

AN INTERNSHIP REPORT

On

“Staff Training & Development of World Vision
Bangladesh”



Report Submitted to the Faculty of Postgraduate Studies. Hajee Mohammad Danesh Science & Technology, Dinajpur for the Partial Fulfillment for the Degree of Master of Business Administration (Evening).

May, 2016.

Supervised By

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Submitted By

Bablu kujur

ID: E 130502097
MBA (Evening), 2nd Batch
Major in Human Resource
Management

Hajee Mohammad Danesh Science & Technology University,
Dinajpur, Bangladesh

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Preface

As a part my MBA (Evening) program in the Department of Management, Hajee Mohammad Danesh Science & Technology University, Dinajpur. I was given the opportunity to have practical experience through internship program on World Vision Bangladesh. During this program, I was introduced with the practical knowledge on “Staff Training and Development of World Vision Bangladesh”. It was really interesting to see how all things happen what we have learnt in the classroom. I found, of course many differences between theories and practices.

After completing my internship, I have prepared a report what I learnt during the program is presented here with my best efforts. I have tried my best to collect necessary data and information related to my study topic and has prepared the report within a very short time. This report is divided into five parts. In first part I have stated Introduction. Second part I have discussed 'Training and Development: About World Vision Bangladesh and Literature review'. Third part is Methodology. The fourth part addresses the Results and Discussion area to which I was suggested to concentrate during the internship. In fifth part is Findings, Recommendation and Conclusion where I provided little recommendation of my analysis.

Acknowledgement

At first, I remember the name of Almighty “God”. I acknowledge sincere appreciation to my supervisor Md. Abdur Rouf, Lecturer, Department of Marketing, Hajee Mohammad Danesh Science & Technology University, Dinajpur, Bangladesh. He helped me for the entire study time. His eagerness, inspiration and cordial co-operation helped me much in preparing my internship report. I will ever remember his contribution.

I am very much indebted to the respected teaching staff of the Faculty, who offered me valuable suggestions. I am really grateful to them.

Special thanks to World Vision Bangladesh and Staffs who supported me by providing necessary data and information.

Bablu Kujur

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REF. WVB/BRL/2016/05/10

May 09, 2016

To Whom It May Concern

This is to certify that Mr. Bablu Kujur bearing student ID No. E130502097 student of MBA Evening (Major in Human Resource Managemant) of Hajee Mohammad Danesh Science and Technology University, Dinajpur worked as Intern during Thirty eight (38) days internship program from 6th March 2016 to 20th April 2016 in our office. His endeavor, interest and performance are highly satisfactory.

We wish him all success in life.

Polas Roy

Area Manager

Biral ADP

World Vision Bangladesh

Student's Declaration

I hereby declare that the report of internship namely "Staff Training & Development of World Vision Bangladesh". by me after completing of thirty eight (38) days of internship with World Vision Bangladesh and a comprehensive study of the existing activities of World Vision Bangladesh and its implementation.

I also declare that this paper is original and prepared for academic purpose which is a part of MBA (Evening).

.....

Bablu Kujur

Student ID : E 130502097

MBA (Evening)

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Department of Management

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Declaration of Supervisor

This is to certify that Bablu Kujur, Student ID No.E130502097, a student of Master of Business Administration (MBA)(Evening) Major in Human Resource Management under the faculty of Business Studies of Hajee Mohammad Danesh Science and Technology University, Dinajpur. He has successfully completed comprehensive internship program which is approved and suitable in eminence. During the period of his internship in World Vision Bangladesh, he acquired practical knowledge as well as showing satisfactory overall performance to study and work on the title "Staff Training & Development of World Vision Bangladesh".

I wish his all success in life.

.....

Md. Abdur Rouf

Lecturer

Department of Marketing

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Co- Supervisor's Declaration

This is to certify that Bablu Kujur, Student ID No.E130502097, a student of Master of Business Administration (MBA)(Evening) Major in Human Resource Management under the faculty of Business Studies of Hajee Mohammad Danesh Science and Technology University, Dinajpur. He has successfully completed comprehensive internship program which is approved and suitable in eminence. During the period of his internship in World Vision Bangladesh, he acquired practical knowledge as well as showing satisfactory overall performance to study and work on the title "Staff Training & Development of World Vision Bangladesh".

I wish his all success in life.

.....
Rony Kumar Datta,
Co-Supervisor
Assistant Professor
Department of Finance & Banking
Faculty of Business Studies
HSTU, Dinajpur, Bangladesh.

Dedicated
To
My Beloved Parents

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Executive Summary

Staff training and development is the vital and most important way to build up capability of the staff in any organization. Staff capacity or competency is the combination of three criteria i.e. Skill, Knowledge and attitude. When a staff can apply the above mentioned criteria effectively then quality of the work may be successful.

To offer competitive training and development an organization must conduct job analysis and job evaluation carefully to find out the content of jobs, duties, responsibilities of the jobs and necessary skills, knowledge, education, mental qualifications and experiences required to perform the jobs successfully. After conducting jobs analysis the organization need to go for training and development program to evaluate the jobs.

In this paper training and development practices is prepared with a pay policy line by systematically evaluating and surveying of World Vision Bangladesh. In preparing the training and development practice, the bench mark jobs are grouped, analyzed, evaluated all those jobs by using Lott's method and got different points for each key jobs. In training and development practices each grade are then equally distributed to all the positions.



Chapter one

Introduction

1. Introduction



Training is the most common and effective way to build up a staff capacity for organizational development. To achieve the objectives and goal of organization staff dynamism in the required field is essentially needed. In this view of point most of reputed organization has the strategy of providing training to the staff. World Vision Bangladesh has HR Department which one of the major responsibilities is to trained staff as the requirement of organizational development.

Human resources of an organization is one of the best source of sustainable development because superior human resource, unlike other physical resources, not so to reproduce. To achieve sustainable development through it, organization must have ability to attract retain diversified human resources available in the organization. Training and development is the major factor that has a critical impact in hiring and retaining superior human resources. As a result training and development should be designed in a way that it can satisfy both the competent manpower, by establishing internal and external equity, in this paper training and development program are made for World Vision by utilizing commonly used methods and procedures.

1.1 Objectives of the report

1. To analyze Training & Development practices in World Vision Bangladesh measures for improvement of their employees.
2. To designed training and development practices in World Vision Bangladesh.
3. To apply theoretical knowledge in the practical field of World Vision Bangladesh.
4. To prepare training and development practices in we first need to conduct the job analysis for each member's position.
5. To observe the working environment in development organization and to gather knowledge about various terms in training and development practices in World Vision Bangladesh.

1.2 Importance of the Study:

The report is concerned with the human resources planning, training & development that fall under HR Division of World Vision Bangladesh. The practice of staff capacity building through HR Division is the focus areas of study.

1.3 Limitation of the study:

Nothing beyond limitation and I also had some limitations to prepare this thesis effectively. Following listed the major limitations that affected most:

- As an internee it was not possible for me to collect all the necessary secret information.
- I had to complete this thesis within a very short span of time (two months) that was not sufficient for investigation.
- Besides this, it was very difficult to carry out the whole analysis on the basis of Training & Development.
- Non-availability of the most recent statistical data study.
- Since the organization personnel are very busy with their activities, as a result they failed to co-operate with me to complete this report.



Chapter two

'Training and Development: About World Vision Bangladesh and Literature review'.

2.1 Introduction



World Vision is an international Christian humanitarian relief and development organization serving children, their families, and communities through various programs, such as education, poverty alleviation, healthcare, economic development, disaster management, relief and rehabilitation, women's empowerment, HIV/AIDS prevention, care for the environment, and other aspects of human development. Being a child-focused organization, World Vision believes that the best way to help a child is through their families and communities. Thus, World Vision's Child Sponsorship Program provides long-term support to children benefiting not only the children and their families, but also their communities.

2.2 How and Where Founded

The organization was founded by an American, Dr. Bob Pierce in 1950. Touched by the grim situation of the abandoned children in Seoul during the Korean war, Dr. Pierce started helping the war-inflicted children by giving them a hope for a better future. As the years passed, World Vision's concern for the children spread from Korea to other countries touching lives of millions of children and adults with programs, promoting human transformation. It now operates in more than 100 countries across the globe.

2.3 World Vision's involvement in Bangladesh

World Vision became involved in Bangladesh in response to the tidal surge that occurred in the coastal areas of the country in 1970, providing relief supplies to the disaster victims. In 1971, World Vision International carried out relief operations in the refugee camps in India along with the help of World Vision India. Following liberation of the country from Pakistan rule to independent Bangladesh, it began work in 1972 in greater Mymensingh district from a small coordination office in Birisiri under Durgapur upazila (sub-district), to help rebuild the war-torn country. In 1973, World Vision Bangladesh established its office in Dhaka and started operations as a National Office. Following the response to the tidal surge disaster in 1970 which concentrated mainly on relief and rehabilitation, its programs soon expanded, and different areas of development activities were incorporated. In FY 2008, World Vision Bangladesh worked at 51 upazilas and urban locations in 24 districts of the country through 54 Area Development Programmes (ADPs), which are child-focused, community-based, sustainable transformation development vehicles of World Vision Bangladesh.

2.4 World Vision's Vision Statement

“Our vision for every child, life in all its fullness;

Our prayer for every heart, the will to make it so”,

Re-confirms World Vision’s Mission Statement, Core Values, and the Covenant of Partnership as a fundamental declaration of who we are and what we do and provide strengthened direction for the future.

2.5 Major Programmers of World Vision Bangladesh

- Education
- Health
- Economic development
- Agriculture and non firm programmers
- Gender and development
- HIV-AIDS
- Disaster Management
- Relief and Rehabilitation

2.6 SWOT Analysis of World Vision Bangladesh

SWOT means

S = Strength

W = Weakness

O = Opportunity and

T = Threat

The first two words Strength and Weakness arrive from internal environment and the rest of two words Opportunity and Threats arrive from external environment. Now trying to discuss in details below;

Strength:

- World Vision is an International and world recognizing organization.
- WV is a Child Focus, Humanitarian, Development and Relief Org.
- They have no funding crisis also donor satisfaction is high.
- WV has sound no. of qualified and skilled manpower.
- WV operates in more than 100 countries across the globe.
- WV has strong Human Resource Department
- Staff Development and training policy are appreciated.



- Top level authority is very much positive to develop their employee.
- Adequate Technological facilities.
- WV has opportunity to yearly increment of all employee based on performance appraisal.
- Tolerable compensation facilities.
- WV has brotherhood/friendly-working environment.

Weakness:

- WV has limited space of promotional system.
- Inadequate training allowance and absence of “Award program “for best performer.
- Skilled employee turnover due to WV authority is flexible.
- World Vision Bangladesh has no adequate training cell/department.
- Lack of sound staff profile.

Opportunity:

- WV has huge scope to work multi – Sectoral and large volume in the global as well as domestic.
- Adequate staff development policy and budget.
- WV has more skilled manpower which can operate in new area.
- Donors are full satisfied.
- Scope of receiving training from domestic and overseas.
- Scope of implementing area.

Threats:

- Turnover/Loss of skill manpower.
- Economy crisis of Donor countries.
- Unrest political situation.
- Inadequate Government support.

Literature Review:

2.7 Introduction

Every organization needs to have well-trained and experienced people to perform the activities that have to be done. If current or potential job occupants can meet this requirement, training is not important. When this is not the case, it is necessary to raise the skill levels and increase the versatility and adaptability of employees.

2.8 Meaning of training

Training is a learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job. We typically say training can involve the changing of skills, knowledge, attitudes, or social behavior. It may mean changing what employees know, how they work, their attitudes towards their work, or their interactions with their co-workers or their supervisor.

For another purpose, Training will be presented as it applies primarily to operative employees in the organization

2.8.1 Training Cycle:

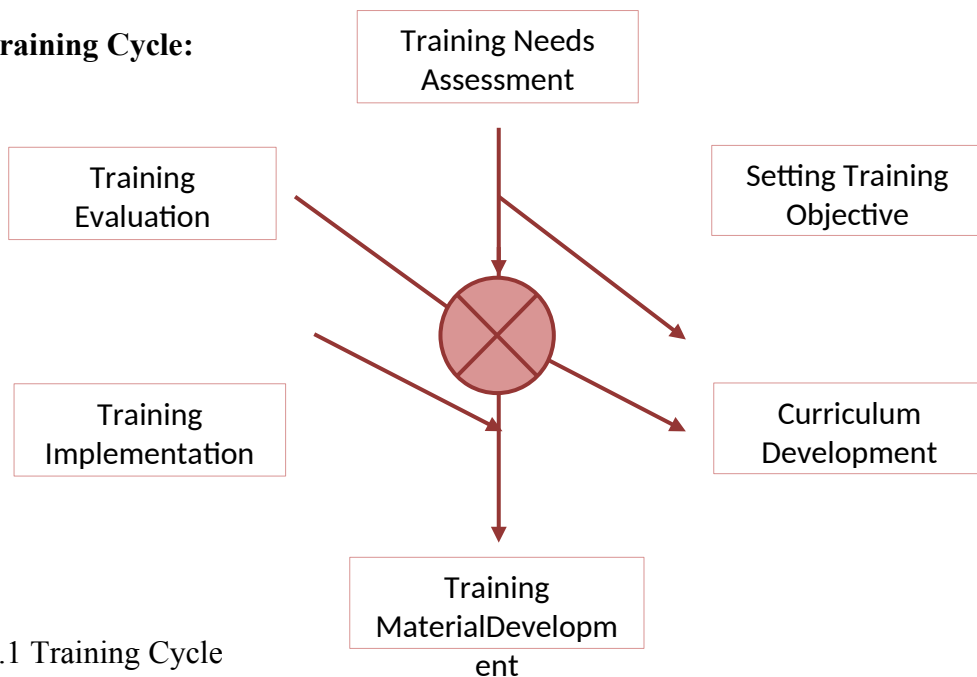


Figure: 2.1 Training Cycle

2.8.2 What is TNA?

Training Need Assessment is a process identify and analysis performance discrepancy or performance gap. It exists when an employee lacks if knowledge or skills to perform an assigned task satisfactorily. Alternatively we can say that training need arises when the actual performance is below the desired performance.



So we can say the TNA is a systematic technique that helps to determine performance gap existing within the organization, individual and occupation that (TNA) leads to develop an effective training programme.

TNA is training Need Assessment, sometimes Training Need Analysis. And it is called Training Need Identification.

Significance of TNA:

1. Integral part of Training Management Process
2. Assists Identifying Specific Problem Areas
3. Data Bank Assists Planning And decision making process
4. TNA Assists setting performance standards, measuring performance
5. TNA is Prerequisite for a successful training
6. TNA edifies of effective training system is based on systematic training need assessment
7. This leads to minimize unnecessary wastage of resources and money without the desired effect
8. It leads to an attitude of good spirit towards training in general by a vast majority of managers
9. TNA helps to evaluate training programmers
10. Develops Management Commitment & Support
11. Assists in Cost Benefit Analysis

2.9 Types of TNA:

1. Micro Training Need= It exists for Just one person in the organization or company
2. Macro Training Need = It exists in a large group of employee or entire population whit the same job classification.

In other way training Need are discovered as 3 types.

1. Needs at Organizational Level:
2. Needs at Occupational Level:
3. Needs at Individual Level:

2.9.1 Methodology:

A series of methods are available and commonly used un a training Needs Assessment (TNA) for the gathering and subsequent analysis of information related to the hob

functions and tasks performed by staff potentially will often be sampled by slightly different means, e.g.:

- Analyzing answers to personal questionnaires
- Interviewing key persons.
- Conducting focused workshops with staff in charge of resource assessment at each institute.
- Reviewing recent key publications.
- Observations of working practices and working conditions in each institute.

2.9.2 Methods: -

The Research Committee of the American Society of training Directors explains about 11 methods of Training Need Assessment.

1. Observation,
2. Management Request,
3. Interview,
4. Group Discussion/ conference:.,
5. Job Analysis,
6. Questionnaire Survey,
7. Test of Examination,
8. Performance Rating,
9. Personal Records,
10. Long-rang Organizational Plan,
11. Production Report.

List of Methods used TNA at three levels.

Individual Level	Occupational Level	Organizational Level
------------------	--------------------	----------------------

Performance Appraisal Interview Questionnaire Tests Analysis of behavior Checklist Counseling Informal discussion Critical Incident Dairies Repertoire Grid Surveys Observation Self Analysis Role Playing Case study Assessment Center	<ol style="list-style-type: none"> 1. Job Analysis 2. Comparison between desired level of performance and actual level of performance 3. Work Sampling 4. Analyzing official support (Technical, Logistic etc.) 5. Questionnaires of supervisor, incumbents and subordinates 6. Analysis of operation procedures 7. Review of reports, records, research Publications and other literatures 8. Process of orientation. 	<ol style="list-style-type: none"> 1. Comparison between the achievement with the goals and objectives of the organization 2. Analysis of manpower inventory 3. Analysis of skill inventory 4. Analysis of organizational climate indexes viz. labor management data e.g. strike, lockouts etc, grievance, absenteeism and turnover rate, housekeeping and safety data, employee suggestion and attitude surveys. 5. Management by objectives (MBO) workshops.
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Define curriculum?

2.10 Curriculum Development:

Curriculum development is also termed as programmed design, course design, or instructional design. In training fields they represent the same meanings, in most cases curriculum is interpreted as the contents or syllabus of the training programmed. Curriculum development is placed to be learned, how to be learned and the sequence of learning. Curriculum development is placed next to the step of training objective setting. Therefore, it should be considered as an integral part of the training cycle.

The output of curriculum development may be the lesson plan. It set forth, very specifically how the instructor will guide the learning situation. It indicates what the learner will do. It can be considered as the road map to help the instructor and learner reach the determined objectives.

2.10.1 Steps for Curriculum Development:

1. The Key steps for curriculum development are:

- Selection of content on the basis of must know, should know and nice to know



- Breaking the training objectives into constituent parts and then matching with training needs.
- Selection of specific training method.
- Selection of appropriate training media.
- Determination of time required.
- Sequencing of the learning sessions.

From general to specific

Interest sequencing logical sequencing

Skill sequencing

Preparation of complete lesson plan

2.10.2 For development of curriculum other key variables to be considered are:

- Principles of learning
- The target group
- The instructor
- Place of training and
- The training objective

Content Selection

For selection of content a systematic approach has been described below

1. Definable of content

It is the detailed knowledge (facts), skills and attitudes of topics that support objectives.

All the Contents, related to the objectives, can be organized under one of four categories.

1. Essential
2. Helpful
3. Peripheral
4. Unrelated

2. Sources of content:

Training needs

Your own experience

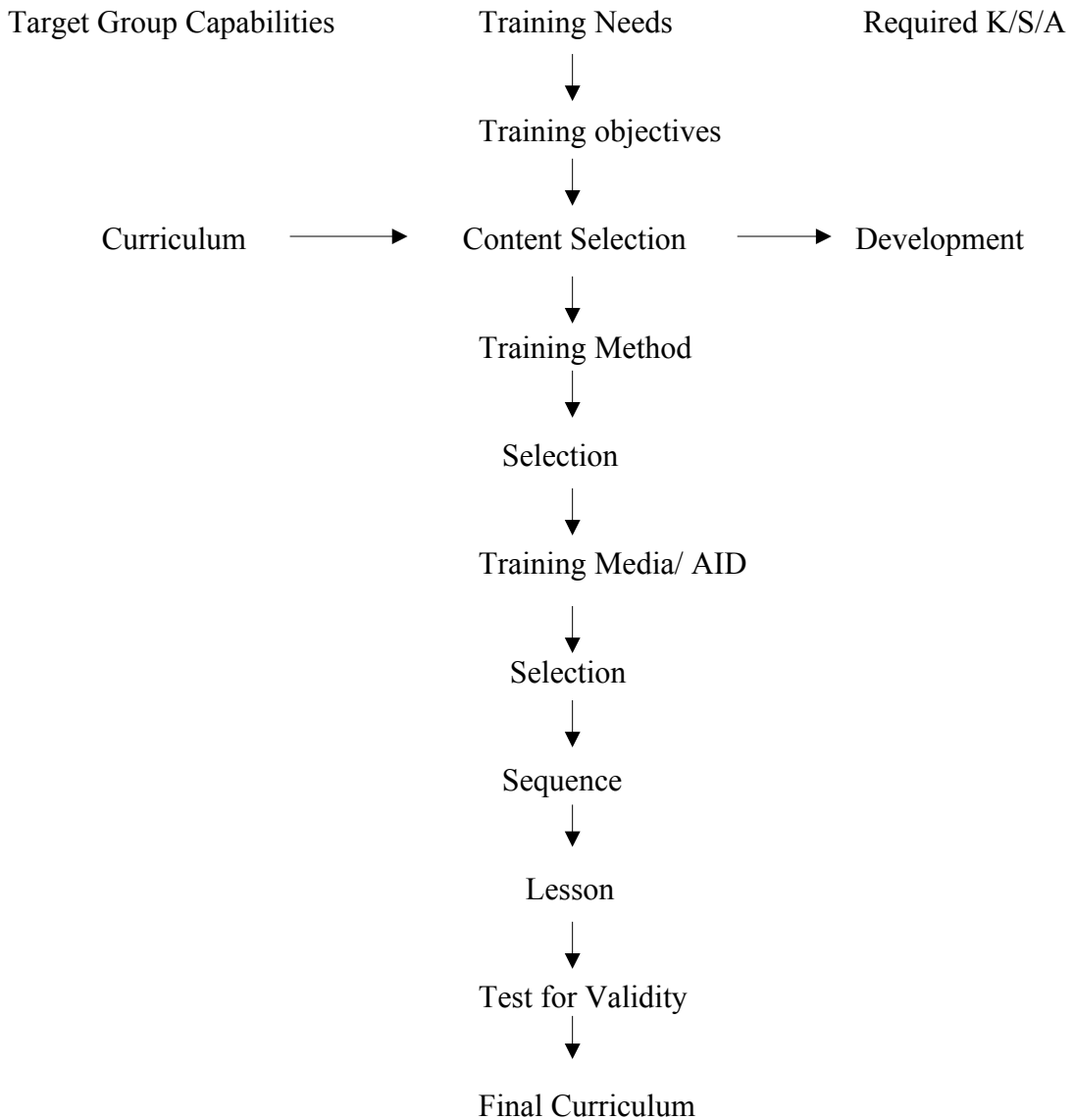
Other people “experts” or people with some experience

Printed/ published material

Observation of a process, activity, product operation, etc.

2.10.3 Explain the practical model of curriculum development:

Job/ Task Analysis



Content Selection Worksheet

Task needs to be performed	What to be	Objective	What needs to know			Method	Media	Remarks
			Must	Should	Could			

2.11 What are the different key functions of a training manager are: -

- Managing the learning environment
- Planning the training program and resources required
- Preparing a budget for the required resources and activities



- Coordinating with all relevant persons, agencies and the activities.

2.11.1 Managing learning environment

The principle of learning emphasizes on the motivation of the participants in effective learning. The motivation again deepens on the training needs, interest of the participants, and the learning environment. The learning environment also depends on the trainer conducting the session. The primary responsibility of maintaining a good environment depends on the training manager.

The Key issues to be considered for a good learning environment are:

- Assessment of training needs of the participants
- Designing of an effective training program
- Selection of effective trainers, teaching methods and aids
- Management of logistic supports
 - Class room and smaller group discussion rooms
 - Lighting and fan
 - Sitting arrangement
 - Canteen, toilet
 - Equipment, training aids
 - Training materials, handouts, photocopying
 - Boarding and food
 - Recreation
 - Reception
 - Medicals
 - All other support services

Training and Management Development plan:

The steps involved in established training and development Plan for managers in line with the general plan are as follows: -

1. The desired managerial behavior are specified
2. The present managerial behavior are observed and identified
3. The knowledge, skills and personal characteristics necessary to cause the desired managerial behavior to occur are specified
4. the present kind and level of knowledge, skill and personal characteristics are studied and identified



5. Information gathered in steps one three and four is studied to determine the behavioral changes that need and the changes in knowledge, skill and personal characteristics that are necessary to cause these behavioral change to occur
6. an assessment is made of the organizations climate, constraints and that exist or are predicted to occur which will help or hinder the planned behavioral changes and the training necessary to cause the changes
7. Alternative approaches to cause the desired change are formulated. The alternative approaches (plans) involve a detailed delineation of the steps necessary to cause the desired behavior
8. The best plan is chosen from among those developed in step seven.

The same steps can be followed for developing training plan for other operative staff of target group.

2.12 Levels of Training Plan

The training may be drawn at different level such as:

Individual training plan

Directed to develop individual's skills in doing a particular job. It helps the individual to improve his/her performance. The primary responsibility lies with the immediate supervisor. The training is normally organized at the work place of the individual. On the job level individual coaching, counseling.

2.12.1 Group training plan

A group of people may be brought under a training programme. This type of training programme is done outside the job. Such training programme aims at departmental performance improvement. His responsibilities of such training programme lie with both the supervisor and manager of the organization.

Organization training plan reflects all the training needed for its employees at different level. This is normally done on annual basis. It includes training for different level of management as well as the work people. It is mainly dependent on the organizational policy. Thus the top management must be involved in designing organizational training plan.

A training plan is relatively easy device to enable supervisor to enable supervisor to determine training need and priorities. Supervisors who have many jobs in their department may wonder where to start training on which job, and for which people.

The key issues to be considered for preparing a training plan are.

- Whether any training is necessary
- For whom the training is needed
- How to train the people
- Who will train
- Where to train the people
- The time frame needed
- Resources required for the training etc.

2.13 Training budget

Training budget is also very important for implementing an effective training program. The training should be given priority in preparing the training budget. All the items necessary for maintaining a good learning environment should be taken into consideration in the budget. For cast effective training program all cost items are to be brought under the budget. The source of funding may be different. In house training may not need to pay subsistence allowances but must include the cost of food. The cost of items should be realistic as far as possible.

The budget will help the management to look into the ultimate benefit of the investment mane for the training program.

The most common budget items are given below:

Cost items	Unit	Rate	Cost (TK)
Training materials; -Folder/ course bag -Pen, pencil, erasure -Note sheet, writing pad			



-Handouts, exercise Sheets, -Transparencies, marker pen			
Training aids; - White board markers - Transparency Sheets - OHP Markets - Photocopying - Cost for slides, films - Hiring if equipment			
Field visits • -Hiring of transport • -Logistic support			
Food and snacks			
Participants traveling cost			
Dearness allowances to participants			
Fees for resource persons Fees for training co0nsultants			
Training evaluation Traveling and fees			
Miscellaneous			
Total cost		Taka	

2.14 Training coordination:

The role of the coordinator is very critical for the success o the training program. The prime role is the implementation of the training plan. Very often the coordinator remains busy in planning the programs. The major contribution of the coordinator is to implement the plan by carefully scheduling and controlling all aspects of the training program.

Months before program start:

1. Study the needs: For unknown participants make a survey to assess the needs. For known participants interview with the members and their superiors to assess the needs.
2. Determining/reviewing objective of the program
3. Get acceptance of the management for conducting the program

4. Identifying and selecting case studies, articles, exercise, films, in consultation with the instructors
5. Selecting training venue
6. Getting approval of the training schedule and materials from top management
7. Preparing sufficient copies of training materials
8. Identify participants
9. Invite each participant separately mentioning purpose of the course, top management support, daily scheduling of topics, assignments, travel information, starting time and training venue, description of dining, living accommodations, contact person and other necessary information like instruction for pre readings if necessary.
10. Contact with the instructor/faculty members for discussing about the background of the participants, program schedule, assignment, cases and other training materials and equipment, required.

Days before the program start:

1. Check all the arrangements, facilities, and equipment
2. Meeting with the concerned staff
3. Display of schedules, events, meals
4. Arrangements of meeting, group work rooms, Note book, name cards, stationers

The first day of the program:

1. Last minute check of all materials and facilities
2. Receive the participants
3. Inauguration of the program
4. Orientation to participants

Instruction session:

1. Discuss with the instructor for any assistance
2. Introduce the instructor
3. Observe the sessions
4. Assess the learning situation
5. Evaluate each day learning
6. Check any drawbacks of facilities

Last day of the program:

1. Summarize the major themes and messages covered

2. Course evaluation
3. Closing speech of the guest
4. Certificate distribution
5. Lunch or dinner
6. Payment of the allowances

After the program:

1. Prepare all reports and records
2. Appreciation letter to individual
3. Course evaluation results to the participants and the supervisor
4. Submit and discuss the evaluations and training reports with the instructor, top management
5. Follow up of the training program as planned

2.15 Systematic Training Approach:

The basic criterion of system is the interrelated activities arranged in sequence to achieve certain predetermined objectives. Any kind of training must be planned based on the systematic approach. The key steps for systematic training programme are:

All these activities are to be considered in a systematic manner and in cyclic order. This is often termed as training wheel of training cycle which training manager must take into consideration during training management.

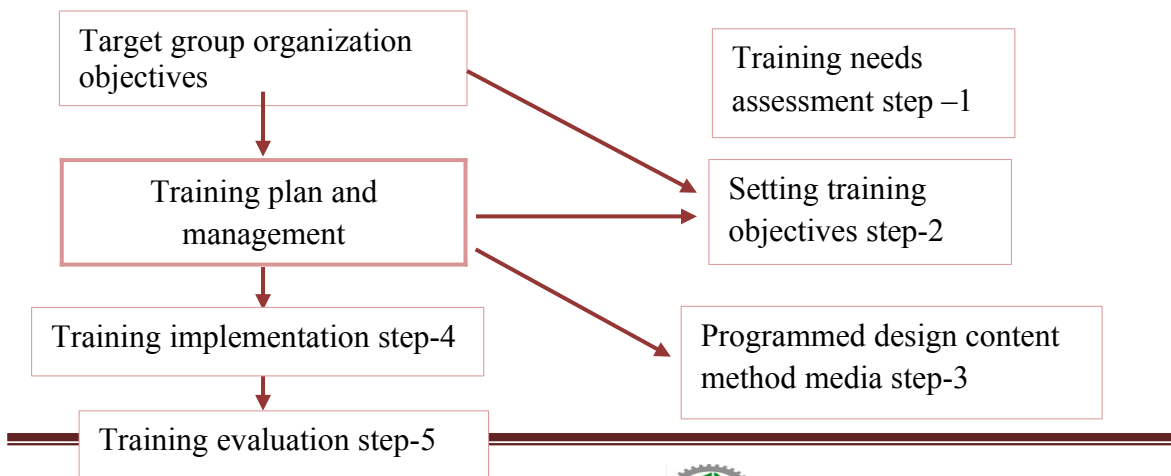


Figure: 2.2 key steps for systematic training

2.16 Criteria for Selecting Audio Visual Aids:

In choosing which particular pieces of equipment to use for you sessions, there is never one best answer. The choices are many and may be determined by such things.

1. Session objectives: this is perhaps, the foremost for consideration. Just exactly what is the purpose of this session and the desired behavior change? Which acts most closely fit in with your goats? Perhaps a film can best fluid your objective in a shorter period of time.
2. Group size: Absurd it may sound, we occasionally see even experienced trainers attempt to use a flip or chalkboard when the size of the group makes those items a poor choice. The statement I Know you cannot see this back there, but. Is inexcusable! It is the responsibility of the presenter to ensure that all can see the selected visual. While some of these pieces of equipment have an important place for small group meetings, the overhead projector is an excellent replacement for larger groups.

2.17 Different Instructional Methods Training?

There are many instructional methods, and many more variations and combinations of such methods, which could be used, achieve training objective. An attempt has been made to briefly survey the important methods, which are:

- Lecture method
- Tutorial method
- Demonstration method
- Question method
- Lesson method
- Group discussion method
- Project method
- Case study
- Games
- Role playing
- Computer Assisted instruction

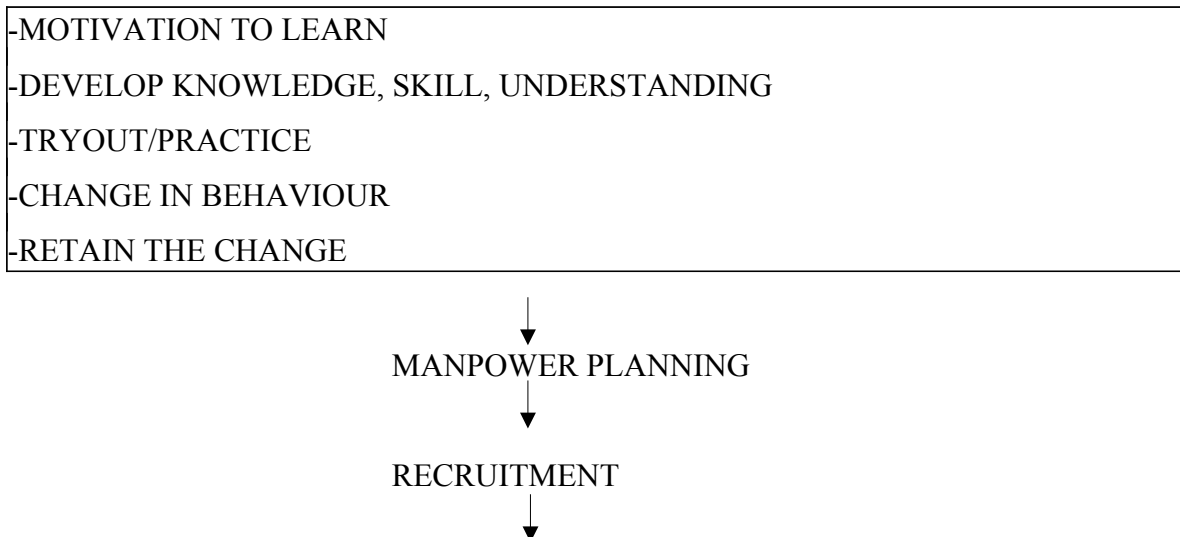
2.18 Training and Human Resource Development (HRD)

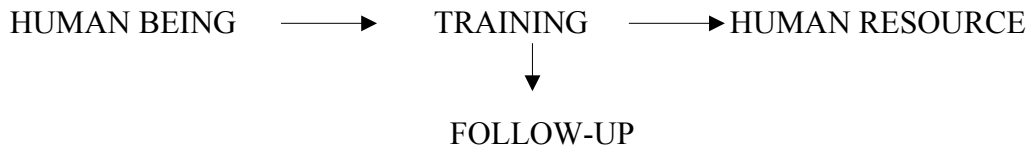
The organizational productivity and performance entirely depends on the human resource available within that organization. Similarly the national output and services also depend on the human resources available in the country. The term human resources development is very much popular in recent years. But at all level of development activities we find scarcity of the right people, which are skill people.

HRD is a continuous process of developing skill manpower to meet the demand of the job in any organization, sector or the nation. Hence it needs continuous and planned interventions at all levels for converting the common people to human resources. It is often told that need human being resource. But in real since the person who has the skill ability to do specific job correctly may be considered as the resource. Human resources development is the systematic approach to make available required manpower for meeting the changing needs of the organization, sector of the project. The key activities for human resource development are:

- >Manpower planning
- >Recruitment of, manpower
- >Training and development of the manpower
- >Performance appraisal
- >Follow-up and retraining
- >Personnel policies etc.

The relationship between an ordinary, may be educated human being and human resources is shown below:





2.19 What do you mean by or understood by evaluation of training?

In common parlance, evaluation is the past to facilitate better forecasting and controlling of the future. In the context of training it is used to determine the effectiveness of a training programme. Humblin defined it as any attempt to obtain information (feedback) on the effects of a training programme, and to assess the value of the training in the light of that information. Evaluation in whatever language it is defined should involve the following elements:

- a. Evaluation is a planned
- b. It aims at improving the knowledge and skill of the participants. changing his behavior in the organization improving other new result. Areas of the organization such as cost of production, absenteeism and turnover rate as well as taking decisions about the desirability, nature and content of future training.
- c. It involves collection form the trainees (on both pre-training and post-training situation), from his superiors, his subordinates and peers
- d. Training is evaluated in terms of objectively variable standards of criteria.

Types of evaluation

Authors on evaluation of training are found to vary widely about the types of evaluation some of them term it basic criteria “1. Some call it “logical steps” 2. And some prepare to term it” levels of evaluation “3. But an examination of these shows that although those authors differ look to the feasibility of implementation in the context of the developing countries as well as to the theoretical sophistication of the subject the following four fold classification of evaluation.

1. Reaction: this reflects the feelings of the trainees about the training programme, its methods, contents, instructors and so on.



2. Learning: this reflects the change in the level of knowledge and of skills of these participants during training culture.
3. Job behavior: this types of evaluation helps determine the change in the performance of the participants as a result of training.
4. Results: this types of evaluation seeks to assess the tangible results of the training programme on the level of organizational performance in terms of reduced cost, higher productivity, improved safety, decrease in employee grievances and so on.

Modus operandi for evaluating learning:

1. The tests for learning should reflect the major issues that were discussed and taught in the training programme.
2. The questions should be simple and objective type e.g multiple choice, true- false.
3. The question should be such that in answering them the participants need utilize their understanding of material and just rote memory.
4. Single tests should be very large and comprehensive. It may bore them.
5. There should not be only one correct answer in a true- false of multiple- choice item.
6. In order to compare the level of learning control group (not receiving the raining may be required for the test with the experimental group.
7. Proper rating of the evaluation reseals with the help of statistical methods of great significance.

Who should evaluate?

As has been stated above, the evaluation If performance is relatively difficult and it requires the evaluation to have the background, skill and sufficient time change in extensive evaluation. So full time consultants, industrial psychologists, and research people should better do the work.

2.20 Effective presentation

To be effective, presentation must be a series of deliberate and strategically calculated act. Presentation situation has three elements- presenter, audience and content. A purposeful presenter must have the capability to observe the presentation and is Clements realistically and objectively. He should have deliberate action and control as possible in terms of his own behavior, attitude, feeling and thinking during a presentation.

A good presenter should possess the following personality and character:-

- Objectivity
- Capability to compartmentalize and concentrate
- A functional frame of mind
- A strategic frame of mind
- Flexibility
- An ability to handle detail
- Sensitivity and awareness
- Wit and humor
- Courage and motivation
- Personal style
- Practicality and realism

A presenter must bear in mind that inspire of differing learning situation, people / audience have some common things in every situation as human being. The presenter must keep following things about the audience in mind.

- Do not over isolate
- Two people no more no less
- The other person is always ego-center.
- The other person is always ego-defensive
- The other person is usually unaware
- Every presentation situation will have three dimensions rational, physical and emotional.

Before starting the presentation, the presenter must consider the following:

- Who is the audience
- What is the purpose of the talk/ presentation
- What is the time available
- What subject matter

For effective presentation, preparation is required a presenter. A presenter has to

- Draft the top talk
- Plan and prepare visual aids
- Rehearse

Before presentation to the audience, the presenter should take care of the following.

- Setting the scene
- Covering the materials

- Posture
- Appearance
- Gesture
- Manner
- Voice

Conduct of instructor or trainer in communication in training

Responsibility:	Participants response rests on how you communicate your ideas in each session. You can create interest or mar it.
Representation:	Research, knowledge of subject, lesson plan, practice. Check your material; be familiar with communication aids including room arrangement, equipment and aids.
Punctuality:	If trainees have to wait, their interest wanes. It shows that the trainer is in different. The trainer is in different. The trainees should be made aware of the value of classroom time.
Get attention:	Say “good morning” and all will be attentive to you. Speak in a friendly: use a conversational tone. Occasionally vary your tone. Identify yourself with the group.
Speak in a friendly tone:	Use a conversational tone, occasionally vary your tone. Identify yourself with the group.
Establish eye contact:	When you talk, look at the audience; let your eyes roam over the group. Give equal attention to all.
Speak to be understood:	Speak loudly so that others may her you. Use words that are familiar to you.
Use gestures:	Of course, they are natural. Be conversational. You may have natural movements.
A void distracting:	Avoid things such as rattling coins of keys in the pocket, toying with pointer, chalk, pencil, tugging at a necktie, stroking your throat. Ear or hair, or rocking back and forth.
Control nervousness:	Nervousness is normal. You are going to meet a challenge. Your heart beat increases, and your respiration changes.

Since in a training session, physical activity is not involved, you will become quiet shortly.

Do not apologize: Approach the session with a positive attitude. Don't say anything that will convey that you are unprepared, uninformed, or unable in you.

Be poised: Don't be irritated or upset. Be flexible. Be ready to accept new ideas.

Be enthusiastic: Be enthusiastic about your subject and programme. If you are not, you cannot expect the trainees to be enthusiastic.

Method of job analysis: The basic methods that HRM can use to determine job elements and the essential knowledge, skill and abilities for successful performance include the following:

1. **Observation method:** - in this method the job analyst carefully observes the jobholder at work and records what he/ she does how he / she does and how much time is needed, for completion of a given task.
2. **Interview method:** - in this method the analyst interviews the jobholder and his/ her supervisor to elicit information about the job usually, a structured interviews form is used to record the information. During the interview the analyst must make judgments about the information to be included and its degree of importance.
3. **Group interview method:** - it is similar to the individual interview method except that a number of job incumbents are interviewed simultaneously. Accuracy is interviews or assessing job but group dynamic may hinder its effectiveness.
4. **Questionnaire method:** jobholders fill in the given structured questionnaires, which are then approached by their superiors. The full in questionnaires offer enough data in jobs.
5. **Check lists method:-** a checklist is similar to the questionnaire but the response sheet contains fewer subjective , judgments and tends to be as 100 activities and job holders tick only those tasks that are included in their job. But the preparation of checklist is a challenging job.
6. **Technical conference method:** - in this method in job supervisors who possesses extensive knowledge about a job are used. Here special job characteristics are abstained from the experts.
7. **Diary method:** this method requires the jobholders to record in detail their activities each day. If it is done faithfully. This tech unique is accurate and



- criminate error. Caused by memory lapses the jobholder makes while answering questionnaire and checklist.
8. Quantitative techniques: - most employers use the methods of collecting job related data, described above but there are some occasions. Where these approaches are not appropriate, and derived to assign a quantities value to each value to each job so that job can compared for pray purposes a more quantities approach are appropriate.
 9. Position analysis questionnaire: - PAQ is a highly specializes instrument for analyzing any job in terms of employee activates, it contain 194 job elements on which job is created.
 10. Management position disruption questionnaire: - MPDC it is a highly structured questionnaire containing 208 items relating to managerial responsibilities restrictions, deeryards, and other miscellaneous position characteristics.
 11. Training and development: - job analysis is useful for an HRD manager inasmuch as it helps him/her know what a given job demands from the incumbent in terms of knowledge and skills training and development programmes can be designed depending on the hob requirements. Selection of trainees is also facilitated by job analysis.

2.21 The training process:

Training the process of torching new employees the basic skills they need to perform their jobs. :-

Training refers to the methods used to give new of present employees the skills they need to perform their jobs. Insured, they must know what you want them to do and how you want them to do it. If they don't they'll do the jobs their way, not yours, or they will improvise, or worse, do nothing productive at all. Good training is vital.

The strategic context of training

Training used to focus mostly on teaching technical skills, such as training assembler to solder wires or teachers to write lesson plans. 4today, such technical training is no longer sufficient. As one trainer put it. We don't just concentrate on the traditional training objectives anymore... we sat down with management and help them identify strategic goals and objectives and the skill and knowledge, and when they don't that's when we discuss training needs 5in other words, the training has to make sense in terms of the

company's strategic goals. A strategy to improve customer service implies the need for customer service training.

Performance management:

Training today also plays a key role in the performance process. This is the integrated process employers use to make sure employees are working toward organizational goals. It means taking an integrated, goal-oriented approach to assigning, training, assessing, and rewarding employee's performance. Taking a performance management approach to training means that the training effort must make sense in terms of what the company wants each employee to contribute to achieving the company's goals.

2.22 The five step training and development process

Describe the basic training process:- training programs consist of five steps.

1. The first, or needs analysis step identifies the specific job performance skill needed, assesses the prospective based on any deficiencies.
2. In the second step:- instructional design, you decide on , compile, and produce the training program content, including workbooks, exercises, and activities: here, you'll probably use techniques like those discussed in this chapter, such as on the job training and computer assisted learning.
3. There may be a third: - validation step, in which the bugs are worked out of the training program by presenting it to a small representative audience.
4. The fourth step is to implement the program, by actually training the targeted employee group.
5. Fifth is an evaluation step, in which management assesses the programs successes of failures.

Make skill transfer easy:-

Make is easy to transfer new skill and behaviors from the training site to job site.

1. Maximize the similarity between the training situation and the work situation
2. Provide adequate practice.
3. Label or identify each feature of the and/ or step in the process.
4. Direct the trainee's attention to important aspects of the job. For example, if you're training customer service representative in how to handle oncoming

calls, first explain the different types of calls they will encounter and how to recognize such calls.

5. Provide “heads-up preparatory information. For example, trainees learning to become first –line supervisors often face stressful condition, high workload, and difficult subordinates back on the job. Studies suggest you can reduce the negative impact of such events by letting trainees know they might happen.

Know your employment law

Training and the law

Managers should understand the legal implications of their training related decisions. Particularly with respect to discrimination, negligent training. And overtime pay. With respect to discrimination, title VII of the civil rights act of 1964 and related legislation requires that the employer avoid discriminatory actions in all aspects of its human resource management process, and that applies, of course, to selecting which employees to train. Employers face much the same consequences for discriminating against protected individuals when selecting candidates for training programs as they would in selecting candidates for jobs, or for promotion or other related decisions. Harassment training is a special case here. As explained in chapter. 2 in the last 1990s the U.S.

Lower courts, in interpreting the Supreme Court’s decision, rely on the adequacy of the employer’s sexual harassment training to determine whether the employer did exercise reasonable care to prevent harassment²⁰

Inadequate training can also expose the employer to liability for negligent training. As one expert puts it. It’s clear from the case law that where an employer fails to train adequately and an employee subsequently does harm to third parties. The court will find the employer liable.

Given its frequent off the job nature; the question also often arises as to whether the employer has to pay the employee for the time the latter spends being trained. Sometimes the answer is clear. For example, If the training program is strictly voluntary, conducted outside working hours, and not directly related to the trainee’s job, and the trainee does not perform any productive work then the trainee should not expect to be compensated under the wage and hour law?

Task Analysis: Assessing New Employees’ Training Needs

Particularly with lower-level workers, it's common to hire inexperienced personnel and train them. Your aim here is to give these new employees the skills and knowledge they need to do the job. You use task analysis to determine the new employees' training needs.

Task analysis is a detailed study of the job to determine the new employees' training needs.

Task analysis is a detailed study of the job to determine what specific skills-like java (in the case of a web developer) or interviewing (in the case of a supervisor)- the job requires. Job descriptions and job specifications are helpful here. These list the jobs specific duties and skills and thus provide the basic reference point in determining the training required. You can also uncover training needs by reviewing performance standards, performing the job, and questioning current jobholders and their supervisors.

Some employer supplements the job description and specification with a task analysis record form. This consolidates information regarding required tasks and skills in a form that's especially helpful for determining training requirements. As table 8-1 illustrates, a task analysis record form contains six types of information, such as skills required"

Developing

An organization already provides extensive employee and management development programs. A long term career focus should increase the organization's effectiveness in managing its human resources

2.23 Meaning of Development

Employee development is more future oriented, and more concerned with education, than is employee training, or assisting a persons to become a performance. By education, we mean that Employee development activities attempt to instill sound reasoning process-to enhance one's ability to understand and interpret knowledge rather than imparting a body of serial facts or teaching a specific set of motor skills. Development therefore focuses more on the employee's personal growth. Successful managers have analytical, human, conceptual, and specialized skills. They are able to think and understand. Training per se cannot overcome a manager's or potential inability to understand cause-and-effect relationships, to synthesize from experience, to visualize relationships, or to think relationships or to think logically.

2.24 Methods of Development

-On-the-job Development

The development of a manager's abilities can take place on the job. We will review four popular on-the-job techniques

Coaching: when a manager's takes an active role in guiding another manager's, we refer to this activity as coaching. Just as track coaches observe, analyze, and attempt to improve the performance of their athletes 'coaches' on the job can do the same. The effective coach on the track or in the corporate hierarchy gives guidance through direction, advice, criticism, and suggestions in attempts to aid the growth of the employee.

Understudy Assignments: By Understudy Assignments, we mean potential managers are given the opportunity to relieve an experienced manager's of his or her job and act as his or her substitute during the period. This level also described permanent assistant to position as well as temporary opportunities to assists managers in completing their jobs.

Job rotation: job rotation can be either horizontal or vertical. Vertical rotation is nothing more than promoting a worker into a new position. On the other hand horizontal dimension of job rotation or what may be better understood as lateral transfer.

Committee Assignments: Assignment to a committee can provide an opportunity for the employee to share in managerial decision making, to learn by watching others, and to investigate specific organizational problems.

Off-the-job Development: There are wealth of employee development techniques that personal can partake in off the job. We will briefly discuss four of the more popular ones. They are as follow:

Sensitivity training

Sensitivity training in "encounter groups" became quite popular during the 1950s as a method of changing behavior through group process. Often referred to as laboratory training. It influences the participants through unstructured group interaction. Member are brought together in a free and open environment in which participants discuss themselves and their interactive process, loosely facilitated by a professional behavioral scientist. This professional then creates the opportunity to express their ideas, beliefs, and attitudes.

Transactional Analysis:

Transactional Analysis is both an approach for defining and analyzing communication interaction between people and a theory of personality. The fundamental theory underlying TA holds that an individual's personality consists of there ego state-the parent, the child, and the adult. These labels have nothing to do with age, but rather with aspects of the ego.

Lecture courses:

Lecture Courses. Formal lecture courses offer an opportunity for managers or potential managers to acquire knowledge and develop their conceptual and analytical abilities. In large organizations, these lecture courses may be offered “in-house” by the organization itself and supported by outside college course work. Small organization will utilize courses offered in development programs at universities and colleges, and through consulting organizations. Often college and university faculty are willing to provide specific courses to deal with the unique needs of an organization.

Simulation exercises. Simulations were introduced as a training technique. They are probably even more popular for management development. The more widely used simulation exercises include case study. Decision making, games and role plays.

Chapter Three

Methodology



Methodology:

The theoretical part of this report was prepared with the help of different Human Resources Management/ personnel Management text books. The main focus of this report is training and development practices in World Vision Bangladesh. Through the theoretical discussions are done only to fulfill the objectives.

Source of Data:

- The report is based on primary data collection through face to face interviews with the contact persons.
- Secondary data collected from the internet.
- Textbook books referred by our course teachers and handouts given by him were mainly consulted in understanding different theories and principles.

In this way relevant information were collected then first organized and then analyzed based on the mentioned to draw conclusions.

Sample Area:

Information collected from Human Resource Division of World Vision Bangladesh.

Sample Technique:

Information and data collection technique were face to face interview and questioner with Human Resource Officer.

Chapter Four

Results and Discussion



From the answer of questionnaires all data are followed (from appendix):

4.1 Total number of employees of World Vision Bangladesh.

Types of employees	Number of employees
Top-Middle Level	307
Entry Level	945
Others Staff Group	185

Table: 4.1 Total number of employees of World Vision Bangladesh

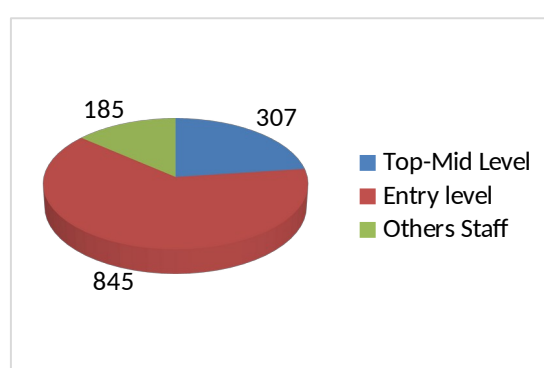


Figure: 4.1 Total number of employees of World Vision Bangladesh.

4.2 Size of the HR department.

Types of employees	Number of employees
Top-Middle Level	4



Entry Level	7
Others Staff Group	10

Table: 4.2 Size of the HR department

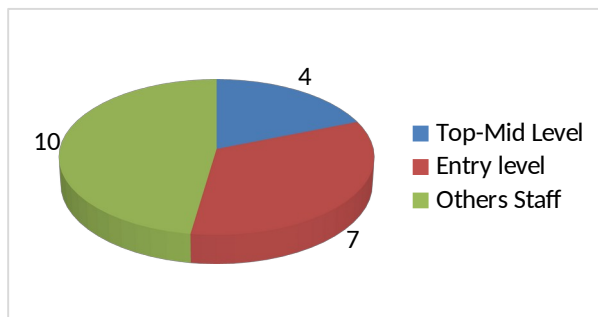


Figure: 4.2 Size of the HR department.

4.3 Educational Status of the Staff:

Level of academic qualifications	Top-Middle Level	Entry Level	Others Staff Group
Doctorate/Post-Doc.	50	0	0
Post graduate	250	500	0
Graduate	7	445	50
H.S.C.	0	0	130
S.S.C.	0	0	5
Others	0	0	0

Table: 4.3 Educational Status of the Staff

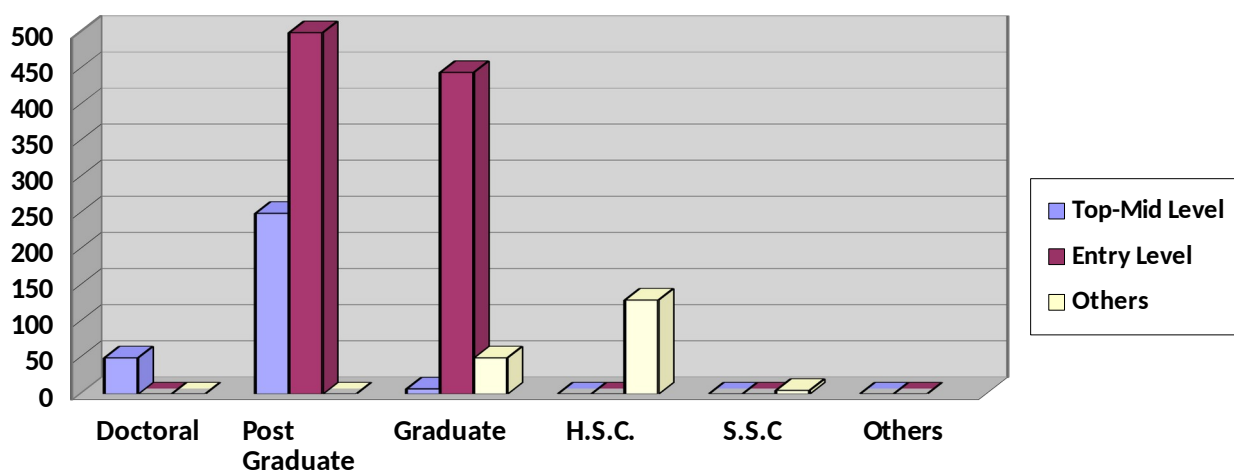


Figure: 4.3 Educational Status of the Staff



4.4 HR Department Personnel by work experiences:

Work experience	Top-Middle Level	Entry Level	Others Staff Group
Up to 4 years	7	250	90
4-8 years	10	600	30
8-12 years	50	145	25
12-16 years	60	0	0
16-20 years	80	0	0
20 years and above	100	0	0

Table: 4.4 HR Department Personnel by work experiences

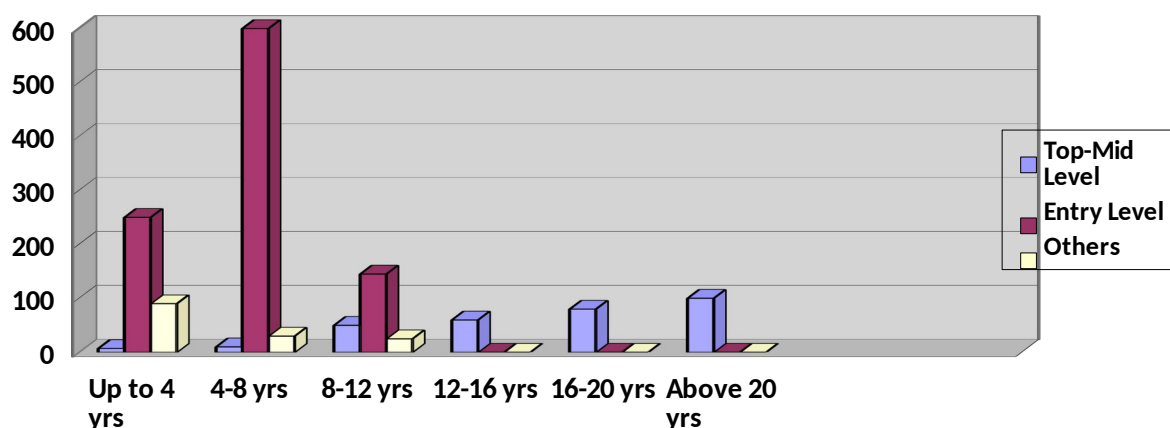


Figure: 4.4 HR Department Personnel by work experiences

4.5 Training received by HR Department Personnel:

Category of people received training	Number of people received training (%)
Top-Middle Level	100%
Entry Level	80%
Others Staff Group	20%

(Source: HR Division of World Vision Bangladesh.)

Table: 4.5 Training received by HR Department Personnel



4.6 Data Analysis

What used do you make for the training & development

World Vision Bangladesh
Planning and Implementing

Table shows the areas World Vision Bangladesh is used for the training & Development practices. World Vision is used planning and implementing.

The following mentioned techniques are used by World Vision Bangladesh

Training techniques on Top-Middle Level:

On-the-job training
Classroom lecture
Conference
Audiovisual technique
Simulation exercise
Computer bases training
Vestibule training
Programmed instruction
Job rotation
Role playing

Table shows the areas of World Vision's training techniques in the top level management. World Vision is following On-the-job training, classroom lecture, computer bases training.

Training techniques on Entry Level:

On-the-job training
Classroom lecture
Conference
Audiovisual technique



Simulation exercise
Computer bases training
Vestibule training
Programmed instruction
Job rotation
Role playing

Table shows the areas World Vision’s training techniques in the Entry level management. World Vision is following On-the-job training, classroom lecture, and computer bases training.

Training techniques on Other Staff Group:

On-the-job training
Classroom lecture
Conference
Audiovisual technique
Simulation exercise
Computer bases training
Vestibule training
Programmed instruction
Job rotation
Role playing

Table shows the areas World Vision’s training techniques on the staff. World Vision is following On-the-job training, classroom lecture.

Research design at a glance:

- Keeping in the view the above stated design decision; one may split the overall research design in to the following parts.
- The sampling design, which deals with the method of selecting items to be observed from the given study.



- The observation designs which concerns with the question of how many items are to be observed and how the intermission and data are to be analyzed.
- The observation design which relates to the three conditions under which the observation are to be made.
- The operational design which with the techniques by which procedures specified in the sampling, statistical and observational design can be carried out.

Chapter Five

Findings, Recommendation and Conclusion



5.1 FINDINGS

In every organization there are some strengths and lacking. The research consists of a plenty of significant outcome that are described below:

- World Vision Bangladesh has been successful in developing a professional job environment where each employee has substantial level of authorities and responsibilities.
- In case of HRM-, there is no specific/clear direction or prospects for outside learning.
- There is no specific Serial maintaining guideline in case of HRD of World Vision Bangladesh.
- Background INF. About company-not provided in time of training Orientation session.
- In World Vision Bangladesh after Training- there must be an' evaluation technique' for justifying performance of the Trainee.
- 'International Training' is provided very often in World Vision. The Training dept. does not maintain any activities related with International Training Program. Only HRD Maintain all of the activities of ITP. Thus maximum Trainee & employee don't know about it.
- World Vision does not provide any Distance & Internet-based Training. (Tele training, Video- conferencing, etc.)



- There's no any systematical follow-up of training step in World Vision Bangladesh. Training section or dept, though they have separate Training dept. in activities.
- World Vision has no efficient leadership related training system to reach the ultimate goal and future target of the organization
- In generally both methods such as on the job (as traditional) & off the job Training method are followed and maintained strongly when whatever necessary

5.2 RECOMMENDATIONS

- The inefficient and unskilled workers should be cut off which helps to provide quality service.
- The Training Methods & Policy can be updated by continuing survey on development strategies of an organization and by taking current opinion of the Trainee & Training Instructors.
- In case of International Training-the policy of the World Vision Bangladesh should be developed.
- A detailed job creation and identification should be done in top managerial level and then it should be communicated to the respective implementer.
- The jobs should be designed according to the requirements of the organization, not according to the current status of that particular incumbent.
- A detailed job designing methodology needs to be done with the involvement of the supervisor as well as the incumbents.
- In near future there should be a provision for appraises' training also.
- In generally World Vision Bangladesh has to their own training institution to provide taining.
- To provide quality service it is necessary to have a trained team of an organization or an institution. For this reasons World Vision Bangladesh should recruit fresher, bright persons such as MBA, MDS, and MPH etc.



- The recruitment process is very lengthy and expensive. The organization should bear the cost and select the employee by restructuring in lengthy process.

5.3 Conclusion

World Vision Bangladesh is a non govt. International Organization and its works for transformational development of the community peoples. There are many sectors of development such as education, economics, agriculture, health, disaster, gender etc. World Vision is trying to achieve their objectives by recruiting qualified and dynamic personnel. In this regard the HRD implements and arranges required trainings for respective staff. Staff training and development policy of World Vision Bangladesh is well defined and followed accordingly for quality services to the community. In my study period I founded that maximum staff are capable to do their job duties and responsibilities.

Reference

BOOK:

1. Decenzo D.A. and Robbins S.P. (2005) Human Resource Managements, Eight Edition, John Wiley and sons, inc. USA.
2. Stephen P. Robbins S.P. (2003) Organizational Behavior, 10th Edition, Prentic – Hall, inc. USA.

WEBSITE:

- www.wvi.org
- www.google.com./training and development/



Appendix

Questionnaire

(I solicit your valuable cooperation in filling up this questionnaire. Information collected from your esteemed organization will be used only for classroom discussion).

A. ORGANIZATION OF HUMAN RESOURCES DEPARTMENT

1. a) What is your name and designation?

Name:

Designation:

- b) Please mention the name of your organization in full
c) When was it established in Bangladesh?
d) What is the ownership pattern of the organization? (Please tick in the box.)

Sole Proprietorship

Partnership

Company

Joint venture

Others



- e) What are the programs / Services this organization?
 - f) In your opinion, what is the dimension of this Organization?
 - g) Please mention the name of the department that looks after the HR function.
 - h) What are those functions?
 - i) Besides HR functions, what other functions are performed by the department?
2.
 - a) Whom does the HR manager report to?
 - b) As the manager/head of the HR department, what type of authority do you have in taking decisions relating to personnel matters?
 3.
 - a) What is the total number of employees in this organization?

Types of employees	Number of employees
Top-Middle Level	
Entry Level	
Others Staff Group	

- b) What is the size of the HR department?

Types of employees	Number of employees
Top-Middle Level	
Entry Level	
Others Staff Group	

- c) HR Department personnel by educational qualification:

Level of academic qualifications	Top-Middle Level	Entry Level	Others Staff Group
Doctorate/Post-Doc.			
Post graduate			
Graduate			
H.S.C.			
S.S.C.			
Others			



d) HR Department Personnel by work experiences:

Work experience	Top-Middle Level	Entry Level	Others Staff Group
Up to 4 years			
4-8 years			
8-12 years			
12-16 years			
16-20 years			
20 years and above			

e) Training received by HR Department Personnel?

Category of people received training	Number of people received training
Top-Middle Level	
Entry Level	
Others Staff Group	

4. a) Please identify in which of the following areas your organization has human resources policies?

<input type="checkbox"/>	Recruitment	<input type="checkbox"/>	Discharge
<input type="checkbox"/>	Selection	<input type="checkbox"/>	Equal employment opportunity
<input type="checkbox"/>	Induction	<input type="checkbox"/>	Performance Appraisal
<input type="checkbox"/>	Training and Development	<input type="checkbox"/>	working Condition
<input type="checkbox"/>	Compensation and Reward	<input type="checkbox"/>	Industrial Relations
<input type="checkbox"/>	Health and Safety	<input type="checkbox"/>	Hours of Work



<input type="text"/>	Benefits and Services	<input type="text"/>	Leave and Vacation
<input type="text"/>	Promotion	<input type="text"/>	Transfer
<input type="text"/>	Sharing information with employees	<input type="text"/>	other areas (Please specify)

- b) Does this organization maintain written human resource policies?
 Yes No

B. DEVELOPING EMPLOYEES

1. a) Please, state the policy regarding training & development.
 b)
 I. what beliefs
 II. Values
 III. Assumption the organization holds regarding people?

- c) Does the organization determine training needs for its employees?

	Top-Middle Level	Entry Level	Others Group	Staff
Yes				
No				

- d) If yes, please mention the measure (s) used for determining training needs.

- e) Does the organization evaluate the effectiveness of training program?

Yes No

- f) If yes, please mention the method (s) used in evaluating training effectiveness.

- g) What used do you make for the training & development?

- h) Is there any training institution in this organization?

Yes No

- i) If yes, does the organization receive assistance in training to the employees?

Yes No

2. a) Please mention which of the following techniques are used by



your organization?

Training techniques	Top-Middle Level	Entry Level	Others Staff Group
On-the-job training			
Classroom lecture			
Conference			
Audiovisual technique			
Simulation exercise			
Computer bases training			
Vestibule training			
Programmed instruction			
Job rotation			
Role playing			
Any other (please specify)			

- b) Do you sent your employees outside for training?
 Yes No
- c) If yes, where do you send them?
- d) What are the methods of training being adopted by outside training organization?
3. What role does the human resources department play in case of employee training?
 I. Training within :
 II. Training outside :
4. a) Is there any formal performance appraisal program in your organization?
 Yes No
- b) If yes, how frequently employee's performance is evaluated?
 Monthly Quarterly Half yearly
 yearly
- c) Who evaluates employee's performance?
 Appraisal by immediate Supervisor Self-rating



Peer appraisal

Appraisal by subordinate

Rating committee

360 degree feedback

d) What purposes of the results of appraisal serve?

5. Please mention which of the following bases of promotion are used in your organization?

Seniority

Efficiency

Loyalty

seniority and efficiency

Seniority & performance

All of the above

6. a) Is there any career counseling program in the organization?

Yes

No

b) Do the senior members of the organization play mentoring role to guide juniors in building their career?

Yes

No

c) What are the communication principles of the organization?

d) What methods of communication are used?

Notice board

Staff briefing

Magazines and Newspaper

the suggestion program

Consultative committee

Any other (please specify)

Presentations



THANK YOU

