with international standards. In developing countries, investment in training civil service personnel becomes even more important as public institutions are supposed to initiate development. Bangladesh has increasingly adopted this viewpoint by making institutional mechanisms stronger for human resource development in the public service.

2.2 Capacity Building Functions of an Institution

Bangladesh Public Administration Training Center (BPATC) is the central training institute for civil service training in Bangladesh. It has also been instrumental in developing and strengthening public-sector administrative and management initiatives. Since its inception, BPATC has played a key role in Bangladeshi civil servants' career development through various training programs. The program also includes courses in public administration, governance, sustainable development, financial and project management, gender, leadership and negotiation, e-government, Total Quality Management (TQM), etc. BPATC's customized training approach has generated a series of unique courses that position BPATC as a premier center of public sector capacity-building (BPATC, 2024a).

Spread across 54 acres of tranquil green land in Savar, about 28 km from Dhaka, the Center offers a peaceful learning environment enhanced by its aesthetics, residential facilities, and natural surroundings. Although located in a relatively remote area, BPATC is often referred to as the Home of Nation Builders. It has an abiding contribution to Bangladesh's administrative excellence and institutional strengthening (BPATC, 2024). By fusing academic rigor with practical insight, BPATC nurtures the leadership qualities of future policymakers and administrators. The training program is relevant because it creates a competent, adaptive, and reform-oriented civil service. This is essential for Bangladesh to achieve its long-term development objectives.

2.3 The Senior Staff Course Emerges and Evolves

The Senior Staff Course (SSC) is a premier in-service training course for senior-level civil servants involved in policy-making and implementation in Bangladesh. With the establishment of the Bangladesh Public Administration Training Center (BPATC), the senior official course aims to equip participants with strategic leadership, policy formulation, and an understanding of governance and development. The SSC evolved from earlier programs at the Bangladesh Administrative Staff College (BASC) and has been adapted over time to suit the changing governance environment and global administrative landscape (BPATC, 2024). After Bangladesh became independent in 1971, in-service training for senior civil servants was not conducted as there was no training institute. The need for such training has been felt for some time, but the Bangladesh Administrative Staff College (BASC) was established only on 3 June 1977. BASC was a short-lived training institute, operating for seven years before it was merged into BPATC in 1984 (Hossain & Imam, 2002).

2.4 The predecessor: “Regular training course on administration and management” at BASC

Hossain and Imam (2002), before the creation of the “Bangladesh Public Administration Training Centre (BPATC)”, the “Bangladesh Administrative Staff College (BASC)” organised training for senior civil servants through the “Regular Training Course on Administration and Management”, a three-month programme delivered through a range of methods, including lectures and discussions, syndicate study, seminars, file research, visits abroad, behind-the-scenes studies, and role-playing and sensitivity training. The BASC course content, first initiated in the 1977-78

session, was not static but dynamic, changing with training needs and government policy. Hossain and Imam (2002) stated that the curriculum of the Regular Training Course on Administration and Management had seven core components: Foundation Lectures; Administrative Structures & Processes; Program Administration; Senior Administrator's Roles & Responsibilities; Field Study; Seminar Paper Writing; and Foreign Country Visit. Foundation Lectures cover Bangladesh Environment; Theory and Principles of Development Administration; Development Economics; Science and Administration; and Sociology, Psychology and Administration. In Administrative Structures and Processes, participants learn Organization Theory and Practice; Financial Administration and Management; and Planning and Development. The framework provided early on set the intellectual and practical foundation for SSC at BPATC, with a systematic balance of theory, analytical rigor, and field-based experiential learning.

2.5 The present-day framework of Senior Staff Course

The Bangladesh Public Administration Training Center (BPATC) conducts the Senior Staff Course (SSC) for policy-level officials in the Government of Bangladesh. The Bangladesh Public Administration Training Center (BPATC) conducts the Senior Staff Course (SSC) for policy-level officials in the Government of Bangladesh. The course is meant primarily for Joint Secretaries. Officers of equivalent rank from the Armed Forces, the Bangladesh Civil Service Foreign Affairs Cadre, and the Police Cadre can also attend. In collaboration with the Ministry of Public Administration, which suggests contestants and provides the necessary budgetary support, the SSC aims to develop a Group of Senior Civil Servants equipped with the skills to manage governance and development with vision, competence, and integrity (BPATC, 2022; MoPA, 2021). The course lasts 55 days and is divided into two segments: in-country training at BPATC and overseas training at a designated institution abroad.

Of the 55 days, 45 days will be at BPATC, and the remaining days will be for the overseas part. Usually, sessions are carried out on all weekdays except holidays (BPATC, 2024). The main purpose of the SSC is to strengthen senior administrators' analytical and strategic decision-making capacities so they can respond effectively to internal and external changes. Through a multidisciplinary curriculum and hands-on learning experiences, the course aims to deepen understanding of the relationships among institutions, systems, and socio-political phenomena. Trainees will be motivated to critically examine contemporary policy issues and formulate

contextually appropriate solutions based on local realities and global best practices (BPATC, 2022). The SSC also helps develop foresighted and innovative leadership. The focus is on developing communication, negotiation, and team-building skills – core skills needed for interacting with a diversity of national and international stakeholders. The course is designed around Bangladesh's overall development objectives, enabling senior officials to implement existing policies and contribute to designing inclusive and sustainable development policies (BPATC, 2022). Consequently, the SSC remains critical to the state in establishing a high-performing and ethically grounded public administration.

2.6 Syllabus of 58th, 85th, and 112th SSC

The academic modules for the 58th Senior Staff Course (SSC) will be determined and finalized in December. Meanwhile, the six-month SSC training of the 57th batch, consisting of 41 senior civil service officials, has been completed successfully. The 57th course is being held at the Bangladesh Civil Service Administration Academy (BIMPA) at a cost of 11 million taka (BDT). The Prime Minister's Office has been overseeing the course. The final academic modules of the 58th Senior Staff Course will likely include Bangladesh Studies, Public Policy Studies, Public Administration and Governance, Globalization: Challenges and Opportunities, Sustainable Development, Macroeconomic and Environmental Development, Financial Management and Project Management, Language Skills, Information and Communication Technology, Physical Conditioning and Games, Writing Seminar Paper, Preparation of IPIP, Extension Lectures. The modules will cover the national context, public policy, governance, globalization, sustainable development, financial and project management, ICT, language skills, and physical conditioning. In addition, participants prepared seminar papers and contributed to intellectual work on innovation projects. The course also included extension lectures on contemporary policy issues and best practices (BPATC, 2018).

The 85th Senior Staff Course consisted of 12 modules (Behavioral Governance, Social Research and Policy, Public Policy and Management, Negotiation, Achieving SDGs, Project and Procurement Management, ICT and e-Governance, Important Contemporary Issues, Verbal Competency, Domestic Exposure Visit, Foreign Exposure Visit, Evaluation by the CMT, Evaluation by Evaluation Department) on important issues about behavioral governance, social research and policy, public policy and management, negotiation, achieving SDGs, project and procurement management, ICT and e-Governance, important contemporary issues, and verbal

competency. The program had sections on communication, contemporary issues, and familiarisation and exposure visits, both domestic and foreign. The Course Management Team and Evaluation Department conducted the evaluation (BPATC, 2018).

The 112th SSC material consists of 10 academic modules: Public Sector Ethos, Public Policy Formulation, Research and Policy Evaluation, Partnerships and Negotiations, ICT for Governance and Development, Economic Development, Project and Procurement Management, Contemporary Issues, Presentation Skills, and Learning Good Practice. 112th SSC modules are organized into four thematic areas: (1) public sector governance; (2) economic development; (3) cross-cutting issues; (4) skill development. The following themes (BPATC, 2024) present the modules.

2.7 The senior staff course in the global context. Comparative viewpoints

Globally, elite civil service training institutions have long prepared senior bureaucrats for strategic leadership roles. Institutions like the École nationale d'administration (ENA) in France, the Civil Service College (part of the UK Government Campus), and the Federal Executive Institute (eliminated by Donald Trump on February 10, 2025) in the US are part of this tradition. The description of government leadership programs by UK and US references the courses which focus on a variety of important issues such as policy analysis, strategic governance, innovation, and executive leadership, which are being withered down in the Bangladesh Senior Staff Course (SSC) (UK Government Campus, 2024). South Asian countries have also launched high-level training institutions to improve bureaucratic skills for complex governance environments. The Lal Bahadur Shastri National Academy of Administration (LBSNAA) in India offers phased induction and in-service programs for IAS officers, including the career-stage-based Mid-Career Training Program (MCTP) and short-term courses that aim to enhance the governance competencies of senior civil servants (LBSNAA, 2024). Public sector institutions such as Pakistan's National Academy of Public Administration (NAPA), Sri Lanka's SLIDA, and Nepal's Administrative Staff College (NASC) also play a critical role in capacity development (SLIDA, 2023; NAPA, 2023; NASC, 2023). The overall size and scope of BPATC's Senior Staff Course is comparable to those in the region. Its model of academic learning, syndicate work, field visits, and leadership training makes it a unique, comprehensive approach in the region (BPATC 2024). Nevertheless, it is also part of the larger movement to align national training standards with international standards.

The Public Service Leadership Program focuses on anticipatory governance, strategic foresight, and systems thinking to train Singapore's civil servants to proactively address global uncertainty and complexity (Public Service Division, n.d.). The United Kingdom's Government Campus is built upon an evidence-based framework for developing public policy, with a focus on analytical rigor, accountability, and institutional performance in line with the principles of reform articulated by Osborne and Gaebler (1992). India's Lal Bahadur Shastri National Academy of Administration (LBSNAA) conducts a Mid-Career Training Program (MCTP) through Phase III and Phase IV, each covering four weeks.

The courses stress leadership, governance, public policy, ethics, and experiential learning through case studies and simulations. Phase IV incorporates a one-week Foreign Study Tour (FST), assisting scholars in the field of governance. Compared to Bangladesh's 10-day Senior Staff Course, LBSNAA's MCTPs offer a more elaborate and comprehensive experience (LBSNAA, 2024). In Nepal, NASC organizes the Senior Executive Development Program (SEDP) for mid-career senior civil servants, which consists of five core modules: Leadership, Integrity, Strategic Management, Governance, and Policy Management. (NASC, 2023) In this course, teaching will be based on simulations and problem-solving as it happens. Thus, case studies, role plays, exposure visits, and syndicate discussions will be training methodologies. The practical methods BPATC uses in its SSC Course (BPATC, 2024) include syndicate work, case studies, and exposure visits. Despite these differences, Bangladesh's SSC is clearly moving toward greater alignment with international best practices in public sector training. To meet global standards, the SSC will need to continue expanding global outreach, modernizing teaching and learning processes, and institutionalizing innovation-driven governance.

2.8 Effectiveness of SSC Training of BPATC

Training and development are important means of strengthening the capacity, professionalism, and performance of public sector employees. The effectiveness of Bangladesh's public administration depends heavily on the knowledge, skills, attitudes, and adaptability of civil servants. Existing literature on Bangladesh has examined public-sector training from many perspectives, including institutional effectiveness, training needs assessment, curriculum design, training methods, organizational support, and the use of training after training. Despite this, far more is written about

what civil servants ought to learn and how training ought to be delivered, and considerably less about whether the knowledge and skills learned are subsequently used on the job.

In a 2010 paper, Kabir and Baniamin provide an early assessment of the institutional effectiveness of the Bangladesh Public Administration Training Center (BPATC). In Bangladesh, BPATC is the apex public administration training institution. According to human capital theory, neo-human capital theory, human resource management perspectives, and the training network approach, training is believed to enhance civil servants' capability, adaptability, and responsiveness. Based on their empirical assessment of the Foundation Training Course, the training content, teaching methods, trainer quality, infrastructure, and evaluation were quite weak. Many course modules received low ratings, whether because of course design or participants' perspectives. Lecture-based methods remained dominant. However, they do not state whether syndicate work and other participatory methods were used. Furthermore, it identifies outdated teaching materials, limited specialization, weak trainer development, infrastructure constraints, and limited linkage between training and career development.

Islam et al. (2022) focused on training organizations in Bangladesh, specifically BPATC, and the factors that influence their performance. The quantitative analysis identified four broad dimensions of training-organization performance. Among the hypotheses tested on training's impact on organizational performance, only the relationship between training staff and training participants showed a statistically significant positive association with organizational performance. The authors recognize the importance of training needs analysis, aligning training materials with civil servants' duties, and assessing impact after training. According to the authors, evaluation methods such as post-training assessments and 360-degree feedback help identify whether training is used. Consequently, although the study focuses primarily on institutional performance, it signals the need to go beyond course delivery to assess actual training use.

The relevance of meshing training with actual job needs is further examined through studies of curriculum and training needs. Mannan, Islam and Bhuiyan (2014) investigated the e-government training requirements of Joint Secretary-level civil servants participating in the Senior Staff Course of BPATC. Senior officials were required to have more than basic technical ICT knowledge. Training needs to include e-government management, leadership, change management, business-process reform, e-services, e-procurement, analytical tools, and organizational implementation. As

such, the study shows that public-sector training should foster managerial and organizational capabilities, not just technical ones. Select two other studies of your choice and apply the same template as above (140 words) (on-demand via other forms).

The curriculum of BPATC's Senior Staff Course is a broader study attempted by Islam, Islam et al. (2014). This study becomes important because it brings together the perspectives of Joint Secretaries, Additional Secretaries, Secretaries, experts, and validation workshops. The major development needs will focus on seven areas, including international linkage & relationships, organization, policy, service delivery, project management, and finance. Senior civil servants should have competency in policy analysis, leadership, decision-making, negotiation, service delivery, ICT, project evaluation, financial management, and organization and coordination. They suggest that participatory learning, revised curricula, and personal assignments are linked to participants' organizational work. But like the e-government training study, the paper ϕ would rather identify competence and design curricula than systematically measure whether what is taught results in sustained behavior change on the job.

Training is situated within the broad domain of personnel administration of Bangladesh. According to the study, public personnel administration includes functions such as recruitment, remuneration, training and development, career planning, performance appraisal, discipline, promotion, etc. According to the training curriculum for government officials, training is an effective tool for building operational capacities. It involves improving professionalism, productivity, responsiveness, accountability, and service delivery. Islam and Hosen (2021) provide the strongest direct evidence of this research gap by evaluating the effectiveness of BPATC's Senior Staff Course using the Kirkpatrick framework. Analysis of course-end evaluations from participants in the 70th to 84th SSC batches reveals generally positive feedback on course objectives, training methodology, facilities, and management. Yet, the research mainly examines Kirkpatrick's reaction and learning stages, and the behavior and results stages are not studied. More specifically, the authors expressly identify the lack of assessment of systematic post-training use or transfer. The authors argue that future research should include all four levels of the Kirkpatrick framework, particularly assessment of transfer of training. This limitation reveals a significant empirical gap in the literature on training in Bangladesh's public administration sector: instead, positive assessments immediately after training cannot establish that training has resulted in significant

changes in behavior or performance at work. Together, the literature reveals a clear development of training research on public administration in Bangladesh. Most past studies focused on factors such as institutional capacity, curriculum, training methods, trainer quality, and participant satisfaction. More research has focused on organizational performance and training needs, e-government competencies (Mannan et al., 2014), and senior-level administrative capabilities (Islam, Haque, & Mannan, 2014). Nour (2015) elaborates that, within the broader personnel-management system, training is subject to career, appraisal, organizational, and political constraints. Islam and Hosen (2021) recently highlight the lack of systematic post-training evaluation and the need to examine transfer and workplace outcomes.

As a result, the main gap in the literature is not so much a lack of research on training itself, but insufficient empirical attention to what happens after training. Previous studies provide substantial evidence on training needs, curriculum relevance, institutional effectiveness, and participants' immediate responses. But comparatively less evidence exists on whether civil servants apply the knowledge, skills, and attitudes they acquire upon returning to their organizations. What factors at the individual and organizational level facilitate or constrain this process has also not been studied. Accordingly, a study that focuses on post-training transfer can link training inputs with workplace application and, ultimately, public-sector performance. By incorporating qualitative evidence from civil servants and other relevant organizational actors, such an approach can address the methodological shortcomings of earlier participant-centered and largely quantitative evaluations. The last paper, "Section 56 of the Contract Act, 1872", by Pervin, focuses on statutory contract law. It has no substantive connection to public administration training, training transfer, or civil-service development. As a result, it would not be theoretically or empirically justified to include its legal arguments in this literature review. Excluding it from the substance synthesis preserves the review's coherence and relevance.

2.9 Major Theoretical Frameworks and Their Link to Literature

This study applies Human Capital Theory and Organizational Learning Theory to evaluate the Senior Staff Course (SSC) at BPATC and assess its impact and effectiveness. These theories provide a framework for understanding how training enhances individual and institutional performance. To implement these theories and assess training outcomes, the study will use Kirkpatrick's Four-Level Model as the main evaluation framework. The model is particularly well-

suited to the outlined research because its hierarchical structure facilitates measuring training effectiveness, from participants' reactions to organizational results. Moreover, the model would allow empirical testing of the propositions embedded in Human Capital and Organizational Learning theory.

According to Becker (1964), an individual's investments in education and training enhance productivity and facilitate growth at the firm and national levels. The government of Bangladesh is investing in senior civil servants of the SSC to upgrade their leadership, decision-making, and policy implementation skills. This theory relates directly to Level 2 (Learning) and Level 3 (Behavior) of the Kirkpatrick Model: At Level 2, the knowledge, skills, and attitudes gained during the SSC are assessed to determine whether the individual has acquired human capital. At Level 3, these competencies are assessed in the workplace to determine whether the enhanced human capital is translated into practice. By applying the model, the study empirically tests the predicted outcome of Human Capital Theory. Organizational Learning Theory (Argyris & Schön, 1978) focuses on the importance of learning and feedback inside organizations. Individual learning must be shared, absorbed, and incorporated into the organization to improve performance. This is similar to Level 4 (Results) of the Kirkpatrick Model, which assesses whether learning from training has helped the organization perform better or the institution work better. In the SSC, it evaluates whether training has improved the performance of its ministries/divisions (Annual Performance Agreement or APA).

The study investigates not only individual competence but also institutional learning and transformation by looking at results at Level 4. Many training evaluation models are available, such as Phillips' ROI, CIO, Kaufman's Model, Anderson's Three-Stage Model, etc. Among these, Kirkpatrick's Four-Level Model is considered practical and relevant for public sector training evaluation. The model provides a systematic way to link immediate training outcomes (reaction and learning) with longer-term impacts (behavior and institutional results). This is especially appropriate when assessing executive training like SSC. This study highlights Levels 3 and 4 because they effectively capture the medium- and long-term impact of SSC on job performance and the organization. The Level 3 measure reflects whether participants have internalized and applied what they have learned. This aligns with Human Capital Theory. Level 4 evaluates the degree to which these applications resulted in impactful improvements in workplace

conditions. The Kirkpatrick Model does not measure outcomes only; it also operationalizes the theory, allowing the study to test concepts. Through this integration, theory and practice come together, making it possible to assess the impact of SSC on individuals and institutions. This will serve as evidence for future training policy choices.

2.10 Research Gap

Although substantial research exists on the Senior Staff Course (SSC), significant gaps remain in the literature. , Islam et al. (2014) identified seven thematic areas in their Islamic-based curriculum development. However, their study did not look into how this need translates into learning outcomes or observed behavioral changes. The research did not include qualitative surveys; as a result, the exact nature of the training needs is unknown. Additionally, it did not assess post-training use of knowledge, an essential factor in training transfer and long-term SSC. Islam and Hosen (2021) acknowledged limitations, as they evaluated only reaction and learning levels of Kirkpatrick's Model and did not assess behavior and results. It remains unclear whether participants apply what they learn on the job or whether that leads to better organizational outcomes. The study also did not examine supervisors' perceptions of visual behavioral changes after training. The study by Curriculum Development and Evaluation of SSC (n.d.) shows that curriculum changes are not always commensurate with the complexities of society; sometimes they occur at the executive's wishes, and faculty are not consulted at all. Islam et al. (2024) sought to address Kirkpatrick's shortcomings using fsQCA and ANN for training on the Annual Performance Agreement (APA). Their study pointed out the variable "Learning Skills" as the most significant in the post-training evaluation. In this context, the study aims to assess the effectiveness of the Senior Staff Course (SSC) of Bangladesh Public Administration Training Centre (BPATC).

Chapter III: Theoretical Framework

3.1 Theoretical Framework

Professional training can be viewed as enhancing individual capability or as organizational learning. This research draws on human capital theory and organizational learning theory, as proposed by Becker and Argyris and Schön, respectively. Kirkpatrick (Kirkpatrick & Kirkpatrick, 2006) developed a four-level model. The Kirkpatrick model was conceived in the 1950s and is widely used for training evaluations. These theories predict the expected added value of training. The Kirkpatrick model provides a structure for determining whether the predicted outcomes actually occur.

3.1.1 Theory of Human Capital

Human Capital Theory suggests that anything that increases one individual's capacity to be productive is a human capital investment. Becker (1964) argues that investment in human capital increases the knowledge and skills embodied in individuals and, consequently, can improve their productivity and economic performance. From a public administration perspective, this perspective suggests that investment in civil servants' professional development can strengthen their capacity to perform increasingly complex administrative, managerial, policy, and leadership functions. This perspective is directly relevant to the SSC because the course represents an institutional investment in senior public officials. Its contribution is not simply the acquisition of additional knowledge and the development and strengthening of competencies that are useful and relevant to professional responsibilities. In this study, Human capital theory therefore provides the theoretical basis for examining the knowledge, skills, attitudes, professional capability, confidence, and the application of such learning in the workplace. The theory is particularly reflected in Kirkpatrick's learning and behavioural levels, with greater emphasis on behaviour, as the study examines whether acquired knowledge and skills are subsequently applied in professional practice and behaviour. The report's analytical framework explicitly measures the application of skills and knowledge, ICT use, efficiency and productivity, and related outcomes.

3.1.2 Organizational Learning Theory

Organisational Learning theory focuses on individual capabilities to translate learning dynamics into organisational improvement. Organisational learning has been conceptualized through the cycle of identifying problems, modifying actions, and developing ways of functioning. This indicates that individual learning can be considered as the most valuable dimension of an

organisation, as knowledge and experience can easily translate into organisational practices, routines, decision-making, and collective action.

This perspective is largely relevant to the SSC, as all participants will hold senior administrative positions and are expected to influence organizational processes beyond their assigned roles. An effective learning-course protocol can enhance decision-making, leadership, coordination, innovation, service delivery, and organizational performance in organizational contexts. The theory of organizational learning offers a strong theoretical basis for investigating the organizational impact of training at Kirkpatrick's Results level.

3.1.3 Evaluation Framework: Kirkpatrick's Four-Level Model

Kirkpatrick's four-level model is the main evaluation framework for translating the study's theoretical assumptions into training results. This model has four dimensions in sequence: reaction, learning, behavior, and results (Kirkpatrick & Kirkpatrick, 2006). Participants' reaction refers to their response to the training experience itself. Learning refers to changes in knowledge, skills, and attitudes. Furthermore, Behavior refers to the extent to which learning transfers to the workplace, while results refer to the effects of training on organizational performance. In this instance, we focus on levels 3 and 4; our primary question is whether SSC learning can be practiced professionally or whether its application enhances individual and organizational performance. This means the dynamics align with the existing methodology, defining level 3 as training transfer and level 4 as training impact.

The relationship among the three components can be traced from Human Capital Theory through the development of individuals' knowledge, skills, attitudes, and professional capabilities to their application in the workplace (Kirkpatrick Level 3), and from organizational learning theory to organizational performance/institutional outcomes (Kirkpatrick Level 4).

Human capital theory shows that investment in SSC can strengthen the capabilities of individual senior officials. In contrast, organizational learning theory explains how those capabilities can translate into organizational benefits. Kirkpatrick's Evaluation Model (or just 'Kirkpatrick') emphasizes outcomes. The integration framework additionally links the study's theory to its results. The integration framework binds the study's theoretical principles to the aim of assessing SSC to yield behavioral and organizational outcomes rather than mere satisfaction with course participation.

3.1.4 Justification of using Kirkpatrick's Model

Many existing training evaluation models, such as the ROI by Phillips, CIRO, Kaufman's Model, and Anderson's Three-stage Model, are well known for their usefulness and applicability to training evaluations in the public sector. A framework linking short-term training outcomes (reaction and learning) to long-term impacts (behavior change and institutional results). Particularly well suited to assess executive training, e.g., the SSC. This research focuses on Levels 3 and 4, which measure the SSC's medium- and long-term impacts on job performance and the organization. Level 3 measures whether participants have internalized what they learned and apply it in the workplace. It clearly supports human capital theory. Level 4 assesses if the application resulted in observable changes in the workplace. This illustrates the theory of organizational learning.

The Kirkpatrick Model measures more than just outcomes. It turns a theory into an operationalization that enables a study to test theory in a data-driven way. The current study will provide evidence to inform training policy. Integrating theory and practice helps us assess the impact of SSC on individuals and institutions.

3.2 Analytical Framework

The conceptual framework for this study has been constructed by drawing from Kirkpatrick's model and a critical examination of existing literature on training evaluation. This study applied Kirkpatrick's Level 3 and Level 4, which pertain to the transfer (Level 3) and impact (Level 4) of training. In this framework, the independent variable (IV) is the training intervention-related variables 32, while effectiveness is the dependent variable (DV). However, the IV encompasses objectives, a competency framework, and SSC methods, all of which may not have been used in our study. On the other hand, the DV, effectiveness of training, involves assessing changes in participants' performance in terms of their responsiveness and contribution to the job and the organization's annual performance agreement (APA). Additionally, other factors influencing the outcomes, such as the transfer of skills and alterations in job responsibilities, were also taken into account.

3.2.1 Major Variables and Relationships

Independent Variables (IV): Training Intervention-Related Items

The training objectives, competency framework, methodology and modules of SSC, and the training attributes (Course content, delivery, trainer quality, evaluation method, etc.) constitute the independent variables for this study.

Mediating/Moderating Variables:

Training utilization (Application of skills, ICT use, peer contracts, efficiency improvements), personal attributes (Confidence, job satisfaction, professional ability), civil service attributes (Service cadre, workplace), and demographics (Gender, age, education, length of service) are considered as the mediating/moderating variables for this study.

Dependent Variable (DV): Effectiveness of Training

The responsiveness in job performance, contribution to APA, and improved productivity and commitment form the dependent variable of the study.

The diagram below illustrates the analytical framework, showing the relationship between possible ranges of independent, mediating, and dependent variables; although all variables are used to complete the entire framework, but not all variables are required to use in this study.

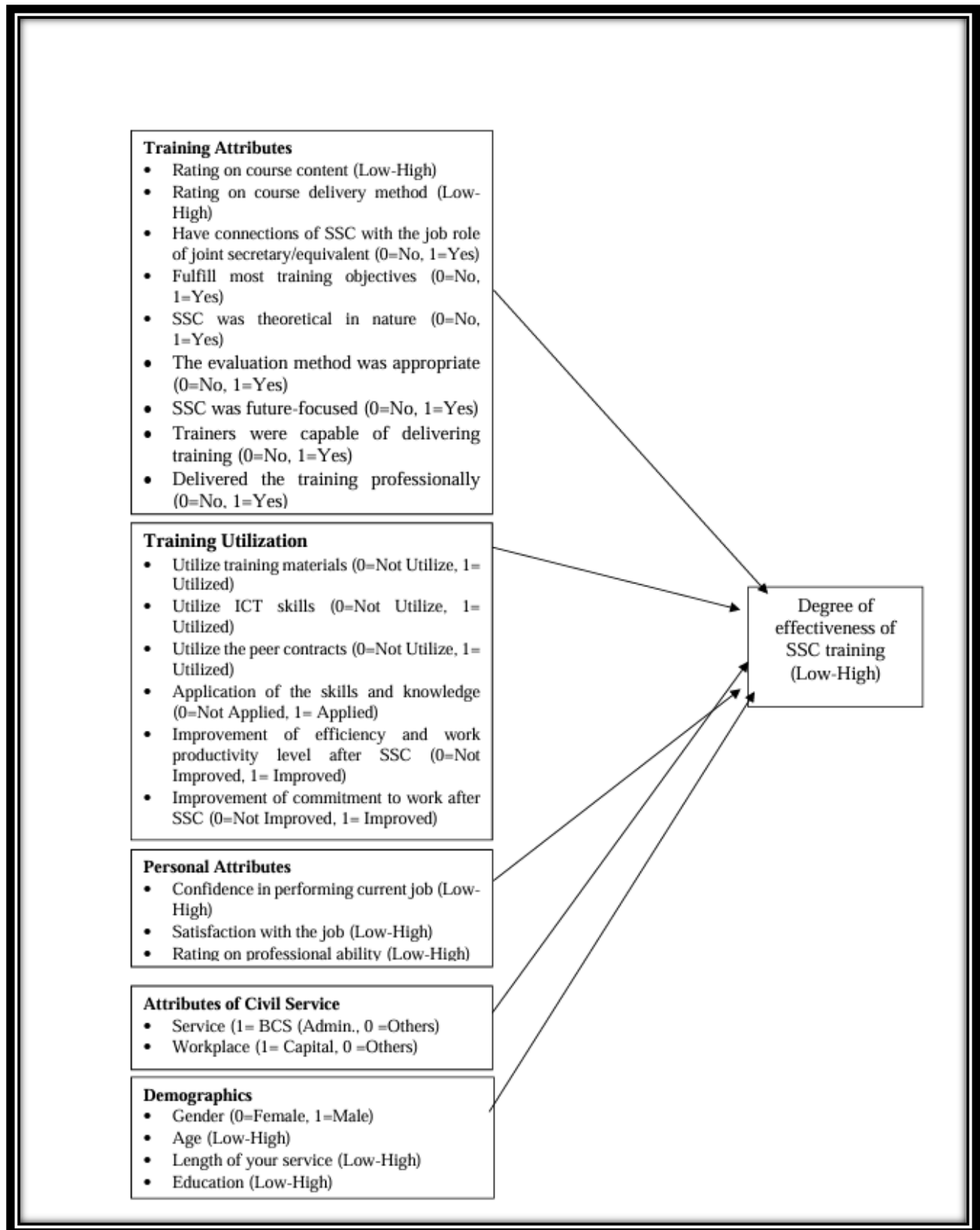


Figure 1: Analytical Framework of the Study

Chapter IV: Methodology of the Study

4.1 Research Philosophy

The study followed a pragmatist philosophy, which allows application in both qualitative and quantitative research to address complex issues and phenomena (Creswell, 2014). It initially applied deductive techniques to evaluate the degree of effectiveness, examine participants' opinions on various aspects of the training, and identify key factors (e.g. course delivery, ICT use, skill application) that influence the effectiveness of the training. It further applied an inductive technique to assess the impact of Senior Staff Course (SSC) training on organizational performance and individual development, along with suggestions for further improving the SSC curriculum, delivery, and institutional training mechanism.

There are several models that can be utilized to assess the impact of training, including the Phillips Return on Investment (ROI) model (Jasson & Govender, 2017), Kaufman's Five Levels of Evaluation (Munoz & Munoz, 2000), Anderson's three-stage model, Kirkpatrick's four-stage model (Jasson & Govender, 2017), and a four-level framework known as CIRO (Context, Input, Reaction, and Outcome) (Warr, Bird, & Rackham, 1970). Additionally, there is an age-old Cost-Benefit Analysis model employed to evaluate the feasibility of investments in all types of programs. However, the present study used the Kirkpatrick model for measuring the effectiveness of SSC of BPATC. In the reaction level, participants' engagement in the training session, such as satisfaction, is measured during the training period. At the learning level, participants' learning and understanding- whether their knowledge and skills have increased or not is quantified by using appropriate tools and techniques at the end of the course. At the behaviour level, the behaviour of participants is observed, whether participants are utilising their learning or not; that means participants' performance is measured (e.g., change in behaviours). At the result level of the model, the outcome of the training is assessed to determine whether the training had a beneficial effect on the business or organisation and is typically evaluated after a certain period following the end of training. In this stage, the researcher wants to see how the training positively impacts the performance of an institution/organization by the trainees.

4.2 Research Design

The study followed a mixed-methods research design, which includes qualitative and quantitative research. Using this mixed-method research design, the study assessed the effectiveness of the Senior Staff Course (SSC) of Bangladesh Public Administration Training Centre (BPATC).

4.3 Research Method

As part of the quantitative research, it adopted a survey method, which included a survey questionnaire. Under the qualitative research, it included Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs).

4.4 Data Collection Strategies

Although the research heavily draws on quantitative inquiry, other qualitative methods of data and information collection were employed as well. Therefore, this research followed a mixed methods approach. Accordingly, a detailed questionnaire survey of participants in the SSC was conducted alongside data and information collection through focus group discussion (FGD) and key informant interviews (KII), which are elaborated in relevant sections below. To assess the effectiveness of the Senior Staff Course (SSC) provided by BPATC, the study prepared a questionnaire in collaboration with academics from the University of Dhaka and the North South University, as well as officials from BPATC. After finalizing the questionnaire, it conducted a pilot study involving two joint secretaries who are the main target group of this training: one who had participated in the course and one who had not yet participated. The respondent who had participated in the course took 23 minutes to complete the questionnaire, while the other took 10 minutes. The longer completion time for the first respondent was due to additional questions specifically for those who had undergone the training. Both respondents provided valuable feedback, which we used to refine the questionnaire. The questionnaire was designed using Google Forms to facilitate online data collection, ensuring anonymity as no personally identifiable information was collected. Additionally, the study declared other ethical considerations at the beginning of the questionnaire to encourage honest and relevant responses.

4.5 Fieldwork for Data Collection

An online questionnaire survey was used to collect data from these participants from different SSC training courses of BPATC. For this purpose, the link to the online survey questionnaire was sent to approximately 800 government officials, mostly through email and WhatsApp. But for the three batches, 109th SSC (20 participants), 110th SSC (32 participants), and 112th SSC (35 participants), the link was also sent through WhatsApp. In some cases, the link to the questionnaire was sent more than two times to the respondents, as per their requirement, using different online modes. Additionally, the research team also requested the Ministry of Public Administration (MoPA), the

regulatory ministry, to assist in collecting data from the participants of SSC. The research team also communicated with the respondents of the study over the telephone for data collection purposes. The survey was live from April 9, 2024, to June 11, 2024, and received responses from 87 respondents, resulting in a response rate of approximately 10.88 percent. Despite the lower response rate, the findings can still provide valuable insights into the effectiveness of the training. This will allow us to compare variables such as the degree of knowledge and skills. Additionally, qualitative survey sessions such as 6 KIIs and 1 FGD were conducted, engaging senior-level supervising officials of SSC participants from different ministries and divisions.

4.6 Population of the Study

The sample frame includes approximately 800 government officials who had completed the SSC training as the 84th to the 112th SSC cohorts of trainees of BPATC. These individuals were included in the survey frame because most of them are still in active service. All our target respondents were at least at the level of Joint Secretary or higher, with some having already been promoted or retired.

4.7 Sampling Method and Sample Size

The study has applied both probability and non-probability sampling techniques. Using a simple random sampling method, it collected data through a survey questionnaire from 87 participants who received Senior Staff Course (SSC) training from Bangladesh Public Administration Training Centre (BPATC). Using purposive sampling, the study conducted 6 Key Informant Interviews (KIIs) with senior government officials to examine participants' opinions on various aspects of the training, including course content, delivery methods, trainer capability, and evaluation mechanisms. The study also conducted 1 focus group discussion with senior government officials (9 officials) who completed the SSC training course, aiming to assess the impact of Senior Staff Course (SSC) training on organizational performance and individual development.

4.8 Sources of Data

4.8.1 Primary Data Collection

The study has collected data from both primary and secondary sources. Primary data were collected through a structured survey questionnaire, focus group discussions (FGDs), and key informant interviews (KIIs).

4.8.2 Secondary Data Collection

Secondary data were collected through various literature, journals, books, articles, SSC curriculum documents, course schedules, module outlines, research reports, and BPATC policies.

4.9 Data Analysis Techniques

Data obtained from the survey are input into predesigned Excel and SPSS platforms for analysis. The study had three types of variables. The first kind of variables are measured in their respective unit; these are mostly continuous variables. The second kind of variables are perception-based (attitude measurement); these are measured by a 10-point rating scale (modified classic Likert scale), and the third type of variable is dichotomous/binary variables, measured as yes/no. For the Likert scale type variable, the study mainly relied on mean-based analysis. For the yes/no type responses, it mainly used percentage-based analysis. Thus, the study conducted univariate analyses. For the bivariate analyses, it primarily depended on the t-test. For example, it used a t-test to understand attitudinal differences in leadership qualities among respondents, as it has two different categories. The study used linear regression models for multivariate analyses since the main dependent variable is based on a 10-point Likert scale. It also explored factor analysis and correlations to understand the associations of the effectiveness of training with different performance indicators of the participants of the training. On the other hand, qualitative data were analyzed using thematic and content analysis techniques to identify key factors (e.g. course delivery, ICT use, skill application) that influence the effectiveness of the training and assess the impact of Senior Staff Course (SSC) training on organizational performance and individual development.

4.10 Limitations of the Study

This research has several limitations. To begin with, only about 11 percent of the sample members participated in the study. The limited sample size may limit how generalizable the results are to all participants who take part in SSC. Moreover, we cannot assess training effectiveness more scientifically, as there is no control group. Without a control group, it is impossible to know whether the SSC had the desired effects. Each form of bias can affect the study's results and potentially understate the importance of the findings. Although the survey used online methods to reduce some issues, self-reporting bias still affected the findings. Furthermore, attention focused mostly on reaction and learning levels (Kirkpatrick Levels 1 and 2) in the training evaluation, with little consideration of behavioral change (Level 3) and organizational impact (Level 4). The training program was not evaluated systematically to gauge learning transfer and organizational impact, although qualitative feedback from supervising officials indicated some evidence of behavioral change. Future studies should include control groups and objective measures of variables to provide more convincing evidence of the SSC's effectiveness. Longitudinal studies that track participants' career growth and job performance would further help assess the course's effectiveness. Although there are difficulties, the highlighted problems and recommendations may help authorities and policymakers in further improving the SSC course to ensure an efficient, innovative, and responsive public service in Bangladesh.

Chapter V: Data Analysis and Findings

Part A: Quantitative Analysis

5.1 Introduction

This chapter discusses data analysis and findings of the study, which includes both the quantitative and qualitative aspects. Under the quantitative analysis, findings cover the socio-demographic profile of the participants, distribution of participants by course delivery mode, various training attributes, workplace innovation implementation, assessment of senior staff course (SSC) effectiveness, perception of the SSC course, knowledge and skill competencies, workplace innovation, effectiveness of the SSC training (Linear Regression Models), and factor analysis. The qualitative analysis covers the relevance of the SSC course, application of knowledge and skills, organizational culture and leadership, and behavioral and attitudinal transformation.

5.2 Socio-Demographic Profile

The respondent profile indicates a predominance of senior public sector professionals with extensive experience in the sample. The majority of respondents were males (87.4%) while females accounted for 12.6%. The respondents in the age group of 50-60 years are the most prominent (66.7%) followed by 40-50 years (31.0%). Consequently, the sample mainly comprises officials highly exposed to professional training and public-sector institutions.

Most respondents of professional composition belonged to the BCS (Administration) cadre with 69.0% of responses. Members of the Bangladesh Armed Forces comprised 13.8%, while BCS Police and other professionals represented 3.4% and 13.8%, respectively. By including personnel from more than one profession, the institution gains an element of occupational diversity. Nevertheless, the institutional arrangement does not lose its clear administrative orientation. The seniority of the sample is reaffirmed by the respondents' length of service. The vast majority of respondents (94.3%) reported service tenure of between 20 – 30 years, with 4.6% 30 – 40 years. A high level of educational attainment was also observed, with 83.9% holding a master's degree and 13.8% holding a doctoral degree. The respondents' extensive professional experience combined with advanced educational attainment implies a well-informed position on issues regarding public-sector training, institutional capacity, and professional development.

The geographical distribution, however, was very concentrated in the capital. 87.4% of the respondents were based in the capital city, while 6.9% were in the divisional cities and 5.7% in other locations. Officials working in central administrative institutions are presumably more exposed to national-level training programs and the policy processes and institutional resources to

a greater extent than officials working outside the capital. Thus, this concentration is important for interpreting the findings. In general, the sample is best characterized as a predominantly senior, experienced, and highly educated group of public-sector officials. The dominant respondent category is BCS Administration officers. The professional training and institutional profile is especially relevant for analyzing such perceptions. The marked skew of respondents from Dhaka and the gender imbalance are indications that the findings should be understood to reflect the experience of sampled officials, not presumed to represent the experience of the public-sector workforce as a whole.

Table 5.1: Socio-demographic characteristics of the participants

Characteristics of the Participants	n (%)
Gender	
- Male	76 (87.4)
- Female	11 (12.6)
Age Group (Years)	
- 20-30	2 (2.3)
- 30-40	0 (0.0)
- 40-50	27 (31.0)
- 50-60	58 (66.7)
Service Cadre / Belonging	
- BCS (Administration)	60 (69.0)
- Bangladesh Armed Forces (Army/Navy/Air Force)	12 (13.8)
- BCS (Police)	3 (3.4)
- Others	12 (13.8)
BCS Batch Joined	
- 20 th	34 (39.1)
- 18 th	17 (19.5)
- 17 th	6 (6.9)
- 15 th	5 (5.7)
- 13 th	5 (5.7)
- 11 th	1 (1.1)
- 9 th	1 (1.1)
- Missing/Not Applicable	18 (20.7)
Length of Service (years)	
- 20-30	82 (94.3)
- 30-40	4 (4.6)
- 50 and above	1 (1.1)

Highest Completed Qualification	
- Bachelor's degree	2 (2.3)
- Master's degree	73 (83.9)
- Doctorate	12 (13.8)
Workplace Location	
- Capital city	76 (87.4)
- Divisional cities	6 (6.9)
- Others	5 (5.7)

5.3 Distribution of Participants by Course Delivery Mode

Based on the data presented in Table 5.2, most of the respondents were in the offline delivery mode of the SSC; of the 87 participants, 83 (95.4%) attended offline, whereas only 4 respondents (4.6%) participated online in the course. The distribution shows that the SSC is predominantly seen as a face-to-face training program by the study population. This finding is valuable in interpreting later evaluations of course effectiveness. Because of the strong preponderance of offline participation, the respondents' perception of training quality, interaction, learning engagement, and institutional support is likely shaped mainly by face-to-face course experience. However, the small number of participants online limits the scope for making claims about the relative effectiveness of online and offline forms of delivery, and vice versa. The finding from an institutional perspective implies that digital or blended delivery remains comparatively limited within the SSC context that the sample represents. Yet, one must not instantly take this as proof of the institution's resistance to digital training. The distribution may also be a consequence of the cohorts or course arrangements represented in the study. The distribution of how instruction was delivered should be regarded as descriptive contextual evidence. Not evidence of a causal difference in training effectiveness.

Table 5.2: Mode of Course Attendance for the Senior Staff Course (SSC)

Course Mode	Percent (%)
- Offline	95.4
- Online	4.6

5.4 Training Attributes: Participant Perception on Relevance, Quality, and Impact of SSC Training

According to Table 5.3, the participants have a good perception of Senior Staff Course (SSC) in terms of the relevance, curriculum, delivery, professional development and outcome at the workplace. The highest percentage (96.6%) of Positive responses observed in respect to the relevance of the training to the work of Joint Secretary/equivalent officers. Likewise, 92.0% found that the training was delivered in a professional manner. A considerable proportion also held that the training objectives were appropriate, while the practical issues had been adequately addressed in the training, and the trainers were capable of meeting the professional needs of the participants.

The results also show that the SSC was perceived to contribute to participants' changing administrative and organizational environments. A large proportion claimed that the course helped them to adapt to changing circumstances and prepared them for future professional and national development needs. There were also positive views about the assessment, although the responses were relatively lower than for overall relevance and delivery. As a result, the core training program is favorably viewed, which suggests there is further scope for strengthening assessment and feedback mechanisms. Participants also reported good perceived workplace impact after the training. More than ninety percent of them expressed improvement in efficiency, productivity, or commitment to work. 82.8 percent felt the overall improvement was considerable. In addition, 87.4% believed that the SSC was worth their time and 81.6% had applied innovations over the past 12 months.

Nevertheless, several things need proper attention. A total of 77.0 percent felt the training was a true reflection of the specific needs of Joint Secretary/equivalent officers, while 71.3 percent required more training. Additionally, the participants perceived the course strategy to be relatively theoretical and practical in nature. According to an analysis, SSC's findings are significantly subject to application and worthwhile and professionally relevant. In contrast, it could be more effective with greater needs-based curriculum design, practical orientation, and continuing professional development.

Table 5.3: Participant Assessment of SSC Relevance, Design, Faculty, and Workplace Impact

Statement / Question	Yes (%)	No (%)
- Training was related to role as joint secretary/equivalent	96.6	3.4
- Practical issues were focused/highlighted in training	86.2	13.8
- Training objectives were mostly met	86.2	13.8
- SSC curriculum was designed based on training objectives	83.9	14.9
- Course objectives were appropriate	82.8	14.9
- Needs of a joint secretary/equivalent were properly reflected	77.0	23.0
- SSC training was theoretical	55.2	43.7
- SSC training was practical	57.5	41.4
- Further training is needed for a joint secretary	71.3	28.7
- SSC helped to adjust to the changing environment	88.5	11.5
- Evaluation method of SSC is appropriate	79.3	20.7
- Evaluation helps participants improve performance	82.8	17.2
- SSC is future focused	86.2	13.8
- SSC has made participants future-ready	80.5	18.4
- Prepared participants for future development needs of Bangladesh	80.5	18.4
- BPATC faculty are capable of facilitating the SSC	83.9	14.9
- Guest speakers were professional trainers	86.2	12.6
- Trainers were capable of delivering to training needs	85.1	14.9
- BPATC delivered the training professionally	92.0	8.0
- Efficiency and work productivity level improved after SSC	90.8	9.2
- Commitment to work improved after SSC	90.8	8.0
- Improvement made through SSC is significant	82.8	17.2
- SSC ensured value for your time	87.4	11.5
- Implemented any innovations in the last 12 months	81.6	16.1

5.5 Workplace Innovation Implementation and Practice

In the past 12 months, the workers have shown a high level of innovation at their workplaces, the findings say. As presented in Table 5.4, process innovation covered 49.4 percent of the reported innovation. Policy-related innovation was next at a high 20.7%. The share of other innovation was at 11.5 percent; communication-related innovation stood at 8.0 percent; product-related innovation was at 5.7 percent. Problems were characterized by the smallest utterance and were, on average, long. The preponderance of process innovation shows that the participants mainly focused on enhancing the existing administrative procedure, workflow, and service-delivery practices. The high levels of policy innovation suggest that the innovation process led to organizational decision-making and policy practice change, not just operational change. In general, workplace innovations from SSC participants have mostly focused on administrative processes and institutional practices, while innovations in communication, product, and other areas have contributed less.

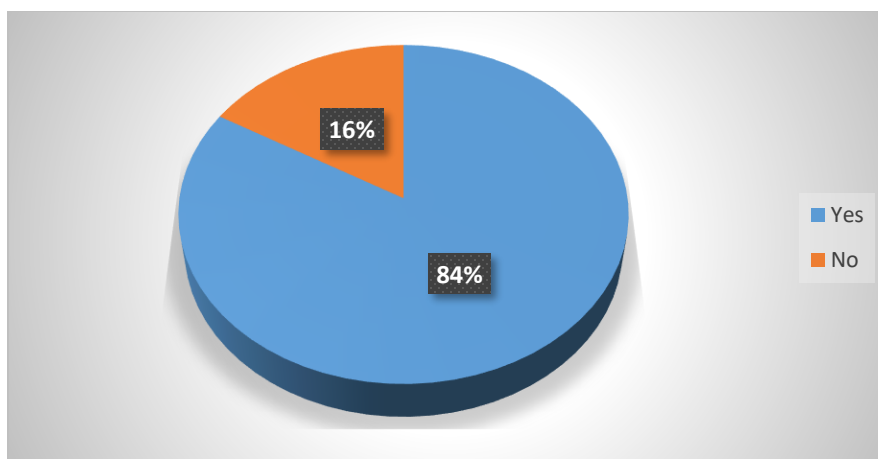


Figure 5.1: Status of Innovations Implemented in the Last 12 Months

Table 5.4: Categories of Innovations Implemented by Participants in the Last 12 Months

Innovation Category	Percent (%)
- Process	49.4
- Policy	20.7
- Others	11.5
- Communications	8.0
- Products	5.7
- Unspecified / Missing	4.6

5.6 Training Utilization: Assessment of Senior Staff Course (SSC) Effectiveness and Workplace Impact

Most participants think that since their training was job-related, they are utilizing what they learned in training. A whopping 88.5% agree that the graduates are more competent than non-grads. This indicates that the participants found those who take the course genuinely equipped. The institutional recognition of SSC participation was perceived to be lower comparatively. 72.4% believed that their training was acknowledged by higher management. Thus, there is some scope for improvement in this area. The findings also show that many learners apply this learning after completion. A large proportion of participants stated that they used training materials (82.8%) and ICT skills (85.1) in the workplace. Nevertheless, the highest level of use among adults was for peer contacts developed through the SSC (92.0%). This showcases the value of professional networking and peer learning as real outcomes of senior training. In addition, an overwhelming

89.7% of subjects confirmed that they were able to use in their day-to-day work the knowledge and skills learned in the SSC.

In conclusion, results show that training on the SSC goes beyond classroom/conference learning and enters the work experience through the application of knowledge, ICT skills, training materials, and professional networks. The relatively lower perception of management recognition indicates that the organizational environment may limit the utilization of training benefits. Accordingly, stronger post-training institutional support and recognition could enhance the workplace value of training, together with the opportunity to apply competencies.

Table 5.5: Evaluation of Senior Staff Course (SSC) Effectiveness, Participant Competencies, and Workplace Impact

Statement	Yes (%)	No (%)
- SSC graduates are better qualified than non-graduates	88.5	11.5
- Completed the Senior Staff Course (SSC) at BPATC	100.0	0.0
- Participation in the SSC is valued by higher management	72.4	26.4
- Utilized training materials upon returning to the workplace	82.8	17.2
- Utilized ICT skills upon returning to the workplace	85.1	12.6
- Utilized peer contacts upon returning to the workplace	92.0	6.9
- Skills and knowledge learned were applicable to day-to-day work	89.7	10.3

5.7 Self-Assessment and Job Performance

Table 5.6 shows how participants rated themselves on a scale of 1 (worst) to 10 (best) in respect of professional confidence (or competence), professional performance, perception of importance of SSC and job satisfaction. In general, the findings indicate a remarkably favorable evaluation across the four dimensions, with mean scores between 8.48 and 9.22. The mean score for confidence in executing the current task was the highest (9.22), with a median of 10 and a mode of 10, translating to a response generally showing a high degree of confidence in executing the current task as per the professionals. Satisfaction with overall performance as a civil servant is a high mean of 8.69. The perceived importance of SSC also got a high mean of 8.72. The participants

believe they perform their duties with the utmost efficiency, while also assigning immense worth to the professional values of the SSC.

The mean of job satisfaction (8.48), though the lowest, was high on a 10-point scale. Its higher standard deviation of 1.539 suggests that participants' responses show more variation than the other measures. However, the median of 9 shows that the overall distribution remained positively oriented. Overall, participants in the “Solutions to the Colonization” project have strong professional confidence, perceived performance, and satisfaction. The relatively high rating of the importance of SSC, along with their high rating of confidence and performance, suggests that participants think of it as a valuable course for their career development. Despite this, the findings reflect the respondents' views and shouldn't be seen as a sign that participating in SSC objectively leads to better performance or satisfaction.

Table 5.6: Participants' Self-Assessment of Professional Performance and Job Satisfaction

Category				Mean	Mode	Median	Std. Deviation	Std. Error Mean
-	Confidence	in	performing	9.22	10	10.00	1.324	0.142
	current job							
-	Satisfaction	with	overall	8.69	10	9.00	1.367	0.147
	performance as a civil servant							
-	Importance	of	Senior Staff	8.72	10	9.00	1.476	0.158
	Course (SSC)							
-	Satisfaction with job			8.48	9	9.00	1.539	0.166

5.8 Perception on Senior Staff Course (SSC)

According to Table 4.7, participants perceive the Senior Staff Course (SSC) as effective and useful. Overall, in most dimensions, the degree of perception by constituents was strongly positive, with mean scores above 8.00 on five out of the six indicators. The course had its highest mean score for developing a common understanding of leadership and administration (8.34), which indicated that the SSC was particularly appreciated by the participants for creating a common understanding of senior administrative roles. The overall effectiveness of SSC training (8.20) and organizational benefits from attending the course (8.17) were perceived to be high. In a similar vein, learners

reported that their ability to transfer learning to the workplace was high (8.08), while observed positive changes in behaviors at work received a mean score of 8.15. Overall, this finding indicates that participants perceived the SSC as relevant to their duties and capable of producing useful organizational value.

The mean of the indicator on gaining new knowledge and skills was recorded as 4.13, which was low, with a median and mode of 4. This is very different from the other indicators. The findings may indicate that the participants', being senior officials, perception of the course was less as a way to learn new things and more as a way to use and share existing professional knowledge. However, they require further qualitative evidence before any firm conclusions are drawn. The results suggest that the SSC is perceived most in terms of leadership development, application in the workplace, benefit to the organization, and improvement in behavior, rather than the introduction of new knowledge and skills. The distinction provides a valuable opportunity to assess how the course can be further strengthened to meet the changing learning needs of senior public officials.

Table 5.7: Perception and Assessment of the Effectiveness of Senior Staff Course (SSC)

Statement / Indicator		Mean	Mode	Median	Std. Deviation	Std. Error Mean
-	Overall effectiveness of SSC training	8.20	8	8.00	1.554	0.167
-	Organizational benefits from course attendance	8.17	9	9.00	1.706	0.183
-	Ability to apply SSC training learning	8.08	9	8.00	1.623	0.174
-	Developing common understanding of leadership & administration	8.34	9	9.00	1.524	0.163
-	Acquisition of new knowledge and skills	4.13	4	4.00	0.833	0.089
-	Observed positive changes in work behaviors	8.15	9	8.00	1.618	0.173

5.9 Personal Attributes: Knowledge and Skill Competencies

As demonstrated in Table 4.8, a high level of knowledge regarding administrative and professional competence was shown by the respondents. All the indicator mean scores were recorded above 8.00 on a 10-point scale, indicating that respondents felt reasonably competent in discharging their professional duties. The most potent competency was confidence in problem-solving and decision-making (8.90), followed by resource management skills (8.75), and knowledge and skills related to the job (8.70). According to the results, the participants consider themselves to be very skilled, especially in core administrative functions that require judgment, decision-making, and managing resources. Knowledge about public policy and management (8.47) and research and analytical skills for dealing with public affairs (8.43) also received very high ratings, indicating a positive assessment of competencies relevant to policy formulation and administrative problem-solving.

Scores for project and procurement management, negotiation skills, and ICT skills, however, were relatively on the lower side at 8.34, 8.14, and 8.10, respectively. The ICT and negotiation scores are fairly low. This suggests that further CPD could provide significant value in these areas. This could be especially pertinent given the increasing importance of digital administration, inter-organizational coordination, and negotiation in public management. The study shows that the participants see themselves as possessing strong professional and administrative competencies, namely in decision-making, resource management, and job-related knowledge. At the same time, the difference between competency areas points to an opportunity for future SSC interventions to emphasize digital competencies, negotiation, project management, and other emerging skills needed for effective senior public administration.

Table 5.8: Assessment of Core Knowledge, Administrative Competencies, and Skills

Statement / Indicator		Mean	Mode	Median	Std. Deviation	Std. Error Mean
-	Level of knowledge/skills related to job	8.70	9	9.00	1.111	0.119
-	Confidence in solving problems and making decisions	8.90	9	9.00	1.089	0.117

- Skill in managing resources (time, HR, finance, assets, etc.)	8.75	9	9.00	1.222	0.131
- Level of knowledge on public policy and management	8.47	9	9.00	1.180	0.126
- Level of research and analytical skill for handling public affairs	8.43	9	9.00	1.282	0.137
- Level of competence on project and procurement management	8.34	9	9.00	1.345	0.144
- ICT skills	8.10	9	8.00	1.398	0.150
- Negotiation skills	8.14	9	8.00	1.374	0.147

5.10 Personal Attributes: Application of Competencies in Workplace Innovation

Table 5.9 shows high scores for self-perceived abilities to Lead, Manage, and Innovate at Work. The average scores of all indicators are above 8.00 on a 10-point scale. This means that the participants have a positive perception of their ability to apply their professional competencies in the workplace. The greatest rating was noted for gender sensitivity (9.28), while the next were time management (9.09), productivity (9.01), and efficiency (8.99). Participants also indicated they are exceptionally capable of influencing and working with key stakeholders (8.98), motivating their direct reports (8.94), taking the initiative to address problems (8.87), and communicating their vision (8.78). According to these results, the participants perceive themselves as particularly effective in their interpersonal, managerial and organizational dimensions of senior public administration.

The mean scores obtained for problem solving and problem identification were high, with 8.69 and 8.76. The ability to identify operational problems and formulate effective responses is important in improving administrative practices and workplace innovation. Likewise, the high rating for initiative displays a positive inclination for workplace action. Media management has the lowest score (8.23), which is still positive. A comparatively bigger standard deviation (1.395) of participants' values indicates greater variation in participants' perceptions and it can be a likely competency area for continued professional development. The results reveal that the respondent indicates having sufficient capacity to lead, coordinate, solve problems, communicate, operate and

work in the workplace. These competencies create a good base to convert training and expert knowledge into workplace innovation. Since the measures are based on self-assessment, the results should be interpreted as perceived competence rather than objective measures of performance.

Table 5.9: Participant Competencies in Workplace Leadership, Management, and Innovation

Statement / Indicator	Mean	Mode	Median	Std. Deviation	Std. Error Mean
- Ability to identify problems in workplace effectively	8.69	9	9.00	1.038	0.111
- Ability to solve problems effectively in workplace	8.76	9	9.00	1.000	0.107
- Ability to motivate subordinates	8.94	9	9.00	0.925	0.100
- Ability to coordinate with stakeholders	8.98	9	9.00	1.023	0.110
- Ability to take initiative	8.87	9	9.00	0.974	0.104
- Ability for time management	9.09	10	9.00	1.002	0.108
- Ability for media management	8.23	9	9.00	1.395	0.150
- Communication skills	8.78	9	9.00	1.056	0.114
- Level of gender sensitivity	9.28	10	10.00	1.008	0.108
- Level of productivity	9.01	9	9.00	0.921	0.099
- Level of efficiency	8.99	9	9.00	0.921	0.099

5.11 Leadership and Innovation Practice

The results in the table above showed that, generally, the level of perception about the leadership and innovation practice was strong, as all the indicators scored a mean score above 8.00 on the 10–point scale. It seems as though the participants feel that they were using leadership qualities, managing teams, and actively improving their workplaces. The comparatively elevated scores across the indices also show that leadership practice is more than just routine supervision; rather, it also entails motivation, creativity, service improvement, and knowledge acquisition, as well as organizational development. The lowest mean score for ability to instill enthusiasm and motivate team members to exceed expectations was 8.70, and convincing team members to innovate was 8.67, which were the highest on leadership-related indicators. The fact that most participants rated

the motivational and innovation-oriented leadership highly indicates their significance. The high score of 8.22 for clear goals and incentives shows that teams attached utmost importance to them. In contrast, the indicator of use of rewards and punishment has the lowest mean of all leadership indicators (8.02); nonetheless, it still represents a relatively high-level reported practice. There is a high tendency towards innovation in the workplace. Participants indicated that they often make suggestions aimed at improving current services (8.60) and come up with ideas to improve work practices (8.51). Likewise, it was rated with a high score of 8.42 for active contribution to the financing of the development of new services and with a score of 8.43 for efforts at optimizing the organization of work. The results of this show that innovation may equally be the launch of a new service, new procedure, new organizational arrangement, or new administrative practice in daily operations and not just a new product or new technology.

The average rating for the acquisition of new knowledge in the workplace was 8.27 – showing a positive orientation towards learning. It is vital that the officials constantly update their own knowledge and adapt the existing practices to the changing demands of administration in public-sector organizations. The findings indicate that there is a strong link between leadership practice and workplace innovation. The reported practices indicate manager motivation, team building, creativity, learning, service improvement, and optimization. Nonetheless, participants self-reported these findings, so we interpret them as participants’ perceived practices of leadership and innovation rather than objective measurements of leadership efficacy or organizational performance. It follows from the results that generally a leadership climate orientated to innovation is present.

Table 5.10: Application of Leadership Qualities, Team Management, and Workplace Innovation

Statement / Indicator	Mean	Mode	Median	Std. Deviation	Std. Error Mean
- Use of rewards and punishment to motivate team members	8.02	9	8.00	1.562	0.168
- Setting clear goals and providing incentives for team members	8.22	9	9.00	1.482	0.159
- Inspiring and motivating team members to go beyond expectations	8.70	9	9.00	1.192	0.128

- Encouraging innovation and creativity among team members	8.67	9	9.00	1.096	0.118
- Frequency of making suggestions to improve current services	8.60	9	9.00	1.304	0.141
- Frequency of producing ideas to improve work practices	8.51	9	9.00	1.290	0.139
- Frequency of acquiring new knowledge in the job	8.27	8	8.00	1.409	0.152
- Active contribution to the development of new services	8.42	9	9.00	1.350	0.146
- Frequency of optimizing the organization of work	8.43	8	8.50	1.223	0.132

Table 5.11 shows that the training participants reported a relatively high level of transactional and transformational leadership qualities. Transformational leadership on the 10-point scale got a mean score of 8.6839, whereas transactional leadership got 8.1207. The leadership orientation of the participants is more transformational in nature, although their approach also includes an important transactional leadership practice. The participants' perception of transactional leadership as relatively high depicts their continued valuing of traditional management approaches such as setting directions, offering rewards, supervising and ensuring accountability. The earlier finding suggests that leadership practice, namely goal setting, incentivizing, using rewards, and punishing, are the components of the leadership behavior of the participants. Therefore, it seems that transactional factors are still relevant for managing teams and achieving organizational goals.

On the contrary, the greater mean score for transformational leadership indicates a focus on inspiring employees, encouraging creativity, motivating team members, maintaining innovation, and facilitating change. This result is closely in accordance with the findings shown in Table 4.10; inspiring and motivating team members (8.70) and encouraging innovation and creativity (8.67) were rated especially highly. Overall, the findings indicate that they believe their leadership practice goes beyond merely supervising their staff to one that is developmental and innovation-oriented. The mean difference for the transactional and transformational leadership stood at -0.56322 , which shows that those who are transformational leaders are 0.56 points better than transactional leaders. The negative direction of the difference supports the calculation of transactional leadership minus transformational leadership. The difference between the two

leadership dimensions is statistically significant ($p < .001$), as the results show. Consequently, it is rather improbable that the higher level of transformational leadership in this sample is due to sampling error.

Findings indicate an outcome: the training participants' leadership profile is mostly transformational and also contains substantial transactional attributes. The outcome in question does not show a unidirectional leadership style in which one is always standing out from the other. Instead, it points towards a combined leadership orientation in which managerial control and performance expectations coexist with motivation, innovation, creativity, and organizational development. This pattern is especially relevant in the public sector, where leaders need to demonstrate administrative discipline while also fostering innovative ideas and responding promptly to changes within the organization. Nonetheless, these findings can be viewed as self-reported measures of leadership traits and not measures of leadership behavior. The findings thus show how participants see themselves as leaders; the effectiveness of either of these leadership styles in producing organizational outcomes is not established independently.

Table 5.11 Nature of Leadership among the training participants

Nature of Leadership		Mean (1-10 scale)	Std. Deviation	Std. Error Mean	Mean	Sig. (2-tailed)
Transactional Leadership Quality		8.1207	1.36604	.14646	-.56322	.000
Transformational Leadership Quality		8.6839	1.07052	.11477		

5.12 Attitudinal Dimensions of the Respondents

According to Table 5.12, the respondents show a generally positive attitude towards the Senior Staff Course (SSC) and their ability. All of the indicator mean scores were more than 7.50 on a scale of 10, suggesting favorable perceptions of the participants regarding the various course-related and professional-related items. Nevertheless, perceptions vary in strength, as the ratings reveal differences. The category of professional ability has the highest mean at 9.02 with a mode of 10 and median of 9.00. This shows that respondents have quite a strong level of confidence in their work. The comparatively lower standard deviation of 1.023 indicates less variation in the said

assessments than the other indicators. The finding aligns with the more wide-ranging findings on professional competencies and workplace performance, where respondents also reported being very confident about problem-solving, using/obtaining resources, productivity, and efficiency. Of all the dimensions related to SSC, the organization of the training program was rated the highest at 8.13, followed by course content (7.89). The results point to the fact that the respondents were pleased with the overall arrangement and substantive content of the program. The almost positive evaluation of course organization seems to suggest that the arrangements were thought to suit a senior-level course on a professional development program from an infrastructural and logistical view.

Both the course delivery method (7.78) and the course content design (7.69) ratings were lower but were still positive. The varied opinions of respondents on course content design mainly justify its highest standard deviation of 1.721. Some people may have varying expectations and experiences of how course material is structured, its relevance, and its presentation. Likewise, assessment of delivery method suggests that there may be scope for further refinement of instructional methods to better cater to the needs of learning of Senior officials. The finding indicates a high attitudinal orientation. Specifically, in relation to one's professional ability and the organization of the program. The comparatively lower ratings for course design and delivery indicate opportunities for enhancement in the content and delivery of the training program. The findings should be seen as participants' perceptions rather than as objective assessments of the quality of the training or their professionalism. Nonetheless, the result that stood out was the positive ratings of the SSC in general, suggesting it was relevant and useful, both personally and professionally, for the participants.

Table 5.12: Ratings on Different Types of Attitudes

Statement / Indicator	Mean	Mode	Median	Std. Deviation	Std. Error Mean
- Rating of SSC course content	7.89	9	8.00	1.667	0.179
- Rating of SSC course delivery method	7.78	8	8.00	1.513	0.162
- Rating of SSC course content design	7.69	9	8.00	1.721	0.184
- Rating of organizing the training program	8.13	9	8.00	1.421	0.153

- Rating of professional ability	9.02	10	9.00	1.023	0.110
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The findings presented in Table 5.13 give further understanding of the areas of learning the study participants associate with the Senior Staff Course (SSC) whilst organized into a Knowledge, Skills and Attitudes (KSA) framework. To summarize, respondents referred to growth in all three areas as a result of their activities, though knowledge- and skill-related themes were significantly more prominent than culture-related themes. Responses cited the Knowledge dimension area related to the Policy Analysis and Development theme, with 11 responses at most. Participants referred to several areas including policy formulation, policy evaluation, public policy, government policy, etc. Since there is much stress on the importance of policy-oriented knowledge, it is perhaps no surprise that it is seen as an important learning outcome for senior public officials. Senior public officials are increasingly expected to be involved in the processes of policy formulation, implementation, coordination, and evaluation. Other knowledge areas were Management and Administration (5), Public Service and Governance (4), and Financial Management (4), which means that participants related other managerial and administrative knowledge to the SSC too.

The Fourth Industrial Revolution received only a single mention, as did Blue Economy and Environment (1). The low frequencies do not mean that these topics were not part of the course; rather, they were seen as important less often spontaneously by respondents. The aspect of skills was also pronounced. The most mentioned skills theme, according to our respondents, was Communication and Negotiation, which had 8 responses, followed by Research and Analysis, which had 7 responses. This shows that senior officials in Sri Lanka think that interpersonal, analytical, and problem-solving skills are vital in achieving professional responsibilities. The skills that professionals should possess for professional Growth included presentation, time management, and training-related skills, which were pointed out by 5 respondents. Networking and Relationships and ICT were responded to by 3 respondents each.

Personal Development had 2 mentions in the attitudinal dimension, though relatively less significant. Most were about building confidence and change of behavior. Two respondents reported the same change as in the earlier question or N/A. The limited identification of attitudinal outcomes suggests participants were mostly thinking about the learning worth of the SSC as acquiring or enhancing professional knowledge and practical skills rather than more explicit

attitudinal change. According to the findings, the learning of SSC was perceived by participants to be related to policy knowledge, administrative ability, analytical and communication skills, professional development, and personal development. The concentration of knowledge and skills concerning public policy is particularly relevant to the work of senior public officials. The results obtained in KSA therefore complement the quantitative results presented in the last section by indicating more clearly what the participants perceived they learned, rather than the effectiveness of the course.

In any case, the frequencies should be read as not being a measure of the scale or impact of the learning. A greater frequency indicates a bigger number of respondents referring to a theme. However, it does not signify that the associated learning outcome was stronger. Nor does it indicate that the SSC brought about this change. Thus, these qualitative findings can be seen as offering contextual depth to the participants' perceptions regarding SSC learning outcomes.

Table 5.13: Frequency of Learning Themes Mentioned by the Respondents

Categories based on the KSA model	Theme	Frequency	Examples
Knowledge	Policy Analysis and Development	11	Policy formulation, policy evaluation, public policy, government policy
	Management and Administration	5	Project management, higher-level management
	Public Service and Governance	4	Service delivery, whole-of-government approach, contemporary governance issues
	Financial Management	4	Financial management, budgeting, fiscal policy
	Fourth Industrial Revolution	1	4IR
	Blue Economy and Environment	1	Blue Economy and Environment

Categories based on the KSA model	Theme	Frequency	Examples
Skills	Communication and Negotiation	8	Communication skills, negotiation skills, public relations, aptitude
	Research and Analysis	7	Research skills, policy analysis, problem analysis
	Professional Growth	5	Presentation skills, time management, training skills
	Networking and Relationships	3	Networking, inter-service relations, civil-military relations
	ICT	3	ICT
Attitudes	Personal Development	2	Confidence building, behavior change
Not Applicable/No Significant Change	-	2	-

5.13 Institutional Benefits Derived from SSC Training

The findings illustrate that the Senior Staff Course (SSC) generated substantial institutional benefits for the participants, especially in terms of professional networking, application of acquired knowledge and skills, ICT utilization, and use of training resources. As presented in Figure 4.13, the highest proportion of respondents (93.0%) reported that they were able to utilize peer contacts as an administrative capital developed through the training. This suggests that the professional relationships established among the participants during the SSC were perceived as an important institutional resource that participants could draw upon in their subsequent administrative roles. Furthermore, 89.7% of the respondents reported that they could apply the skills and knowledge acquired during the training to their day-to-day work. This relatively high proportion indicates that the learning acquired through the SSC was perceived to have practical relevance to participants' routine professional responsibilities. Moreover, 87.1% of respondents reported utilizing ICT skills

acquired through the course, demonstrating the perceived contribution of SSC training to the practical application of technology-related competencies in the workplace.

The use of training materials was also reported by a substantial proportion of respondents, with 82.8% indicating that they utilized these materials in their professional activities. Although this was the lowest percentage among the four indicators, it also represents a strong majority of participants. Overall, all four indicators exceeded 80%, demonstrating a consistently high level of perceived institutional benefits from SSC participation. The findings therefore suggest that the benefits of SSC training extended beyond the immediate training environment, particularly through professional networking, workplace application of acquired competencies, ICT utilization, and continued use of learning resources. The highest reported benefit was associated with peer contacts (93.0%), while the comparatively lower use of training materials (82.8%) indicates some variation in how different components of the training experience were subsequently utilized in participants' professional arrangements.

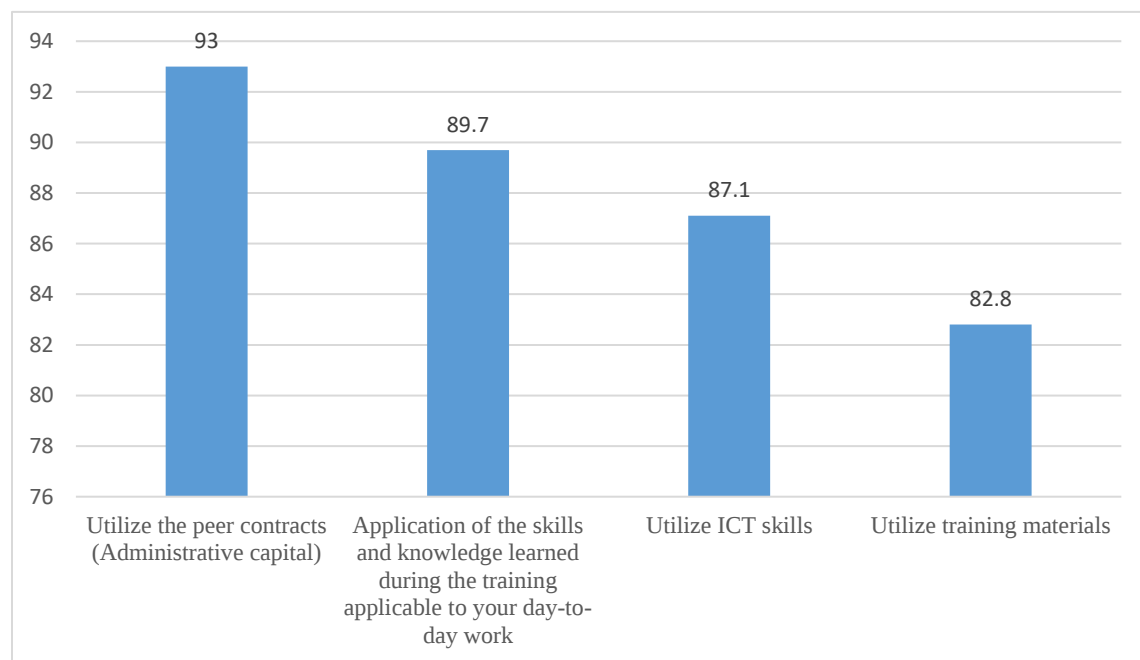


Figure 5.2: Training Benefits at the Organizational Level

5.14 Multivariate Analyses to Identify the Factors that Affect the Effectiveness of SSC Training

A series of multivariate linear regression models was fitted to assess factors associated with the perceived effectiveness of Senior Staff Course (SSC) training. The focus of this analysis was on

four broad groups of explanatory variables: training attributes, training utilization, personal attributes, and civil-service and demographic attributes. The regression results provided in Table 4.15 give a more complete picture of the relative contribution of these factors, controlling for other factors that are included in each model. The models had very different explanatory powers. Model 1, which mainly includes training attributes along with civil-service and demographic characteristics, yielded the highest adjusted R² figure of 0.586. This suggests that 58.6 percent of the adjusted variation in the perceived effectiveness of the SSC training is explained by this model. In the case of model two, which relies on training utilization, it indicates an adjusted R² of 0.545. While model three, which is primarily based on personal attributes, has a comparatively lower adjusted R² of 0.221. The complete model 4 specification produced an adjusted R² of 0.552. Consequently, while the broader model remained largely effective in explaining SSC effectiveness, the findings imply that training-related characteristics, particularly perceptions of course delivery, provide a stronger explanatory basis than personal characteristics alone.

The analysis of Model 1 indicates that ratings of the course delivery method were positively and significantly associated with perceived SSC effectiveness ($\beta = 0.426$, $p < 0.01$). Respondents who felt that the SSC brought value to their time also perceived it as more effective ($\beta = 0.427$, $p < 0.01$). Based on the overall effectiveness of the training, a high correlation was found between appraisals of how the course was delivered and whether the program was worth it. The rest of the training attributes, like course content, connection to job role, fulfillment of training objectives, theoretical orientation, evaluation method, future orientation, trainer capability, and professional delivery, do not show any statistically significant independent relationship in Model 1. This implies favorable views on individual course components do not generate significant statistical effects in isolation once all other attributes of the training program are considered jointly.

The results of Model 2 show the significance of training use. The application of skills and knowledge gained through SSC training had the strongest association in the model, as it had a positive coefficient ($\beta = 0.523$, $p < 0.001$) and was statistically significant. The effective utilization of ICT skills was shown to positively influence training ($\beta = 0.207$, $p < 0.05$), while their reported improvement in efficiency and work productivity was significant ($\beta = 0.371$, $p < 0.05$). It can be

inferred from these results that the perceived effectiveness of SSC is related to the transfer of learning in job activities. Specifically, the reasonably large coefficient for application of skills and knowledge suggests that the practical transfer of learning is perhaps more important for perceived effectiveness than the mere completion of training.

Still, one should not take away from this that the SSC training caused the results. The variables were predominantly reliant on information gathered from respondents as perceived by themselves; the cross-sectional data reveals no evidence of time-related and causal relationships. In contrast, the results show that effectiveness and use or workplace outcomes have statistical associations. Model 3 examines personality traits from a different angle. One of the variables in the model was a further variable, Confidence performing current job, which was found to be positively and significantly associated with perceived SSC effectiveness ($\beta = 0.290$, $p < 0.05$). People who thought that they could carry out their professional duties effectively often evaluated the effectiveness of SSCs highly, according to the results. Nevertheless, the adjusted R^2 of 0.221 is substantially lower, suggesting personal characteristics explain much less than the training-related variables in Models 1 and 2.

This underlines the value of distinguishing individual-level characteristics from features of the training program and its use thereafter. Model 4 considers the major explanatory dimensions jointly. According to this full specification, the course delivery method was positively and significantly associated with SSC effectiveness ($\beta = 0.360$, $p < 0.05$). Furthermore, the previously significant effects of ICT utilization, application of skills and knowledge, efficiency and productivity improvement, and confidence in job performance became non-significant. This attenuation is analytically important since the associations would presumably be driven by the common variance between the independent variables in the narrower models. When the training attributes, utilization, personal characteristics, civil-service characteristics, and demographic variables are considered jointly, the perceived course delivery quality is the most consistent independent correlate of SSC effectiveness in the reported models. Across the models, the coefficients of the demographic and civil-service variables were relatively low and not statistically significant. Compared to training-related factors, gender, age, length of service, education, workplace location, and service background seem to have little independent explanatory value. As an illustration, coefficients for workplace location hovered near zero in all four models. Moreover,

coefficients linked to age and length of service were also minor. Perceptions about the effectiveness of SSC were clearly not based on any differentiation of basic demographic or professional characteristics of respondents in the present sample. The regression analysis results indicate that factors related to training and the subsequent application of learning are more closely linked to perceived SSC effectiveness than demographics. The most powerful association of all came between the application of acquired skills and knowledge and the perceived effectiveness in Model 2 ($\beta = 0.523$, $p < 0.001$), while the course delivery also remained significant in both Models 1 and 4. With Models 1, 2, and 4 possessing relatively high adjusted R^2 values, it is further shown that the selected training-related variables collectively account for a large portion of the variance in respondents' perceptions of SSC effectiveness. The decrease in importance of different predictors in the full model tells us that we should not take the overlap between training quality, utilization, and individual characteristics into account when interpreting the bivariate or single-block association.

It is observed that the effectiveness of the SSC is not simply a matter of whether people attended the training and were satisfied with it. Rather, it is best understood as an interaction between how training is done, how participants see it being of value, and how effectively a transfer of learning takes place at the workplace. This supports the strengthening of applied and workplace-oriented elements of senior-level training while also taking care of the quality and relevance of delivery.

Table 5.15: Determinants of Effectiveness of the SSC Training (Linear Regression Models)

	Model 1	Model 2	Model 3	Model 4
Training Attributes				
Rating on course content (Low-High)	.115			.139
Rating on course delivery method (Low-High)	.426**			.360*
Have connections of SSC with the job role of joint secretary/equivalent (0=No, 1=Yes)	.033			-.125
Fulfill most training objectives (0=No, 1=Yes)	-.229			-.167
SSC was theoretical in nature (0=No, 1=Yes)	-.067			-.062
The evaluation method was appropriate (0=No, 1=Yes)	.128			.048
SSC was future-focused (0=No, 1=Yes)	-.076			-.033
Trainers were capable of delivering training (0=No, 1=Yes)	.003			-.030
Delivered the training professionally (0=No, 1=Yes)	.036			.044
Ensured value for time (0=No, 1=Yes)	.427**			.272
Training Utilization				
Utilize training materials (0=Not Utilize, 1= Utilized)		.038		-.028

	Model 1	Model 2	Model 3	Model 4
Utilize ICT skills (0=Not Utilize, 1= Utilized)		.207*		.123
Utilize the peer contracts (0=Not Utilize, 1= Utilized)		-.045		-.055
Application of the skills and knowledge (0=Not Applied, 1= Applied)		.523***		.094
Improvement of efficiency and work productivity level after SSC (0=Not Improved, 1= Improved)		.371*		.085
Improvement of commitment to work after SSC (0=Not Improved, 1= Improved)		-.182		-.036
Personal Attributes				
Confidence in performing current job (Low-High)			.290*	-.069
Satisfaction with the job (Low-High)			.214	.110
Rating on professional ability (Low-High)			.109	.140
Attributes of Civil Service				
Service (1= BCS (Admin., 0 =Others)	.083	-.027	.044	.080
Workplace (1= Capital, 0 =Others)	-.008	.009	.010	.018
Demographics				
Gender (0=Female, 1=Male)	-.041	.041	.069	-.051
Age (Low-High)	-.062	.004	-.117	-.101
Length of your service (Low-High)	-.013	-.110	-.130	-.030
Education (Low-High)	.034	.095	.023	.039
Constant (unstandardized coefficients)	4.098	2.850	6.044	5.202
Adjusted R ²	.586	.545	.221	.552

* p < .05, ** p < .01 and *** p < .001, (two-tailed tests)

5.15 Correlation Analysis to Determine the Influence of Other Performance Indicators on SSC Training Effectiveness

A Pearson correlation analysis was performed to further investigate the relationship between the effectiveness of SSC training and selected indicators of professional performance. The analysis took into account five indicators linked to performance: confidence in carrying out his current job, satisfaction with performance as a civil servant in general, perceived role of SSC in employee performance, job satisfaction, and professional ability. Table 4516 depicts the results obtained. The results indicate that all five performance indicators were positively and statistically significantly correlated with perceived SSC training effectiveness at the 0.01 level. More favorable assessments of professional performance and SSC relevance were associated with higher perceptions of training effectiveness, indicating a consistent pattern. The strength of such relationships varies considerably across the indicators.

There was a strong correlation ($r = 0.794$, $p < 0.01$) between perceived importance of SSC for employee performance and effectiveness of SSC training. There is a considerable positive correlation, which suggests that respondents who perceived SSC as increasingly significant for professional performance were significantly more likely to rate the course as effective. The robustness of this relationship is especially interesting as it links the participants' overall evaluation of course effectiveness with their assessment of the course's improvement of employee performance. Yet, the correlation does not necessarily show that seeing SSC as important causes respondents to rate training as more helpful. These two perceptions can reinforce each other conceptually. The second strongest relationship ($r = 0.434$, $p < 0.01$) was obtained for satisfaction with overall performance as a civil servant. The third strongest relationship ($r = 0.431$, $p < 0.01$) was obtained for confidence to perform the current job. According to the moderate positive correlations, it seems that those individuals who feel more confident in their job now (and overall performance too) feel more positively about the SSC training. The results show a link between how effective training was perceived to be and a broader assessment of functioning. There exists a statistically significant positive relationship between job satisfaction and SSC effectiveness ($r = 0.408$, $p < 0.01$). There was a moderate relationship between job satisfaction and SSC, with a half-strength correlation. Essentially, this reflection states that more favorable perceptions of one's job are linked to more favorable assessments of SSC. Participants may have judged the training context based on the broad professional environment they find themselves in.

The correlation between professional capability and performance of SSC was positive but relatively small ($r = 0.370$, $p < 0.01$). Although the coefficient is the weakest of the five correlations with training effectiveness, it remains significant. This means that perceived ability and SSC effectiveness are associated with one another in each environment or setting. The finding aligns with the broader descriptive results, which show that respondents report generally high levels of professional competence, problem-solving ability, productivity, efficiency, and workplace skills. It is also important to look at how the performance indicators are interrelated. A strong positive correlation existed between satisfaction with his overall performance as a civil servant and job satisfaction ($r = 0.701$, $p < 0.01$). According to research findings, the higher the satisfaction level with performance, the higher the ability level and professional performance. Most importantly, the reports say there was a positive correlation between current job confidence and ability-associated performance. In the same way, the perceived importance of SSC was

positively related to satisfaction with overall performance ($r = 0.441$, $p < 0.01$), job satisfaction ($r = 0.440$, $p < 0.01$), and confidence in job performance ($r = 0.394$, $p < 0.01$). The way the performance indicators are related, it shows that they are not independent dimensions but aspects of respondents' professional views.

The correlation analysis reveals a continuous positive link between the perceived effectiveness of SSCs and assessments of professional performance, job satisfaction, confidence, professional ability, and the importance of SSC. Out of these variables, perceived importance of SSC for employee performance bears the strongest relationship with training effectiveness at $r = 0.794$. On the other hand, professional ability has the weakest but significant relationship at $r = 0.370$. The results of this section add to the multivariate regression analysis above. According to the published correlation analysis, while the correlation analysis shows the strength and direction of pairwise relationships, it does not control for the influence of other variables simultaneously. Therefore, we shall not take them as causal influence. The regression analysis offers a better analytic basis to estimate the independent contribution of various explanatory factors. The analyses suggest that SSC effectiveness takes its root from participants' views on performance and the business relevance of the training, while the strength of these links varies by professional experience dimension.

Table 5.16: Correlation between the Effectiveness of the SSC Training and Different Performance Indicators

Variables		1	2	3	4	5	6
1. Effectiveness of the SSC training	Pearson Correlation						
2. Confidence in performing current	Pearson Correlation	.431**					
3. Satisfaction of overall performance as a civil servant	Pearson Correlation	.434**	.372**				
4. Importance of the SSC for an employee's performance	Pearson Correlation	.794**	.394**	.441**			
5. Satisfaction with job	Pearson Correlation	.408**	.370**	.701**	.440**		
6. Rating on professional ability	Pearson Correlation	.370**	.520**	.513**	.366**	.445**	

** . Correlation is significant at the 0.01 level (2-tailed).

5.16 Factor Analysis: Course Evaluation Factors

The study included 10 items relating to the SSC course evaluation of the training participants for factor analysis using Principal Component Analysis with Varimax Rotation. The value of the Kaiser-Meyer-Olkin measure of adequacy is .916, which is above the recommended value of .60, and Bartlett's test of sphericity was significant ($\chi^2=937.974$), as the p-value is determined to be .000, as mentioned in Table 5.17, indicating that the analysis is fit for one factor, explaining a total of 72.97% of the variance in the data shown in Table 5.18.

Table 517: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.916
Bartlett's Test of Sphericity	Approx. Chi-Square	937.974
	df	45
	Sig.	.000

Table 5.18: Total Variance Explained using Principal Component Analysis

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.298	72.978	72.978	7.298	72.978	72.978
2	.883	8.832	81.810			
3	.518	5.184	86.994			
4	.378	3.782	90.776			
5	.261	2.614	93.390			
6	.203	2.028	95.418			
7	.155	1.551	96.970			
8	.142	1.417	98.387			
9	.098	.981	99.368			
10	.063	.632	100.000			

Table 5.19 shows that Factor 1 is labeled with course design and content relevancy (.901), effectiveness of SSC training in developing a common understanding of leadership, administration (.899), overall effectiveness of the SSC training (.897), extent of organizational benefits received from course attendance (.863), extent of ability to apply learning from SSC training (.861), overall quality of BPATC faculty and guest resource persons (.857), appropriateness of training methods and delivery (.822), practical orientation and skill-building of course modules (.815), alignment of

training content with participant needs (.813), and effectiveness of training in providing new knowledge and skills (.808), explaining 72% of the variance after rotation.

Table 5.19: Rotated Component Matrix using Principal Component Analysis

Statement / Item Description	Component 1
- Course design and content relevancy	.901
- Effectiveness of SSC training in developing a common understanding of leadership/administration	.899
- Overall effectiveness of the SSC training	.897
- Extent of organizational benefits received from course attendance	.863
- Extent of ability to apply learning from SSC training	.861
- Overall quality of BPATC faculty and guest resource persons	.857
- Appropriateness of training methods and delivery	.822
- Practical orientation and skill-building of course modules	.815
- Alignment of training content with participant needs	.813
- Effectiveness of training in providing new knowledge and skills	.808

5.17 Factor Analysis: Competencies and Skill Factors

The study included 19 items relating to the competencies and skill factors of SSC course evaluation of the training participants for factor analysis using Principal Component Analysis with Varimax Rotation. The value of the Kaiser-Meyer-Olkin measure of adequacy is .915, which is above the recommended value of .60, and Bartlett's test of sphericity was significant ($\chi^2=1549.866$), as the p-value is determined to be .000, as mentioned in Table 5.20, indicating that the analysis is fit for two factors, explaining a total of 69.78% of the variance in the data shown in Table 5.21.

Table 5.20: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.915
Bartlett's Test of	Approx. Chi-Square	1549.866
Sphericity	df	171

Sig.	.000
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Table 5.21: Total Variance Explained using Principal Component Analysis

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.346	59.713	59.713	11.346	59.713	59.713
2	1.914	10.071	69.785	1.914	10.071	69.785
3	.905	4.765	74.550			
4	.813	4.277	78.827			
5	.605	3.182	82.009			
6	.591	3.110	85.120			
7	.485	2.551	87.671			
8	.350	1.841	89.512			
9	.318	1.676	91.187			
10	.310	1.630	92.817			
11	.247	1.300	94.117			
12	.232	1.221	95.338			
13	.203	1.066	96.404			
14	.187	.984	97.388			
15	.133	.699	98.087			
16	.111	.583	98.670			
17	.103	.542	99.212			
18	.083	.437	99.649			
19	.067	.351	100.000			

Table 5.22 shows that Factor 1 is labeled as the level of efficiency (.871), ability to take initiative (.865), ability to solve problems effectively in the workplace (.829), level of productivity (.771), level of gender sensitivity (.755), ability for time management (.745), ability for media management (.688), ability to identify problems in the workplace effectively (.678), communication skills (.678), and ability to motivate subordinates (.609), explaining 59% of the variance after rotation. Factor 2 is labeled as decision-making ability in complex situations (.847), strategic planning and execution capacity (.826), inter-departmental coordination capability (.822), policy analysis and formulation skills (.809), administrative leadership and management

competency (.801), job knowledge and professional confidence (.733), workplace adaptability and stress management (.704), public service delivery and governance quality (.656), and financial management and resource optimization (.610), explaining 69% of the variance after rotation.

Table 5.22: Rotated Component Matrix using Principal Component Analysis

Statement / Competency Description	Component 1 (Workplace Innovation & Leadership)	Component 2 (Core Job Performance & Productivity)
- Level of efficiency	.871	.260
- Ability to take initiative	.865	.176
- Ability to solve problems effectively in workplace	.829	.311
- Level of productivity	.771	.460
- Level of gender sensitivity	.755	.453
- Ability for time management	.745	.359
- Ability for media management	.688	.389
- Ability to identify problems in workplace effectively	.678	.121
- Communication skills	.678	.429
- Ability to motivate subordinates	.609	.367
- Decision-making ability in complex situations	.286	.847
- Strategic planning and execution capacity	.361	.826
- Inter-departmental coordination capability	.184	.822
- Policy analysis and formulation skills	.219	.809

- Administrative leadership and management competency	.264	.801
- Job knowledge and professional confidence	.422	.733
- Workplace adaptability and stress management	.431	.704
- Public service delivery and governance quality	.319	.656
- Financial management and resource optimization	.564	.610

5.18 Factor Analysis: Leadership and Workforce Innovation Practice

The study included 9 items related to the leadership and workforce innovation practice of SSC course evaluation of the training participants, analyzed using Principal Component Analysis with Varimax Rotation. The value of the Kaiser-Meyer-Olkin measure of adequacy is .896, which is above the recommended value of .60, and Bartlett's test of sphericity was significant ($\chi^2=588.647$), as the p-value is determined to be .000, as mentioned in Table 4.23, indicating that the analysis is fit for two factors, explaining a total of 75.88% of the variance in the data shown in Table 5.24.

Table 5.23: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.896
Bartlett's Test of Sphericity	Approx. Chi-Square	588.647
	df	36
	Sig.	.000

Table 5.24: Total Variance Explained using Principal Component Analysis

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.825	64.721	64.721	5.825	64.721	64.721

2	1.004	11.160	75.881	1.004	11.160	75.881
3	.562	6.248	82.129			
4	.476	5.285	87.413			
5	.354	3.935	91.348			
6	.255	2.832	94.180			
7	.224	2.489	96.669			
8	.158	1.761	98.430			
9	.141	1.570	100.000			

Table 5.25 shows that Factor 1 is labeled as level of efficiency (.863), level of productivity (.837), level of gender sensitivity (.835), communication skills (.804), and ability for media management (.764), explaining 64% of the variance after rotation. Factor 2 is labeled as ability to identify problems in the workplace effectively (.864), ability to solve problems effectively in the workplace (.794), ability to motivate subordinates (.707), and ability to coordinate with stakeholders (.672), explaining 75% of the variance after rotation.

Table 5.25: Rotated Component Matrix using Principal Component Analysis

Item Description	Component 1 (Policy & Innovation Competencies)	Component 2 (Core Executive & Strategic Leadership)
- Level of efficiency	.863	.248
- Level of productivity	.837	.255
- Level of gender sensitivity	.835	.295
- Communication skills	.804	.381
- Ability for media management	.764	.376
- Ability to identify problems in workplace effectively	.185	.864
- Ability to solve problems effectively in workplace	.269	.794

- Ability to motivate subordinates	.458	.707
- Ability to coordinate with stakeholders	.557	.672

Part B: Qualitative Analysis

The study's qualitative part was done to confirm and deepen the findings obtained in the quantitative survey. The supervising officers at the Secretary and Additional Secretary levels who have supervised officers who have completed the Senior Staff Course (SSC) were key informants who were interviewed for the current study through Six KIIs. Besides, one FGD was conducted with six senior GoI officials of Additional Secretary level who have supervisory and inter-ministerial work experience. The interviews and FGD referred to seven broad areas: relevance of the SSC curriculum, behavior and attitudinal transformation, application of knowledge and skills, communication and negotiation, innovation and change management, organizational level impact, and scope for improvement. Researchers first read the data through before identifying the first themes. The outcomes obtained from KIIs and FGD were later compared with the quantitative findings to identify convergence and substantiate quantitative findings.

5.19 The SSC Curriculum and Its Relevance and Contemporary Adequacy

The findings suggest that generally, the SSC curriculum is relevant to the functions of Joint Secretary level and equivalent officers. The supervising officials have stated that officers at this stage of their careers are engaged in a variety of other tasks not limited to general administration but includes policy formulation, coordination, project management, procurement, organization management and sustainable development issues.

KII 1 deems the course is “broadly relevant and mentions some components that would be useful such as public sector ethos, public policy formulation, research and evaluation, project and procurement management and SDGs.” The respondent described.

A civil servant gets posted as district officer or additional district officer in a district. There an officer is involved in not only coordinating routine administration. But also, policies projects. 32 words. KII 2 also said that curriculum is useful for senior officers but there is a difference between its usefulness and effectiveness. The respondent stated that.

The course is relevant but relevance and effectiveness are not exactly the same thing.

The distinction was important because many respondents believed there was a gap between theory and practice. KII 1 saw policy analysis as a means to solve actual administrative problems and not remain at the conceptual. An officer at this level must be assigned a realistic administrative issue

and required to assess the situation, identify the stakeholders, analyze the options, and justify a decision.

This concern was reaffirmed by FGD findings. According to P2, although the existing curriculum generally emphasizes administrative responsibilities, new or developing governance challenges require greater attention. Governance is moving at a fast pace and 4IR, AI, digital governance, climate issues are important. Course participant noted and rated negotiation and crisis management as requiring more practical focus. The P3 contended.

“Negotiation should be given much more focus and weightage because, on a daily basis, at every level, officers are seen having arguments and liaising with different ministries.”

P4 also pinpointed crisis management and advocated for increased simulation because, in a crisis, senior officers would require the ability to make quick decisions under pressure and with limited information. Similar to the quantitative result, SSC is perceived as very important (Mean=8.72). The qualitative evidence indicates that the main issue is not whether the SSC is relevant, but whether relevant knowledge is conveyed through sufficiently practical and contemporary learning methods.

5.20 Changing Behaviors and Attitudes

The KII and FGD findings unanimously conveyed the importance of encouraging behavioural and attitudinal transformation. Most supervising officials noticed improvements in leadership, professional discipline, teamwork, coordination, accountability and ethical orientation in the SSC graduation. KII 1 stated that the change in professionalism can be seen and they referred to a person.

Also, the respondent mentioned that graduates seem more mindful of coordination, accountability and transparency and more sensitive to gender and disadvantaged groups.

Similarly leadership and teamwork was also mentioned as area of improvement. The most conspicuous improvement I perceived was in leadership and teamwork.

The respondent said that officers used communication more systematically and were more aware of others' collaboration. Officers were said to be more willing to listen before raising the issue, and meetings were seen to be more focused.

KII 4 offered a particularly robust evaluation of leadership development, emphasizing the transformative nature of leadership. The transformational leadership qualities of the officers of the SSC – visionary leadership, inspirational ability, ethical integrity, and cohesion are its primary strength. In addition, the respondent noted that leadership should not merely mean giving orders but, rather, inspiring teams and aligning diverse people and organizations.

The findings of Focus Group Discussion were similar. Project P5 noticed progress in their leadership and managerial abilities. P2 said P5 now has more knowledge about accountability and transparency. P6 was more sensitive to gender and vulnerable communities. P1 opined that the residential character of the program is an important contributor to behavioral development.

One major impact of the residential training of the program was the interaction of officers of different services which created a working network. The qualitative results show that the training is not independent from the organizational context also. Warning issued by 3.

According to a study in 2006, officer professionalism is rooted in individual behavioral change and their environment. As established through the evidence, the workplace settings either support or inhibit behaviors learned from training.

As such, the qualitative findings strongly reinforce the quantitative results where attitudinal indicators represented one of the strongest dimensions of SSC effectiveness. Feedback from the interviews indicates that stronger attitudinal outcomes may be due to residential interaction, professional networking, leadership development and public service ethos.

5.21 Using Knowledge and Skills at Work

Interviews suggest that SSC graduates demonstrate significant improvement in the application of some policy, analytical and administrative skills. However, these improvements are apparently moderate and not particularly strong. KII 3 noticed an increase in evidence-based briefs and policy notes from graduates. The respondent recorded.

Most officers show more interest in studies related to the different fields over reviewing policies existing under them, hence making a reality policy reform.

However, the respondent qualifying this remark said the overall improvement was moderate. One might call the improvement moderate rather than overly impressive. The respondent partly attributed this lack of delivery on the course to the fact that there is not enough application of it in

the module. Therefore, it might be more useful if the application-oriented was to happen in the Research and Evaluation module. KII 1 likewise remarked how graduates prepared meeting notes and briefs in a more structured and analytical manner.

Written notes coming from the more ‘mature’ offices were of different character, in particular. The officer was also noted to take evidence before taking any position. In some cases, the officers also laid down the logic of the departments’ work. The findings of the FGD supported it. P4 stated it.

Researchers are typically sophisticated consumers of information. This characteristic marks their ability to process information on the go and that too efficiently.

According to P1, there is more emphasis now on evidence-based, less on ‘what previous recommendations say’ without validation. The use of ICT at the workplace level to application many essential skills provided the other area of importance.

KII 3 noted that, by and large, graduates had a better command over standard ICT tools.

All the trained officers now have a better command over the use of basic and standard ICT utilities such as e-filing, online communication etc. The respondent, however, noted that more advanced capabilities were still needed, especially in data analytics and e-governance.

This difference was clear in the FGD too. According to P6, e-filing, email correspondence, MIS dashboard and virtual meetings are great help. P5, however, argues that advanced training in ICT must be for data analytics and digital governance tools using a lab-based approach. Moreover, P2 emphasizes the links between guidance on decision-making with AI support and a better perception of risks. The findings correlate with the quantitative outcome of a strong application of ICT (87%) and a moderate average increase in knowledge and skills. According to the qualitative evidence, this pattern can be explained as SSC graduates seem able to apply routine digital tools at their workplace but more complex analytical and technological abilities need more practice and training.

5.22 Communicating, Teamworking, and Negotiating

Both KII and FGD participants identified enhanced communication and team collaboration repeatedly. Officials supervising the SSC graduates felt that they communicated in a more systematic manner and prepared clearer presentations and coordinated better with the other colleagues and organizations.

KII 2 identified a rise in communication skills and a lessing rise in negotiation skills.

The officer's capacity to communicate has improved but in case of negotiation only slight improvement is noticed.

According to the respondent, negotiation is particularly important in government as senior officials regularly negotiate with different departments and organizations which have competing interests.

This was further validated by the FGD findings. P3 contended that more attention should be paid to the negotiation process because senior officials negotiate across ministries, field administrations and organizational units. The participant made it clear. Consequently, the qualitative evidence does not denote a clear distinction between communication and negotiation competencies. Communication seems to have enhanced more visibly; negotiation could benefit from extra practical exposure through role-plays, simulations and context-specific instances.

5.23 Innovation, ICT and Change Management

Evidence from qualitative sources indicates more SSC graduates have contributed to incremental innovation and organizational change. However, this has not been observed among all officers and institutions. KII 1 found several examples.

Several officers have been able to streamline approval processes, and introduce or enhance SOPs.

KII 3 mentioned,

for instance, the development of SOPs, simplification of policy processes and introduction of feedback mechanisms as instances of innovations.

KII 2 stressed that organizational innovation is not the same.

Not everyone is experiencing the effect. The motivation level and cultural orientation of the officer plays a big role in it.

This observation suggests that the effect of training is driven by individual motivation and institutional culture. Increased evidence of innovative improvements was given. P3 referred to enhanced operations; SOPs and development of the workflow while P5 identified APA reporting.

According to the P1, creating tools for citizens' feedback is an upcoming avenue for enhanced service delivery.

“Innovation amongst officers does not appear evenly distributed, in fact, this may be very much dependent on characteristics.”

P6 went on to link innovation with professional networking, arguing that the SSC can help officers develop the kind of leadership and relationships to mobilize support from multiple ministries. The overall findings suggest that SSC can create the conditions for innovation by strengthening leadership, professional networks and problem-solving orientations. The use of the training for organizational innovation is largely a function of the organizational environment post training.

5.24 Impact at Organizational Level

Another key theme was organizational-level impact. The supervising officials identified progress in decision-making, coordination, information, process, and digital capacity.

KII 5 mentioned that-

SSC graduates follow a systematic approach in the decision-making process and give clear analytical office notes. As per the respondent.

The choices businesses make are based on reasons. Likewise, they do get others to input in addition to carefully working out the outcome. The respondent further stated that better-prepared office notes would help senior officials in faster and more precise decision-making. Decision making by organization also works with the use of data.

KII 5 noted that an increasing number of officers made use of statistics, dashboards and reports for planning, execution and review. However, qualification was given by the respondent.

Measures like organizational reforms and technological advancements are equally responsible as SSC to transform state and economy according to a recent article. This is a crucial finding because it indicates that SSC should not be treated as the only cause of change in organizations but simply as a contributor to observed improvement.

In similar case, the FGD findings identified benefits for the organization. P2 was of the opinion that if decisions became quicker, administrative problems could be solved faster. According to

P1, better coordination has taken place between the central government and field-level officials. P5 commented on the increased accessibility and utilization of data for planning and monitoring. Furthermore, the P3 noted that some graduates had become very important in.

5.25 Changes driving ICT indicators innovative service delivery and SDG reforms

The quantitative evidence supporting strong organizational-level impact which scored 8.17 on average recruitment show these findings. Nonetheless, some of these effects are an indirect result of the behavior, networks and practices of individuals, as well as their leadership, and are context-dependent and areas for improvement and future priorities. A frequent outcome determined from each of KIIs and FGD was the need to change SSC from predominantly lecture-type delivery to experiential and application-oriented learning.

KII one recommended-

More simulations, case-based learning, and practitioner involvement.

KII 5 expressed a similar request to move away from slide-based presentation towards 2 pagers.

Use of case studies, group discussions and role play and simulation exercises.

According to KII 3, practitioner involvement is important. It is also recommended that there be more trainers with practical administrative experience and fewer lectures.

Similarly, similarly the concern of the FGD participants. P1 contended that trainers must be seasoned in dealing with real government issues while P3 advised on less of lectures and more of role play and case studies. There have been several recommendations to modernize ICT. The participants flagged areas like cyber security, artificial intelligence (AI) for decision making and advanced digital governance for more attention. KII 6, however, essentially argued that modernization should not mean adding more topics.

There are no plans to increase the number of modules to add depth. “rather to enhance the basic teaching methodology”.

This shows that the problem is not necessarily the expansion of the curriculum, rather more effective teaching learning process. The quality of the trainer is also given emphasis multiple times. As KII 4 stated, the same curriculum can produce different outcomes depending on the trainer quality, degree of participants’ enthusiasm and organizational structure after the training.

This means trainer selection and pedagogical capacity influence the effectiveness of training courses. Foreign exposure visits were seen in good light but found less analytical. Notable KII 4 observation. Going on foreign trips is beneficial but, unfortunately, the duration of these trips is very short and, at times, more like visits than for the purpose of analysis. The participants of the FGD recommended that the participants should have their objectives clear before visiting any country or organization and should analyze the practices they observed and see to what extent these practices can be applied to Bangladesh afterwards. Lastly, post-course follow-up and evaluation was a key recommendation. KII 6 stated that the impact of SSC should be tracked after participants return to their ministries. They suggested example the development of SOPs, introduction of digital processes, feedback processes and improvement in inter-ministerial communication.

5.26 Integrated discussion of KII, FGD and Quantitative Findings

The findings are largely consistent in informing us about the effectiveness of SSCS that are employed. The data reveal very good results on attitude, ICT use and organizational performance impact, while knowledge and skills show a relatively moderate improvement. The qualitative findings give interpretations for these trends. To begin with, KII and FGD participants consistently regarded the core curriculum as relevant to senior administrative functions, as evidenced by the strong quantitative score of the importance of SSC (mean = 8.72). Qualitative evidence, however, clarifies that the main hindrance is the difference between theory and practice. As KII 2 pointed out, relevance and effectiveness are not precisely the same thing. In addition, the more robust attitudinal results observed quantitatively are supported by a consistent volume of qualitative reports on improved professionalism, leadership, teamwork, accountability, and ethical awareness. It was also noted that the SSC residential structure is an important mechanism for professional interaction. In particular KII 6 explained that while the residential environment and the interaction of officers reinforced attitudinal change, continued practice was required for technical skills. In addition, the moderate quantitative results for knowledge and skills correspond with respondents' observations that officers are demonstrating improvements in analytical briefs, policy notes and evidence-based decision-making but need more chances to practice. Practical training is especially needed in the fields of negotiation, crisis management, sophisticated ICT and scenario-based policy analysis, according to qualitative findings.

Moreover, qualitative evidence supports the strong quantitative result for ICT application (87%). The evidence points to an increase in the use of e-filing, electronic correspondence, MIS dashboards and online communication. Respondents consistently distinguished between running applications on their personal computers to carry out business-as-usual processes versus data-related practices like data analytics, cyber-attacks, AI-supported decision-making and digital governance. In the end, the relatively powerful organizational impact that was identified quantitatively (mean = 8.17) is backed up by qualitative instances of better decision-making, streamlining of processes, development of SOPs, APA reporting, ICT transformation, SDG monitoring and service-delivery reforms. The observation made by KII 5 that organizational transformation is not the result of SSC itself is noteworthy. Outcomes are influenced by organizational, technological, personal, and institutional cultures and context. The qualitative results indicate that overall, SSC positively impacts professional orientation, leadership, teamwork, ethics and workplace behavior. Furthermore, complex knowledge and technical skills are only influenced by SSC resulting in practice and application at the workplace. As a result, future enhancement should focus not merely on increasing the content of the curriculum but on case-based learning, simulation, practitioner-led, high-end ICT training, trainer quality improvement, analytical exposure to foreign culture, and systematic post-training follow-up.

Chapter VI: Discussion

The study findings provide substantial evidence that the SSC course at the BPATC is effective for enhancing the professional capacity of important public officials. However, participants' satisfaction with, completion of and perceived relevance of SSCs do not seem to help much in understanding their effectiveness. Effectiveness appear to emerge from the interaction between course delivery (what is taught), its perceived value and appropriateness (for whom or what purpose), and perhaps most importantly, the transfer of what is learned back on the job. This interpretation is especially important for public sector training at top management level. The ultimate worth of training is less about what participants learn in the training room. It is more about whether that learning changes decisions, behaviors, administrative practices, and performance of the organization. This study therefore broadened the traditional assessment of training effectiveness by focusing on the later phase of training, application of behavior and organizational outcomes. This focus speaks to a significant gap in past research conducted in Bangladesh, which has often focused on training needs, curriculum, institutional arrangements, trainer quality, and participant reactions with relatively little evidence concerning transfer on the job and organizational results. Prior research like Islam and Hosen (2021) highlighted the importance of higher levels of Kirkpatrick's framework yet they did not adequately assess whether learning was later translated into workplace behavior and organizational outcomes. The current study helps fill this gap with quantitative evidence and qualitative accounts from senior officials who have supervised or worked with SSC graduates.

6.1 SSC Effectiveness: Relevance as a Necessary but Insufficient Condition

An important finding is that it is strongly perceived that Joint Secretary-level and equivalent officials will find SSC relevant to their work. Using the quantitative results, the participants perceived a very strong link between the course and their professional roles while the qualitative findings also suggest that the course is considered broadly relevant for policy formulation, policy-coordination, project management, procurement, organizational management, sustainable development, and public sector leadership. According to these findings, it is important to ensure that executive training is aligned with the actual responsibilities and choice situations of senior officials. Even so, the qualitative findings draw an important difference between relevance and efficacy. Officials supervising SSC curriculum noted that the curriculum was useful. However, they asserted that usefulness is not equal to effective transfer. Especially noteworthy was the disconnect that many respondents identified between conceptual knowledge and the realities of

senior administration. Participants identified policy analysis, negotiation, crisis management, and complex decision-making as areas where they would benefit from more realistic administrative exercises, simulations, role-play and specific-context cases.

The distinction is important for understanding what the high overall assessment of SSC means. Even if the curriculum has relevant topics, the effect on behavior may be limited unless the teaching method simulates the realities of the administrative environment effectively. Senior civil servants often make decisions under conditions of uncertainty, conflicting institutional interests, political and administrative constraints, time pressure, and imperfect information. As a result, training at this level is not just about passing on knowledge but also providing opportunities to practice judgement. Consequently, the results are consistent with the views that executive training be understood less in terms of its content and more as a model of professional learning that is oriented towards the application.

The interpretation is supported by the regression analysis. The method of delivering a course has positive, statistically significant association with perceived effectiveness of SSC ($\beta = 0.426$, $p < 0.01$) while perceived value for time was also significant ($\beta = 0.427$, $p < 0.01$). In the entire interactive model for deliver delivery the no. of delivery remained statistically significant, $\beta = 0.360$, $p < 0.05$. The manner in which the curriculum is taught may matter more to effectiveness than whether the course contains particular curriculum components considered separately. The results suggest that relevance is essential but not adequate. The effectiveness of a Structured Student Clinical encounter will be determined by whether useful knowledge was communicated through means capable of transforming knowledge into professional judgement and workplace behavior.

6.2 Training Transfer as the Central Mechanism of Effectiveness

The study reveals that the transfer of training is largely connected with the perceived SSC activity being effective. The results of the regression analysis show that the strongest coefficient was found in Model 2 based on the application of acquired knowledge and skills, $\beta = 0.523$, $p < 0.001$. Use of ICT was found to be positively related to effectiveness ($\beta = 0.207$, $p < 0.05$). In addition, perceived improvement in efficiency and productivity had positive relation ($\beta = 0.371$, $p < 0.05$).

Theoretical implications of this result is huge. The message from SSC appears to be that the worth of SSC lies mainly in which people do not attend, and not even the immediate perceptions of the

training event. The matching of findings with the human capital theory shows that education and training are now investments that improve the productivity level of individuals. Becker's (1964) framework that SSC is significant public investment that can enhance the knowledge, skills, attitudes, leadership capacities and decision-making capabilities of senior official. However the investment becomes meaningful only when the enhanced human capital is fully utilized at the workplace.

The qualitative evidence establishes a firm support for this interpretation. Supervising officials stated that preparations of evidence-based office notes, policy briefs, meeting notes, presentations, and analytical health reports improved. Some SSC graduates are found to rely more on evidence before taking positions and to structure administrative reasoning more systematically. According to those observations, learning is passing from cognitive acquisition to changes in professional practice. It is important to notice, however, that the evidence suggests transfer is selective not universal. More readily transferred are the regular business and communication-related skills rather than the advanced analytical, negotiating and technical skills. The pattern suggests that training transfer doesn't happen simply because someone participated. The extent to which course activities replicate those faced in the workplace also contributes to success. This finding also reflects the literature on training transfer more generally. In particular, Baldwin and Ford (1988) emphasized the conditions that influence whether learning is generalized and maintained in the workplace. According to the SSC findings, transfer requires time and deliberate design; it is not reasonable to expect classroom learning to easily transfer into office performance.

6.3 Behavioral Change and Organizational Learning

The qualitative findings indicate that SSC can produce some change in professional behaviour and attitude. More effective communication, improved teamwork, better organization of information, taking more responsibility, and improved professionalism in decision-making were offered as potential benefits by respondents. The changes are particularly meaningful to senior civil servants as the responsibilities they carry transcend that of a single task. The behavior of high-level public officials affects junior officials, inter-agency co-ordination, organizational routines, and public decision-making.

Organizational Learning Theory in particular, the Argyris and Schön (1978) interpretation indicates that the individual does learn. It leads to organizational learning when new knowledge

results in changes to an organization's routines, practices, and decision-making processes. The study's conceptual framework makes clear SSC learning as a form of human-capital development can lead to organizational development.

The proof of innovation especially gives a useful illustration and shows this process. Qualitative respondents indicated examples of more streamlined approvals, enhanced or newly developed SOPs, more simplified policy processes, more effective feedback mechanisms, workflow improvements, and other kinds of incremental innovations. While this improvement was seen, they mentioned that it was not uniformly so across all SSC graduates or institutions. According to factor analysis, individual motivation and organizational culture are important training outcome determinants. Theoretically, this finding prevents an overly deterministic interpretation of the effectiveness of training. Institutional environment must be enabling enough for organization learning even better if training increases. An able officer may fail to initiate meaningful change where there are strict organizational routines, innovation is not encouraged, and decision-making authority is limited. Hence, the effect chain can be envisaged as. Training leads to personal learning that can be applied in the workplace leading to behavioral change. This leads to organizational learning that ends up with institutional outcomes.

Evidence from this study is more supportive of the first four elements of this pathway than the final organizational outcome. One reason for this is because the researcher design heavily relies on perceptions of participants and supervisors, and does not have a long term and experimental assessment of institutional performance.

6.4 The Theory-Practice Gap in Executive Training

The qualitative evidence shows that coverage is not the same as implementation. While the curriculum was seen as relevant by the participants and supervisor, the competencies are said to require a much more experiential learning. Negotiation and crisis management were particularly leading examples. With competing interests, senior officials routinely negotiate across ministries, departments, field administrations, and other institutions. Respondents perceived the improvement in negotiation to be less than the improvement in communication.

As per the finding, exposure in classroom cannot help develop some competencies. Negotiation, crisis management, leadership under stress and complex policy analysis require tacit knowledge

and situational judgement. We can achieve these competencies more effectively through simulations, role play, case-based learning, problem solving and structured reflection.

Consequently, the finding encourages a transition in pedagogical approaches in executive education. Instead of offering a policy framework, assign to participants a realistic administrative problem with conflicting objectives, involvements of multiple stakeholders, incomplete information, and resource limitations. The next step would require them to assess the situation, identify stakeholders, formulate alternatives, negotiate a solution, justify a decision, and defend their recommendations. Making these suitably sounds would create greater harmony between the learning and the actual decision environment of senior civil servants. This also corresponds to the qualitative hypothesis of the study which indicates that not remaining mainly conceptual, policy analysis should tackle real administrative problems. The results thus suggest that the next step in the development of the SSC should not just be to add new topics, but redesign how the existing competencies are taught and assessed.

6.5 Digital Competence: From Basic ICT Use to Advanced Digital Governance

ICT signifies an additional domain where the results have revealed great success and an incipient limitation. Statistical data suggest that ICT usage in the workplace is high while qualitative respondents claim that the SSC graduate have better control over e-filing, e-mail, MIS dashboards and virtual meetings. As the findings demonstrate SSC has led to routine digital competence amongst senior officials. Nevertheless, qualitative evidence suggests that the public sector's digital transformation has gone beyond mere ICT literacy. Respondents reported that there is a need for more focus on digital governance tools, cyber-related capabilities, and AI. It is important to obtain this distinction because the public administration of the future needs to do more than just use standard office technologies. More and more, senior officials need to interpret data, assess technology-related risks, understand digital systems and use emerging technologies to make evidence-based decisions. The study thus finds a turning point for SSC: ICT utilization to digital leadership.

The results indicate that lectures alone will not be sufficient to develop advanced digital competencies; rather, lab/hand-on-based approaches should be used. Data analytics exercises, simulations of digital governance, analysis of dashboards, and risk assessment activities can help translate awareness and understanding into digital ability at the top level.

6.6 Organizational Outcomes and the Kirkpatrick Framework

The use of Kirkpatrick's Four Level Model by the study is adequate for interpreting these results. Kirkpatrick makes an important distinction between levels of evaluation of whether training produces workplace and organization effects, particularly levels three and four. The outcomes furnish proof that is Level 3 evidence that is fairly substantial. Participants claimed using their newly-discovered knowledge and skills, ICT competencies, improved efficiencies and enhanced performance. Evidence from qualitative information from supervisor corroborate observed changes in communication , analytical work , team working and administrative practices. The evidence for level 4 is supportive but should be treated with caution. Organizational innovations, SOPs (standard operating procedures), process improvements, workflow changes, and feedback mechanisms are illustrative of institutional potential. Nonetheless, the research fails to demonstrate that the results occurred solely from participation in SSC. The regression analysis itself warns against causal interpretation, as the data are cross-sectional and largely based on respondents' self-reported perceptions. It matters that this method is limited. Just because there's a statistically significant correlation between training transfer and perceived effectiveness, doesn't mean that it is a temporal causal mechanism. Just like that, SSC would not be the obvious cause for an observed organizational innovation. Other possible causes include leadership, institutional reform, technology, policy change, organizational culture, and individual motivation. The overall interpretation is substantiated by the coming together of quantitative and qualitative evidence. The quantitative findings reveal the existence of statistical relations between training, application and effectiveness. The qualitative findings specify how those relations might work in practice. One of the main strengths of the study is the mixed-method convergence.

6.7 Relative Importance of Training Factors

Results from the regression analysis suggest that training-related variables explain considerably more variance than personal characteristics do. Model 1's adjusted- R^2 is 0.586 while Model 2 is 0.545 and Model 3 is 0.221 finally the full Model 4 is 0.552. The explanatory power of the independent variables personal characteristics and demographic variables like age, gender, length of service, education, workplace location, and service background is weak. The study reveals that the quality of the training and its utilization is a greater predictor of perceptions of the SSC than

the participant demographics. This type of evidence suggests improvements in program design and delivery may yield a more substantial outcome than trying to explain effectiveness by participant characteristics. Simultaneously, the attenuation of several coefficients on the full model is analytically important. These can be construed as interconnected mechanisms rather than completely independent mechanisms across the training delivery, use, efficiency, ICT use, confidence, etc. Thus, the effectiveness of SSC should be conceived as a dimensional construct in which the quality of delivery enables learning which enables application which leads to professional and organizational outcomes.

6.8 Theoretical and Practical Contribution

The theoretical contribution of this study is combining Human Capital Theory and Organizational Learning Theory with Kirkpatrick's evaluation framework. Human Capital Theory postulated that investment in SSC should be able to enhance individual capabilities; Organizational Learning Theory explains how those capabilities get embedded in organizational practices; and Kirkpatrick offers an empirical framework for exploring the transition from learning to behavior and results.

This integration extends the assessment of SSC beyond the traditional evaluation of whether participants liked the training. Rather, it inquires into whether there were usable capabilities produced through training, whether it was transferred into professional practice, and whether it contributed to organizations' improvement.

The findings suggest that BPATC should focus on five areas. First, there should be more case- and simulation-based learning opportunities. Second, there should be more opportunities to practice negotiation and crisis-management. Third, there should be more advanced digital and data-analytics competencies. Fourth, there should be more involvement of practitioners and workplaces in designing training. Fifth, systematic post-training evaluation should be institutionalized. This evaluation should involve supervisors and, where feasible, objective organizational performance indicators. Future SSC evaluation should also adopt longitudinal designs, pre-post training measures, supervisor assessments, 360 assessments, and organizational performance indicators. These approaches would allow for a more robust assessment of the longevity of behavioral and organizational changes.

6.9 Overall Interpretation

In general, the evidence suggests SSC is an important, effective investment in the capacity development of senior public officials. It seems that the most significant contribution is improving the relevance of professional knowledge, strengthening workplace application, improving communication and analytical practices, supporting routine digital competency, and fostering incremental innovation. The relationship between the perceived effectiveness of the action training and the actual training transfer is the strongest statistical evidence. Qualitative evidence shows this training transfer in actual administration work. These findings, however, show that SSC has not yet developed the talent to translate executive training into meaningful organizational change. The weaknesses of most relevance concern the application of the more advanced competencies like negotiation, crisis management, complex policy analysis, data analytics and new digital governance. The uneven distribution of innovation also illustrates that training outcomes depend on organizational culture and individual motivation, at least partly.

A key conclusion of the discussions is that a future SSC which is effective should not be sought by enlarging the content of the curriculum. The key challenge is strengthening the transfer pathway for learning to behavior, and behavior to organizational results. In view of the million-dollar cost of training civil servants, we need to begin by defining “multi-tasks”.. Consequently, SSC will create more public-sector value when it combines relevant knowledge and experiential learning with realistic problem-solving, digital capability, post-training support, and systematic evaluation of workplace application. This research presents some evidence for a broader remaking of executive public-sector training in Bangladesh: from a course participation and immediate learning centered model towards a transfer, behavioral change, institutional learning and sustained public sector performance centered model. This is the main implication of the current evaluation and serves as a basis for SSC’s continuing modernization as an instrument for administrative capacity development.

Chapter VII: Conclusion

7. 1 Conclusion

The study portrays the significance of the Senior Staff Courses in addressing their implications for professional excellence, leadership quality, innovativeness, and institutional capability development. Based on the empirical analysis, it is evident that the SSC program has emerged as a vital program for professional excellence and development of the senior government officials. Participants during the Focus Group Discussion (FGD) and Key Informant Interview (KII) opined that they have successfully completed the courses with their dynamic curriculum and course contents.

Findings show that most of the training participants found this SSC curriculum very contemporary. The course content has a high level of relevance to the professional requirements and obligations of senior government officials. Senior government officials benefited significantly in the policy domain, such as decision-making, policy formulation, policy execution, policy analysis, and evaluation. Besides, engagement in the SSC course made participants more self-confident and reliable in their personal and professional working atmosphere.

Apart from theoretical orientation, the SSC has created an option to acquire practical and hands-on learning opportunities in the field of ICT, e-literacy, policy skills, and so on. Due to this extensive program, participants got an opportunity to interact with government officials at different levels of government, which enhanced interpersonal networks and communication, ultimately helping to solve complex problems more easily through this networking channel. The program has brought a unique opportunity for the trainee to develop transformational skills in the leadership field.

However, the SSC program still requires significant improvements to make it a dynamic program. During the interview, experts urged bringing dynamic contemporary changes with the inclusion of data analytics, artificial intelligence, programming, algorithm-based decision-making, and AI skills development. Besides, the program needs to emphasize fieldwork activities and a case study approach to enhance reasoning and problem-solving skills. Finally, it is important to mention that the SSC has significant outcomes toward mobilizing competent and efficient government officials for Bangladesh Public Administration. The BPATC must reconsider and streamline its curriculum to make an alignment with the skill requirements of the 21st century.

7.2 Future Curriculum Direction

The study has recommended a future direction for an updated SSC curriculum and course directives.

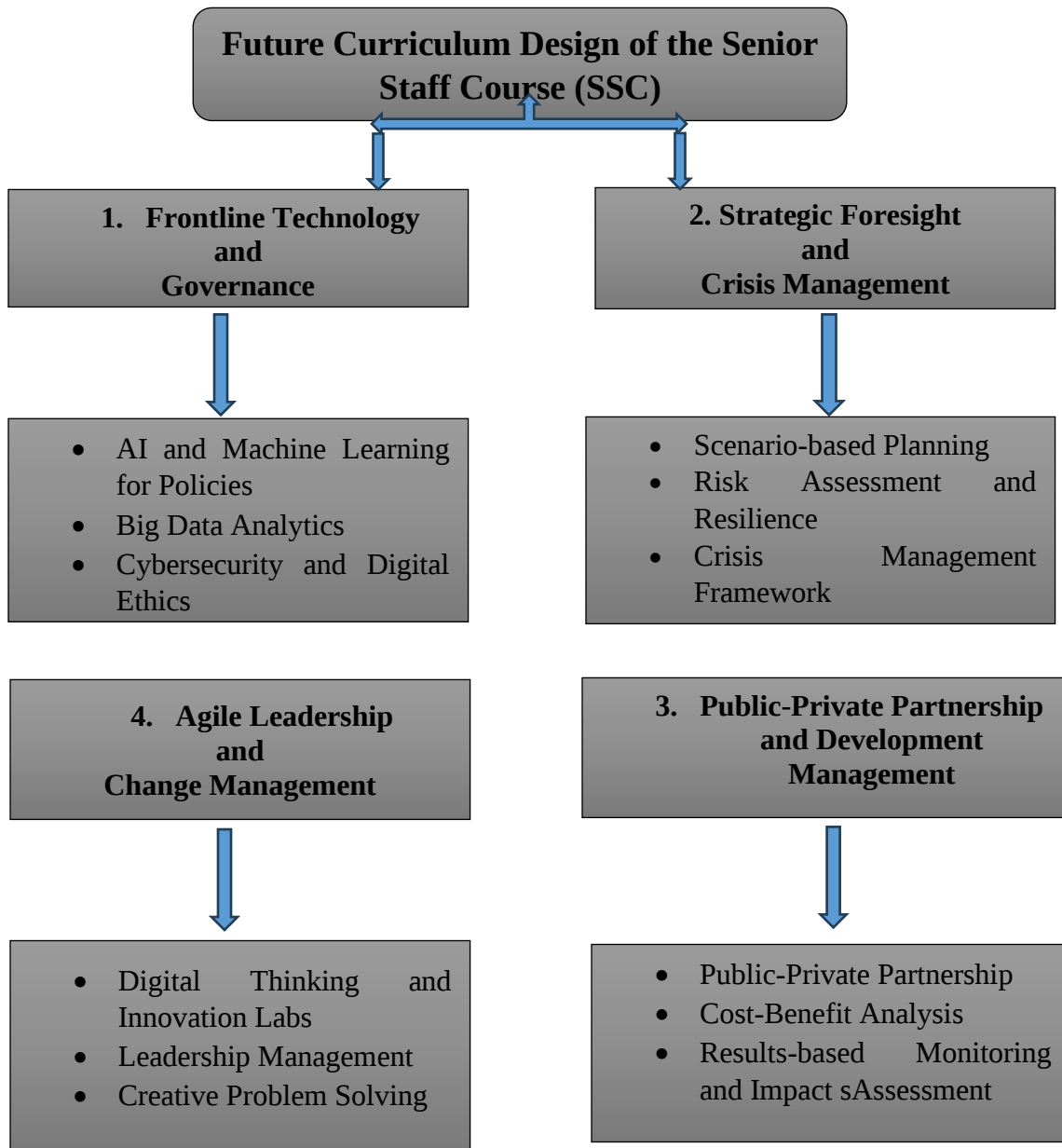


Figure 6.1: Future Curriculum Design of the Senior Staff Course (SSC)

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Annex-A

Survey Questionnaire

Charting Impact: Evaluating the Effectiveness of BPATC's Senior Staff Course (SSC)

The survey is administered jointly by **Bangladesh Public Administration Training Centre (BPATC)** and the **South Asian Institute of Policy and Governance (SIPG)**, North South University, Bangladesh

* Indicates required question

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Objectives of the survey

This survey aims to assess the impact of **BPATC's Senior Staff Course (SSC)** for more effective training, further contributing to Bangladesh's development.

Survey guidelines:

- Your responses are voluntary and will be kept strictly anonymous.
- The information you provide will only be used for research purposes and to enhance the quality of the training.
- There are no right or wrong answers; your opinions are valuable.
- You can respond in either Bangla or English.
- We sincerely appreciate your insights as a leader in the public sector;

the input will help us immensely to improve the training quality.

Training and your job

1. On a scale of 1 to 10, how **important** do you think **BPATC's Senior Staff Course (SSC)** is for your **professional development**?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Extremely Important

2. How do you rate the **importance** of the Senior Staff Course (SSC) for an employee's performance?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very important

3. Is there any **problem regarding the selection** of the participants for this training?

Mark only one oval.

☐ Yes

☐ No

4. How far are you **satisfied** with your job?

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very satisfied

5. Please rate your current **knowledge and skill** related to your job responsibilities.

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Poo	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Excellent

6. What specific **knowledge or skills** do you feel you lack in your current role?

7. Have you **completed** the Senior Staff Course (SSC) at BPATC?

Mark only one oval.

☐ Yes

☐ No *Skip to question 28*

Training Content and Materials (skip this section if you yet to take the course)

8. Rate the **relevance of the training content** to your job responsibilities:

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very Relevant

9. How satisfied were you with the **training materials** provided (e.g., handouts, presentations, manuals)?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very Satisfied

10. How do you rate the **overall effectiveness** of the SSC training?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very Effective

11. How did you take the Senior Staff Course?

Mark only one oval.

- ☐ Online
- ☐ Offline

12. What is the extent to which you **apply your acquired knowledge and skills** in your job?

Mark only one oval.

- ☐ Very low-level application
- ☐ Very high-level application

Training Delivery (skip this section if you yet to take the course)

13. How would you rate the **effectiveness of the trainer** in delivering the content?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very Excellent

14. Were the **training sessions interactive and engaging**?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very Interactive

15. How do you rate the **training methods** used for this training?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very Effective

16. How happy are you with the current **local exposure visits**?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very Happy

17. How happy are you with the current **international exposure visits**?*Mark only one oval.*

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very Happy

18. How do you rate the **training tools and technologies** used for the training?*Mark only one oval.*

	1	2	3	4	5	6	7	8	9	10	
Very	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very Excellent

19. How do you rate the **accommodation facilities** for the participants?*Mark only one oval.*

	1	2	3	4	5	6	7	8	9	10	
Very	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very Excellent

20. How do you rate the **class room facilities** for the participants?*Mark only one oval.*

	1	2	3	4	5	6	7	8	9	10	
Very	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very Excellent

21. How would you rate the **overall length** of the Senior Staff Course (SSC) organized by BPATC?

Mark only one oval.

- ☐ Too short
☐ Somewhat short
☐ Adequate
☐ Somewhat long
☐ Too long

22. Are the **course modules** sufficient for your professional needs?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Sufficient

23. How happy are you with the **existing evaluation system** of the training?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very Happy

24. How would you rate the **intensity** of the Senior Staff Course (SSC)?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Extremely Intense

25. What is your opinion about the **transportation facilities** during your training period?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very good

26. What is your opinion about the quality of **food** during your training period?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very Good

27. Have you **implemented any changes** in your work place as a result of the training?

Mark only one oval.

- ☐ Yes
☐ No

Public service motivation (PSM)

How would you respond to the following statements:

28. **Meaningful public service** is very important to me

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Stro	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Strongly agree

29. I am often reminded by daily events about how **dependent we are on one another**.

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Stro	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Strongly agree

30. **Making a difference** in society means more to me than **personal achievements**.

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Stro	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Strongly agree

31. I am prepared to **make sacrifices** for the good of society.

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Stro	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Strongly agree

32. I am not afraid to go to **bat for the rights of others** even if it means I will be ridiculed.

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Stro	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Strongly agree

OCEAN analysis

How would you respond to the following statements:

33. I see myself as **extraverted, enthusiastic**

Mark only one oval.

	1	2	3	4	5	6	7	
Stro	☐	☐	☐	☐	☐	☐	☐	Strongly agree

34. I see myself as **critical, quarrelsome**

Mark only one oval.

	1	2	3	4	5	6	7	
Stro	☐	☐	☐	☐	☐	☐	☐	Strongly agree

35. I see myself as **dependable, self-disciplined ***

Mark only one oval.

	1	2	3	4	5	6	7	
Stro	☐	☐	☐	☐	☐	☐	☐	Strongly agree

36. I see myself as **anxious, easily upset**

Mark only one oval.

	1	2	3	4	5	6	7	
Stro	☐	☐	☐	☐	☐	☐	☐	Strongly agree

37. I see myself as **open to new experiences, complex***Mark only one oval.*

	1	2	3	4	5	6	7	
Stro	☐	☐	☐	☐	☐	☐	☐	Strongly agree

38. I see myself as **reserved, quiet***Mark only one oval.*

	1	2	3	4	5	6	7	
Stro	☐	☐	☐	☐	☐	☐	☐	Strongly agree

39. I see myself as **sympathetic, warm***Mark only one oval.*

	1	2	3	4	5	6	7	
Stro	☐	☐	☐	☐	☐	☐	☐	Strongly agree

40. I see myself as **disorganized, careless***Mark only one oval.*

	1	2	3	4	5	6	7	
Stro	☐	☐	☐	☐	☐	☐	☐	Strongly agree

41. I see myself as **calm, emotionally stable***Mark only one oval.*

	1	2	3	4	5	6	7	
Stro	☐	☐	☐	☐	☐	☐	☐	Strongly agree

42. I see myself as **conventional, uncreative***Mark only one oval.*

	1	2	3	4	5	6	7	
Stro	☐	☐	☐	☐	☐	☐	☐	Strongly agree

How important do you think these values should be in your organization?

43. Accountability toward society in general

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very important

44. Public insight and transparency

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very important

45. Judicial values/due process

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very important

46. Independent professional standards

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very important

47. Political loyalty

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very important

48. Balance societal interests

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very important

49. Make network

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very important

50. Productivity

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very important

51. Businesslike operations

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very important

52. User democracy

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very important

In your opinion, how important should it be that employees, who perform the organizations' core tasks, have the following competences?

53. Being loyal to rules

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very important

54. Having economic awareness

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very important

55. Having professional drive

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very important

56. Being able to interpret political climate

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very important

57. Satisfying user's needs

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very important

In your opinion, what motives should be especially important for employees, who perform the organization's core tasks.

58. Stay within budget as motive

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very important

59. Professional commitment as a motive

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very important

60. Good relations to users as a motive

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very important

Innovation and developmental culture

61. In your job, how often do you **make suggestions to improve current services?** *

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	10	
Never	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Regularly

62. In your job, how often do you **produce ideas to improve work practices?** *

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	10	
Never	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Regularly

63. In your job, how often do you **acquire new knowledge?** *

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	10	
Never	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Regularly

64. In your job, how often do you **actively contribute to the development of new services?** *

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	10	
Never	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Regularly

65. In your job, how often do you **optimize the organization of work?** *

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	10	
Never	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Regularly

66. In the last 12 months, have you **implemented any innovations?** *

Mark only one oval.

- ☐ Yes
- ☐ No

67. Thinking of the most significant innovation that was implemented by you in the last 12 months, which parts of your work did it primarily affect? *

Mark only one oval.

- ☐ Process
- ☐ Products
- ☐ Communications
- ☐ Policy
- ☐ Others

68. What is your opinion on the following:

*

My department is a very **dynamic and entrepreneurial place**. People are willing to **stick their necks out and take risks**.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

Stro ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly agree

69. What is your opinion on the following:

*

The glue that holds my department together is a **commitment to innovation and development**. There is an **emphasis on being best**.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

Stro ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly agree

70. What is your opinion on the following:

*

My department **emphasizes growth and acquiring new resources**. Readiness to meet new challenges is important.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

Stro ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly agree

Knowledge and skills

71. If a consultancy firm approaches you to conduct research on your organization to enhance its effectiveness, how likely are you to accept such a proposal? *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Stro	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Strongly Agree

72. How do you rate your level of **knowledge on public policy and management**? *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very High

73. How do you rate your level of knowledge on **social research**? *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very High

74. How do you rate your level of **knowledge on SDGs**? *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very High

75. How do you rate your level of **knowledge on so project and procurement management?**

*

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very High

76. How do you rate your level of **knowledge on ICT and E-Governance?** *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very High

77. How do you rate your **negotiation skills?** *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Very High

Personal profile

78. Gender *

Mark only one oval.

- ☐ Female
- ☐ Male

79. During your joining of the service, to which service did you belong? *

Mark only one oval.

- ☐ BCS (Foreign Service)
- ☐ BCS (Administration)
- ☐ BCS (Police)
- ☐ Bangladesh Armed Forces (Army/Navy/Air Force)
- ☐ Others

80. In which BCS did you join? (if not applicable, please skip it)

81. What was your merit position in the BCS you joined? (if not applicable, please skip it)

82. How old were you on your last birthday? (Please write in round figure like either 22 or 23.5 year format) *

83. Length of your service: (Please write in round figure like either 22 or 22.5 year format) *

84. What is your highest completed qualification? *

Mark only one oval.

- ☐ Bachelor degree
- ☐ Master's degree
- ☐ Doctorate

85. Is your workplace in: *

Mark only one oval.

- ☐ Capital city
- ☐ Divisional cities
- ☐ Others

86. Do you have any additional comments or suggestions to enhance the effectiveness of the Senior Staff Course (SSC) organized by BPATC?

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