

**University of Bahrain
College of Business Administration
Department of Business & Management
Post Graduated Diploma Program
MGT-540**

**THE EFFECTIVENESS OF "THE PRINCIPLE OF
ADMINISTRATIVE PLANNING" TRAINING PROGRAM
PREPARED AND CONDUCTED BY CIVIL SERVICE
BUREAU IN STATE OF BAHRAIN**

**THIS PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE POST GRADUATE DIPLOMA DEGREE IN BUSINESS ADMINISTRATION**

**SUBMITTED BY
YOUSIF FATHALLA
JUNE, 1995**

UNIVERSITY OF BAHRAIN
COLLEGE OF BUSINESS ADMINISTRATION
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POST GRADUATED DIPLOMA PROGRAM
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CHAPTER ONE

INTRODUCTION

1-1 INTRODUCTION

Sherman stated (Sherman , Bohlander , Chruden, PIII ,1998), in recent years there has been a serious awareness among top management personnel that the success of an organization is largely dependent upon its human resources (HR). The contributions that managers, supervisors and non managerial personnel make to the "Bottom line" in work organizations have been documented to the point where the evidence demands the attention of all individuals who are in positions of responsibility.

The HR manager in the contemporary world has achieved a status that is based upon the new awareness of the importance of human resources and a recognition that HR managers can play a vital role in determining the success of an organization . HR managers are no longer viewed primarily as being in charge of performing a service function such as recruiting and selecting personnel, but also expected to assume an active role in the strategic planning and decision making at the upper echelons of their organizations . Their contributions to the achievement of organizational objectives have finally earned them the recognition that they deserve. Their contributions in the past also signal even greater potential for the future. The study of human resources management (HRM) will provide a background of understanding that will be valuable in line, as well as staff positions .

There are many opportunities in HR staff positions. However, the HR functions are also performed by line managers and supervisors. In many ways the line personnel have an even greater opportunity to contribute to the organization through the manner in which they implement the policies and procedures regarding the management of personnel.

Employee training and development (human resource development) which emerged as a major educational enterprise in the past three decades or so because of demand-demand in the workplace for employees, at all levels, to improve performance in their present and future jobs, to acquire skills and knowledge to do new jobs, and to continue their career progress in a changing world of work .

Employer organizations depend directly on the competence and productivity of world marketplace, technological change, economic change, demographic change, and other forces continuously create new needs for learning by the work force .

Human resource development professionals therefore play primary role in managing and facilitating this learning of new occupational know-how and the nature of their jobs changes too.

(Sherman, Bohlander, Chruden , P111 , 1988) Hence , the functions of recruiting and selecting human resources are only the initial stages in building an effective work force. Managers, supervisors, and employees also require training and continual development if their potential is to be utilized effectively The training of human resources, in fact ,

should be viewed as beginning with their orientation and continuing throughout their employment with the organization. HR training has become increasingly vital to the success of modern organizations. Rapidly changing technology requires that employees possess the knowledge and skills necessary to cope with new processes and production techniques. the growth of organizations into large, complex operations whose structures are continually changing makes it necessary for managers, as well as employees , to be prepared for new and more demanding assignments. there has been definite trend in recent years for organizations to take a broader view of resources by creating career development programs. Such programs involve attempts to develop an employ's career in way that will benefit both organization and the individual.

Sue Wood said, the function once known as "training" has had to expand its own technology. It has had to locate and implement non-training solutions for all those performance problems which are not caused by not knowing how have a training ." The training needed for the following:

- * Organizations get outputs because people perform tasks to a desired standard.
- * Before people can perform their tasks properly, they must master the special technology used by their organization. This means acquisition of knowledge and, skill and attitude.

Sometimes this acquisition is needed when the employee is new to the organization; sometimes it is needed because the organization changes its technology; sometimes it is necessary if an individual is to change places within the organization-either by lateral transfer or by promotion.

- * Training is the acquisition of the technology which permits employees to perform to standard.

Then he added, thus, training may be defined as an experience, a discipline, or a regimen which causes people to acquire new, predetermined behaviors. When ever employees need new (the accent is on the word "new"!) behaviors, then we need a training. But surely training does other thing than just fill up holes in peoples' repertoires for accomplishing assigned tasks! Yes, training people get involved in tasks called "education" and "development."

Wood states , (wood, P9, 1988) In fact, not all training specialists distinguish among "training," "education," and "development." They use the three words interchangeably to describe: "Those activities which are designed to improve human performance on the job the employee is presently doing or is being hired to do." Education is those human

resource development activities which "are designed to improve the overall competence of the employee in a specified direction and beyond the job now held.

Sue believed that, management education is one of the several related and overlapping activities aiming at improving the effectiveness of organizations. The other activities are : training, management development, and organization development. While all the above have complementary roles and use some of the same instruments, they are distinguishable as to objectives and methodologies. The definitions attempt to bring this out.

She explained the management education, training and development as follows:-

Management education aims at developing a broad range of abilities, based on appropriate knowledge, attitudes and skills, to enable managers to cope with a large variety of tasks, often ill defined, in a large variety of organizational or situational contexts. It is not, therefore, task or organization specific. It is broader in scope and has a longer time scale of utility than has training. It is more man than job or task oriented. Since most of the things taught on educational programs are of general validity, such programs mostly are, and probably should be, external. People from many different organizations participate. Thus, they get an opportunity to compare practices in different companies and different organization.

The objective of *management training* is to develop highly specific and immediately useful skills. It is intended to prepare people to carry out well-known tasks in well-defined job contexts. While management training can be given in external programs, to develop skills common in many firms, training programs are normally organized internally when organization specific practices must be taught. The whole activity can be described as being task oriented in so far as people are being prepared through it to accomplish specific tasks.

Management development encompasses the whole, complex process by which managers as individuals learn, grow, and improve their abilities to perform professional management tasks. It involves, first and foremost, learning on the job through experience. Management is a practice-oriented profession. The consecration of managers' activities lies in practical results. He said (Wood, P 45 - 46 , 1988) : Learning must, therefore, be practice linked. Learning on the job can and often is, enhanced and accelerated by a variety of instruments and activities, such as development-oriented performance appraisals, career planning, job rotation, participation in task forces, project teams, junior boards, and special assignments. Occasional participation in formal training or educational programs should be an integral part of the overall management

development. The responsibility for an individual's professional growth should be shared between him and his employing organization.

Wood added (Wood, P-46, 1988) that, most management training, education and development activities are focused on individuals. Managers, however, invariably work in an organizational context with other people. They cannot readily apply new knowledge or a new skill without somehow affecting other people.

This generates the so-called transfer problem from individual learning to organizational doing. Therefore, more synchronized development activities are needed. Whole working groups, parts of the organization or, ideally, the organization as a whole, should share in a learning experience. This sharing makes possible the application of what is learned without undue friction, problems, and resistance.

The above considerations give rise to organization development activities. These normally focus on behavioral aspects. They aim to improve relationship, communication, effective team functioning, changes in the managerial styles, etc., rather than emphasizing the learning of new quantitative techniques and new scientific procedures in management. Sound organization development approaches, however, encompass and build on greater individual training, education, and development efforts, rather than ignoring them or going counter to them.

1-2 SIGNIFICANCE OF THE STUDY :-

Bettignies states (Bettignies, 4, 1975) today's management development is not a choice left to goodwill of top management. It must be, a requirement of the economic system, a progress imposed on the organization as result of organizational growth, changing technology, and changing competitive environment in its broadest sense. The systematic development of managerial talent is one of the primary tasks of any organization for it's own survival in an increasingly changing environment.

Barret stases (Barret, Katherine, Green, Richard May,11, - P 34 - 38, 1994) all Governments are trying to bring efficiency to their work forces through improving productivity. Meanwhile, citizens in many countries are demanding better - quality service.

The vast majority of states are trying to initiate civil service reform that includes as veterans preference, worthless training reviews, and difficulties in firing people.

Implementing efficient training in service firms as Government sector, and training mangers and supervisors is important to push down decision making. Training is the

most critical pit falls to total quality in government sector, it is an urgent need to improve quality in all functions and all levels of public services.

Milakovich believes (Michale E, fall, P 49 - 52, 1993) that training is very important to eliminates poor quality costs, empower employees or respond effectively to citizen complaints about service quality, total quality management (TQM) or continuous quality improvement (CQI) as means to increase efficiency, stimulate productivity, and better serve the citizenry depend totally on effective training.

It is important to study management training in Government sector in the State of Bahrain in order to improve or develop public service quality to meet citizen needs and expectations.

Civil Service Bureau in state of Bahrain is a very important organization between government organizations. Civil Service Bureau in state of Bahrain establish on 24th of May 1975 and connected directly to the head of council of Ministries (see exhibit 2 + chart 3).

The organization of CSB can be explained as follows :-

- Head of Civil service.
- Executive Director.
- Directorate of training and development.
- Directorate of Organization and position management.
- Directorate of Personnel Management.
- Directorate of operation and services.
- Directorate of Government employee housing.
- Archives & records center.

And there is secretariat of civil service council (see organization chart 1).

The objectives of Civil Service Bureau in state of Bahrain explained in the amiri degree No.6 for 1975. The functions of the directorate explained in functional statements (see exhibit 2+3+5+6+7)

According to Amiri Degree (Amiri Decree No 6 for 1975 concerning the establishment of Civil Service Bureau in state of Bahrain),(See exhibit 2) the objective of establishing Civil Services Bureau is to organize and develop the level of Civil Service in the State of Bahrain, increase or develop the productivity and achieve the Justice in the employees treatments. Civil Service Bureau in state of Bahrain which has responsibilities for technical and administrative training and developing of government employees. It must provide the training and development needs for public personnel, and establishing specific regulations regarding training and developing in the government sector.

The present study, therefore, attempts to investigate the following :-

- * One of the Civil Service Bureau in state of Bahrain administrative training programs on the supervisory level and its effectiveness on the development of the employees' attitudes, skills and knowledge.
- * The relation between the training program used by civil bureau to develop supervisory or managerial levels, with human resource development in government sector.
- * The actual impact of the training program on job performance in the public sector.
- * Measure the trainees reaction toward the training program outputs in terms of gained skills, knowledge and attitudes.

The administrative training programs is a very important tool to develop the government employees meet in order to meet government sector needs, and enhance performance and improve the productivity which effect directly and indirectly the private sector productivity. This influences effect in general management efficiency and economic growth in State of Bahrain.

1-3 SCOPE OF THE STUDY :-

This study concern with analyzing the effectiveness of the principle of administrative planning training program which prepared and implemented by Civil Service Bureau in state of Bahrain. And how far could the trainees knowledge, skills and attitudes administrative planning will be developed.

Crag states (Crag, P 302 ,1987) that the evaluation of the training program effectiveness will be achieved through Crag steps as following :-

Step (1) Reaction : How well did the trainees like the training program?

Step (2) Learning : What principles, facts and techniques were learned? what attitude were changed?

Step (3) Behavior : What changes in the job behavior resulted from the program?

Step (4) Results : What were the tangible results of the program terms of reduced cost, improved quality, improved quantity, etc.

To achieve the aims of this project, the study of the training program should concentrate on the following:-

- A- The assessment of teaching methods.
- B- The assessment of program objectives.
- C- The assessment of program contents.
- D- The assessment of the participants satisfaction.
- E- The assessment of program performance.

Three methods were used for this study as following :-

First : A questionnaire designed by American institute of training and development.

Second : Training program observation, through attending the evaluated training program.

Third : Interview some trainees and training specialists in the public sector.

This project is a descriptive research . Zikmund states (Zikmund, , P. 32 , 1991) that the descriptive research is a "research seeks to determine the answers to who, what, where, and how questions".

Zikmund added (Zikmund, , P. 33 , 191, 1991) that the description of a situation may " provide important information needed to solve business problem even though the answer to why is not given." He also described scientific observation as a "systematic process of people, objects , and occurrences without questioning or communication with them".

Therefore, the project study will emphasize on the descriptive approach. The scope of this research lies on the effectiveness of a supervisor training program prepared and implemented by the Civil Service Bureau in state of Bahrain . The study will concentrate on the principle of administrative planning program (3 days program) .

1-4 THE RESEARCH LIMITATIONS

As known there is no perfect research. Each research has it's own strengths and weaknesses difficulties and limitations, therefore the limitation of this project could be summarized as follows :-

1- Time Constraints :

The research should be submitted within limited (4 months) and this led to time pressure in data gathering and analyzes.

3- The questionnaires design :

The questionnaires' design may not cover all the necessary elements to evaluate the studied training program because there are no perfect questionnaire that can cover all or important element of factors according to their weight, which could effect the results.

4- Formal information :

The information received are formal information , as known formal information does not reflect facts rather than public policies.

5- One training program study :

The study of one administrative program may not reflect the real effectiveness of the Civil Service Bureau in state of Bahrain administrative training programs.

1-5 ORGANIZATION OF THE STUDY :-

This study is organized into four chapters as follows :

Chapter one is talking about the introduction , highlights brief theoretical statements of the importance of supervision training programs on the development of public sector employees according to present and future needs . This chapter also includes the objective of the study, scope of the study limitations and organization of the study.

Chapter two reviews the most related literature in training and development, its history, definitions, factors, and the importance of Human Resource Development.

Chapter three is about the research methodology, discussing the data gathering and research sampling. In addition and regarding information , brief interviews and observation were made to gather more inside information and data to clarify some specific points related to the topic area.

Chapter four of the study represented the main information and data gathered, analysis study the finding and conclusions. Scope of further study and recommendations are explained based on the conclusions and main finding.

1-6 : DEFINITIONS :

There are many types of definitions for *Education, Training* and *Development*. To understand the difference between them the following definitions were selected:-

A- Education : Laird detentions (Laird, P 10, 1984) was as follows :

[defined education as "activities which aim at developing the knowledge, skills, moral, values and understanding required in all aspects of life rather than a knowledge and skill relating to only a limited field of activity.] Purpose of education is to provide the conditions essential to young people and adults to develop an understanding of the traditions ideas influencing the society in which they live and to enable them to a contribution to it . It involves study of their own cultures and of laws of nature, as well as the acquisition of linguistic and other skills which are basic to learning, personal development, creativity and communication .

B- Training : Is "a planned process to modify attitude, knowledge , skills and behavior through learning experience to achieve effective performance in an activity or range of activities of the individual and to satisfy the current and **future manpower needs** of the organizations ".

B1- Development : Is defined as " the growth or realization of a person's ability, through conscious or unconscious learning. Development programmers usually include elements planned study and experience, and are frequently supported by a coaching or counseling facility ".

Both training and development are achieved by creating conditions in which the necessary attitude, skill and knowledge can be effectively acquired by a learner who, as a result, becomes more confident of his or her abilities.

B2- Attitudes : Bettignies (Bettignies, P7, 1975) definition was as follows :-

change in the motivational, emotional, or intellectual make-up of the participant which is likely to enhance the effectiveness of his response to a variety of environmental stimuli. Attitudes of openness towards himself and others, of

tolerance to cultural differences, of trust and confidence in himself and others are examples.

B3- Skills : A change in the intellectual and interpersonal abilities of the participant which can enhance the effectiveness of person operation in local environments: listening, communicating, decision- making , motivating, and dealing with uncertainty are some of the abilities specifically useful when working abroad.

F- Knowledge : A change in the level of information that the manager can understand , process and utilize. As well as language, and knowledge about a culture, we think for instance , the understanding of the dynamics of the inter cultural process of communication or environmental analysis .

Summary Of Chapter One

The Goal of training is improving performance, it is important to know and have framework for looking at and understanding the relationship of training and performance.

Understanding the organizations function is a key to analyzing individual and organization performance and determining training needs. Effective management will make an effort to evaluate all the training activities. The success of the efforts depends to a large extent on a clear understanding of just what "Evaluation" means. This chapter attempted to accomplish these objectives :-

- Evaluate the effectiveness of administrative training program on the public sector employees.
- Evaluate the effect of the training program on the attitudes, skills and knowledge of employees.

In this chapter the definition of training and development had choice and explained , the organization of the study mentioned with the research limitations. The scope and significance of the study have explained with the purpose of the study which try in general to evaluate the effectiveness of the principle of administrative planning training program prepared and conducted by Civil Service Bureau in the State of Bahrain.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2-1: HISTORY OF TRAINING

Miller states (Miller , P3 - 18, 1987) it is generally thought that human beings began amassing knowledge at the beginning of the stone age. As they invented tools, weapons, clothing, shelter, and language, the need for training became an essential ingredient in the march civilization.

Whether our ancestors stumbled upon or invented facets of civilization is of very little significance. What is more important is that human beings had the ability to pass on to others the knowledge and skill gained in mastering these circumstances. This was done, not only by written words, but . Through these devices, the development process called training was administered; and when the message was received by another successfully, we say that learning took place and knowledge of skill was transferred.

Discovery, application, communication, improvement, and more discovery is the probable cycle of inventions in the early days of human history. As communication improved, discovery and invention took giant steps forward. Inventions, or improvements that might have taken 50,000 years to accomplish in the stone age, might be reduced to hours, or even seconds, with today's electronic communication.

Training Beginnings

Miller added (Miller , P3 - 18, 1987) most scholarly dissertations on the history of communication begin with a description of early cave wall drawings, which served as the documentary record and textbook of the time. Isn't it conceivable that the etchings and paintings were also effective instructional illustrations, orienting primeval youngsters to such skills as fishing, and hunting, and how to protect themselves from the large woolly mammoths that roamed the land.

As archaeological excavations continue to unearth clay or brick tablets on which is inscribed information about the lives of people living 6000 or more years ago, the place of training in the skyrocketing development of knowledge and civilization has become dramatically more evident.

The Sumerian Palace of Kish in Mesopotamia, built in 3500 B.C., is an example of the ancient use of brick. The Bible tells us that the Tower of Babel was also built of brick.

The astounding architectural and masonry accomplishments of the crafts people, embodied in the pyramids and ancient temples, such as Solomon's First Temple, are memorials to the stonemasons, the brick masons, the carpenters, the artists, and the scientists of ancient time. But let us keep in mind that thousands of people worked on some of these projects. The work could not have been accomplished without training: without the transfer of knowledge from one person to another, or from one person to many people.

It must be remembered that in these early civilizations, literacy reached neither the crafts people nor the peasantry. The skills and knowledge of the crafts could be

transmitted only by direct instruction, from the skilled crafts people to the not so skilled.

Historical Apprenticeship Data

Miller add (Miller , P3 - 18, 1987) due to developments an apprenticeship system was changed where developed by an experienced person passed along knowledge and skills to the novice, who after a period of apprentice- ship become journeyman, or yeoman. Provisions for governing apprenticeship were instituted as early as 1800 B.C. when such rules were included in the code of Hammurabi, who placed a code of his laws in the temple of Shamash (God of Justice) in Babylon.

The apprenticeship system was not restricted to artisans. The ancient temples taught religion and frequently art. The armies took the responsibility for training soldiers. In all walks of life, was passed from one person to another. Apprenticeship was the vehicle of instruction in medicine, law, and many other professions where the education is now in the domain of the Colleges and Universities. Following a period of study, the apprentice lawyer took a government sponsored examination. A passing grade on the examination qualified the apprentice to practice law.

The apprenticeship system never seemed to work properly in colonial America. It involved a commitment of years, and imposed obligations and burdens on both the employer and employee. It proved inadequate as an efficient source of labor, although it provided a temporary source of cheap labor. One reason it did not work well was the adult male labor was very scared. Most able-bodied men who would otherwise be candidates for apprenticeship were primarily on farms, or involved in the shipping trade.

The Industrial Era Emerges

Miller explained (Miller , P3 - 18, 1987) the industrial Era as follows :-

The industrial revolution began in England about 1750, and spread first to France and Belgium, then to Germany and the United States. After the Revolutionary War, Americans eagerly turned their energy toward the pursuit of prosperity, through power-driven machinery, steam engines, and a factory system that put useful knowledge and new technology to work.

This early American drive for industrialization was so successful that, for example, in 1807 there were 15 cotton mills in the country, and by 1815 mills utilizing 500,000 spindles were employing 76,000 workers. These men, women, and children were already being called "industrial workers."

The change from an agrarian to an industrial economy in the United States was evidenced by the rapid increase in the number of patents issued by the U.S. Patent office.

Another training technique that has been around longer than most people would be willing to believe is role playing. Psychodrama and rolled playing was originated

about 1910 by Dr. J.L. Moreno came to the United States. He developed concepts of group play, role theory, and the use of creativity and spontaneity in therapeutic and educational contexts.

Training in the 1920s

Miller states (Miller , P3-18, 1987), after World War I, a series of factors combined to compel companies to provide a stable source of competent future management. Many colleges and universities responded to the industrial need for managerial level personnel with business education programs.

The loss of men in World War I, and the inability of the economy of the late 1920s tended to discourage the application of training to industrial situations.

Training in the 1930s-The Depression Years

Miller states (Miller, P3-18, 1987) , as the economy plunged into the greatest depression in American history, more and more top-management people decided that training was not needed. The great number of works whose jobs were terminated when businesses failed or reduced their working force provided an adequate supply of skilled and experienced workers.

The depression years of the thirties wrecked many internal training programs. Apprenticeship in the skilled trades was terminated in many industries. There were plenty of skilled workers waiting to be hired into any available job, and they voiced the cry. "why train others, when we are here to do the job."

The training tools of the 1930s generally consisted of chalkboards, writing easels or chart pads, "magic lantern" slides, and in the later years of the decade some commercially prepared 16-mm sound movie projector that first brought the audiovisual technology into practical prominence in the classroom. Of course, there were some enterprising trainers at this time who were using "talking machines," both cylinder and disk, to give them some audio capabilities.

In the late 1930s, after Hitler sent his troops into Austria in March 1938, Britain and France began to increase their defensive armaments. Likewise, the United States began to bolster its defensive armaments.

These "War" orders were eagerly accepted by American manufacturers and had much to do with improving the U.S. economy and reducing the size of the unemployment lines. The need for retraining was recognized, as people who had been unemployed or under employed for years were again needed on skilled jobs.

The 1940s, and World War II Training

He added (Miller , P3-18, 1987) There was registration for the draft in the United States late in 1940, and many people who had never worked in a plant eagerly answered the call to replace those men who were drafted into the armed forces. These new people in industry needed to be trained as welders, as machinists, as riveters, etc. The United States entered the war trained in December 1941.

The training director became a necessity, and soon this was a common title in the management hierarchy. The wartime trainers suddenly needed to move vast numbers of people through orientation, attitude building, and technical instruction.

The actual training of supervisors to become job instructors was developed to classic implicitly by the Training Within Industry Service (TWI), which was classic established in August 1940 by the National Defense Advisory Commission.

JIT, or job instruction training, was developed to train supervisors in defense plants in the skill of instructing their workers as rapidly as possible.

JIT was all-inclusive. It not only taught how to instruct but also put emphasis on the related problem of human relations between the supervisor and the worker, and the equally important matter of determining the best job methods. It was quite natural then that other J programs followed; so we had

JRT - Job Relations Training

JMT - Job Methods Training

JST - Job Safety Training

Miller explained (Miller, p3-18, 1987) each program was specialized facet of the fundamentals inherent in the JIT card. Added to the J programs listed above was a program development course (PDT), which was developed for executives who were unfamiliar with training techniques. More was developed for executives who were unfamiliar with training techniques. More information on the J programs is included in "Job Training," of this handbook.

The training laboratory has become a highly respected and widely used learning method since its inception in Bethel, Maine, in 1947. Led by Leland Bradford, Rolnald Lippitt, and Kenneth D. Benne, the large numbers of training organizations have participated in NTL workshops, and this method of human relations training has spread around the world.

We cannot leave the 1940s without mentioning that the American Society for Training and Development (ASTD) was formed, with its original name being The American Society of Training Directors. It was the emergence of the training director during the war years that set the stage, and a need to communicate with fellow trainers that was not fulfilled by any other national society that led to the organization efforts. A brief history of ASTD ends this chapter.

Training in the 1950s

Miller states (Miller, P3-18, 1987) business gaming was not popular until the mid-1950s. One of the first business games to be widely used was the Top Management Decision Simulation, developed by the American Management Association.

This game consisted of five teams of five players, each team representing the officers of a different firm manufacturing a similar product. Each of the firms competed for sales within a common market. After the appearance of this game, hundreds of other games were developed that covered all aspects of business practice.

They were teaching courses in typing shorthand, sales training and almost any phase of technical and professional skills that one can think of. At the 1958 conference, there was ASTD session titled "Human Factors in Automation". The session leader discussed what to do to overcome problems that follow progressive replacement of human labor by automation.

Trainers started to pay more attention to the evaluation of training in the 1950s. Up to this time, only a few trainers bothered to evaluate results of their training. Many top companies and schools began using business games in their training of managers. "In-basket" exercise and other division-making simulation games were very popular. Role playing was used extensively for training salespeople and industrial managers.

Training in the 1960s

Miller states (Miller, P3-18, 1987) in 1960s, only one American business organization was using assessment centers, and even in the mid, 1960s only a handful of companies were running them, but by 1970 about 100 companies were using assessment centers.

The popularity of the training laboratory and other forms of sensitivity training increased tremendously during the 1960. Training and behavioral change. Articles relating to these subjects, which appeared in the Training and Development Journal, increased from one in 1960 and to eleven in 1968.

By far the most popular technique used training during the 1960s was programmed instruction.

The National Society for Performance and Instruction, was organized in 1962 with many of its charter members holding membership in NSPI and in ASTD.

He added (Miller, P3-18, 1987) in addition to the teaching machines which were developed for use with programmed instruction, there was a great interest in the use of computers for training. Many reports were written about the potentials of computer-assisted instruction (CAI). Although the computer had not yet been miniaturized, trainers were looking toward the future, when they would be using computers.

Throughout the 1960s there was a growing awareness of how necessary it is for a training to be well grounded in the principles, and to use needs assessment and evaluation techniques. Another form of evaluation, performance appraisal, also came into popular use in the 1960.

The need for management training was recognized more than ever before. Management training was almost as popular a subject as programmed instruction. Trainers started to hear about the systems approach and organization development near the end of this decade. More attention was paid to motivation. Also, the training director's job was being analyzed and was being given more recognition. A nationwide Job Development Program was announced by President Lyndon Johnson on February 1, 1965.

Training in the 1970s

Miller states (Miller, P3-18, 1987) gradually, starting about 1970, the training concerns shifted to a concern for minorities as a total grouping. Under government pressure, most organizations began serious efforts to fulfill established quotas for hiring and/or involving women and racial minorities in responsible management positions. Much of the training in the first half of this decade was aimed at upgrading them to supervisory positions.

Trainers became more professional during this decade. ASTD produced a professional Development Manual for Training's. Those who read the trade journals were bombarded with information about how to determine training needs, evaluation, management development, motivation, the training function, and training methods.

Miller added (Miller, P3-18, 1987) organization development (OD), which gained acceptance during the 1960s, became the most popular and the most talked about training technique or practice of the 1970s. OD was a combining of many interlocking components, including manager selection, personnel development, organization structure, management methods, interpersonal relation, and group dynamics. The trainers who became involved in OD were now concerned with much more than "people development," for which the name human resource development (HRD) had now been coined. Whereas the personnel and training departments were concerned with people, the OD consultant was concerned with the well-being of the entire organization. Many senior trainers became internal or external OD consultants in the 1970s.

The work that had been done in the area of needs assessment, task analysis, and evaluation laid the groundwork for the introduction of competency based learning, which came into popular use in the last half of this decade. Competency based learning is concerned with having the trainees developed certain specified competencies, after carefully studying their present competencies and the performance requirements of their job. It is a professional approach to instructional design, development, implementation, and evaluation.

Many advances in training technology in the 1970s came as a result of improvements in the training hardware. A few items which should not be forgotten are the variable speech control tape recorders, standardized video cassettes, availability of satellites for training use, and tremendous improvements in computers availability of computer programs for training.

Training in 1980s and Beyond

One training movement that became very popular in the early 1980s was the Quality Circles Movement (QCM). Actually, the Quality Circles Movement came into the United States from Japan in the early 1970s. Quality Circles had been operating successfully there since 1962. Although the popularity has diminished, trainers will probably be involved with Quality Circles for many years to come. One reason for this projection is that the International Association for Quality Circles was founded in 1977, and their membership has grown beyond 5000 members.

Trainers became more conscious of their expenditures in the 1980s. Perhaps this was the result of the recession, but the fact remains that many training directors were studying methods of reporting their return on investment. Many articles have been written about ROI, but no one has yet developed a system that will apply to all, or even most, training operations. This is a challenge that can probably be accomplished with a computer program in the future.

Finally Miller explained (Miller, P3-18, 1987) that the popularity of personal computers increased because of a reduction in computer prices, compatibility between various makes, and available of many software programs at reasonable prices. Most primary and secondary schools have computers.

There was renewed emphasis on career development in the first half of the 1980s. Perhaps this was a direct result of the chartering of a CD Career Development Division within ASTD in 1979. Continuing attention must be given to career development because of the ever-changing makeup of the work force, and changing social patterns and job structures. As we look beyond the 1990s we can only imagine what the future may be. We know from past experience that our training lives have been affected by wars, depressions, advances in technology, political elections, and our own eagerness to exchange ideas and improve on what has been taught to us.

Our responsibilities for the future of training are great. Our opportunities are unlimited. Management development as a planned and deliberate learning process

should be, for the managers and executives, a process through which they will develop a certain number of particular attitudes and skills and a certain amount of knowledge, each carefully defined, if possible operationally, in order to permit an assessment of its effectiveness. While objectives remain undefined, no one can assess the effectiveness of an action-including training.

2-2 : THE NEED FOR TRAINING

Laird states (Laird, P.5-6, 1984) now Days training seeks to be ever more relevant to organization goals , to solve performance problems throughout the entire organization - and to do so in variety of ways . Thus they are concerned with things other than just training . They seek other solutions to other types of human problems .

As a result their titles are changing , One hears of :-

- 1) Human performance directors .
- 2) Manager of organization development .
- 3) Vice president of education and training .
- 4) Director of development .
- 5) Director of human resources development .

The last one , has a nice ring with it's acronym , HRD ,it's growing increasingly popular - and is somewhat suspiciously accepted by outsiders who may be asking , " just how pompous can these characters get ? "

He added, no matter how big or how the Training and Development operation, they all have in common that one important goal: to keep the human resources performing at or above the established standards.

We need training because organizations, in order to get their desired output, need some one who is clearly responsible for:

- 1- training people to do their present tasks properly.
- 2- educating certain employees so they can assume greater responsibilities in the future, and developing people and entire organizations for future sometimes for undefined and undefinable futures.

Why? because someone must be responsible for human grow if the status quo is to be maintained satisfactorily- and if the future is to be met. Because someone must help people make tomorrow a successful "today". There have been many changes in the 1980s, not the least of which has been the decisions of a dynamic management, but the causes of the changes which have taken place go back some 20 years.

The Environment

Laird explained (Laird, P.5-6, 1984) that even from the information given so far the training needs are inevitably complex. Furthermore, the major changes in direction have coincided with changes in the global environment. The word in which multinationals operate has been variously described as "unpredictable" , "unstable" and "turbulent". It is also very different in different parts of the world.

Economic and social forces also play their part to which not only governments and companies respond but also people. They include not just those who work directly for organization but the thousands who work indirectly for contractors, agents and suppliers. Employees have made it clear more frequently as time has passed that they have individual as well as company aspirations which require consideration. Nothing ever happens which does not affect organization in some way, directly or indirectly. Thus the environment has immediate impact on multinationals, particularly energy multinationals, in ways that other companies may not experience until later or perhaps never at all.

Training Needs - Why a New Look?

The training needs arising from what has been described so far are enormous.

Here are a few :

- Learning to work in a multinational business organization.
- Meeting cross-cultural needs.
- Managing career paths within the Group management resource.
- Understanding the environment in a rapidly changing world.

Integration of Strategic and Human Resource Planning.

The major reason is the changes in the businesses. They are more devolved, too. At the same time very important moves were made to integrate more closely strategic and human resource planning.

Major Emphasis on Quality.

The major emphasis in organizations Training Review is qualitative. Research shows that such reviews are generally quantitative, a collection of data based on the number of events held, the numbers of participants passing through, the costs of the programs and some yardstick or ratio such as the total training costs as a percentage of turnover. These figures are important to give an indication of what is being done at a particular time and to make some comparison. But generally speaking they are crude data; they do not show real learning nor commitment to training nor, and perhaps most importantly of all, self-development. With devolution many separate

initiatives have taken place. Do we really know the current state of the art and whether this is likely to meet future needs ?.

Training: Relevant, Cost-effective and Parallel with Change.

It is both important and necessary to re-examine the training philosophies which underlay all that is being done, Equally it is a wise thing to do because the training in place may not be cost-effective. It may be responding to Yesterday's needs rather than today's or, even more importantly, tomorrow's.(Laird , 1984).

Margerison added (Margerison, P.57-61, 1988) that training managers and training staff should be as aware as other key people in the organization of where the businesses . They should be aware of strategies, goals and objectives. How often is this the case? There is in training what can be called the "lag factor". Most training is out-of-date from the moment it is in place. If it has not been part of the corporate and business planning process there is an inevitable lag by the time the effects of changes in company policies percolate down into training programs.

To be cost-effective it is necessary to examine the roles of organization Training . How can the relatively limited resources be optimized ?. The work done in the training function throughout the organization is by and large and, if measured by the highest professional standards, very good, even excellent. But is it enough, is it appropriate, is it being duplicated , are there complementary things which can be done.

The Roles of the Different Training Areas

The Group Training role has been primarily to provide the sources of expertise:

- To run organizations events. e.g. organizations Development Programs for various levels of management from across the organizations;
- To meet needs which cross boundaries, e.g. the Business Management Program which was the major training event put in place following the last Review.
- To supply management of people skills through the interpersonal skills program.

Senior Management and the Organization

Organization aims to be at the leading edge in whatever it does and developing and training its people is part of that purpose. Earlier reference has been made to the time spent by management, particularly top management, in reviewing staff and matching their needs with organization needs. So out of a Training Review such as this management would expect training and development to be carrying out at least two complementary things. On the one hand it should be a challenging process

particularly bringing in new thinking and on the other it should be a cementing process to ensure the organization responds to change. The present Chairman believes that his first set of objectives on taking the helm include in essence the turning round of loss-making businesses and to become more efficient to face difficult economic and trading conditions. These are vital to the health and future success of the organization.

Training has already played its part in helping the organization to achieve these objectives; the Review should be a powerful support to reach future objectives.

The Businesses

Margerison explained (Margerison, P.63, 1988) With the emphasis on the "bottom line" and the integration of strategic and human resource planning the businesses will above all be looking for value for money, for working in the new environment - a trading environment which has not been with us since 1973.

Organization Training

Organization Training will be looking to ensure it is the center of professional expertise, of consultancy, to advise what kind of training is available and where, inside the organization or outside. The function will also want to link itself firmly into the development process.

The Outcome

Because the Review has only recently begun, What will come out of it can only be surmised. It is an intervention, a posing of key questions which only the businesses as employers are able to answer. It is an examination of standards, of priorities, of cost effect.

Margerison added (Margerison, P., 1988) these are some of the expected outcomes:

- Good hard data on the current state and future needs of training in organization.
- A comprehensive statement of training policy, important for the setting of standards.
- A greater input of sound managerial practice and a more clearly defined managerial role using different organizations within the organizations.
- A greater understanding of the different cu- corporate, businesses, country - superimposed on one another.
- A better definition of priorities imposed by needs, largely institutional but occasionally personal.
- Identification of key demand areas for training.

- A stronger emphasis on training coming out of the appraisal process, at the time of recruitment, from the results of assessment centers.
- Quality training at the appropriate cost.
- Fewer courses of length but more of a short, sharp, skills nature at the place of work, indeed how to work how to manage. (This is not a " motherhood " statement if peripheral workers particularly but core workers also are being considered.)
- Tremendous growth in distance learning with, but not always, self-development.
- Even more emphasis on training for working in teams.
- More help in coping with flexibility and uncertainty.
- Greater emphasis on learning to work with information technology.
- Greater understanding of people's expectations of the organization and the organization's of them.
- An approach to the " plateaued" manager for that manager to understand his key role, particularly in training.
- Motivation of the " fallow " manager.

Logothetis states (Logothetis, P.34-36, 1992) that Deming said , a continuous of on - the - job training needs to be instituted and this should include managers , If top managers make themselves subject to education and training , they can provide and example for the rest of employees to emulate efficient training , help organization to make better use of all its employees . Training and education are corner-stones of greater consistency. Investment in proper training of all new employees ensure that new comers will immediately start contributing to their full capacity. Unfortunately , training is often regarded an non productive by many managers , and is either overlooked or is the first to be cut when fiancees become tight. Management should remove the barriers which inhibit the effective implementation of the training and the lessons learned , to meet the customer's current and future needs. Training and retraining is very important for allocation of human effort. Inadequate training problem facing most of organizations. Organizations should encourage continual training to keep up with new developments. need for development, providing energy and direction to drive the training and development effort.

The person had a systematic way to plan which behavioral changes to make and how to make them, and carried out the plan in disciplined manner.

Clinton for example, lost his re-election bid for governor of Arkansas, that loss jolted him into taking seriously the criticisms that had been leveled against him then he was advised to make over plan based on a careful analysis of the criticisms and he played it out diligently.

Both employees and their organizations can benefit from individual development and from a simple logical approach to achieving it.

Godsall explained (Godsall, P.587, 1975) that a precise statement of the development objectives, with a technical consideration, is crucial to the design of the entire management training and development program. When objectives are specified in advance, the necessary conditions can be spelt out, specific reinforcements ascertained, and methods of instruction determined. Specific objectives should be stated in the following areas :

Knowledge : The knowledge objectives, if stated precisely, describe the responses which the participant should make in reply to requests for information taught in the program.

Attitudes: Objectives concerning attitudes state the beliefs, convictions, and emotional responses expected of the participants as a result of the development. Questionnaires, interviews, and direct observation can be used to measure attitude change.

Skills: Objectives concerning the achievement of skills describe the actual behavior which the participants can exhibit under learning conditions. Skills objectives fall into two broad categories-intellectual skills and social skills. Skills achievement can be measured by the use of classroom assignments such as role playing, in-basket techniques, management games, and case studies.

Job Performance : Objectives concerning job performance state desired responses to actual job situations and problems. Performance change can be measured through direct observation by the participant's associates, superiors, and subordinates.

Operational Results: Finally, objectives concerning results specify desired changes in productivity, cost, employee turnover, group cohesiveness, grievance frequency, and the like. The first four objectives, when achieved, serve as intervening variables to bring about improved operational results. Operational results are stated as organizational output rather than individual performance. When records are maintained for areas of managerial responsibility, and when responsibilities are clearly defined and separated, operational results can be measured by the use of managerial performance standards.

2-4 :TRAINING EVALUATION

Effective training directors will make an effort to evaluate all their training activities. The success of these efforts depends to a large extent on a clear understanding of just what "evaluation" means. In this section attempts will be made to accomplish two objectives:

- (1) To clarify the meaning of evaluation.
- (2) To suggest techniques for conducting the evaluation.

Evaluation Clarification :

Kirkpatrick explained (Kirkpatrick, P.304, 1985) that , nearly everyone would agree that a definition of evaluation would be "the determination of the effectiveness of a training program. "But this has little meaning until we answer the question: In terms of what? We know that evaluation is needed in order to improve future programs and to eliminate those programs which are ineffective. The problem is how to begin.

Evaluation changes from a complicated, elusive generality into clear and achievable goals if we break it down into logical steps. These steps can be defined as follows :

Step 1 : Reaction. How well did the trainees like the program?

Step 2 : Learning. What principles, facts, and techniques were learned? What attitudes were changed?

Step 3 : Behavior. What were the tangible results of the program in terms of reduced cost, improved quality, improved quantity, etc.?

* With this clarification of the meaning of evaluation, training directors can now begin to pinpoint their efforts at evaluation. They better realize what they are doing and they recognize the limited internal conclusions that can be drawn from their findings. As they become more experienced and sophisticated in evaluation design and procedures, they slowly begin to obtain more meaningful results on which future training can be based.

These four steps will now be defined in detail with examples and suggested guidelines. It is important to stress that the described procedures and techniques can be used in almost any organization. It is also important to stress that the results from one organization cannot be used in another organization. Obviously, there are many factors that would influence the results. These variables include the group, the conference or training leader, and the approach to the subject.

Evaluating the impact of training upon job performance is very important. As Scherman (1) noted, (Scherman, PP. 50-55, 1980) "Managers faced with constricted budgets, higher costs and fewer people to do the job, are demanding a higher return on their training investment. "Line management is not hesitant to blame poor performance on ineffective training. As training budgets grow, top management is scrutinizing the training department's budget and staff size as closely as it reviews line organizations. Top management is demanding more evidence of training's contribution to the "bottom line."

He added (Scherman, PP. 50-55, 1980) there are countless ways of measuring job and organizational performance. At the risk of oversimplification, the most important three broad categories are:-

Productivity, quality, and work force measures. These categories will be defined, as follows :-

Productivity. Includes the quantity of output per unit of time. Productivity may be calculated per individual worker, per work group, or for a larger organizational entity, heading also includes efficiency measures where actual productivity is compared with an objective or an expected level of output, e.g., percent of productivity quota. Productivity measures are generally associated with manufacturing, and for clerical jobs, service jobs, sales work, and even professional jobs.

Quality. Measures represent discrepancies between the actual product or service and the expected product or service. Discrepancies may be identified internally, as by quality control inspectors, or externally by customers or government inspectors. Quality defects may range from aesthetic to structural properties. Quality measures include scrap, customer complaints, machine downtime, accuracy, and courtesy.

Work Force. Includes statistics which describe the stability and competence of a group of employees. Measures include turnover, absenteeism, accident rate, grievances, and promotions. These measures are often used to evaluate supervisory training and organizational development (OD) interventions, such as quality circles and participative management.

Selection. The determination of which measures to use begins with an analysis of the jobs and organizations targeted for performance improvement. The intermediate objectives is a list of potential measures. This list may include ways in which performance is measured now and ways in which it could or should be measured. Each measure on your list is then compared with the following criteria. These criteria will help you select the most feasible measures for your evaluation.

Does the Measure Reflect Program Objectives? Is it logical that the measurements will vary as a direct consequence of the intervention? If you train supervisors on how to control attendance, is it probably not reasonable to expect work quality to improve?

Smith continuo explaining (Smith, P.320-326, 1987) is the Measure Valued by Top Management? The importance of a measure is usually indicated by its use. Measures may be used, for example, to appraise the job performance of supervisors, to set corporate or departmental objectives, or to justify disciplinary action. If a measure is not widely used, it may be valued if you can explain its

relationship to other measures, especially financial indicators. For example, you may select as your evaluation measure the number of hours for a new employee to reach a productivity standard. While the organization may not use that particular statistic, it is reasonable that overall productivity will improve the faster employees reach the standard.

Can the Measure Be Computed for Specific Employees? Measurements are generally aggregated by work group, location, production line, etc. The benefits of a training program are usually realized on an individual basis. Lumping the trainee's performance data in with the group average virtually precludes any hope of demonstrating the effects of training. Often, however, production or quality data are collected by individual and then summarized for the work group. If the evaluator can gain access to the individual data, the measure becomes practical to use for evaluation.

Is the Measure Available on a Timely Basis? Evaluation studies generally have an explicit or implicit deadline if they are to influence the decisions. If the measurements cannot be collected and summarized in time for the decision, there is little justification for the evaluation design. Smith once took 18 months to evaluate a course with the consequence that the decision makers, including the line manager who commissioned the study and the training managers who "owned" the course, were all transferred to other jobs by the time the study was completed.

Can Enough Data Be Collected for Reliable Measurement? Reliability means consistency or stability. The more reliable the measure, the more confidence you can have in drawing conclusions from the data. There are different techniques for checking reliability, but they all depend upon the amount of data. Statisticians offer a variety of formulas and suggestions for determining how much data to collect, but the minimum sample (e.g., number of trainees) seems to be at least 30 people. Smith describes a study in which reliability problems limited the interpretation of results.

Is the Measure Free from Known Biases? A bias is an extraneous factor that distorts the measure and makes it difficult to determine the effects of the intervention. Biases are often situational differences between the trainees and the employees to whom the trainees are compared. Biases may include seasonal variations, weather, quality of raw materials, or customer characteristics.

Smith added (Smith, P.320-326, 1987) to estimate the savings achieved by reducing errors. The cost savings per 100 pairs assigned is multiplied by the

average annual work volume. The cost of training is subtracted. The result represents the value of sending signer to the new course, based on one year of work. The calculations look this :-

(Unit saving x work volume) - cost of training = value per trainee

Step 1 : Reaction

Kirkpatrick states (Kirkpatrick, P.302-335, 1985) reaction may best be defined as how well the trainees liked a particular training program. Evaluating in terms of reaction is the same as measuring the feelings of the trainees. In fact, it is measuring " customer satisfaction." It is important to emphasize that it does not include a measurement of any learning that takes place.

Guidelines for Evaluating Reaction :-

- 1- Determine what you want to find out.
- 2- Use a written comment sheet covering those items determined in step 1.
- 3- Design the form so that the reactions can be tabulated and quantified.
- 4- Obtain honest reactions by making the forms anyonymous.
- 5- Encourage the conferees trainees to write in additional comments not covered by the questions that were designed to be tabulated and quantified.

The comment sheet (form 1) was used to measure reaction at an ASTD summer institute that was planned and coordinated by the staff of the Management institute, University of Wisconsin.

ASTD INSTITUTE

Leader ----- Subject -----

Date -----

1. Was the subject pertinent to your needs and interests ?
☐ No ☐ To some extent ☐ Very much so
2. How was the ratio of lecture to discussion :
☐ To much lecture ☐ O.K. ☐ To much discussion
3. Rate the leader on the following :

Factors	Excellent	Very good	Good	Fair	Poor
A. Clarifying objectives					
B. Keeping the session alive and interesting.					
C. Using audiovisual aids					
D. Maintaining a friendly and helpful manner.					
E. Illustrating and clarifying points.					
F. Summarizing.					

What is your overall rating of the leader?

☐ Excellent ☐ Very good ☐ Fair ☐ Poor

4. What would have made the session more effective ?

Signature (optional)

He added (Kirkpatrick, P.304, 1985) Those who planned this ASTD program were interested in reactions to subject, technique (lecture versus discussion), and the performance of the training leader. Therefore, the form was designed accordingly. The trainees were asked to place a check in the appropriate spaces so that the reactions could be readily tabulated and quantified.

In question 3, concerning the leader, it was felt that a more meaningful rating would be given on the leader if the training consider items A through F before checking the overall rating. This question was designed to prevent a training leader's personality from dominating group reactions.

Question 4 encouraged the conferees to suggest any improvements that came to mind. The optional signature was used so that follow-up discussions with conferees could be done. In this ASTD summer institute, about half of the conferees signed their names. With this type of group, the optional signature did not affect the honesty of their names. With this type of group, the optional signature did not affect the honesty of their answers, in all probability. It is strongly suggested that unsigned sheets be used in most in-house meetings, however.

In most cases, a simpler comment sheet is sufficient. Shows that obtained significant information for improving future programs. So that standards of performance can be established for the quality of instruction, the reactions can conveniently be converted to numerical ratings. For example, 16-2 and 16-3 the following ratings can be used : excellent = 5, very good = 4, good = 3, fair = 2, and poor = 1. An example of reactions from 27 participants might be :

<u>10</u> Excellent	$10 \times 5 = 50$
<u>10</u> Very good	$10 \times 4 = 40$
<u>5</u> Good	$5 \times 3 = 15$
<u>1</u> Fair	$1 \times 2 = 2$
<u>1</u> Poor	$1 \times 1 = 1$
27 Total Participants	108 Total points

Dividing 108 (total points) by 27 (total participants), we get a rating of 4. Experience in a particular organization can provide data for the establishment of a standard of performance for all instructors.

Firmly believe in getting a comment sheet on each subject and each leader. In the case where the same leader is conducting a series of meetings with the same group, it may not be necessary to get reactions after each session. In a nine-session program, for example, it may be sufficient to obtain reactions after the third, sixth and ninth sessions. A final comment sheet should also be used to get an evaluation of the entire program.

It has been emphasized that the form should be designed so that tabulations can be readily made. In my opinion, too many comment sheets are still being used in

which the trainees are asked to write in their answers to questions. A form of this kind makes it very difficult to summarize comments and to determine patterns of reaction.

As Kirkpatrick explained (Kirkpatrick, P.302-335, 1985) the program felt that the group reaction was not a fair evaluation of the effectiveness of the program. Sometimes the training leader's personality made such an impression on the group that this person received a very high rating. In other sessions, the training leader received a low rating because he or she did not have a dynamic personality. Therefore, some members of the Management institute adopted a procedure by which the training leader was rated by the coordinator as well as by the group.

This procedure in which the coordinator of the program also evaluates each training leader was also used in an ASTD summer institute. It was found that a coordinator's rating was usually close to the group's rating, but in some instances a varied considerably.

It is suggested that the training director in each organization consider this approach. A trained observer such as the training director or another qualified person would fill out an evaluation form independent of the group's reactions. An analysis of the two would give the best indication of the effectiveness of the program.

Conclusions about Reaction :-

Kirkpatrick conclusions was (Kirkpatrick, P.302-335, 1985) the first step in the evaluation process is to measure the reactions to training programs. It is important to determine how people feel about the programs they attend. Decisions by top management are frequently based on one or two comments made by people who have attended.

Also, trainees who enjoy a training program are more likely to obtain maximum benefit from it. According to Spencer the writer of the text, "for maximum learning you must have interest and enthusiasm. " In a talk given by Gloyd Steinmetz, of Reynolds Metals and a past president of ASTD, he stressed :It is not enough to say " here is the information, take it? We must make it interesting and motivate them to want to take it.

To evaluate effectively, training directors should begin by doing a good job of measuring the reactions and feelings of people who participate. It is important to do this in an organized fashion, using written comment sheets which have been designed to obtain the desired reactions. It is also strongly suggested that the form be so designed that the comments can be tabulated and quantified. In the experience of the staff of the Management Institute, it is also desirable to have the coordinator, training director, or another trained observer make his or her own appraisal of the session in order to supplement the reactions is more meaningful than either one by itself.

COORDINATOR'S RATING OF LEADER

Name of leader ----- Subject -----
Date -----

	Very much so	To some extent	No
A. PREPARATION			
1- How well prepared?			
2-Preparation geared to group?			
B. CONDUCTING			
1- Held interest of group			
2-Was enthusiastic?			
3-Used audiovisual aids?			
4-Presented material clearly?			
5-Helped the group apply the material?			
6-Adequately covered subject?			
7- Involved the group?			
8-Summarized during and at end?			

C. CONSTRUCTIVE COMMENTS

What would you suggest to improve future sessions?

D. ADDITIONAL COMMENTS

An instructor who has effectively measured the reactions of training and finds them to be very favorable can feel extremely proud. However, the instructor should also feel humble the evaluation measurement has only begun. Even though she has done a good job of measuring the reaction of the group, there is still no assurance that any learning has taken place. Neither is there any indication that the behavior of the participants will change because of the training program. And still further away is any realistic way of judging any results that can be attributed to the training program.

Step 2 : Learning :

Kirkpatrick states (Kirkpatrick, P 302-335, 1985) it is important to recognize that a favorable reaction to a program does not assure learning. All of us have attended meetings in which the training leader or speaker used enthusiasm, showmanship, visual aids, and illustrations to make presentation well accepted by the group. A careful analysis of the subject content would reveal that the speaker said practically nothing of value-but said it very well. It is also important to that an unfavorable reaction probably assures no learning. It takes effort to learn, and "turned-off" participants won't try.

Learning Defined

For the purpose of evaluation, learning is defined as follows : attitudes that were changed, and knowledge and skills that were learned. It does not include the on-the-job use of the attitudes, knowledge, and skills. This application will be discussed later in this chapter in the section on behavior.

Guidelines for Evaluating in Terms of Learning :

He added (Kirkpatrick, P.302-335, 1985) several guidelines should be used in measuring the amount of learning that takes place :

- 1- The learning of each trainee should be measured so that quantitative results can be determined.
- 2- A before-and-after approach should be used so that any learning can be related to the program.
- 3- Where practical, a control group (not receiving the training) should be compared with the experimental group which receives the training.
- 4- Where practical ,the evaluation results should be analyzed statistically so that learning can be proved in terms of correlation or level of confidence.

These guidelines indicate that evaluation in terms of learning is much more difficult than evaluation in terms of reaction, as described earlier. A knowledge of statistics, for example, is desirable. In many cases, the training department will have to call on the assistance of a statistician to help plan the evaluation procedures, analyze the data, and interpret the results.

Suggested Methods :

Classroom Performance. Kirkpatrick explained it (Kirkpatrick, P.302-335, 1985) It is relatively easy to measure the learning that takes place in training programs that are teaching skills. The following programs fall under this category: job instruction training, work simplification, interviewing skills, reading improvement, effective speaking, and effective writing. Classroom activities such as demonstrations, individual performance of the skill being taught, and discussions following a role-playing situation can be used as evaluation techniques. The training director can organize these in such a way that he or she will obtain a fairly objective evaluation of the learning that is taking (JIT) to supervisors, every supervisor will demonstrate in front of the class the skills of JIT. From their performance, the training director can tell whether the supervisors have learned the principles of JIT and can use them, at least in a classroom situation. In a work simplification program, the conferees can be required to fill out a "flow process chart" and the training director can determine whether they know how to do it. In a reading improvement program, the reading speed and comprehension of the participants can be readily determined by their classroom performance. In an effective speaking program, each conferee is normally required to give a number of talks, and an alert training director can evaluate the amount of learning that is taking place by observing the individual's successive performances.

Thus in situations like these, an evaluation of the learning can be built into the program. If it is organized and implemented properly, the training director can obtain a fairly objective measure of the amount of learning that has taken place. He or she can set up before-and-after situations in which the conferees demonstrate whether they know the principles and techniques being taught. In every program, therefore, where skills of some kind are being taught, the training director should plan systematic classroom evaluation to measure the learning.

Paper-and-Pencil Tests. Where principles tests can be used. In some cases, standardized tests can be purchased to measure learning. In other cases, training directors must construct their own.

Standardized tests are also available in such areas as communications, time management, managing change, modern management, and safety. In following the guidelines that were suggested in the beginning of this chapter, this kind standardized test should be used in the following manner.

- 1- The test should be given to all conferees prior to the program.
- 2- If practical, it should also be given to a control group which is comparable with the experimental group.
- 3- These pretests should be analyzed in terms of two approaches. In the first place, the total score of each person should be tabulated. Second, the responses to each item of the inventory should be tabulated in terms of right and wrong answers.

This second tabulation not only enables a training director to evaluate the program but also provides some tips on the knowledge and understanding of the group prior to the program. This means that in the classroom, the training director can stress those items most frequently misunderstood.

- 4- He said (Kirkpatrick, P.302-335, 1985) after the program is over, the same test or its equivalent should be given to the conferees and also to the control group. A comparison of pretest and posttest scores and responses to individual items can then be made. A statistical analysis of these data will reveal the effectiveness of the program in terms of learning.

One important word of caution is necessary : Unless the test or inventory accurately covers the material presented, it will not be a valid measure of the effectiveness of the learning. Frequently a standardized test will cover only part of the material presented in the course. Therefore, only that part of the course covered in the inventory is being evaluated. Likewise, if certain items on the inventory are not being covered, no change in these items can be expected.

Many training directors and others responsible for programs have developed their own paper-and-pencil test to measure learning in their programs. For example, the American Telephone and Telegraph Company incorporated into its Personal Factors in Management Program a short test measuring trainee sensitivity and empathy .First, each individual was asked to rank, in order of importance.

Conclusions about Learning :-

Kirkpatrick added, (Kirkpatrick, P.302-335, 1985) it is easy to see that it is much more difficult to measure learning than it is to measure reaction to a program. A great deal of work is required in planning the evaluation procedure, in analyzing the data that are obtained, and in interpreting the results. Wherever practical, it is suggested that training directors devise their own methods and techniques. As has been pointed out in this section, it is relatively easy to plan classroom demonstrations and presentations to measure learning where the program is aimed at the teaching of skills. Where attitudes, knowledge, and skills are the objectives of the training program, it is advisable to use a paper-and-pencil test. Where suitable standardized tests can be found, it is easier to use them. In many programs, however, it is not possible to find a standardized test, and training directors must use their skill and ingenuity in devising their own measuring instruments measuring instruments.

If training directors can prove that their programs have been effective in terms of learning as well as in terms of reaction, they have objective data to in selling future programs and in increasing their status and poin the company.

Step 3 : Behavior :-

Kirkpatrick added (Kirkpatrick, P.302-335, 1985) a personal experience may be the best way of introducing this section. When I joined the Management Institute of the University of Wisconsin, one of my first assignments was to sit through a one-week course called "Human Relations for Foremen and supervisors." During the week I was particularly impressed by a foreman named Herman from a Milwaukee company. Whenever a conference leader asked a question requiring a good understanding of human relations principles and techniques, Herman was the first one who raised his hand. He had all the answers in terms of good human relations approaches. I was very much impressed, and I said to myself, " If I were in industry, I would like to work for a man like Herman."

It so happened that I had a first cousin who was working for that company. And Herman was his boss. At my first opportunity, I talked with my cousin Jim and asked him about Herman. Jim told me that Herman might know all the principles and techniques of human relations, but he certainly did not practice them on the job. He performed like the typical "out of the woods" and had little consideration for the feelings and ideas of his subordinates. At this time I began to realize there may be a big difference between knowing principles and techniques and using them on the job.

Kirkpatrick said (Kirkpatrick, P.302-335, 1985) there are five requirements must be met for change in behavior to occur :-

- 1- Desire to change.
- 2- Know-how of what to do and how to do it.
- 3- The right job climate.
- 4- Help in applying classroom learning.
- 5- Rewards for changing behavior.

The third requirement refers primarily to the boss of the person being trained. If he or she established a preventive or discouraging climate, no change in behavior is likely to occur even if the trainee is anxious to change and has acquired the necessary knowledge and skill. If the climate is neutral or encouraging, the change in behavior is up to take place.

Several guidelines are to be followed in evaluating training programs in terms of behavior changes:

- 1- A systematic appraisal should be made of on-the-job performance on a before and-after basis.
- 2- The appraisal of performance should be made by one or more of the following groups (the more the better):-
 - a. The person receiving the training.
 - b. The person's superior or superiors.

- c. The person's subordinates.
- d. The person's peers or other people or other thoroughly familiar with his or her performance.

3- A statistical analysis should be made to compare performance before and after and to relate changes to the training program.

4- The post training appraisal should be made 3 months or more after the training so that the trainees have an opportunity to put practice what they have learned. Subsequent appraisals may add to the validity of the study.

5- A control group (not receiving the training) should be used.

A "Supervisory Skills" Institute

Kirkpatrick states (Kirkpatrick, P.302-335, 1985) At the Management Institute, University of Wisconsin, a 3-day institute called "Supervisory Skills" was evaluated. The institute covered six topics : order giving, training employees, appraising employee performance, preventing and handling grievances, decision making, and initiating change. A questionnaire was completed by each supervisor who attended the institute to obtain information on the participant, the company, and the participant's relationship with this or her immediate boss. Specific information was obtained on :

- 1- The participant : Job, experience, education, age, reasons for attending the program, and what he or she hopes to learn.
- 2- The company : size, type, and climate for change.
- 3- The participant's boss : years spent as boss, the climate he or she sets for change, and involvement in sending the person to the institute.

Interviews were conducted with each participant within 2 to 3 months following the institute. The interviews were conducted in the participant's company to obtain information regarding changes in behavior that had taken place on the job. In addition, interviews were conducted with the participant's immediate supervisor as another measure of changes in the participant's behavior.

Examples of specific questions are shown in Fig. 16-6. In addition to measuring changes in behavior, an attempt was made to determine what results were achieved. Questions asked of both participant and his or her boss. Although the design of the evaluation was relatively simple, it provided data to indicate that significant changes in both behavior and results were achieved.

Conclusions about Behavior

His conclusions was (Kirkpatrick, P.302-335, 1985) the future of training directors and their programs depends to a large extent on their effectiveness. To determine effectiveness, attempts should be made to measure in objective terms. Measuring changes in behavior resulting from training programs involves a very complicated procedure. But it is worthwhile if training programs are going to increase in effectiveness and their benefits are to be made clear to top management.

It is obvious that very few training directors have the background, skill, and time to engage in extensive evaluations. It is therefore frequently necessary to call industrial psychologists, research people, and consultants for advice and help.

Step 4 : Results :-

Kirkpatrick believes (Kirkpatrick, P.302-335, 1985) that the objectives of most training programs can be stated in terms of results such as reduced turnover, reduced costs, improved efficiency, reduction in grievances, increase in quality and quantity of production, or improved morale. From an evaluation standpoint, it would be best to evaluate training programs directly in terms of results desired. There are, however, so many complicating factors that it is extremely difficult, if not impossible, to evaluate certain kinds of programs in terms of results. Therefore, it is recommended that training directors evaluate in terms reaction, learning, and behavior first and then consider results.

Certain kinds of training programs, though, are relatively easy to evaluate in terms of results. For example, in teaching clerical personnel to do a more effective typing job, you can measure the number of words per minute on a before-and-after basis. If you are trying to reduce grievances in your plant, you can measure the number of grievances before and after measure can be made. But a word of caution : A difficulty in the evaluation of training is evident at the outset, technically called "the separation of variables". that is, how much of the improvement is due to training as compared to other factors? This is the problem that makes it very difficult to measure results that can be attributed directly to a specific training program.

Depth Interviews :-

Interview with Trainees :-

- 1- Have you been able to reduce costs in the few weeks that you have been back on the job?
- 2- How? What were the estimated savings? Different types of replies indicated that the 13 people who said they had made cost reductions had done so in different

areas. But their ideas stemmed directly from the program, according to these trainees.

1- To what extent has the program improved the supervisor's working relationship with his boss?

- () To a large extent
- () To some extent
- () No change
- () Made it worse

2- Since the program, how much two-way communication has taken place between the participant and his subordinates?

- () Much more
- () Some what more
- () No change
- () Some what less
- () Much less
- () Don't know

3- Since the program, is the participant taking a more active interest in employees?

- () Much more
- () Some what more
- () No change
- () Some what less
- () Much less
- () Don't know

Interview with Supervisors. Eight of the cost-reduction actions described by the trainees were confirmed by the immediate superior, and these superiors estimated total savings to be from \$ 15,000 to \$ 21,000 per year. The specific ideas that were used were described by superiors as well as by the trainees.

Mailed Questionnaires:

Questionnaires were mailed to those trainees who were not contracted personally. The results on the questionnaire were not nearly as specific and useful as the ones obtained by personal interview. The study concluded that it is probably better to

use the personal interview rather than a questionnaire to measure results from this type of program.

Conclusions about Results

Mclagon states (Mclagon, P.49-59, September 1989)The evaluation of training programs in terms of "results" is progressing at a very slow rate. Where the objectives of training programs are as specific as the reduction of accidents, the reduction of grievances, and the reduction of costs, we find that a number of attempts have been made. In a few of them, the researchers have attempted to segregate factors another than training which might have had an effect. In most cases, the measure on a before and after basis has been directly attributed to the training even though other factors might have been influential. An article called "Evaluating Training Programs : Evidence vs. Proof" describes a philosophy and approach that are appropriate for most programs.

One purpose of this study is to stimulate training people to take a penetrating look main at evaluation. Their own future and the future of their programs depends to a large extent on their ability to evaluate and use evaluation results.

Another objective has been to clarify the meaning of evaluation. By breaking it down into reaction, learning, behavior, and results, the training professional can begin to do something about it and can gradually progress from a simple subjective reaction sheet a research design that measures tangible results.

Articles on evaluation will continue to appear in the Training and Development Journal and other magazines, as Patrician A. Mclagan article:

"What is quality in the practice of human resource development what competencies do you need".

She said that by the end of the century the work place will be a different place, every where, the changes will only be successful if people change, develop and grow, and there will be great economic and personal value in being able to optimize the performance of individuals, teams and entire organizations.

For that we need continue evaluation for training.

Vincent believe (Vincent, P.14, 1988) that training trend in 1980 and 1990's as follows :

Organizations Management Development Objectives are :

- (1) To provide people "ready now" and "ready later" for the jobs in organizations .
- (2) To ensure that the pool of talent from which choices are made is of the right quality and experience.
- (3) To add value to personal experience and prepare for major steps by means of appropriate formal training or education.

(4) To ensure that management development activity supports business priorities and objectives. In the context of this presentation " internationalism is of key importance.

Guiding Philosophies

Vincent added (Vincent, P.15, 1988) there are a number of general philosophies which guide organizations actions :

- (1) An expectation that most managers will have long-term careers in organizations.
- (2) The Executive Directors of organizations are closely involved in auditing the succession plans , management development and recruitment plans of major operating units and functions throughout organizations. Management development in organizations is "owned" by line management.
- (3) A belief that people learn mainly by experience, but that value can be added to experience by learning and that management capability can be enhanced by learning .
- (4) Training together around policies and plans is an important development activity as well as a means of achieving objectives.
- (5) Organizations are not rules driven. Its effective operation depends on individuals. The glue which holds organizations together is people.

People are the key means of making organizations greater than the sum of its parts.

- (6) It is always perceive that there is great scope for improvement in organizations management development activity.

Vincent (Vincent, P.16, 1988) sees the actions which fall to line management and those responsible for staffing management development activities are broadly as follows :

- (1) Maintaining an adequately progressive cultural setting with a clear sense of direction and values which allows people to flourish and display their talents.
- (2) Recruitment and development during the early years.
- (3) Talent spotting, appointments and succession planing, including moves for career development purposes.

- (4) Identification and development of the top corporate management of the future.
- (5) Provision of a framework for self-development, counseling and appraisal.
- (6) Definition of specific training and development requirements .

Vincent added (Vincent, P.19, 1988) training and Development Requirements for individual development purposes the expectation is that operating units will provide learning or training which adds value to experience; enables the individual to improve his performance in key areas; prepares him for shifts to broader responsibilities; enables him to develop a Group as well as an operating unit perspective. Thus:

- (1) A major business school experience as preparation for an operating unit board position.
- (2) Learning experiences (if necessary individually tailored) to strengthen key areas of desired competence, viz management leadership, business finance , business strategy development and execution.
- (3) Opportunities to achieve broader understanding of the social, political and economic environments in which the group is operating.
- (4) Involvement in corporate conferences about Group business strategies and involvement in Group level strategy-forming or problem- solving groups.

Issues and Challenges.

Organizations in a period of rapid change and readjustment. A major challenge to management development is to reinforce and accelerate desired change. The changes faced can be roughly described as:

- (1) Adapting to changing business shape.
- (2) Developing sharper market-oriented management.
- (3) Making international business structure work.
- (4) Continuing change in a slim efficient organization.(Vincent . P.19,1988).

Conclusion

Vincent conclusion was (Vincent, P.20, 1988) management development is an obscure process. The links between cause and effect are unclear. Biologically speaking natural selection is inexorably at work and the curious, adaptable, flexible,

absorbent, energetic develop themselves to win. We are always up against the uncomfortable fact that the bottom line is difficult to read. On the other hand the gaps, waste and shortcomings, Which would exist if an organization failed to put effort into developing its human assets, are equally self-evident. Many of the problems and ambiguities tend to fade however if we can give a clear answer to the question- *Management- Development for what ?* . It cannot be management development itself. It has to be management development to meet business . If they are clear the case for management development to meet those needs can readily be met.

The other article written by Joan March and Janet Bernhards, (March & Bernahards, P.20, June 1989) "software for training administration" they said if you're drawing in training - administration paperwork, it might be time to re evaluate your training and it might be time to automate to reflect your organizations unique needs.

Some of these articles are well worth studying because they describe effective principles, procedures, and methods of evaluation. This has not provided the answers to the training director's problem of evaluation. It has attempted to provide an understanding of principles and methods. Better understanding will come from continued study of new principles and methods that are described in articles written in professional journals. Needless to say, skill in using proper evaluation methods can come only with practice.

4- On an overall basis, to what extent has the supervisor's job behavior changed since the program ?

Supervisory Areas	Much Better	Some wBetter	No change	Some what Worse	Much worse	Don't Know
A. Order Giving						
B. Training						
C. Decision Making						
D. Initiating Change						
E.Appraising employee performance						
F. Preventing and Handlin Grievances						
G. Attitude toward job						
H.Attitude toward Subordinates						
I.Attitude toward Management.						

Form 6

5- In regard to the following results, what changes have been noticed since the participant's attendance in the program?

Supervisory Areas	Much Better	Some what Better	No change	Some what Worse	Much worse	Don't Know
A. Quantity of Production						
B. Quality of Production						
C. Safety						
D. Housekeeping						
E. Employee Attitudes and Morale						
F. Employee Attendance						
G. Employee Promptness						
H. Employee Turnover						

(Kirkpatrick, P.302-335, 1985).

Form 7

On other hand , Michalak and Yager believe (Michalak & Yager , P. 137, 1979) that there are four levels training evaluation as follows :-

Level 1- The trainee reaction .

Level 2- The change in trainee learning.

Level 3- Behavior change on the job.

Level 4- The result to the organization.

Level 2 and 5 need long and difficult methods of evaluation.

Transfer Of Training :

Wagner and Campbell states (Wagner & Campbell , P. 4-11, 1994)Training that results in negative or zero transfer is either detrimental or of no value to an organization from a cost benefit. It has been estimated that only 10 percent of the Money spent on training results in an actual and lasting behavioral change on the job. Fortunately, a number of strategies which can enhance the transfer of training to the work setting have been proposed.

These strategies include :-

- * Maximizing the similarity between the training situation and the job situation.
- * Providing as much experience and practice as possible with task being thought.
- * Designing the training content so that trainees can see its applicability, and providing trainees with the knowledge, skills and feelings of self-efficacy to self regulate their own behaviors back on their jobs.

These strategies are not applied in public sector which decrease training effectiveness.

2-5 :MANAGEMENT DEVELOPMENT (MD):

Kirkpatrick states (Kirkpatrick, P 307, 1985) in the organization itself, it is important that MD trainers contribute to the development of an open climate. In this process, the leaders also play an extremely important part and, in the organizing system, one must admit that the education which a leader has received, and the assumptions on which it is based, has a considerable effect on his mental picture of the organization; moreover, it will influence the attitude of many other members of the staff and, thereby, the entire organizing system.

Teamwork between top executives, senior managers, and other managers and MD specialists in their daily work across the different personal functions whose limits are defined by tradition is all important for an atmosphere of cooperation in the company. The value of highly specialized selective procedures, highly specified for work descriptions, and highly specialized training procedures seems to be much less than the value of the connection between the organizing functions through an extensive cooperation between leaders and colleagues. A worthwhile MD program is based on a close connection with a program for organizing development and improvement.

Group Dynamic Training or Sensitivity Training

Godsall states (Godsall, P.381-582, 1975) when undergoing this kind of training, the members work in unstructured groups. The purpose is for them to acquire a knowledge of their own attitudes in relation to that of the group member-this can be of the utmost relevance in MD training.

At a Cornell University conference on management development in New York City, Odiorne severely criticized training and said that it was not "training", since the objectives and process have not been well defined, and are not well understood as yet, and are not within the control of the instructor, and it has been known to result in serious mental disturbance for the participants. Odiorne reports having witnessed a serious mental break down precipitated by participation in a T-Group training program. In rebuttal, Argyris said that there have been only four nervous breakdowns among 10 000 participants, and 'all of these people had previous psychiatric destructive experience'. The important thing is that people 'can decide how much they want to pay psychically' for what they are learning.

Argyris maintains that sensitivity training is not psychotherapy, though it does aim to change behavior. 'Openness and trust are what we want to develop'. However, he agrees that the technique ought not to be conducted for lower supervisory levels, for,

as one member of the conference suggested Godsall said : "Wouldn't this mean stripping a man of his defenses in the areas he needs them most?."

Management development trainers can develop their own maturity through participating in sensitivity programs and personally assess its significance in training managers.

Establishing Development Objectives :

He added (Godsall, P.582, 1975) the top executives have to establish the necessary objectives, and this can be done according to the following criteria :

- (a) Agreement with organizing needs.
- (b) Coordination with the organizing planning.
- (c) Conversion into quantitative units of measure whenever possible. Qualitative objectives can be used too, if they are carefully supported by premises.
- (d) Making sure that objectives do not conflict with the expectations of organizing members.

Further, they can ensure that the time element of the MD program correlates with the other development plans of the Ministry.

2-6 :CREATING OBJECTIVES TO ORGANIZATIONAL NEEDS

Godsall states (Godsall, P.581-582, 1975) that, the qualitative aspects of the development objectives should be established so that the desired changes in managerial skills and efficiency reflect the organization's actual needs and current problems. Many development programs have failed because the objectives established were merely mirror images of development objectives commonly used. For example, it will be useless to train the supervisors in general principles of discipline if what they really needs to know are how to apply the specific rules of Ministry.

A logical first step is to diagnose by making an inventory of current problems. This inventory can be based on interview sampling of opinions at all levels of management employees. Once the major, and most pressing, problems of the organization been identified, it will be easier to determine how a development program can contribute to their solution. Where the problems stem from lack of knowledge or understanding, a development program can make a substantial contribution. However, when the problems stem from poor communication from top management, incompetence in selected key positions, or inadequate technical factors, such as budget and control systems, other approaches may be required. Under such circumstances, methods such as managerial replacement, reassignment of responsibilities, increased use of controls, and/or closer supervision might be used. Most frequently, the effective solution of major problems will require some combination of several of these approaches. Using development as an exclusive

means for solving major problems and bringing about change will be effective only when the key members of the organization are already receptive to change. After the major problems are recognized, the method of their solution must be devised to supply those relevant organizational factors which are missing.

The development program must be designed to assist the organization in meeting its long-range objectives. Trouble frequently results because many programs are established without consideration of these factors. For example, it is to teach the benefits of participative decentralized management in an organization which is already headed by an authoritarian executive who insists on centralized controls and who has no intention of changing.

Godsall explained (Godsall, P.581-582, 1975) two planning areas in particular should be reviewed during the formulation of the development objectives. First, the relevant external factors concerned with future market conditions : sociological, economic, and technological trends affecting the organization. This requires a careful review of factors such as :

- A- The organization's current and expected position within the industry.
- B- General industrial, economic, and social business trends.
- C- Current and expected product and labor market requirements.
- D- Current government regulations and regulatory trends.
- E- Expected technological change that may be relevant to the organization's economic progress.

Second, the organization's immediate and long-range plans.

A careful review of the following factors is required:

- A- The specific managerial behavioral patterns required to meet the organization's long-range plans.
- B- The projected cash outlay involved in meeting the development objectives.
- C- The cost on organizational efficiency of committing key executive time to the development of the objectives and the subsequent program.
- D- The potential problem areas that may arise as a result of the organization's methods necessary to meet future external requirements.
- E- The present trends that may change the existing environment within the foreseeable future.

Having identified the major problems of the organization and the requirements anticipated in the future, we can compare the strengths and weaknesses of present managers with these requirements, and estimate their ability to meet the long-range objectives of the organization. The result of this analysis should provide an organization with realistic plans for meeting its internal requirements in relation to its current and expected market position.

In addition to meeting definite needs determined by considering plans and goals, development objectives must also be in a certain accord with the personal goals of

the participants. Conflict between program goals and participant goals creates barriers-particularly, slower motivation to learn and a resistance to change. Development objectives which deal with an learn and a resistance to change. Development objectives which deal with an individual's performance must also be compatible with his supervisor's expectations. When the boss expects behavior which differs from what has been learnt in a development effort, problems may arise. The manager who sends his subordinates to 'get developed' may, in fact, be their chief deterrent to job improvement.

Management Development Trainers and the Organic Learning Process

Godsall states (Godsall, P.582-583, 1975) it is important that management development trainers are well grounded in the principles of learning. The organic learning process aims at giving the employee more self-confidence and at helping him to obtain a high degree of self-acceptance. Through an effective organic learning process, the employee is taught how to accept other people by learning how, fully, to accept himself. Frequently, attitudes are changed and this can lead to a more open, confident, and sincere relationship with other people. People acquire an awareness of their own potential abilities and become more capable of making use of hither to unexplored creative abilities .

Organic learning takes place without assistance from others, but the MD trainer is able, for instance, to assist other leaders through counseling. Naturally, it is extremely difficult to change to opinion that a person has of himself, often he clings to a distorted picture with the utmost stubbornness. Nietzsche once said : ' A man may despise himself, but yet respect himself for his own self contempt'. Although it is difficult to change these attitudes, the MD trainer can be a big help to his colleagues by helping them to develop a more precise picture of themselves, if he is able to establish a helping relationship. This relationship is decisive for the kind of counseling that he is to carry out this should not entail setting himself up as a judge of his colleagues' actions. The one who tries to help must be understanding and more than professionally interested in the other person. This does not necessarily have to be an acceptance of what the other person does, but the counselor should act as a mirror that reflects the other person's strengths as well as his weaknesses.

He added (Godsall, P.582-585, 1975) this helping relationship demands from the MD trainer a personal, sincere and hones investment in the other person. Indifference, exaggerated professionalism, or manipulation easily destroys the relationship. It is difficult to imagine that a person should try to acquaint himself with his own behavioral pattern is not satisfactory, and that this is due to something on which he, himself, has no influence. The recognition of the existence of a problem, and the awareness of its possible consequences to oneself, is often alarming and may cause ambivalent feelings towards the actual situation, and may create anxiety, confusion and uncertainty. All this can make the learning process extremely difficult and place the colleague in a defensive position once he starts considering the trainer to be threat to him.

One of the best forms of organic learning is to create possibilities for the self-development of the employee. This means that the person in question should be allowed to choose the hour and the pace of learning instead of being placed in a controlled learning situation where his behavior is narrowly supervised and more or less conducted by others. The person who approaches the trainer to discuss his problem is en route to a solution.

Kirkpatrick explained (Kirkpatrick, P. 302-335, 1985) learning via experience in non-controlled situations where the employee assumes full responsibility is the way of organic learning. Of course, there is a risk that the employee will not succeed or will make an error in these circumstances. However, during the learning period, the collaborator must not be subject to sanctions and, ultimately, the line manager must be the one responsible.

The Important of Effective MD Trainers

Godsall states (Godsall, P.582-586, 1975) It has been pointed out that the actual MD trainers are the top executives and the line managers, and that the MD specialist is a staff and service function to these. If, as often happens, leaders do not take this part of their work seriously, it is probably due to the lack of attention shown by companies to the systematic development of leaders. By pecollaborators free scope for their abilities by coaching and support, an interest in the company's objectives by coaching and support, an interest in the company's objectives and identity is aroused, and its employees identify themselves with the company and cease to be mere wage earners .

2-7 :WHAT MAKES AN EFFECTIVE MANAGER

Robins states (Robin's , P.2-6, 1989) , hundreds of studies have sought to identify what it is that differentiates effective managers from ineffective ones. Not surprisingly, the studies aren't in total agreement. To illustrate this point, we'll briefly review three approaches. The first looks at sets of behaviors, the second focuses on *motivation*, while the third emphasizes *skills*.

(1) BEHAVIORS

He added (Robin's , P.2-6, 1989) one of the more sophisticated approaches found fifty-one behaviors that were related to managerial effectiveness (Morse and Wagner, 1978). Through aggregation, the researchers condensed the fifty-one into six roles or sets of behaviors:

1. Controlling the organization's environment and its resources.

This set of behaviors includes demonstrating, in planning and allocation meetings as well as in on-the-spot decision making, the ability to be proactive and stay ahead of environmental changes. It also involves basing resource decisions on clear, up-to-date, acknowledge of the organization's objectives.

2. Organizing and coordinating.

In this role, the manager organizes around tasks and then coordinates interdependent relationships among tasks wherever they exist.

3. Information handling.

This set of behaviors comprises using information and communication channels for identifying problems, understanding a changing environment and making effective decisions.

4. Providing for growth and development.

The manager's role is to provide for his or her own personal growth and development, as well as for the personal growth and development of subordinates, through continual learning on the job.

5. Motivating employees and handling conflict.

In this role, the manager enhances the positive aspects of motivation so that employees feel impelled to perform their work, and concurrently eliminates those conflicts that may inhibit employees' motivation.

6. Strategic problem solving.

The manager's role is to take responsibility for his or her own decisions and to ensure subordinates effectively use their decision-making skills.

The researchers found that these six behaviors explained a little bit better than 50% percent of a manager's effectiveness.

(2) MOTIVATION

Another approach to managerial effectiveness has looked at an individual's desire to be a manager. It is referred to as the *motivation-to-manage research program* (Miner and Smith, 1982).

The researchers have found that the motivation to manager can be dissected in to seven subparts:-

1. Authority acceptance.

A desire to accept the authority of superiors.

2. Competitive games.

A desire to engage in competition with peers involving games or sports.

3. Competitive situations.

A desire to engage in competition with peers involving occupational or work activities.

4. Assertiveness.

A desire to behave in an active or assertive manner.

5. Imposing wishes.

A desire to tell others what to do and to utilize sanctions in influencing others.

6. Distinctiveness.

A desire to stand out from the group in a unique and highly visible way.

7. Routine functions.

Robin's explained (Robin's , P.2-6, 1989) a desire to carry out the routine, day-to-day activities often associated with managerial work.

Research demonstrates that an individual's score on a forty-item sentence-competition test that measures these seven subparts is a very good predictor of how effective he or she will be as a manager, and that more successful managers by any criterion tend to achieve higher motivation-to-manager scores. However, these conclusions seem to pertain to managerial effectiveness in a large bureaucratic organization.

(3) SKILLS

Katz and Mintzberg states (Katz, 1974; Mintzberg, 1980) the most popular approach to managerial effectiveness has been to break the manager's, superintendent's and supervisor's job down into critical roles or skills . Pavett and Lau added (Pavett & Lau, 1983) Such efforts generally conclude that the effective managers must be competent in four skills :

Robin's explained (Robin's , P2-6, 1989) :

1. Conceptual skills.

The mental ability to coordinate all of the organization's interests and activities.

2. Human skills.

The ability to work with, understand, and motivate other people both individually and in groups.

3. Technical skills.

The ability to use the tools, procedures, and techniques of a specialized field.

4. Political skills.

The ability to enhance one's position, build a power base, and establish the right connections. This skill is important in the State of Bahrain. Do managers need competence in all these skills to be successful? The answer is a qualified yes. All four were found to be important for managerial success (Pavett and Lau, 1983). However, research indicates that only one category-conceptual skills- is influenced by hierarchical level. Conceptual skills are required to a greater extent at the chief executive level. Moreover, it was found that human skills-like the ability to listen, verbally communicate, show patience, and understand subordinates' needs-were rated most important for managerial success regard-less of level.

Robin's added (Robin's, P2-6, 1989) although the three approaches to managerial effectiveness do not generate perfectly reconcilable findings, one conclusion seems warranted: managerial success depends on competence in interpersonal skills.

In terms of behaviors, using communication channels, developing employees, motivating others, and handling conflicts all involve interpersonal skills.

Individuals who score high in terms of motivation-to manage demonstrate their interpersonal skills by engaging in competitive activities with peers, by taking charge in groups, and by exercising power over others. Finally, human and political skills are clearly interpersonal skills.

Given that competent interpersonal skills are an important, if not the *most important* attribute for managerial effectiveness, we can see why constituencies such as the media, teaching faculty, and business accrediting bodies are disturbed by the number of business graduates who are deficient in these skills. College graduates who aspire to a career in management but have poorly developed interpersonal skills are ill-equipped for their future.

DEFINING THE KEY INTERPERSONAL SKILLS

If there is general agreement that interpersonal skills are necessary for managerial success, there is, unfortunately, no such consensus as to what specifically those skills are.

A number of studies have sought to identify interpersonal skills (Lewis, 1973; Porras and Anderson, 1981; Boyatzis, 1982; Levine, 1982; Whetton and Cameron, 1984; AACSB, 1984, 1987; and Clark et al., 1985). A careful review of these studies indicates that, despite the widely varying terminology, certain skills tend to surface on most lists. For instance, handling conflicts, running group meetings, and being able to delegate effectively seem to be regarded as key interpersonal skills. Communication is also important, although it's dissected differently in different studies.

The elements of effective communication that show up in most studies are listening, oral persuasion, and feedback. Similarly, motivating employees are included in most lists, although it's rarely stated as simply "motivation".

Rather, it's broken down in parts, such as goal setting, providing feedback, delegating and appraising performance.

KEY INTERPERSONAL SKILLS

Listening
 Goal setting
 Providing feedback
 Appraising performance
 Disciplining
 Delegating
 Using oral persuasion
 Politicking
 Running a group meeting
 Resolving conflict

This table represents Robbins (Robbins, 1989) synthesis of the studies mentioned in his book. Is this the definitive list of interpersonal skills required for effective managerial performance? He doubts it! Rather, it is a *selected* set of skills that research and practice suggest are important for success in managing people. The table may omit several skills that are important. However, given his current state of knowledge, these are the interpersonal skill that most "experts" believe effective managers have and prospective managers need to develop.

The Learning of skills

Can interpersonal skill be taught? If so, *where* should they be taught and *what* teaching methods should be used? Any objective discussion of skills must eventually-either explicitly or implicitly-deal with these complex issues (Porter, 1983). This section summarizes our current knowledge regarding these questions.

Interpersonal skills be taught

Burke and Day states (Burke & Day, 1986) business and Public-Sector organizations spend tens of millions-maybe hundreds of millions-of dollars each year on development programs to improve their managers' interpersonal skills. You'd think, therefore, that there would be little debate over whether such skills can be effectively taught, But there are diverse opinions on this question.

On one side are those who view interpersonal skills as essentially personality that are deeply entrenched and not amenable to change (Fiedler, 1965). Just as some people are naturally quiet while others are outgoing, the anti training side argues that some people can work well with others while others cannot. That is, it's a talent you either have or you don't. Their case is intuitively appealing when they single out individuals with highly abrasive interpersonal styles and propose that no amount of training is likely to convert them into "people-oriented" types. Most of their evidence, however, tends to be of this anecdotal variety.

The skills advocates have an increasing body of empirical research to support their case. For instance, there is evidence that training programs focusing on the human relations problems of leadership, supervision, attitudes toward employees, communication, and self-awareness produce some improvement in managerial performance.

Robin's said (Robin's , P2-6, 1989) nothing in the research suggests that skills training can magically transform the interpersonally incompetent into highly effective leaders. But that should not be the test of whether interpersonal skills can be taught.

The evidence strongly demonstrates that these skills can be learned. Although people differ in their baseline abilities, the research shows that training can result in improved skills for most people.

Listening skill concepts

He added (Robin's , P2-6, 1989) given below are some skills for listening because most of the employees do not have these skills and they have not trained on these important skills.

The ability to be an effective listener is too often taken for granted. We confuse hearing with listening. Hearing is merely picking up sound vibrations. Listening is making sense out of what we hear. That is, listening requires paying attention, interpreting, and remembering sound stimuli. As we'll show in this chapter, listening is a skill that can be learned. While it's something we've done all our lives, paradoxically, few of us do it well.

Why begin our review of interpersonal skills with listening? Is there some logic for considering it first? The answer is yes.

If we want to consider interpersonal skills in order of importance, we could make a good case that listening tops the list. for instance, a survey of personnel directors in three hundred organizations found that effective listening was ranked highest among the skills defined as most important in becoming a manager (Crocker, 1978). Listening is also a vital ingredient for learning the remaining skills.

Goal setting skill concepts

Employees should have a clear idea of what they're trying to accomplish in their jobs. Further, managers have the responsibility for seeing that this is achieved by helping employees set work goals. These two statements seem obvious. Employees need to know what they're supposed to do, and it's the manager's job to provide guidance. Simple? Hardly!

Goal setting is frequently dismissed by managers as self-evident (Latham and Locke, 1979). It's not! Setting goals is a sophisticated skill that many managers perform poorly. But when managers follow the goal setting sequence that we'll describe in this chapter, they can expect improved employee performance (Locke, Shaw, Saari, and Latham, 1981). They're likely to hear comments like "Finally, I know what you expect from this job!"

Providing feedback skill concepts

Robin's (Robin's, P.29-34, 1989) explained ask a managers how much feedback he or she gives subordinates and you're likely to get a qualified answer. If

the feedback is positive, it's likely to be given promptly and enthusiastically. Negative feedback, however, is often treated very differently. Managers, like most of us, don't particularly enjoy being the bearers of bad news. They fear offending or having to deal with defensiveness by the recipient. The result is that negative feedback is often avoided, delayed, or substantially distorted (Fisher, 1979). The purposes of this chapter are to show you the importance of providing both positive and negative feedback and to identify specific techniques to make your feedback more effective Stephen added .

What do we mean by the term *feedback*? It's any communication to a person that gives him or her information about some aspect of his or her behavior and its effect on you (Mill, 1976). Is it limited to the workplace or to job activities? Of course not! When you tell someone sitting at adjacent table in a restaurant that his or her cigarette smoking is bothering you, you're providing that person with feedback. Although our concern in this chapter is predominantly with performance feedback, the skill techniques presented here are generalizable to most types of interpersonal feedback.

Disciplining skills concepts

Robin's states (Robin's , P.29-34, 1989) regardless of how a good manger you are or how able and motivated the group of subordinates you manage is, the hard truth is that, at one time or another, you will have to discipline a problem employee. For many managers, initiating disciplinary action is one of the most difficult interpersonal activities they are required to do. While knowledge of the proper discipline skills won't make the task a great deal easier, it can make the outcome more effective. *Discipline* refers to actions taken by a manager to enforce the organization's standards and regulations.

Using oral skill concepts

If there is one skill that differentiates successful politicians from unsuccessful ones is the ability to persuade others. They're able to make forceful arguments that appear logical and compelling. Successful politicians, of course, have not monopoly on this skill. We all know people whom we consider persuasive. They seem to know just what to say and when to say it. Were these people *born* with this skill?

On the other hand Clark Said (Clark, P.29-34, 1994) :-

Traditional training may not be the solution to organization performance problems. There are several steps for turning an internal training function into a consulting or performance-technology center. How many times have you been asked to provide training when you knew training wasn't the answer ?. Too many times if you're like most of us in the training business. When the training department conducted a quick performance analysis , man agrees still wanted the representatives to receive training, chances are that it wasn't our training that eventually reduced the number of customer complaints; it was the changes in the performance environment : different

job standard, feedback and incentives. Quality guru W. Edward's Deming said that 80 percent of all quality problems are not due to a lack of knowledge or skills. In other words, the problems don't need training "fixes." Still, many of us in human resource development spend a lot of time churning out training programs. And we don't always follow up with job-related evaluations to determine the outcomes. We assume that the training solved the problem, but we don't always take the time to prove it. Training is investment for future.

You can turn the training function in your organization from a reactive "training factory" into a proactive consulting practice. Training will become just one of the many interventions you will be able to provide. The major service will be needs assessment, though you may substitute the term "analysis." In effect, you will create a performance-technology resource center, and you will become a performance technologist.

He added (Clark, P.62, 1994) a performance-technology center isn't necessarily about using electronic performance-support systems. It is about optimizing work performance to meet organizational goals and objectives. A traditional training department is about solutions. Typically, training is a reactive response to an organizational problem, a new technology, or new employees. Performance technology also can be reactive, but its emphasis is on proactive practice.

The goal of a performance technologist is to help managers make the most of their work environments to achieve business objectives. A performance technologist starts with business goals and indicators instead of a training intervention. The process begins with a performance audit to define the optimal work conditions for achieving desired goals and indicators.

Clark (Clark, P.62, 1994) explained the performance technologist evaluates the operators' job function and considers a variety of performance factors. Then he or she collects data on the performance environment-including job standards, feedback, and incentives. The performance technologist might conduct focus-group sessions or interviews with customer-service managers, effective and ineffective employees and external customers. Clark believes that training is not fixing all organizations managers problems especially quality problems!.

Summary Of Chapter Two

Understanding the history of training is very important to understand the training development, and how the need for training became an essential in the march of civilization.

Discovery , application , communication , improvement , and more discovery. That is the portable cycle of inventions in the early days of human history. As communication improved , discovery and invention took giant steps forward. Inventions , or improvements that might have taken 50,000 years to accomplish in the stone age , might be reduced to hours , or even seconds , with today's electronic communication. Regulation as to the quantity and quality of work are the establishment of a base system of rewards.

The most important training movement that become very popular in 1980's-1990's are total quality management training and computer based information system . Training quality control-Japan's success in achieving a high level of quality, this system need continuous development and training to meet the fast changing in our environment , our world living in fast changing computer information and total quality environment.

CHAPTER THREE
DATA PRESENTATION AND ANALYSIS

3-1 Research Methodology

Kerlinger (PP.395-410,1973) has identified four different categories of social scientific research : (1) laboratory experiment, (2) field experiment, (3) field study (4) survey research and field study are conducted in a controlled environment, where the researcher manipulates and controls independent variables. A field experiment is seminar to a laboratory experiment except it is done in a more a realistic situation. Survey research is a method for studying population by selecting samples from those populations to discover the relative incidence, distribution and interrelationships of specific variables. According to the categorization above, it is possible to classify this study as a field study , using a survey research method. It is an exploratory in the sense that an attempt was made to identify what administrative training is efficient. It is hypothesis testing in the sense that the researcher seeks to establish relationships between training systems and government organizational effectiveness.

The Methodology used to evaluate the training program is the following:-

- (1) Determine what is the goal of the project. In this study the goal is evaluation of the effectiveness of "**principle of administrative planning** " program prepared and conducted by Civil Service Bureau in state of Bahrain.
- (2) Use a written commitment sheet covering the items determined for the required evaluation (observation).
- (3) Designed the form of questionnaire so that the reactions can be tabulated and quantified.
- (4) Obtained honest reactions by making the forms anonymous, that the trainees names are not mentioned in the questionnaires.
- (5) Encouraged the trainees to write in additional comments not covered by the questions that were designed to be tabulated and quantified

3-2 PURPOSE OF THE STUDY :-

Civil Service Bureau in state of Bahrain 1993 annual report showed that 29,886 employees were working in the Public Sector in State of Bahrain

For better training and developing, it was very important to know and understand how these employees have been trained and developed according to Public Sector Needs. The effectiveness of Public Sector employees were strongly effecting the speed of public development and Performance, which directly and indirectly effects the Private Sector through regulations , Government policies and daily interaction with private sector.

Management development as a planned and deliberate learning process should be a process through which it will develop a certain number of particular attitudes, and skills, and certain amount of knowledge, each carefully defined, if possible operationally, in order to permit an assessment of its effectiveness. While objectives remain undefined, no one can assess the effectiveness of an action-including training. Based on this fact, the present study attempted to evaluate one of the administrative training programs organized and conducted by the Civil Service Bureau in state of Bahrain, in order to determine its' effectiveness.

As Bettignies believes (Bettignies, P7, 1975) the process of learning being a process of change, a trained manager is expected to behave differently. The output variables of the management development effort in national perspective can be divided into three different areas :

A- Attitudes.

B- Skills.

C- Knowledge.

Change in any of the three areas will then be assessed in terms of job performance as perceived not only by the manager himself but by his direct professional environment, and the operational results will be assessed in terms of overt behavior, and organizational output.

Management training is very important for developing public sector employees. The effectiveness of administrative training programs effect strongly the developing of government personnel's attitudes, skills and knowledge, which will effect the general government sector performance. In the training effect the management efficiency in government sector which effect the State of Bahrain growth, outputs and development.

3-3 RESEARCH SAMPLING

According to Kerlinger, "Sampling is taking any portion of a population or universe as representative of that population or universe". Implied in this definition is the researcher's assumption that his sample is representative, which may or may not be the case. Samples can be broadly classified into two categories: probability samples, where random sampling method is used in one or more of their stages, and nonprobability samples, where random sampling is not used, one form of nonprobability sampling is purposive sampling, which is characterized by using judgment to obtain representative samples by including typical areas or groups in the

sample , in this study it is possible to characterize the sampling procedure as purposive sampling . The population from which the sample was drawn consists of 38 training programs in 1994 .

Out of 38 training programs were conducted in 1994 , one of administrative training program was chosen as a case study, this training program was “ the principle of administrative planning “, which conducted by the Civil Service Bureau in state of Bahrain from - 13 / 8 / 1994 , to 15 / 8 / 1994 (3 days) The registered trainees were 22, however only 16 participants were attended, therefore 16 questionnaires were distributed, in addition a constructed interview and direct observation were carried out during the training period.(see exhibit 8-10 + table 3).

The participants were :-

- | | | |
|-----------------------------|---------------------------|-----------------------|
| (1) Superintendents. | (2) Supervisors. | (3) Senior Engineer . |
| (4) Coordinators. | (5) Social Researcher. | (6) Accountant. |
| (7) Administrative officer. | (8) Health technologists. | |

3-4 THE QUESTIONNAIRE DESIGN:-

This study is a descriptive one, It attempts to examine and analyze one of administrative training and development program conducted by the Civil Service Bureau in state of Bahrain.

The questionnaire design (18 questions), was mainly adapted from the American society training and development (ASTD) with some adjustments (Robert L. Graig, 1987, P 303-308).

The objective of this study is to evaluate the degree of effectiveness of administrative training programs conducted by Civil Service Bureau in state of Bahrain. Methodology is descriptive and analytical due to the nature of the research, for that a questionnaires, interviews and observations. Were used in this study.

3-5 RESEARCH HYPOTHESES :-

(1) Two hypotheses were designed, in order to be tested :-

H1- The training approaches used in the studied training program are sufficient.

H2- There is sufficient development in planning knowledge , skills and attitudes gained from the studied administrative training program.

These hypotheses supported by Civil Service Bureau in state of Bahrain reports for the last five years (1990 - 1994), and supervisors reaction, reports, and statistics of government agencies which approve that the training programs Joined by Ministry

of Education, Health, and Electricity and Water employees were useful in developing their employees knowledge, skills and attitudes, and the benefits gained from CSB training program were sufficient. (see table 3+5-13+14).

3-6 DATA GATHERING :-

A survey may be conducted in several ways : through personal interviews , panels , telephone interviews , mailed questionnaires , and other techniques . In this study the following methods were used :-

1) Primary Data :

Primary data were Gathered through :-

- 1- Questionnaire.
- 2- Constructed interviews.
- 3- Observations and recording responses.

2) Secondary Data :

Secondary data were Gathered from Civil Service Bureau in state of Bahrain, and training and development department in CSB and other resources as :-

- 1- Annual CSB reports, statistics and regulations.
- 2- Training and development department "training programs schedules".
- 3- Researches carried out by CSB and other resources.
- 4- Reports provided by CSB in state of Bahrain.
- 5- Surveys carried out by CSB.
- 6- Articles written about CSB training and development. (see exhibit 13).

3-7 RESEARCH INSTRUMENT

One of the most difficult tasks which a researcher in the social sciences encounters is the selection of an instrument that is both valid and reliable to measure research variables , for this study two instruments were selected and combined in one research questionnaire .

First , the survey of the knowledge , skills , satisfaction , and attitudes changing (dependent variables) as Wood states , they are the means for proper performance .

Second , trainees of the training program .
second ,

3-8 SURVEY ANALYSIS

A survey is only as good as questionnaire is good. A questionnaire designed by ASTD translated, adjusted and used as a model for the survey propose. The questionnaires were distributed to the all participants in the principle of administrative planning training program. The questions designed according to the training program contents. (See table 1+2+3+5).

The questionnaire responds analyzed according to (ASTD) American Society for Training and Development approach, (See exhibit 1+ table 2).

(TABLE A)

QES	ITEMS	Excellent	V good	Good	Fair	Poor
1-	Your knowledge about the concepts of planning principle is increased.	0%	38%	62%	0%	0%
2-	Your skills in preparing simple and good plans have developed.	0%	38%	62%	0%	0%
3-	You introduced to some technical methods of planning.	75%	25%	0%	0%	0%
4-	You understand Chant planning charts.	50%	50%	0%	0%	0%
5-	You understand Program evaluation and review technique planning Charts.	38%	62%	0%	0%	0%
6-	You have given opportunity to ask and discuss the planning problems you are facing in your work.	25%	50%	25%	0%	0%

* From table A the trainees reactions to questions 1 + + 3 + 4 + 5 + 6 show the following :-

In question 1, participants responses show that 62% of trainees agreed on "good ", 38% a greed on "very good" and 0% agreed on excellent, "fair" and "poor", they agreed that their Knowledge about the concepts of planning is increased. In question 2, 62% of trainees agreed on "good", 38% agreed on "very good" and 0% agreed on excellent, "fair" and "poor" that their skills in preparing simple and good plans had developed. In question 3, 75% of trainees agreed on "excellent", 25% agreed on "very good" and 0% agreed on "good", "fair" and "poor", that they had introduced to and learned some technical methods of planning. In question 4, 50% of trainees agreed on "excellent", 50% agreed on "very good" and 0% agreed on "good", "fair" and "poor", that they understood Chant planning charts. In question 5, 62% of trainees agreed on "excellent", 38% agreed on "very good" and 0% agreed on "good", "fair" and "poor", that they understood "Program evaluation and review technique pert" planning methods. In question 6, 50% of trainees agreed on "excellent", 25% agreed on "very good" and 0% agreed on "good", "fair" and "poor", that they, had given opportunity to ask and discuss planning problems they were facing in their work.

As Sue Wood states (Wood, P.45-46, 1989) , Before people can perform their tasks properly, they must master the special technology used by their organization.

This means acquisition of knowledge, skills and attitude. He added the objective of management training is to develop highly specific and immediately useful skills. From the trainees reactions it is clear that the knowledge, skills and attitude of participants were developed which let them could help them perform their tasks more proper. These reactions meet what Bettignies said (Bettignies, P.7, 1975), that the output variables of the management development effort in national perspective can be divided into three different areas as Attitudes, Skills and Knowledge, change in any of the three areas will then be assessed in terms of job performance as perceived not only by the manager himself but by his direct professional environment, and the operational results will be assessed in terms of overt behavior, and organizational output.

An as Barret Believed that, all Governments are trying to bring efficiency to their work forces through improving productivity. Meanwhile, citizens in many countries are demanding better - quality service.

The vast majority of states are trying to initiate civil service reform that includes as veterans preference, worthless training reviews, and difficulties in firing people. His saying agreed with the objective of the studied training program and civil services activities with Ministries efforts to train and develop their employees in order to improve the productivity and performance efficiency.

The evaluation of training program effectives carried out through person's whom received the training. And the trainees reactions support and reflect that high percentages of them are satisfied with the knowledge, skills and attitudes they had learned from the training program. This result support the hypotheses which this research is trying to test.

(TABLE B)

QES	ITEMS	Excellent	V good	Good	Fair	Poor
7-	You understand the importance of administrative planning.	25%	63%	12%	0%	0%
8-	You understand the main characteristics of planning process.	12%	63%	25%	0%	0%
9-	You understand the contents of planning.	12%	50%	38%	0%	0%
10-	You provided by main elements of planning process.	12%	75%	13%	0%	0%
11-	You understand the meaning of planning.	0%	88%	12%	0%	0%
12-	You understand the Barriers and problems facing planning.	12%	63%	25%	0%	0%

* In table B the participants reactions to question 7 + 8 + 9 + 10 + 11 + 12 reflect the following :-

In question 7 participants responses show that, 25% of trainees agreed on "excellent", 63% a greed on "very good", 12% agreed on "good" and 0% agreed on "fair" and "poor", that they understood the importance of administrative planning. In question 8, 12% of trainees agreed on "excellent", 63% a greed on "very good",

25% agreed on "good", and 0% agreed on "fair" and "poor", that they understood the main characteristics of planning process. In question 9, 12% of trainees agreed on "excellent", 50% agreed on "very good", and 38% agreed on "good" and 0% agreed on "fair" and "poor", that they understood the contents of planning. In question 10, 12% of trainees agreed on "excellent", 75% agreed on "very good", and 13% agreed on "good" and 0% agreed on "fair" and "poor", that they provided by main elements of planning process. In question 11, 0% of trainees agreed on "excellent", 88% agreed on "very good", and 12% agreed on "good" and 0% agreed on "fair" and "poor", that they understood the meaning of planning. In question 12, 12% of trainees agreed on "excellent", 63% agreed on "very good", and 25% agreed on "good" and 0% agreed on "fair" and "poor", that they understood the Barriers and problems facing planning.

(TABLE C)

QES	ITEMS	Excellent	V good	Good	Fair	Poor
13-	You understand the relation between planning and controlling.	26%	40%	25%	0%	0%
14-	The training program period (days / hours) were suitable.	12%	50%	38%	0%	0%
15-	The level of participants were suitable .	25%	50%	25%	0%	0%
16-	Training approaches which applied were suitable.	0%	25%	75%	0%	0%
17-	You can apply what you learned of the training program in your work.	0%	25%	75%	0%	0%
Average of Total Percentage		19.6%	50.3%	30.1%	0%	0%

* In table C the participants reactions to question 13 + 14 + 15 + 16 + 17 reflect the following :-

In question 13, 26% of trainees agreed on "excellent", 40% agreed on "very good", and 25% agreed on "good" and 0% agreed on "fair" and "poor", that they understood the relation between planning and controlling. In question 14, 12% of trainees agreed on "excellent", 50% agreed on "very good", and 38% agreed on "good" and 0% agreed on "fair" and "poor", that the training program period were suitable. In question 15, 25% of trainees agreed on "excellent", 50% agreed on "very good", and 25% agreed on "good" and 0% agreed on "fair" and "poor", that the level of participants were suitable. In question 16, 0% of trainees agreed on "excellent", 25% agreed on "very good", and 75% agreed on "good" and 0% agreed on "fair" and "poor", that the training approaches which applied were suitable. In question 17, 0% of trainees agreed on "excellent", 25% agreed on "very good", and 75%

agreed on "good" and 0% agreed on "fair" and "poor", that they could apply in their work what they had learned and trained on, and this result is the lowest one.

From the table the average of total percentages is high, and this reflect high satisfaction with the training program outputs. All above responses show that the impact of the training program on the trainees was very positive, and the participants were satisfied with the effectiveness of the training in developing their abilities in administrative planning. The trainees could learn and cope with the objectives of the training program. The question here, could they get the opportunities to apply what they trained on and learned in their jobs, this question need further research.

Table C responses reflect the weakest responses on questions 16/17, that the participants not very satisfied with applied training approaches, and they are not very sure if they could apply in their work what they had trained on and learned of the training program.

The survey average of total percentage of the benefits the trainees had gained from "the principle of administrative planning" training program" show high satisfaction as follows :-

- 19.6% agreed on Excellent benefits gained.
- 50.3% agreed on Very good benefits gained.
- 30.1% agreed on Good benefits gained.
- 0% agreed on Fair benefits gained.
- 0% agreed on Poor benefits gained.

The questionnaire responds and results from table 2 support that the trainees agreed on the followings :-

- A- There was a development in the participants knowledge about the planning.
- B- There was a development in the participants skills in preparing plans.
- C- There was not a strong opportunity to develop participants attitudes towards planning.
- D- There was not very high level of acceptance to the training approaches from the participants.
- E- There was not very high level of acceptance that they could apply in their work what they trained on and learned, this reaction reflect a gap between the training and the application of the skills, knowledge and attitudes gained from the training.

In general, these results reflect high percentage of trainees satisfaction with the efficiency of the training program, and they gained development knowledge, skills and attitudes in "the principle of administrative planning" these finding agreed with hypothesis mentioned in page 76.(see table 2)

OBSERVATIONS ANALYSIS

Zikmund, states (Zikmund, P.19-194, 1991), scientific Observation is the systematic process of recording the behavioral patterns of people, objectives and occurrences without questioning or communicating with them. It is important to collect the necessary Data information needed for the study, direct observation had been applied on the studied training program, trainees and trainer. Zikmund said, direct observation help to produce a new detailed record of events or what trainees actually do. The observer play a passive role, that is, there is no attempt to control or manipulate a situation. The observer merely records what occurs.

To make suitable assessment of the studied training program objectives, contents, teaching methods and, participants satisfaction of the program . The application of direct observation was needed to get sufficient results.

Direct observation was applied during training period (3 days), the observations shown the following :-

(1)The trainees: were 16 participants. Came form different Public Service Organizations, the registered trainees were 22, which is more than class room capacity which is 20 as maximum, some trainees were coming late and no practical action taken to reduce the delay. In general the trainees were not participating very strong in the discussion, this reflect weak internal or individual motivation of trainees.

(2)The trainer: always arriving early to prepare the material for the class. encouraging the participants to ask and share the discussion, but he did not give the participant written material in first day. He was using lecture and cases methods in the training program, and he was using friendly methods in controlling the class.

(3)The contents: Methods of the training program was good, but there was no use of computer system, the Chant planning charts and Program evaluation and review technique planning methods entered by Mistake in the program as what the trainer explained. There was no exam or final evaluations and there was not certificates for the participants at the end of program.

In general the observation show that the training program teaching show that the training program teaching methods, objectives, contents, participants satisfaction and performance of the program were good.

As a result the participants reflect their satisfied reactions toward the program, which supported by the survey results. (See exhibits 8 + 9 + 10).

ANALYSIS OF CONSTRUCTED INTERVIEW

(1) On 5th of October 1994, an interview conducted with Head of Administrative training Dr. Hashim AL Bash, training specialist Mr. Hussain Mohammed and Mr. Jassim Abdulla Head of Technical Training Section in Training and Development Department in Civil Service Bureau in state of Bahrain about administrative training programs which prepared and conducted by Training and Development Department in Civil Service Bureau in state of Bahrain, and about training and development coordination with Public Service Organizations. The results of interviews show the following :-

Indications need deeper study and analysis :-

A- The coordination between the Public Service Organizations and Civil Service Bureau in state of Bahrain have not been strong in the following functions:-

- 1- Studying and determining the actual training needs for departments and individuals.
- 2- Establishing and developing special training and development programs.
- 3- Evaluating and measuring the training and development effectiveness on trainees performance through practical evaluation for gained development in skills, knowledge and attitudes.
- 4- Improving the communication systems about training and development between Civil Service Bureau in state of Bahrain and Public Service Organizations especially feed back systems.
- 5- Weak understanding of the importance of planned training and development programs for Public Service Organizations Employees.

B- There are weakness in training and development programs of civil service which can be summarized as follows :-

- 1- There are a shortage in training and development manpower quantity in training and development department in Civil Service Bureau in state of Bahrain.
- 2- Shortage in training and development manpower quality in training and development department in Civil Service Bureau in state of Bahrain.
- 3- There is no suitable training classes, parking, training materials, equipment's and other advanced training means as computers .(See exhibit 8+9+10).

C- There are training and development regulation issued by Civil Service Bureau in state of Bahrain but the true application of the Public Service Organizations are not there .

1- There is no full and clear written and approved procedures, concerning the application of training and development regulations, rules in Public Service.

E- Most of Public Service Organizations don't like Civil Service Bureau in state of Bahrain interfere in their training and development issues, which make the coordination more difficult.

F- There is no practical and efficient replay from Civil Service Bureau in state of Bahrain top management on training and development suggestions and complains about training and development issues.

G- There is weak training and development information system in training and development department in Civil Service Bureau in state of Bahrain and other Public Service Organizations, which make the management of Training and development most difficult. Civil Service Bureau in state of Bahrain has started two years ago building an information base for Public Service Training and development, functions.

(2) On 16th November 1994, a constructed interview had been conducted with the senior training specialist in Ministry of Education as the biggest public service organization, (10,000 employees) as a Random sample about administrative training programs which prepared and conducted by training and development department in Civil Service Bureau in state of Bahrain.

The results of interview was as follows :-

- (1) The distribution of training programs is sufficient for Public Service Organizations of Education.
- (2) According to Civil Service Bureau in state of Bahrain regulations, every Ministry should nominate 2 participants only which limit the Public Service Organizations choice for nominations.
- (3) Some time the Public Service Organizations asking for special training programs and they held the program in the Public Service Organizations or Civil Service Bureau in state of Bahrain.
- (4) Public service organizations of education (10,000 employees) does not have computer system for training and development activities, it has been using manual forms detailed as follows:-

[Dept - name - training program title - period (from-to) - time (from-to) - notes].

These forms reflect the present record for trained employees of Ministry of education.

- (5) *There is no evaluation or follow up procedures for the effectiveness of the training programs on trained employee performance in their work.
*For long training programs (one month and above), the trainees write a report about the attended program only. The supervisors, managers and training units don't follow the training programs effectiveness on employees performance, in general.
- (6) The reports about delays and absentions of train which received from Civil Service Bureau in state of Bahrain transferred to employee department for action.
- (7) At Ministry of Education the organization which is dealing with administrative training for 1000 employees is small size, it is training unit, and the number of manpower in this unit are very low, which are:-
- | | |
|--------------------------------|-----|
| A- Senior training specialist. | (1) |
| B- Training specialist. | (1) |
| C- Secretary. | (1) |

Total (3)

For that the current organizational condition for training unit is not meeting the real need for efficient training and development in Ministry of Education.

This condition is not efficient to meet training and developing need of the biggest organization in the country (10,000 employees). Which is affect negatively the performance of the training unit in Ministry of education.

- (8) Tailored training courses are very limited, some times it conducted according to the Ministry of Education need. (one time in a year approximately).
- (9) Some nominations for training course refused by Civil Service Bureau in state of Bahrain as result of high cost, which is not accepted some times.
- (10) There is General Annual Training Plan. Training and development in Civil Service Bureau in state of Bahrain distribute forms for training plan to all Public Service Organizations. Training Department in Ministry of Education follow this subject with the departments, each department put their training plan in the form (*number of trainees + training programs required*). They make another plan which includes (*names of recommended employees + required training programs + costs*) and submitted to scholarship and training committee in Ministry of education for approval, then training unit carry out this plan, with concerned organizations.

- (11) There is no computer network connection between Public Service Organizations and Training and Development Dept in Civil Service Bureau in state of Bahrain.
- (12) The problems which face Ministry of Education in dealing with training and development Dept in Civil Service Bureau in state of Bahrain can be described as follows:-
- A- Delays in documents transferring.
 - B- No planed annual meeting for training specialists in public sector to discuss training and developing issues with Civil Service Bureau in state of Bahrain.
 - C- No car parking for trainees whom attending the training programs.
 - D- No transportation system for trainees specially women whom attend these training programs.
- (13) The managers and supervisors have been satisfied with the training program outputs the managers and supervisors have been satisfied with the training program outputs, but there should be careful consideration about the real effect of the training program on the participants performance in their work, because there is no real and scientific follow up and evaluation to the effectiveness of the training program on employees performance and development.

Note: There is two organizations dealing with training issues in Ministry of Education which are :-

- 1- Training Department.
- 2- Training unit. This condition result duplications in managing training and development issues in Ministry of Education.

(3) An interview conducted with the public service employees whom participated in the principle of administrative planning training program, 90% of them agreed that the training program was good, but they said, it is mostly theoretical and there is no chance to apply what they had learned, this reaction reflect the most important weakens of the training program, it is not practical.

RESULTS :-

From the conducted interviews with the training and development specialists and the trainees it could understand the following :-

- * There is no efficient determination for training needs of public sector.
- * There is no efficient evaluation for training effectiveness.

- * There is no efficient coordination for training and development issues between public service organizations.
- * There is no real application for the training programs contents in the work, which minimize the advantages of the training in programs in developing the work performance and the development of services process in public sector.
- * It is very difficult to measure the effectiveness of training programs on the participants performance as result of absence of real and scientific follow-up and evaluation to the effectiveness of the training programs on employees performance in the work environment.

STUDY OF CIVIL SERVICE BUREAU FUNCTIONS IN STATE OF BAHRAIN MAIN DUTIES AND RESPONSIBILITIES

1. Propose policies for the training of government employees.
2. Identify training needs for government employees.
3. Develop plans and programs for meeting training needs in general for improving performance and promoting Bahrainization.
4. Review and study all requests for training either locally or abroad.
5. Advise and assist Ministries in meeting training needs by recommending most effective and economical training methods and resources.
6. Maintain relations and exchange information with training and development organizations locally and abroad.
7. Evaluate training received by government employees.
8. Design and conduct management training for government supervisors, staff and professionals.
9. Establish and maintain a program for developing government executive (Directors and above).
10. Identify career Development needs of government employees and implement approved systems.

By comparing between the approved functions of training and development directorate and actual functions especially functions 2,3,7, through the study of administrative program. The results show that there was no real identification for training needs for government employees there is limited developing plans and programs for meeting training needs and there was no real evaluation for received training effectiveness on government employees performance.

All these indications show that the functions of training and development department in Civil Service Bureau in state of Bahrain have not been applied as approved and required.(See exhibit 2+3+4+5+6+7).

Summary of Chapter Three

In this chapter , the methodology of the study explaining the evaluation of the training program . The evaluation achieved through the evaluation of the training reaction, learning, behavior and the training results. The research sampling is one administrative training program " The Principle Of Administrative Planning". There were two hypothesis designed in order to be tested. The data gathered from primary and secondary resources which are explained.

The trainees responds shown and studied in details according to American Society for Training and Development Method. In addition an interview and direct observation had applied to find honest and practical evaluation to the trainees reactions toward the training program.

This study is important , because it is evaluating important development method used in public sector in the state of Bahrain which is administrative training for managerial and supervisory levels. These training programs designed and implemented by Civil Service Bureau in state of Bahrain which try to develop the public sector employees performance through these training programs.

CHAPTER FOUR
CONCLUSIONS AND
RECOMMENDATIONS

CONCLUSIONS

Recapitulation of the project scope, what was achieved in this study?

In this study the effectiveness of the principle of administrative planning training program was analyzed, in order to evaluate what the public sector employees had gained in knowledge, skills and attitudes from the training program.

The evaluation of the training program had achieved through Robert L Crag steps. (Crag, 1987 P 302).

First : how did the trainees like the training program (**participants reaction**), the study show that 90% of the trainees like the program, and they found it very important and useful, their positive reaction shown very clearly in (table 2).

Second : what principles, facts and techniques were learned? what attitude were changed (**learning**)? table 2 -reflect the trainees high satisfaction toward what they had gained from the training program such as, concepts of planning, Barriers and problems facing planed the meaning of planning. All these elements and others had changed their attitude toward administrative planning and it's relation with controlling.

Third : what changes in the job behavior resulted from the program. (**behavior**) this result need further and long time study to get efficient results. This element need on job evaluation before and after the training program, but this study show that 75% of the trainees reaction toward the opportunities of applying what they had learn was good, and they were complaining that there is no real chance to apply the training contents in their work. On other hand, there is no follow up and practical evaluation from their supervisors or training department in Civil Service Bureau in state of Bahrain to study the effectiveness of the training program on trainees performance and behavior in their work. This negative condition is not helpful to understand how could the training program effect the trainees behavior.

FOURTH : what were the tangible results of the training program in terms, of reduced cost, improved quality, improved quantity, and developed skills, etc.(**results**)

From the participants reaction toward the result or advantage of the training program, it is clear that the quality of the trainees had developed in the field of administrative planning, and their skills and knowledge had improved, but the important point is how could this effect positively or transferred to the work environment, where is no real opportunity to apply what they had learned and trained on, with the absence of follow up and practical evaluation as mentioned in point three.

Under this condition it is very difficult to understand the results of the effectiveness of the training program on the work in term of reduced cost, improved quality of

service or improved quantity, etc. Especially in the public sector where is no efficient evaluation for training effectiveness.

As mentioned in the scope of the study and to achieve the aims of the project, the evaluation of the training program carried out through the cases of teaching methods, program objectives, contents, participants satisfaction and the program performance.

From trainees, trainer and training specialists reactions, it's clear that 95% of them were satisfied with evaluated training elements. To give clear conclusions it is important to show the following:-

The effectiveness of the principle of administrative planning training program which prepared and conducted by training and development directorate in Civil Service Bureau in state of Bahrain to develop the participants knowledge, skills and attitudes in the principle of administrative planning was very good according to the questionnaire respondents, observation and constructed interview respondents. According to the ASTD analysis approach which applied on the questionnaire respondents, the total average grade was 4 out of 5, which is a very good reaction toward the studied training program, this conclusion need further and deeper analysis.

From trainees respondents which shown in table 2 the participants in the studied training program were satisfied with the training programs as following :-

(1) Conclusions from questionnaire respondents

A- The knowledge the trainees had learned about the concepts of planning principle, that their responds were as follows, 38% agreed with very good 62% agreed with good 0% agreed with excellent, fair and poor, these indications reflect satisfied reaction toward the knowledge they had gained from the training program, but these reactions reflect no excellent agreement of any one of the trainees, which reflect the need for more development for the knowledge provide in this training program of principle of administrative planning.

B- The skills they had learned in preparing simple and good plans developed, their responds were as follows 38% agreed with very good 62% agreed with good 0% agreed with excellent, fair and poor, these indications reflect satisfied reaction toward the knowledge they had gained from the training program, but these reactions reflect no excellent agreement of any one of the trainees, which reflect the need for more development for the skills provided in the training program of principle of administrative planning.

* Complained that there was no evaluation and testing for the trainees in the beginning and at the end of the training program to evaluate and measure the effect of training program on their knowledge, skills and attitudes at the end of the training program and there is no reports had sent to the Ministries about their trainees performance in the training program.

* There was no evaluation and testing for the trainees in the beginning and at the end of the training program to evaluate and measure the effect of training program on their knowledge, skills and attitudes at the end of the training program and there is no reports had sent to the Ministries about their trainees performance in the training program.

* There is no strong motivation for government employees to encourage them for training and development, because there wasn't real planned training and developing programs for public sector employees because there isn't effective human resource development plan.

C- The attitudes of the trainees toward the administrative planning had developed as results of developing the understanding of important elements of administrative planning as the following :-

* 25% of trainees agreed on excellent they had understood the importance of administrative planning, 63% agreed on very good and 12% agreed on good.

* 0% of trainees agreed on excellent they had understood the meaning of planning, while 88% agreed on very good and 12% agreed on good, and this results reflect very good output of the training program.

* 12% of trainees agreed on excellent they had understood the Barriers and problems facing planning, while 63% agreed on very good and 25% agreed on good, and this results is very good output of the training program. Other elements in the training contents had developed the participants attitudes toward Principle of Administrative Planning too.

D- The trainees were not highly satisfied with the training approaches which had applied in the training program. The survey reflect that 0% agreed on excellent, 25% agreed on very good, 75% agreed on good and 0% agreed on fair and poor. This results toward the training program outputs is the lowest, where no one agree on excellent and only 25% agree on very good while 75% agree on good. This result bring up the need for the development of applied training approaches in this training program and maybe the other programs.

E- The trainees were not highly satisfied with the provided opportunities to apply what they had learned and trained on in their jobs in the training program. The survey reflect that 0% agreed on excellent, 25% agreed on very good, 75% agreed on good and 0% agreed on fair and poor. This results toward the training program outputs is the lowest too, where no one agree on excellent and only 25% agree on very good while 75% agree on good. This results show the Gap between the training and the work needs, and the weakness in the application of the training program contents. This results reflect the importance of determining the training needs and the practical application of what the employees have trained n, in order to develop the individuals and organizational performance as Kirkpatrick explained (Kirkpatrick , P. 304, 1987).

F- The general participants reaction toward the performance of the training program show that three (3) of the trainees agreed on excellent, eight (8) agreed on very good , and five (5) agreed on good. This result reflect very good reaction , which meet a std evaluation .

(2) Conclusions from the Direct Observations

From three days direct observation the researcher found the following :-

* The trainees were satisfied with the knowledge, skills and attitudes they had gained from the training program, 90% of them were happy with what they gained. But they *were not satisfied with* home work cases, that 70% of them were not preparing the homework's, and they were not happy with the locations of the training class and availability of the carparks, that 80% were about the difficulty in reaching the training class as result of traffic jam in that area and the limitation of carparks, They were not satisfied with daily training class hours (from 7.30 am to 11 am) that 80% of the trainees were coming late and some of them go to work to finish some works. They were not satisfied with the materials and equipment used during training program, that 90% of the trainees complaining that no written materials had given in the first day of the training program, and there was no use of the video and other advanced materials and equipment's, they were not satisfied with 70% of trainees were complaining about teaching load and speed which becoming higher and faster day after day, Which affected negatively the participants understanding, they were complaining that, no handout had given at the first day of the training but they have given at the last day and at the last hour of the training program.

* The trainer was satisfied with the trainees quantity and equality whom participated in the training program. But he was not satisfied with Bert Charts and Chant methods that had entered in the training contents as result of typing mistakes, this case show that there was not efficient preparation for the training program contents he complained, that there was no evaluation and testing for the trainees in the beginning and at the end of the training program to evaluate and measure the effect of training program on their knowledge, skills and attitudes at the end of the training program, and because there is no reports had sent to the Public organizations about their trainees performance in the training program. (see exhibits 15 + 16 + 17),

* Average of attendance for the administrative programs have been 15 to 20 participants approximately. From 22 registered Participants only 16 attended the training program , the average of absention was 32% , average of delays was 25%. The exercises given in this program were same in every similar program , and when the learning level of participants less than expected, they given simple and easy training exercises. Participants from No 16 to 22 did not attend the program from the beginning to the end without any explanation. Some participants were old , they have 24, 32 years experience and they were attending this program, while they are in retirement age. (see table 3).

There is no strong motivation in public sector to encourage the employees for training and development, as a result there weren't real planned training and

developing programs for public sector employees , because of absention of effective human resource development plans in public sector.

(3) Conclusions of constructed interviews

At the end of training program, the 90% trainees express their satisfaction toward the advantage of the training programs as following :-

* The trainer was not satisfied with insufficient communication system between some of Public organizations as Ministry of Electricity and Water and Ministry of Finance were not efficient, as examples the nomination papers of two participants did not received while the employees had come to the class, and one participants name was wrong. The training and development directorate in Civil Service Bureau in state of Bahrain has not given the suitable authority, responsibility and support to study and evaluate the training and development need in public sector in order to plan long-term (5 years) and short terms (2 years) required training and development plans. Total employees in directorate of training & development were 11 only, this organization condition not sufficient for effective training and developing in public sector (see chart 1+2).

Always there was absent trainees, from first day to the end of the program. There was high numbers of absentees in the training program, and 25% (4 participants approximately) had been coming late to the training program. There was not evaluation or exam during or at the end of the training program and there was not a certificate or participation certificate had given at the end of the training program.

The accepted trainees for the program were (22) which was more than class capacity (20), this mean 10% more than capacity were accepted, this reflect insufficient organization for training program.

(4) General Conclusions

From the questionnaire respondents, the observations, the interviews respondents and the analyzing of the training systems and process in public sector the following conclusions are reached:-

* There isn't high committee in public sector to manage the public sector training and development activities to achieve the following :-

A- Establish training and development objectives, strategies and plans for public sector.

B- Study and estimate the future training and development needs (long term and short term plans) in public sector.

C- Improve training and development operational plans, that states exactly what is expected of training and developments directorate in Civil Service Bureau in state of Bahrain and other training and development directorates in other organizations of public sector.

* In 1994, the total administrative training programs which prepared and conducted by training and development directorate in Civil Service were limited within 12 training program titles only. These programs had repeated 38 times within the year of 1994. These programs usually repeated without practical development every year, with same frequency approximately. This system reduced the effectiveness of training programs on developing public sector employees, and have not met public sector actual needs. (See table 5).

* The annual training programs evaluation which applied by training and development department in Civil Service Bureau in state of Bahrain has not been effective for the following reasons :-

A- It has been sent after long time of the conducting date of the training program .

B- There were no effective feed back on required evaluation from the public sector organizations.

C- There has been insufficient training and development system in Civil Service Bureau in state of Bahrain, the directorate of training and development suffer of low quantity of manpower, with low quality of most of the staff (50%), as result of these conditions, the training specialist don't have time or ability to analyze, receive feed back from public organizations, and recommend the necessary actions to develop training and development issues in public sector.

* Some of the trainees were not completely free during training programs as required by Civil Service regulations which affect the trainees participation's and understanding. The trainees nominations mostly coming late and the forms have not fully completed when received by the training and development Department in CSB. Most of Government organizations don't inform the department of training and development in CSB by the withdraw of their nominees which effect the numbers of trainees attending the training programs. Government organizations feed back about the effectiveness of CSB training programs always very week . They don't give their evaluation of training programs or trainees work performance after training programs.

RECOMMENDATIONS

After studying the questionnaires, observations and interviews respondents reflected high level of satisfaction toward the training program of the principle of administrative planning. But as known there are always some shortage and mistakes in human being work.

As result of this facts, the study show some direct weakness, as difficulty in training contents implementation and indirect weakens as insufficient training system in public sector which is explained in the study analysis. To fill the gap between the training programs and the use of training outputs by developing the training effectiveness and training implementation. It is very important to develop the following :-

* Civil Service Bureau in state of Bahrain (CSB) advised to change the location of the training center and provide suitable training classes and car parking during training period for trainees , Try to improve the Class room arrangement and it is recommended to use a *U* shaped arrangement which allows the trainees learners to see one another fairly and keep the center of the front very well open which help the trainer to interact more with them, it should known that there is no perfect arrangement for all training needs [Broadwell - 1987, P-388 (4)]. CSB advised to use more advanced approaches, materials and equipment's in the training program as computer systems and video. Reduce the absentees as minimal as possible by establishing suitable procedures in coordination with other public organizations. Give the participants a certificates that approve and reflect their attendance and performance in the training program at last day of the program, to show what he/she learned or trained on.

* Civil Service Bureau in state of Bahrain advised to establish efficient evaluation and testing system for training programs, in order to evaluate the participants received advantages from training programs concerning the knowledge, skills and attitudes of the trainees. Develop the efficiency of the training and development feed back coming from public sector organizations. It is important to develop the feed back system with them,by developing the training annual survey form through reducing the survey period to 3 months. The size of survey , developing the questions efficiency, and visit the trainees and their supervisors in the public organizations for better feed back. Civil Service Bureau in state of Bahrain in coordination with other public sector organizations are advised to establish a written, simple and efficient training and development procedures that translate the training and development regulations to organized actions, authorities and responsibilities to achieve a better training needs assessments , training design, training evaluation and other important elements for training and development effectiveness in public sector. Public sector required to organize the priorities of training and developments applications and recommendations. Training goals and plans should built on detailed studies for future training and development strategies and objectives which depend on the provided budget for public sector development in next 5 yeas (1995 - 2000). Increasing the variety of administrative training programs, tailored programs and developing the training programs design and

contents are required, because there were many of administrative training programs were repeated and some of them did not conducted during 1994. (See table 4)

* Develop the present nomination form for administrative training programs (See suggested form exhibit 12) to provide more useful information as :-

- Personal central population registration number which is used in computer system But not required in present form.
- Last attended training program , conducted date, and place that the nominated employee Participated in, which is not required in present form.
- Name of the employee supervisor and signature.
- Develop the general notes in current form to "nomination system for training programs" as mentioned in suggested form .
- Develop the contents of principle of training in coordination with public sector organization and according to their current and future need.(Exhibit 11+12).

* To develop public sector training activities , it's very important to develop the training and development department at Civil Service Bureau in state of Bahrain in following areas:-

- Organization function
- Organization chart
- Manpower Quantity
- Manpower Quantity

Without practical development , There won't be a sufficient training in public sector in State of Bahrain .

Civil Service Bureau in state of Bahrain advised to establish a training and development coordination committee to coordinate training and development activities and solve training problems in public sector.(See Chart 3+4)

* Public sector organizations with Civil Service Bureau in state of Bahrain advised to study and build clear and planed career path for public sector employees in each public organization , in order to plan required training and developments programs. These programs should be organized according to their employees career stages and the organization need. Civil Service Bureau in state of Bahrain in coordination with public sector organizations should carry out a survey and competency studies for training need each two years to provide useful and practical administrative training programs and curriculum. The relation between the training programs (inputs) and the public employees performance (outputs), should be efficient, and this goal can be achieved through careful internal study for the organization training and developments need. This action will help in solving the weak effect of the training programs on developing employees performance in public sector. Through developing job-specific skills of employees , providing needed budgets to develop training system in public sector, and developing public training policies. Public sector could create an environment that encourage public sector organizations to invest in employees skills.

* The managers and supervisors advised to determine skills, knowledge and attitudes needed their employees at present, what will they need in the future, and plan with their employees the required training and development required to meet those needs. They also advised to involve in evaluation the effectiveness of the training according to approved standards for performance and procedures measurement.

* Civil Service Bureau in state of Bahrain required to coordinate with other public sector organizations the computerization of the training and development data base and network required to achieve direct access , that improve the public sector abilities to search and provide the needed information concerning training and development activities in public sector.

* To improve the management of training activities in public sector. Public sector organization advised to study and analyze the advantage and disadvantages of centralization or decentralization of the training programs, and their actual return on the performance of public sector employees. They advised to establish and develop annual tailored training programs for their employees according to their work environment need. It is important for public sector organization management to support the proposed and applied training programs as vital investment in people. Civil Service Bureau in state of Bahrain with other public sector organizations advised to establish and apply the necessary measurement to evaluate the actual effectiveness of the training on the employees performance in each public organization and to identify training need areas for future concentration. It is very useful if public sector use the methods of teaching & training through public television programs which could be directed to public sector employees.

* Civil Service Bureau in state of Bahrain advised to establish and develop the necessary policies, regulations, procedures and forms which organize training and developing activities in Civil Service Bureau in state of Bahrain and other public sector organizations and standardize those issues This topic includes :-

- 1- Analyze and develop the objectives of training and development in public sector.
- 2- Establish training and development systems for :-
 - A- training coordination and implementation in public sector.
 - B- training change and development in public sector.
 - C- training evaluation and renewal.

* Use the internal training by applying (OJT) on job training and development (JR) job rotation and external training as (FJT) off-job training and development and support (SD) employee self development by motivating the employee. That the training effectiveness = employee motivation + ability.

These methods of training could meet an individual and organizational needs.

* As Leduchowicez states (Leduchowicez, PP.15, 1988), increase trainers, training specialists effectiveness which are doing the right things, and their efficiency which is doing thing right in order to develop the training in public sector. According to Leduchowicz , 1988, pp15, the trainers effectiveness development can be achieved through further study for the following key elements :-

A-How do trainer see their role and responsibilities?

B-On what activities do trainers spend their time?

C-What approach trainers adopt in their activities?

D-What knowledge and skills do trainers have?

E-What characteristics do trainers' activate?

F-What are the outcomes of trainers' activities?

G-How does the organization influence trainers?

* It is important to conduct further and deeper studies to evaluate the effectiveness of administrative training in government sector and possible methods for further development.

The council of Ministers in State of Bahrain is advised to establish a training and development council connected directly to the Head of Civil Service Bureau in state of Bahrain to establish and follow the following:-

A- Training and development objectives in public sector.

B- Training and development strategies in public sector.

C- Training and development long term and short term plans.

D- Provide the necessary budget and other supports for planned training and development activities.

E- Provide a council that help the public organizations in sharing training and development plans, building and executing them and develop the training according to their actual need.

F- Provide feed back system to improve training and development issues and solve the problems. (see chart 4).

G- The members of this council advised undersecretaries of Finance and Administrative affairs and undersecretaries of planning and developing in public organizations. The Head of the Council advised to be head of CSB.

Executive director advised to be the council Head assistance. The council advised to meet four (4) times every year at least, to develop the training effectiveness in public sector.

* It is vital to establish training & development coordination committee in Civil Service Bureau in state of Bahrain to plan and follow the training and development in public sector organizations. (See suggested organization chart 4).

Summary Of Chapter Four

This chapter reflect the study conclusions. The study show trainees satisfaction toward the training program output , Their reaction toward the skills , knowledge ,attitudes they had learned was positive in general , but they were not satisfied with training center location , The absentee of trainees evaluation at the end of the training program . And they were dissatisfied with the provided opportunities to apply in there work . What they had learned or trained on . These negative elements reduce or eliminate the effectiveness of the administrative training on developing public sector employees performance. The study of administrative training in public sector need more attention and consideration , and there were other conclusions had reached from this study. The recommendations show that the public sector organizations advised to coordinate the administrative training activities with Civil Service Bureau in state of Bahrain more effectively through deep study for their training need, training programs contents , training programs evaluation , trainees testing system , trainees evaluation , and the actual effect of the training programs on the performance. It is very important for the public sector to build practical training programs that meet their present and future organizational and individual needs , and develop the efficient training and development communication system between government organizations. It is important to provide suitable location and means for Civil Service Bureau in state of Bahrain training center : The main negative point which should be under deep consideration is to give the trainees the opportunities to apply on their work what they had learned or trained on , without the application of the skills, knowledge and attitudes they trained on , the effectiveness of training program on developing the public sector employees would be very low . And reflect the need for revaluation the administrative training programs in public sector of the State Of Bahrain . There are many other recommendations explained in this chapter.

This study need further and deeper study to evaluate administrative training programs effectiveness on developing public sector performance.

CLOSSARY

ASTD: American Society for Training and Development.

CAI: Computer - Assisted Instruction.

TWI: Training Within Industry.

JRT: Job Relations Training.

JST: Job Safety Training.

OD: Organizing Development.

HRD: Human Resource Development.

QCM: Quality Circles Movement.

JIT: Job Instruction Training.

PDCT: Program Development Course Techniques.

NTL: National Training Laboratory.

QC: Quality Circles.

NSPI: National Society For Performance and Instruction.

ROI: Return On Investment.

CD: Career Development.

CSB: Civil Service Bureau.

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(Table 1)

Questionnaire about the benefits you gained from the training program.

No	Skills	Excellent	V.Good	Good	Fair	Poor
1-	Your knowledge about the concepts of planning principle is increased.	-	3	5		
2-	Your skills in preparing simple and good plans have developed.	-	3	5		
3-	You introduced to some technical methods of planning.	-	2	6		
4-	You understand Chant planning charts.	-	4	4		
5-	You understand Program evaluation and review technique planning Charts.	-	3	5		
6-	You have given opportunity to ask and discuss the planning you are facing in your work.	2	3	2		
7-	You understand the importance of administrative planning.	2	5	1		
8-	You understand the main characteristics of planning process.	1	5	2		
9-	You understand the contents of planning.	1	4	3		
10	You provided by main elements of planning process.	1	6	1		
11	You understand the meaning of planning.	-	7	1		
12	You understand the Barriers and problems facing planning.	1	5	2		
13	You understand the relation between planning and	2	3	2		
14	controlling.	1	3	4		
15	The training program period (days / hours) were suitable.	1	3	3		
16	The level of participants were suitable .	2	4	2		
17	Training approaches which applied were suitable.	-	4	4		
18	You can apply what you learned of the training program in your work.					
	Other skills you would like to explain :-					
	1- -----					
	2- -----					
	3- -----					
	4- -----					

Notes :-

Number of registered 22 trainees.

Number of participants 16 (from 1 to 16).

Number of participants shared 8

In the survey 8 Trainees (50%).

* Translated by Yousif Fathalla 11/12/94.

(Table 2)

Percentage of benefits gained from the principle of administrative planning training program.

No	ITEMS	Excellent	Very good	Good	Fair	Poor
1-	Your knowledge about the concepts of principle of planning is increased.	0%	38%	62%	0%	0%
2-	Your skills in preparing simple and good plans have developed.	0%	38%	62%	0%	0%
3-	You introduced to some technical methods of planning.	75%	25%	0%	0%	0%
4-	You understand Chart planning charts.	50%	50%	0%	0%	0%
5-	You understand Program evaluation and review technique planning (Pert) Charts.	38%	62%	0%	0%	0%
6-	You have given opportunity to ask and discuss the planning problems you are facing in your work.	25%	50%	25%	0%	0%
7-	You understand the importance of administrative planning.	25%	63%	12%	0%	0%
8-	You understand the main characteristics of planning process.	12%	63%	25%	0%	0%
9-	You understand the contents of planning.(Attitudes)	12%	50%	38%	0%	0%
10-	You provided by main elements of planning process.	12%	75%	13%	0%	0%
11-	You understand the meaning of planning.(Reaction)	0%	88%	12%	0%	0%
12-	You understand the Barriers and problems facing planning.	12%	63%	25%	0%	0%
13-	You understand the relation between planning and controlling.	26%	40%	25%	0%	0%
14-	The training program period (days / hours) were suitable.	12%	50%	38%	0%	0%
15-	The level of participants were suitable .	25%	50%	25%	0%	0%
16-	Training approaches which applied were suitable.	0%	25%	75%	0%	0%
17-	You can apply what you learned of the training program in your work.	0%	25%	75%	0%	0%
18-	Other skills you would like to explain :- 1- ----- 2- ----- 3- ----- 4- -----					
	Average of Total Percentage	19.6%	50.3%	30.1%	0%	0%

TABLE (3)
THE PARTICIPANTS IN THE PRINCIPLE OF ADMINISTRATIVE PLANNING
IN CIVIL SERVICE BUREAU IN STATE OF BAHRAIN
FOR THE PERIOD FROM 13 / 8 / 1994 TO 15 / 8 / 1994

NO	NAME AND AGE	POSITION	EXPERIENCE PERIOD	DEPARTMENT	MINISTRY
1	Yousif A. Hardan	Asst Supervisor	13 Years	Customs & Ports	Finance & National Economy
2	Mohamad A. Fayez	Survey Coordinator	8 Years	Survey	Housing Ministry
3	Fatheya Belal	Social Research	16 years	Developing	Labor, Social
4	Nada Al Sahaff	Accountant	8 years	Accounting	Finance & National Economy
5	Abdulla A. Matar	Senior Engineer	14 years	Roads	Works & Power & Water
6	Ahmad A. Abass	Mechanical Engineer	2.5years	Building Maintenance	Works & Power & Water
* 7	Kalifa M. Kalifa	Administrative Officer	24 years	Midical Management	Defence Fonance
* 8	Mohamad A. Hagy	Stores Superintendent	32 years	Central Stores	Finance & National Economy
9	Ali Hedani	Senior Supply technician	17 years	Central Stores	Finance & National Economy
*1	Ahmad A. Shabib	Office Supervisor	24 years	Trafic	Interior
11	Ali Hassan Ali	Shift Supervisor	20 years	Trafic	Interior
12	Kalifa M. Yousif	Midical Technologist	7 years	Health Centers	Health
13	Shaker A. Bakali	Engineer	5 years	Building Maintenance	Works & Power & Water
14	Ebrahim.S.Ebrahim	Financial Super	18 years	Municipal Central Area	Municipal Office
15	A.Retha Y. Neama	Material Control Coordinator	5 years	Building Maintenance	Works & Power & Water
16	Mohamad Al Goodar	Computer Operator	3 years	Customs & Ports	Finance & National Economy
17	Habib A. Jassim	Supervisor	-	-	Municipal Office
18	Fayek Yousif	Senior Supply Tech	-	-	Works & Power & Water
19	Anysa Al Sendy	Lecturer	-	Midical Science College	Health Ministry
20	Kalifa M. Yousif	Lecturer	-	Midical Science College	Health Ministry
21	A.Aziz Abdulla	Supervisor	-	-	Justic
22	Bhyea Rathey	Social Specialist	-	Development	Labor , Social

* Old Participants

State of Bahrain
Civil Service Bureau

Training & Development Department
Managerial Training Section

(TABLE 4)

Suggested Form for Managerial Training Nomination

Training Program : _____

Program Period : From: / / - To: / / .

Government organization : _____
Department : _____ Section : _____

(Nomination Regulation For Training Programs)

- 1- It is obligatory to follow the nomination conditions specified in Civil Service regulations , and the reserved seats for you in the attached letter with this form.
- 2- Send the form after filling to the Training and Development Department in Civil Service Bureau by the end of last week before conducting date of the training program.
- 3- It is important to guide the nominated to come before half an hour of the of daily training , and it is necessary to release the trainees for the training , carry out the exerisices , managerial cases in the required time and to participate positively in the training program.
- 4- The department of training and development should be informed formally at least before 5 days of starting the training program , and nominate the substitute if available.
- 5- Training programs conducted in howar building/ground floor- diplomacy area , opposite to Ministry of transportation and near Ministry of Justice.
- 6- Please , give the nominated a copy of nomination regulation before the starting of the training for obligation.
- 7- In case of arise any negative or positive cases , the department of training and development will inform you to take suitable actions.
- 8- Within two weeks of the end of the training program a comprehensive report about the trainee will be send to you.

* This from should be filled by the nominated supervisor.

Second nominated	First nominated
Full name : _____	Full name : _____
Position : _____	Position : _____
Birth Date : _____	Birth Date : _____
Experience period : _____	Experience period : _____
Last qualification : _____	Last qualification : _____
Last training programs attended : _____	Last training programs attended : _____
Training location : _____	Training location : _____
Summary of the nominated position duties : _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Summary of the nominated position duties : _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
in-charge name : _____	In-charge name : _____
Signature : _____	Signature : _____
Date: _____	Date : _____

TABLE (5)
SUMMARY OF ADMINISTRATIVE
TRAINING WORKSHOP PROGRAMS
FOR 1994

Program Title	Jan 1	Feb 2	Mar 3	Apr 4	May 5	June 6	July 7	Aug 8	Sep 9	Oct 10	Nov 11	Dec 12
1-The principle concepts of administrative supervision (5 days).	1 *3	1 *5		1 *23				1 *6		1 *1		
2-Administrative researches and reports writing (5 days).	1 *15						1 *9					
3-The modern administrative organization (10 days).	1 *22				1 *14							
4-Time management (2 days).			1 *20		1 *1		1 *24	1 *1				
5-Dealing with customers (2 days).		1 *22		1 *3				1 *24				
6-Communication (3 days).			1 *26			1 *18	1 *16	1 *21	1 *4	1 *23		
7-Creative thinking and problem solving (2 days).				1 *3				1 *28	1 *26			
8-Orientation of new employee (2 days).				1 *5		1 *26						
9-Productivity and performance appraisal (5 days).				1 *9		1 *4			1 *10	1 *8		
10- Principle of administrative planning (3 days).				1 *17		1 *11		1 *13	1 *18	1 *16		
11- Procedures & personnel (5 days).					1 *7							
12- Writing reports (for traffic dept) (2 days).							1 *24					
* Total	3	2	2	6	3	4	4	6	4	4	=	38

* Starting date.

- Total administrating courses conducted 38.
- Total administrative training courses titles 12.
- Total administrative training courses frequencies 25.
- Administrative training courses frequencies range is between 2 to 5 times .

TABLE (6)

Civil Service Bureau in state of Bahrain.
Administrative training
Schedule for
July , August , September 1994

Program Title	Conducting Date	Program Period
	July 1994	
Administrative research and report writing	9,10, 11, 12, 13,	5 Days
Communication	16, 17, 18	3 Days
Reports writing [Special for traffic Department]	14, 19, 20	3 Days
Time management	24, 25	2 Days

Program Title	Conducting Date	Program Period
	August 1994	
Time management	1,2	2 Days
Primary concepts of supervision management.	6,7,8,9,10	5 Days
Principle of Administrative planning.	13,14,15	3 Days
Communication	21,22,23	3 Days
Creative thinking and problems solving.	28,29	2 Days

Program Title	Conducting Date	Program Period
	September 1994	
Communication.	4,5,6	3 Days
Production and performance appraisal.	10,11,12,13,14	5 Days
Principles of administrative planning.	18,19,20	3 Days
Dealing with customers.	24,25	2 Days
Creative thinking and problems solving.	26,27	2 Days

* Translated by Yousif Fathalla

TABLE (7)

Career Development Interventions and Career Stages

STAGES	CAREER DEVELOPMENT NEEDS	INTERVENTIONS
Establishment	* Appropriate initial job. * Varied job activities. * Skill development. * Performance feed back.	Realistic job preview. Job pathing. Performance feedback and coaching.
Advancement	* Job challenge. * Exposure and visibility. * Balancing career with outside. * Responsibilities.	Challenging/visible assignments. Sponsorship/mentoring. Assessment centers. Dual-career accommodations.
Maintenance	* Autonomy. * Opportunities to develop others. * Redefine role in company.	Developmental training. Mentoring roles. Rotation to jobs requiring new skills
Withdrawal	* Use experience and wisdom. * Adjust to role as leisured person.	Consultative roles. Phased retirement.

EXHIBIT 1

Questionnaires analyzing by using ASTD approach

<u>QNo.</u>	<u>Responds</u>	<u>Grade</u>	<u>Total</u>	<u>Grade</u>	<u>QNo.</u>	<u>Responds</u>	<u>Grade</u>	<u>Total</u>	<u>Grade</u>
(1)	3	X	4 =	12	(6)	2	X	5 =	10
	5	X	3 =	15		3	X	4 =	12
27 / 8 = 3. 38 = 3 Good						2	X	2 =	4
(2)	3	X	4 =	12	(7)	1	X	5 =	5
	5	X	3 =	15		5	X	4 =	20
27 / 8 = 3. 38 = 3 Good						1	X	3 =	3
27 / 8 = 3. 38 = 3 Good					28 / 7 = 3. 5 = 4 V. Good				
(3)	2	X	4 =	8	(8)	1	X	5 =	5
	6	X	3 =	18		4	X	5 =	20
26 / 8 = 3. 25 = 3 Good						2	X	3 =	6
26 / 8 = 3. 25 = 3 Good					31 / 7 = 3. 88 = 4 V. Good				
(4)	4	X	4 =	16	(9)	1	X	5 =	5
	4	X	3 =	12		4	X	4 =	16
28 / 8 = 3. 5 = 4 V. Good.						3	X	3 =	9
28 / 8 = 3. 5 = 4 V. Good.					30 / 8 = 3. 5 = 4 V. Good				
(5)	3	X	4 =	12	(10)	1	X	5 =	5
	5	X	3 =	15		6	X	4 =	24
27 / 8 = 3. 38 = 3 Good.						1	X	3 =	3
27 / 8 = 3. 38 = 3 Good.					32 / 8 = 4 V. Good.				

<u>Q No.</u>	<u>Responds</u>		<u>Grade</u>	<u>Total Grade</u>		<u>Q No.</u>	<u>Responds</u>		<u>Grade</u>	<u>Total Grade</u>
(11)	7	x	4	=	28	(16)	2	x	5	= 10
	<u>1</u>	x	<u>3</u>	=	<u>3</u>		4	x	4	= 16

$$31 / 8 = 3.88 = 4 \text{ V. Good}$$

$$\begin{array}{rclcl} (12) & 1 & \times & 5 & = & 5 \\ & 5 & \times & 4 & = & 20 \\ & \underline{2} & \times & \underline{3} & = & \underline{6} \end{array}$$

$$31 / 8 = 3.88 = 4 \text{ V. Good.}$$

$$\begin{array}{rclcl} (14) & 1 & \times & 5 & = & 5 \\ & 3 & \times & 4 & = & 12 \\ & \underline{4} & \times & \underline{3} & = & 12 \end{array}$$

$$29 / 8 = 3.63 = 4 \text{ V. Good}$$

$$\begin{array}{rclcl} (16) & 2 & \times & 5 & = & 10 \\ & 4 & \times & 4 & = & 16 \\ & 2 & \times & 5 & = & 10 \end{array}$$

$$36 / 8 = 4.5 \text{ V. Good}$$

$$\underline{2} \times \underline{3} = \underline{6}$$

$$32 / 8 = 4 \text{ V. Good}$$

$$\begin{array}{rclcl} (13) & 2 & \times & 5 & = & 10 \\ & 3 & \times & 4 & = & 12 \\ & 2 & \times & 3 & = & 6 \end{array}$$

$$28 / 8 = 3.5 = 4 \text{ V. Good}$$

$$\begin{array}{rclcl} (15) & 1 & \times & 5 & = & 5 \\ & 4 & \times & 4 & = & 16 \\ & 3 & \times & 3 & = & 9 \end{array}$$

$$30 / 8 = 3.75 = 4 \text{ V. Good.}$$

$$\begin{array}{rclcl} (17) & 4 & \times & 4 & = & 16 \\ & 4 & \times & 3 & = & 12 \end{array}$$

$$28 / 8 = 3.5 = 4 \text{ V. Good}$$

QNo. TOTALGRADE

(1) 3.38

(2) 3.38

(3) 3.25

(4) 3.5

(5) 3.38

(6) 3.25

(7) 3.5

Grade Rate

Excellent = 5

Very good = 4

Good = 3

Fair = 2

Poor = 1

Participants Responds

Excellent = 3

(8)	3.88
(9)	3.75
(10)	4
(11)	3.88
(12)	3.88
(13)	3.5
(14)	3.63
(15)	3.75
(16)	4.5
(17)	3.5

=====

Very good = 8

Good = 5

=====

Total Participants = 16

* Total Points = 61.89

* Total Participants = 16 . 50% only gave their responds.

* (Total Average Grade) $57.89 / 17 = 3.6 = 4$ Very Good .

* This result reflect the performance standard for the training program.

EXHIBIT 2

Amiri Decree No 6 for 1975 concerning the establishment of the Civil Bureau.

Article 1 : The civil bureau is formed and becomes responsible for looking into all employees' affairs and it is attached to the Ministerial Cabinet.

Article 2 : The prime aim of the civil bureau is to develop the standard of the civil service and to promote the level of productivity and also to accomplish justice in its treatment of all the employees and recruits.

Article 3 : The bureau specializes in :

1. Proposing regulations and specific bylaws concerning the civil service and presenting views on related schemes before implementing them.
2. Supervising the implementation of all the regulations and bylaws related to the employees' affairs and giving instructions accordingly.
- 3- Proposing the policy on salaries, increments, allowances, bonuses and compensations and conducting investigations for the purpose of developing such policies.
- 4- Supervising the system of classifying jobs and developing such a classification in line with the job description of each job, its responsibility, its level of difficulty and the necessary qualifications required.
- 5- Establishing specific systems for the continuation of implementing the rules of job classification in various circles and its descriptions are to be kept in files.
- 6- Reviewing the processes of implementing the job classification in the various job sectors and coordinating the whole thing to ensure a unified treatment.
- 7- Advertising job vacancies, conducting tests and making appropriate recommendations in accordance with the by-laws of the civil service.
- 8- Reviewing salaries, wages and allowances and discussing their details with the ministries concerned. In case of a dispute between the bureau and the ministry concerned, the matter will be taken up with the Minister of Finance and National Economy for consultation.

EXHIBIT (3)

- 9- Cooperating with all the personnel departments in the ministries and guiding them to the best ways for implementing the by-laws concerning the personnel affairs.
- 10- Establishing the specific regulations regarding the training of personnel and supervising its implementation.
- 11- Establishing a statistical and registration system for all employees and permanent recruits. This is to be keeping every employee's personal file.
- 12- Following up research and recent innovations in civil service and contacting scientific and national bodies for the purpose.

Article 4 : The bureau may, as part of specialization's, appoint who finds to be suitable to conduct research in any ministerial directorate. These have the right to examine personal records and obtain information needed for their research.

Article 5 : The bureau is run by a director and his assistant who may deputize him during his absence.. Each of them is appointed by a decree.

Article 6 : All the regulations applied to government's employees are also applied to the director of the bureau, his assistant and all the bureau's employees.

Article 7: The director of the bureau submits an annual report on the bureau's activities, functions and his comments about the civil service affairs.

Article 8: The Prime Minister issue a decision by which all the bureau's departments duties are specified in accordance to the regulations stated in the decree.

Article 9: From the date of this decree the personal directorate of personnel at the Ministry of Finance and National Economy is abolished and the government's employees are now considered to have transferred to the civil bureau.

EXHIBIT (4)**STATE OF BAHRAIN****FUNCTIONAL STATEMENT**

MINISTRY : STATE CABINET AFFAIRS (CIVIL SERVICE BUREAU)

DIRECTORATE : TRAINING AND DEVELOPMENT.

ORG. CODE : 130301000000

1. Propose policies for the training of government employees.
2. Identify training needs for government employees.
3. Develop plans and programs for meeting training needs in general for improving performance and promoting Bahrainization.
4. Review and study all requests for training either locally or abroad.
5. Advise and assist Ministries in meeting training needs by recommending most effective and economical training methods and resources.
6. Maintain relations and exchange information with training and development organizations locally and abroad.
7. Evaluate training received by government employees.
8. Design and conduct management training for government supervisors, staff and professionals.
9. Establish and maintain a program for developing government executive (Directors and above).
10. Identify career Development needs of government employees and implement approved systems.

EXHIBIT (5)

STATE OF BAHRAIN

FUNCTIONAL STATEMENT

MINISTRY : STATE CABINET AFFAIRS (CIVIL SERVICE BUREAU)

DIRECTORATE : ORGANIZATION & POSITION MANAGEMENT.

ORG. CODE : 130306000000

MAIN DUTIES AND RESPONSIBILITIES :

1. Study & Develop Regulations & Programs relation to organization & manpower management, and wages and salary administration.
2. Study, recommend and, approve validated organization structures and prepare charts for all Ministries (except Interior & Defence and municipality) and quasi - government organizations.
3. Monitor overtime usage and management.
4. Study ways of improving productivity and reducing operation costs.
5. Establish, maintain and periodically review job classification plans, salaries and allowances system.
6. Maintain position classification alignment throughout government.
7. Monitor and control pay allowances in accordance with established criteria.
8. Operate a position control system to ensure placement is only made to authorized positions.
9. Review and approve all validated labor and service contracts in coordination with the Ministry of Finance & National Economy.
10. Monitor the relative value of government salaries compared to private sector salaries.
11. Establish and control manpower ceiling for the Civil Service in coordination with Ministry of Finance and National Economy.
12. Study future manpower needs of the Civil Service.
13. Study and establish uniform classification and qualification standards for major occupations
14. Provide consultancy service to quasi-govt. Organizations upon request.

EXHIBIT (6)**STATE OF BAHRAIN****FUNCTIONAL STATEMENT**

MINISTRY : STATE CABINET AFFAIRS (CIVIL SERVICE BUREAU)

DIRECTORATE : OPERATIONS AND PERSONNEL SERVICES.

ORG. CODE : 130308000000

MAIN DUTIES AND RESPONSIBILITIES :

1. Process payrolls, leaves and all other payments for Govt. employees.
2. Maintain the Official Personnel File of all Gov. employees.
3. Review and process school fees payments and travel tickets entitlements for expatriate employees.
4. Liaison wit Computer Operations Concerning:
 - a) Master personnel record of all direct hire employees along with associated by-products.
 - b) Regular and supplementary monthly payroll files.
 - c) Employee notices of personnel and payroll actions to ministries.
 - d) Persecution (From 52) tracking system.
 - e) Advanced leave and study leave records.
 - f) Manpower module to add/delete/modify the manpower master file as well as produce print products.
 - g) Training module to add/delete/modify the training needs file as well as produce print products.
 - h) Furnishing magnetic interface tapes of all generated pay roll file on a monthly basis to MOFNE.

EXHIBIT (7)**STATE OF BAHRAIN****FUNCTIONAL STATEMENT**

MINISTRY : STATE CABINET AFFAIRS (CIVIL SERVICE BUREAU)

DIRECTORATE : GOVERNMENT EMPLOYEE HOUSING.

ORG. CODE : 130301000000

MAIN DUTIES AND RESPONSIBILITIES :

1. Centrally Administer government owned housing for expatriate government employees and coordinate with MOFNE on private sector leased housing.
2. Evaluate individual housing needs with recruitment and develop suitable plans accordingly.
3. Establish and determine terms and measurements for housing standards and furnishing.
4. Evaluate furniture purchasing requests according to established standards.
5. Coordinate maintenance requirements with works Affairs for expatriate government employees houses.

EXHIBIT (8)

Observation of the first day (13/8/94)

* **The trainees (16 Participants):-**

- 1) The nomination papers were not received for two of the participants from the Ministry of Electricity and Water.

Mr. Sahker Abdulla.

Mr. Abdul Retha Yousif.

- 2) One woman's name was wrong. Her name is Nada Al Sahaf, the name received was Nada Al Sharaf (from Ministry of Electricity and Water).
- 3) Seven participants did not come in the first day of the course.
- 4) 25% of the trainees came late 8:10 - 8:15 a m, one of them forgot that he had a course and he remembered when he didn't find his colleague at work.
- 5) Total trainees 22 which are more than class capacity.

* **The trainer** [Mr Mohamed Hussain]

Master in Public Policy and Administration Bachelor in English Education and 9 years experience in administrative training.

- 1) The trainer came early in the morning and prepared the class (7:30 a.m.).
- 2) He asked the participants to ask any question without hesitation.
- 3) He asked the participants to decide the method of training, lecture or discussion or mix of them. They chose lecture and discussion.
- 4) Did not provide written material for each participant.
- 5) First ask the participants about the course contents or materials, then explained them.
- 6) Was making some jokes to release the course pressure.
- 7) Was not asking the participants that not sharing in discussion.

3) **The Course Contents**

- 1) There was a black board, projector, T.V., video and explaining paper.
- 2) No reading material given to the participants.
- 3) The material was general and not related strongly to the work.
- 4) Was given as education rather than practical training.

EXHIBIT (9)

Observation of the second day 14/8/94

*** The trainees:-**

- 1) Nada Al Sahaf, accountant in Ministry of Electricity and Water did not come today.
- 2) Some trainees were not participating in the discussion as:-
 - a) Yousif Hardan from Ministry of Finance and national economic.
 - b) Mohamed Abdulla Al Fayez from Ministry of Housing.
 - c) Ali Hassan from Ministry of Interior.
 - d) Shaker Abdulla Salman from Ministry of Electricity and Water.
- 3) They divided the groups in 3 to study the submitted cases. Each group of 5 participants. The trainees chose the best one to be the leader of the group.
- 4) The trainees were not asking questions about the explained subjects (weak reaction).

*** The trainer :**

- 1) Concern lecture and cases today (two cases).
- 2) Was explaining faster than yesterday to cover the materials not covered yesterday, due to the delay yesterday.
- 3) Was helping the trainees to solve the cases. He postponed the second case answer for tomorrow. He was watching the Groups while studying the cases. Some trainees were not participating well in case solutions.
- 4) Asked the trainees to fill the questionnaires given by me and bring them tomorrow. He requested them to answer the questionnaires with care and accurate answers.

*** The Contents**

- 1) The materials were covered faster than yesterday.
- 2) Chant and Beret charts were not required and they were put in the contents of course by mistakes, they will remove them as the trainer said. He discovered this from my discussion with him.
- 3) Half of the contents were covered within two days.

EXHIBIT (10)

servation of the third day 15/8/94

Trainees:

They don't have strong internal or individual motivation for training and development.
(IDP) individual development program.

ie symptoms for that are :-

- They don't come for training as result of self interest.
- Some of them, did not come.
- Do not share effectively in the course discussions.
- They didn't accept to solve excersices and cases at home or after class time.
- The training is forced by organization on the trainees.
- The trainee Ebraheem Salman Ebraheem was reading the news paper through the course explained on the last day and the trainer didn't notice him.
- The last case trainees grouping were redesigned according to numbers 1,2,3, for that last groups were new members (3 Groups).

Contents:

- No final evaluation and testing for the trainees understanding of the materials of principles of Administrative planning was implemented.
- Pert chart and chant chart explained very quickly (10 minutes) (as problem solving).
- The course period (days and daily hours) were not enough to cover the course materials. It required at least 5 days 4 hours daily.
- There is no direct and strong connection established between the course contents and practical work life.
- Last case was long and participants should answered and discussed it within 30 minutes. There was no example or model answer given to the trainees at the end of each case discussion.
- No test and evaluation for the trainees at the end of the course was applied.
- No participate certificate given to the trainees at the end of the course.

Trainer:

- Asked the trainees to fill the questionnaires accurately.
- Gave the trainees the summary of the course handout at the last 15 minutes of the end of the course.

- 3) No shout with anger on one of the trainees Mr Ali Hassan Ali for talking through course explanation.
- 4) Tried to make short summarize for the course at the end.
- 5) Did not tell (which group was giving better solution for each case).

EXHIBIT (11)

The Ministerial Cabinet

Decree No 6 for 1978 concerning the central supervision of all employees working in the civil service.

Head of the Ministerial Cabinet

After reviewing decree No 6 for the year 1975 concerning the establishment of the Civil Service Bureau in state of Bahrain and according to what has been proposed by the State Minister for the Ministers' Council Affairs, the following has been decided :

Article 1 : The Civil Service Bureau in state of Bahrain is responsible for supervising all those employed by the Civil Service Bureau in state of Bahrain regardless of their type of employment in the civil bureau. Their recruitment may be based on a personal contract, funding offered by governments or national corporations and regardless to whether they get their earnings from the government directly or indirectly or their salaries are paid by other bodies.

Article 2 : The Civil Service Bureau in state of Bahrain is also responsible for checking and endorsing the organizations within the government circles and also their manpower demands.

Article 3 : All the Ministries and government circles will have to notify the Civil Service Bureau in state of Bahrain with the information needed concerning the implementation of what is proposed herewith.

Article 4 : The State Minister for Ministerial Affairs is to implement what is proposed here and to adhere to from the date when it is published in the national gazette.

Dated 28 Rajab 1398 H, 3 July 1978.

(Exhibit 13)
Administrative Training Programs During 1994.

NO	TRAINING PROGRAM TITLE	NO'S OF REPETITION
1-	Basic Planning	0.....
2-	Administrative and Report Writing	3.....
3-	Administrative Control	0.....
4-	Managing Meeting	0.....
5-	Time Management	4.....
6-	Simplifying Procedures	0.....
7-	Improving Productivity	0.....
8-	Intro. to Organizational Development	0.....
9-	Managing Change	0.....
10-	Creative Thinking for Problem Solving	3.....
11-	Elementary Statistics	0.....
12-	Development of Training Skills	0.....
13-	Dealing with customers	3.....
14-	Communication Skills	6.....
15-	Development of Supervisory Skills	0.....
16-	Personnel Management	0.....
17-	Orientation for New Employees	2.....
18-	Principle of Administrative Planning	5.....
-	Development of Production	0.....
20-	Modern Management	2.....
21-	Productivity and Performance Appraisal	4.....
22-	Principle concepts of Administrative supervision	5.....
23-	Principle of Statistic for Beginner	0.....
24-	Procedures and Personnel	1.....
TOTAL		38

EXHIBIT (14)

FORM (1 A)

PRINCIPLE OF ADMINISTRATIVE PLANNING (studied training program)

Objectives :-

- 1- Supply the trainees by the information of the basic concepts for training.
- 2- Develop the trainees skills about " how to prepare simple and good plans."
- 3- Introduce some technical approaches of **Chant , Program evaluation and review technique (charts).**
- 4- Provide the opportunity for trainees to ask and discuss the planning problems they face in their work.

* Contents :-

- 1- The concepts and importance of planning in administrative work.
- 2- Main characteristics of planning process.
- 3- Planning fundamentals.
- 4- Main guidance of planning process.
- 5- Barriers and problems facing planning.
- 6- The relation between planning and control (**Chant charts , Program evaluation and review technique methods**).

* Conducting period

3 days (9 hours).

* Participants

Supervisors and superintendents, and whom their duties require planning duties in their department or units.

* Training methods / approaches

Lecture, discussion , exercises , administrative cases.

**Civil Service Bureau
Training & Development Department**

(EXHIBIT 15)
Managerial Training From
Training Program : _____.
Program Period : From: / / - To: / / .

Ministry : _____.
Department : _____.

First Nominee : _____ Job Title : _____	Serial No : _____ Service Period : _____ Last Qualification : _____
Summary of the Nominee Position Duties :- 	

First Nominee : _____ Job Title : _____	Serial No : _____ Service Period : _____ Last Qualification : _____
Summary of the Nominee Position Duties :- 	

General Notes :

- 1- It is obligatory to follow the nomination conditions specified in Civil Service Regulations and to reserved seats in attached letter with this form.
- 2- Send the filled form to the Training & Development Department in Civil Service Bureau in state of Bahrain Prior to one week of the training program.
- 3- It is vital for the nominee to attend a half an hour before the daily training begins , and he/she must have no obligation's elsewhere. He/She must be free to carry out the exercises managerial cases in the required time and to participate positively in the training program.
- 4- The Department of Training and Development must be formally informed of any withdrawals at least 5 days before the training program and to nominate a replacement if available.
- 5- Training programs are conducted in the Howar building ground floor, Diplomatic area, opposite the Ministry of transportation and near the Ministry of Justice.

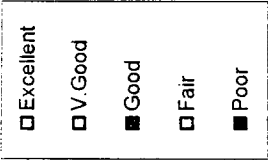
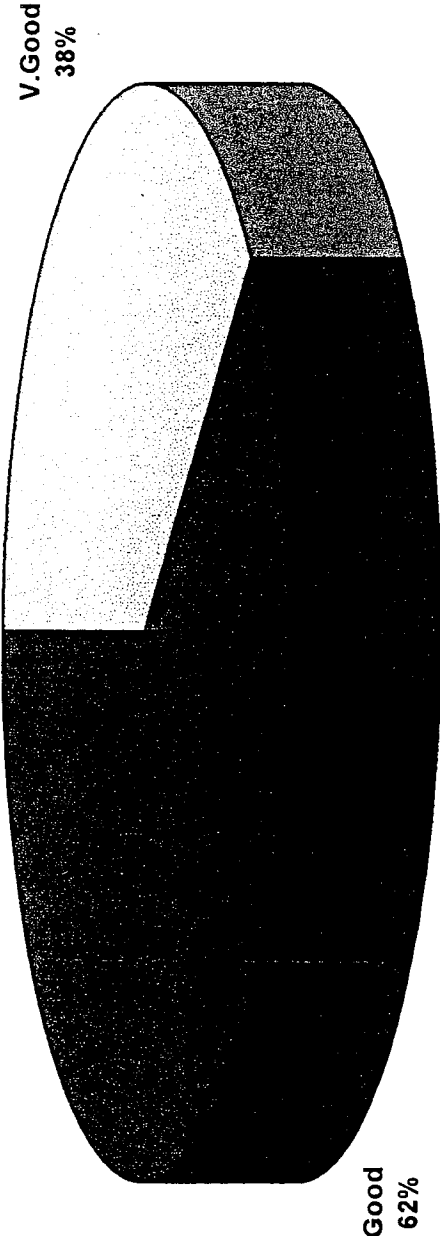
In-Charge Signature

The Knowledge Gained From The Principle of Administrative Planning Program
Prepared and Conducted by Civil Services Bureau for the Period from 13/8/1994

To 15/8/1994.

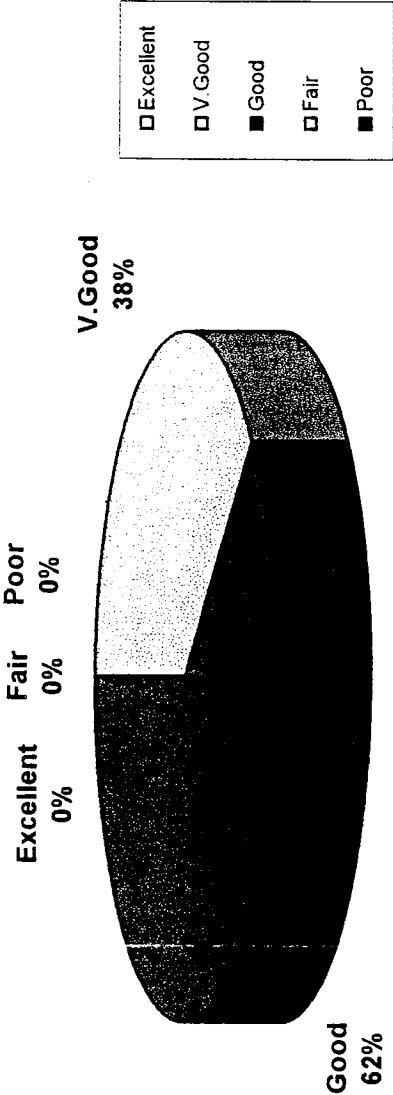
Knowledge Gained

Excellent	Fair	Poor
0%	0%	0%



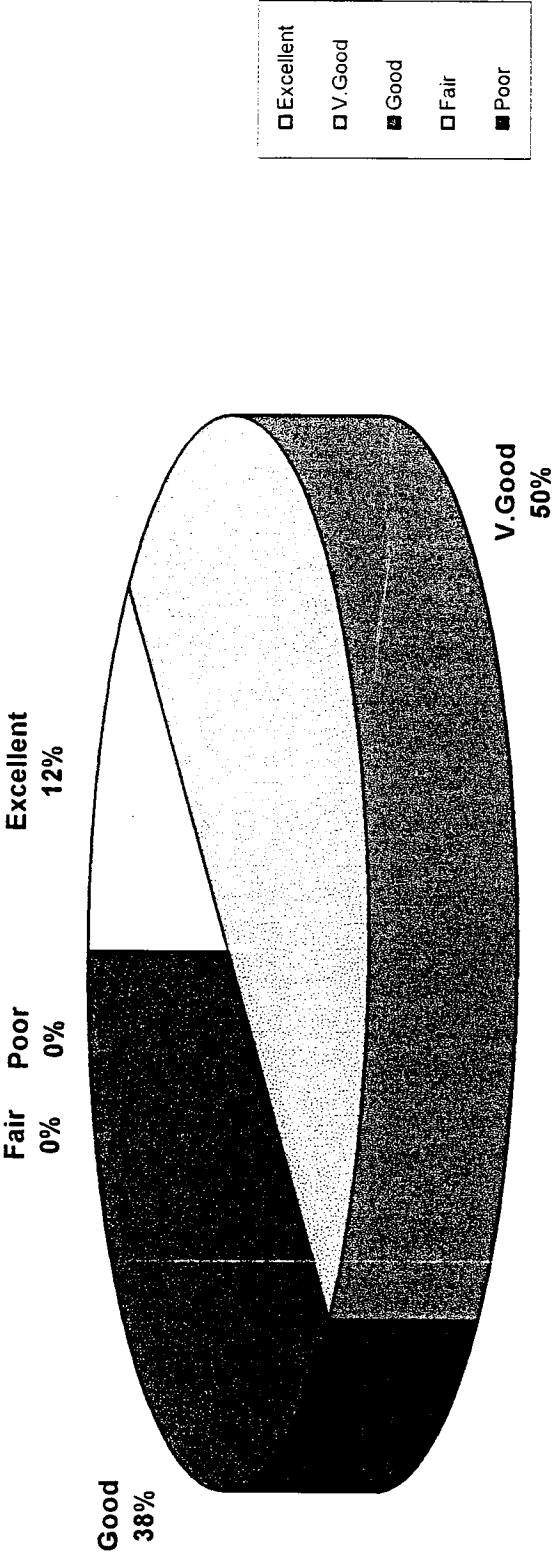
The Skills Gained From The Priciple of Administrative Planning Program Prepared and Conducted by Civil Services Bureau for the Period from 13/8/1994 To 15/8/1994.

Skills Gained



Attitudes Gained From The Principle of Administrative Planning Program Prepared and
Conducted by Civil Services Bureau for the Period from 13/8/1994 To 15/8/1994.

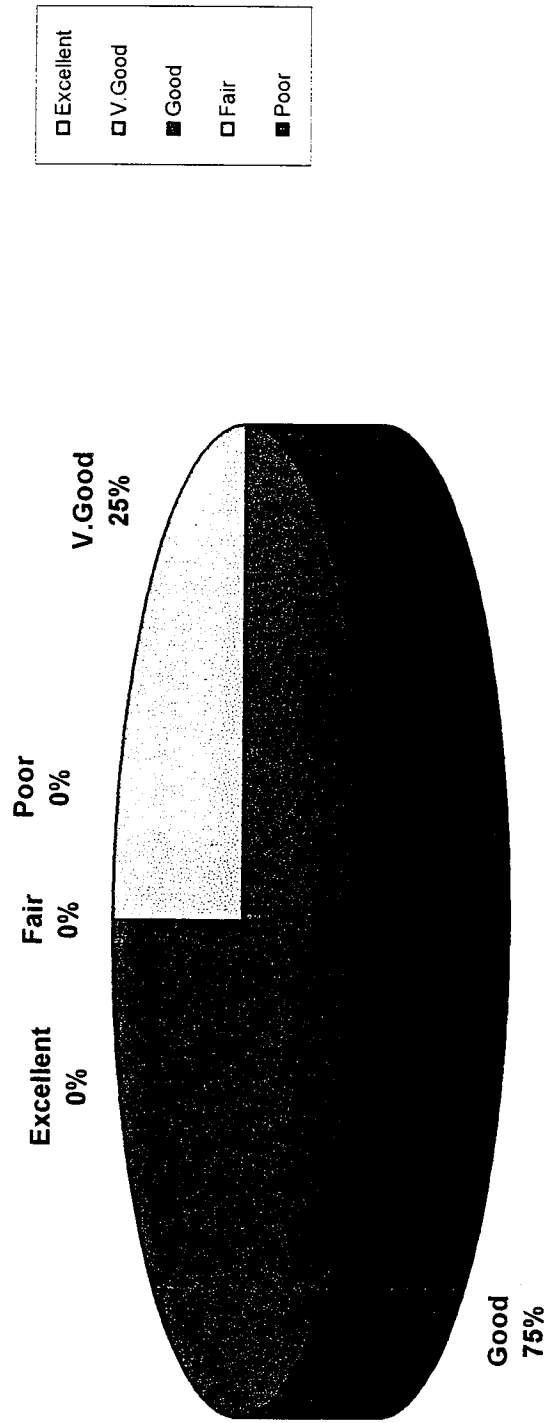
Attitudes Gained



(EXHIBIT 19)

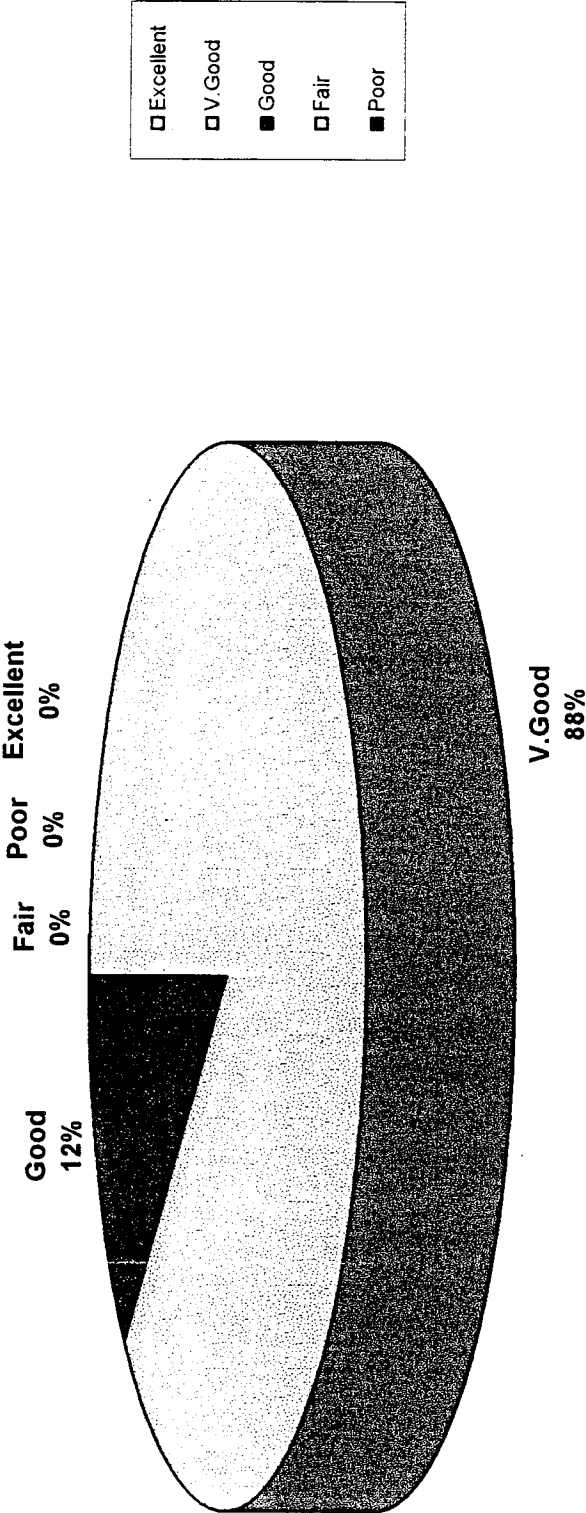
The Application Opportunity For the Principle of Administrative Planning Program
Prepared and Conducted by Civil Services Bureau for the Period from 13/8/1994 To
15/8/1994.

Application Opportunity



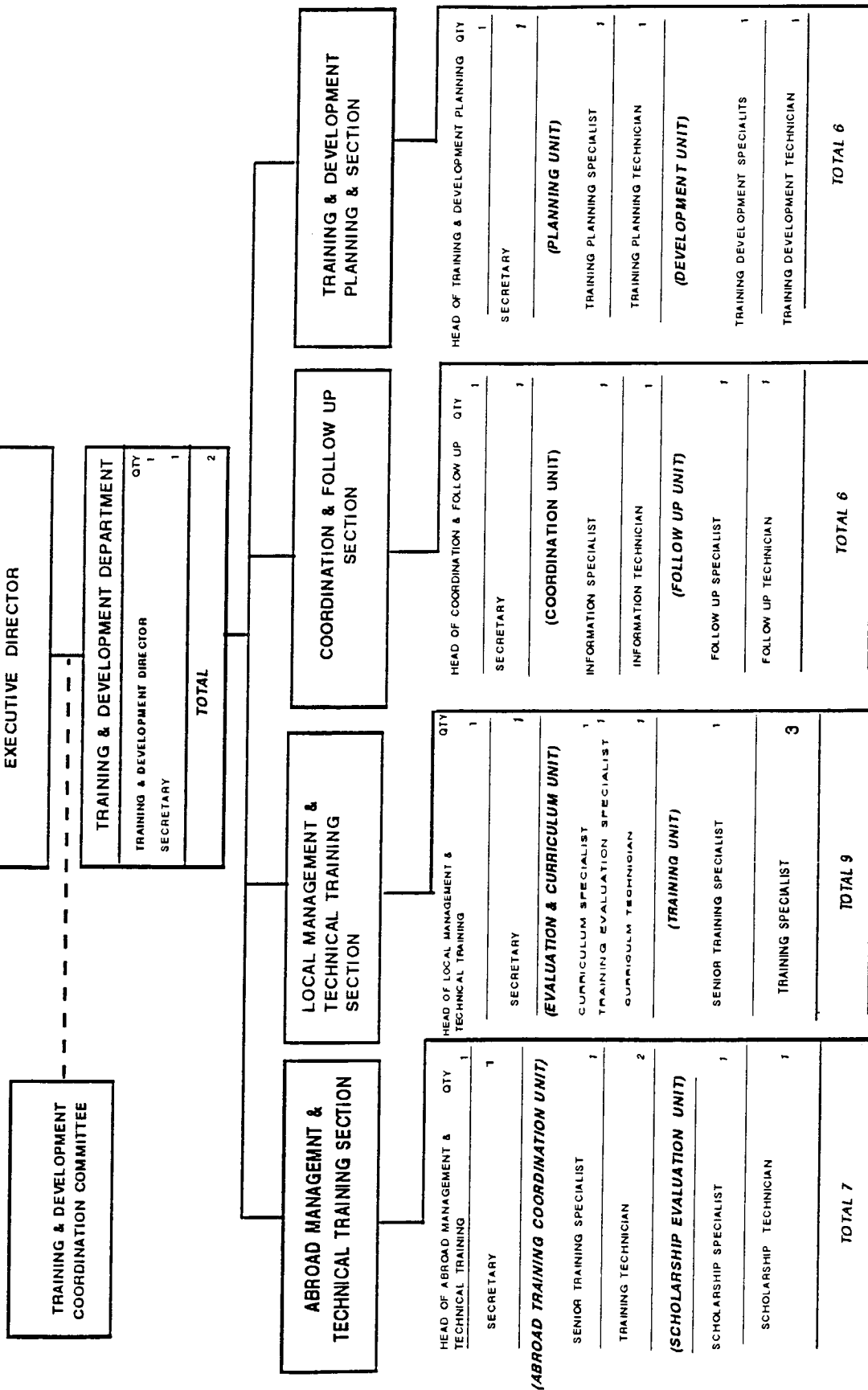
The Reaction Toward the Priciple of Administrative Planning Program Prepared and Conducted by Civil Services Bureau for the Period from 13/8/1994 To 15/8/1994.

The Reaction Toward the training Programme



**SUGGESTED TRAINING AND DEVELOPMENT
DIRECOTRATE MANPOWER ORGANIZATION
CHART FOR THE PERIOD FROM 1995 TO 2000**

**STATE OF BAHRAIN
CIVIL SERVICE BUREAU.**



CIVIL SERVICE BUREAU ORGANIZATION CHART FOR 1994

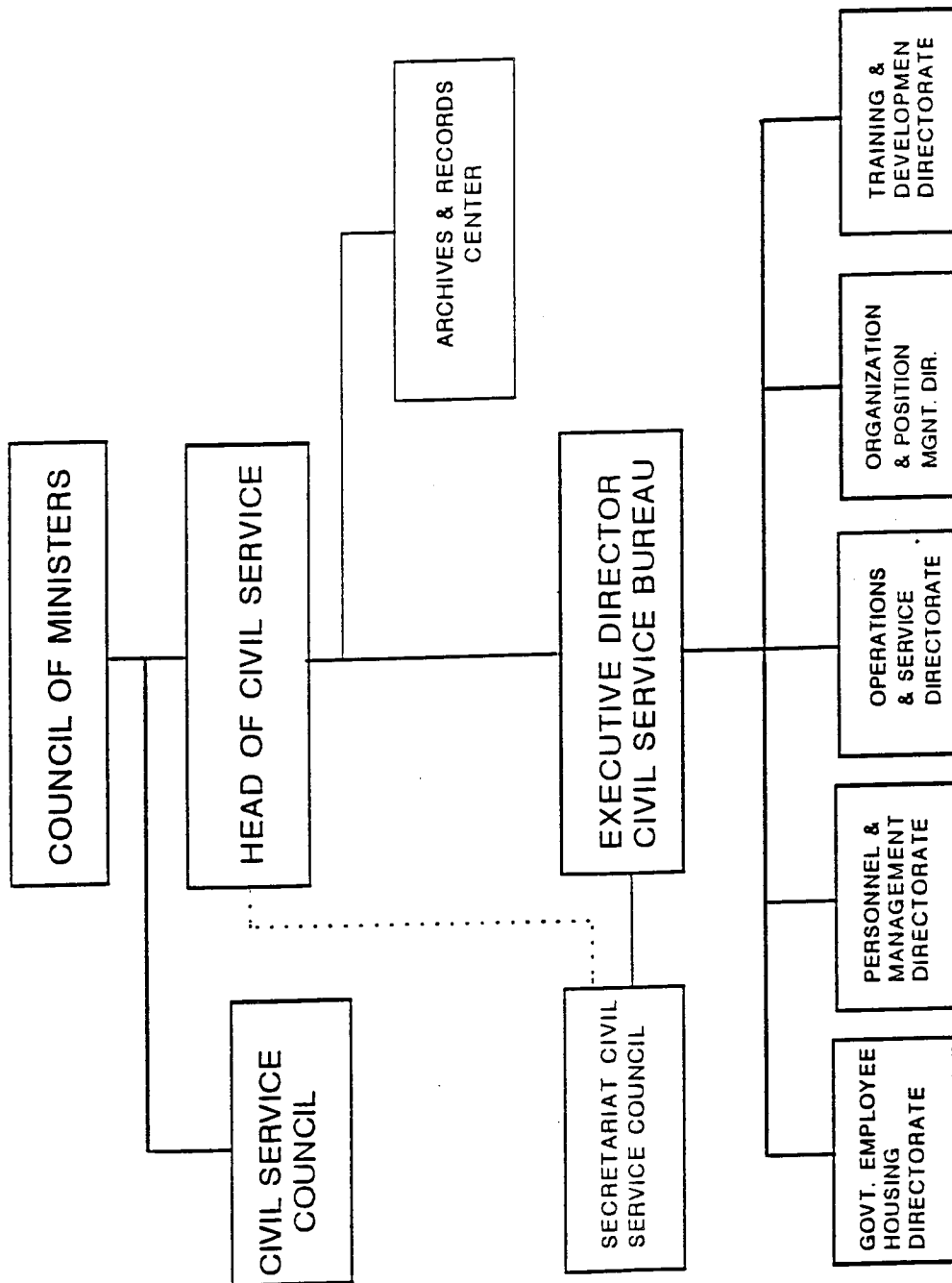


CHART 3

SUGGESTED CIVIL SERVICE BUREAU ORGANIZATION CHART FOR 1995

