An Assessment of BRAC's Organizational Culture and Values Training

Md. Abdul Alim
Jesmin Akter
Mohammad Rafi

Research and Evaluation Division, BRAC

An Assessment of BRAC's Organizational Culture and Values Training

Md. Abdul Alim [a], Jesmin Akter [b], Mohammad Rafi [c]

[a]Senior Research Associate, [b]Research Associate, Research and Evaluation Division (RED), BRAC,
[c]Head of Research, SD Research Unit, Research and Evaluation Division (RED), BRAC

August 2012

Research Monograph Series No. 54

August 2012

TABLE OF CONTENTS

ABBREVIATION

OCV	Organizational Culture and Values
BLD	BRAC Learning Division
TARC	Training and Resource Centre
BLC	BRAC Learning Centre
TUP	Targeted Ultra Poor
WASH	Water, Sanitation and Hygiene
BDP	BRAC Development Programme
BHP	BRAC Health Programme
NCDP	National Crop Diversification Project
BEP	BRAC Education Programme
HRLS	Human Rights and Legal Aid Service
GQAL	Gender Quality Action Learning
BCUP	*Barga Chashi Unnayan* Project
SD	Social Development
PACE	Post-primary Basic and Continuing Education
GPP	Government Partnership Programme
DABI	*Daridra Bimochon*
VO	Village Organization

ACKNOWLEDGEMENTS

ABSTRACT

BRAC initiated Organizational Culture and Values (OCV) training to promote values among its staff which would help achieve organization's objectives. Since 2009, BRAC's Learning Division has offered training to 10,908 staff and plans to train the rest. Such a training project involving huge cost and time demanded early assessment of its effectiveness. This study aimed to measure the retained knowledge of the trainees on training content, evaluate their attitudes towards the content, and evaluate the implementation of training by branch office staff. Altogether 235 staff from 28 branch offices who received training was compared with 208 staff from same number of offices but without training. The impact of training was distinct in the intervention group. They were more knowledgeable than the control group on the content of training. More respondents in intervention group had more favourable attitudes towards the training content than the control group. The implementation of training was assessed in terms of 21 issues covered in the training. More respondents implemented training for almost all the issues and there was difference found between intervention and control group in implementing some parts of the training. The implementation of the training was directly and indirectly influenced. Besides, non training factors like supervisors' attitudes, organizational environment and policy, wisdom of staff had significant influence on the implementation of the training. The OCV training might make further efforts to rationalize training content with more convincing examples that might develop stronger values. A supportive environment should be created in the branch offices for implementation of the training content.

I. INTRODUCTION

BRAC, the largest non-governmental development organization in the world working in Bangladesh and abroad. The organization endeavours to empower people in situations of poverty, illiteracy, disease, and social injustice. In performing these activities, the organization also aims to achieve large scale positive changes through economic and social programmes that enable women and men to realize their potentials. BRAC in fact uphold some values - innovation, integrity, inclusiveness, and effectiveness to achieve its missions.

BRAC intends to work for its missions through different development programmes, to name some, microfinance, improvement of health, providing education to disadvantaged children, sensitizing villagers for gender equality, etc. In general the programmes are directed towards socioeconomic development of its clients who are disadvantaged in the community.

The belief in human potential leads to further belief that human potentials can be expanded by creating capacity, i.e., training. Training is likely to make clients more effective in making best use of the resources offered by BRAC for their development. Such an assumption leads BRAC to facilitate skill development training for its clients. BRAC also believes that efficiency of its staff should be enhanced to make them more effective as desired in running the programmes best. Such efficiency is likely to contribute indirectly in bringing positive changes in programme participants, and therefore, management training has been introduced. The trainings are facilitated by the BRAC Learning Division (BLD - the then BRAC Training Division) established in 1978. The BLD extends an immense support for BRAC's development programmes.

The success of an organization, besides other factors, to a great extent depends on whether staff therein upholds the values that the organization cherishes. The values that the staff preserves are likely to influence the organizational responsibilities they conduct. Therefore, it is important that staff uphold the values supportive to organizational objectives or its missions. The organizations may have staff with supportive values either embodied with such values during their recruitment or inculcating such values in them after they are being recruited. It is also possible that supportive values may decrease over time. Thus, in order to inculcate or make staff retain supportive values to a desired level systematic efforts should be made. BRAC is making such an effort for its staff through Organizational Culture and Values (OCV) training.

OCV training

In late 1990's the higher management received a good number of complaints from the field staff on the negative attitude/behaviour of their supervisors. As an initial

1

reaction to the complaint, an agenda was proposed for discussion in one of the Chairman's Forum (the then Executive Director's Forum) and after the discussion, the chairperson of BRAC personally visited fields to have a firsthand understanding on the intensity of the problem. After the visit a high level committee was formed on BRAC culture and values. The committee produced a report on staff's problem relating to the issue. Afterwards, the senior BRAC management conducted a three-day workshop in which 18 values were proposed to be upheld by staff and accordingly a proposal was developed detailing out how the values would be promoted and preserved in BRAC.

In response to the proposal BLD developed a training module and initiated the training in January 1999 on BRAC culture and values: a reflection on organizational and personal behaviour. The training continued till 2004 with the same module at different venues. Over time the training included staff from higher to lower management. To address sexual harassment, in 2005 the training module was modified along with a new name – BRAC culture and values: a course on behaviour modification. The training was offered to the staff at level nine and above, and continued till 2007 before it stopped.

Soon with the increase in gender-related problems, financial corruption, inter-programme- conflicts, etc. within the organization, in 2008, the need for training on values was felt again. A new training – BRAC organizational culture and values (OCV) – aiming at addressing these problems has been introduced, which is still continuing. The OCV training is offered to achieve four objectives. These are:

- Inculcate organizational values to all BRAC staff

- Increase ethical courage in BRAC staff so that they may stand for justice

- Increase mutual faith and belief among the staff

- Improve working relation between male and female staff.

It may be noted that the objectives emphasize the training to be offered to all staffs in BRAC. The training is offered in BRAC Learning Centres (BLC) and branch offices:

- BLC: A three-day training is offered to area managers and above.

- Branch office: Starting on Saturday the training continues for next four days from 2:00-5:00 pm daily. The training included all staff of a branch office[1] including cook and courier, and *Shasthya Shebika* (female health volunteers) and *Shasthya Karmi* (health worker) working within the catchment of the branch office. As a policy, the

---

[1] A branch office houses different programmes, usually including Microfinance (Dabi and Progoti) Programme, Challenging the Frontiers of Poverty Reduction (CFPR) – Targeting the Ultra Poor (TUP) Programme, Community Empowerment Programme (CEP), Human Rights and Legal Aid Services (HRLS) Programme, BRAC Health Programme (BHP), Improving Maternal, Neonatal and Child Survival (IMNCS), BRAC Education Programme (BEP), BRAC Water, Sanitation and Hygiene (WASH) Programme, and Gender Quality Action Learning Programme (GQAL). The programmes are supported by branch managers, programme organizers, programme assistants, accountants, cook and courier.

training is provided at the branches where gender sensitization training was not in progress.

In the training sessions the trainees sit in 'U shape' depending upon the room available in branch office. The trainer conducts the training in a participatory mode by moving up and down within the U. The walls of the room are fixed with posters and charts to which the trainer often refers while conducting the training. The training includes several techniques to make it effective. The techniques include discussion, display, speech, simulation, case study, storytelling, acting, group work, discussion among participants, brain storming, and experience sharing. Posters, banner, marker, white board are some of the tools used in the training.

Although the training is conventional in nature and is also not without peculiarities it intends to make trainees think and feel rather than memorizing. Thus, training does not provide any reading materials to the trainees; also does not give any homework to the trainees to workout after the session. It is rationalized to the trainees by using logic and examples why certain values should be upheld in BRAC. It is intended that the trainees internalize the content and make it their part. The training includes many abstract concepts. Internalization of the concepts is tried by setting relevant examples rather than giving definitions. The trainer helps the trainees to find out the concepts and desired meaning of the relevant examples.

The training curriculum can be divided into six components; each includes selected issues. The components are perception on values, BRAC values, and BRAC culture and values, gender and values, team work, and ethical decision making.

Perception on values

The component focuses on a number of concepts namely perception, attitude, norms, ethics, moral courage, values, and organizational culture; discusses on the attitude which can be seen and which cannot be seen. Briefly discusses how attitudes are formed by perception, family learning, and social and institutional norms. Norms are discussed from both social and organizational perspectives. Ethics and moral courage are some other important issues that also emphasized here.

BRAC values, and BRAC culture and values

It discusses the evolution of values and the importance and necessity of practicing values in personal life and within the organization. Discussion on BRAC's four values - innovation, integrity, inclusiveness and effectiveness - is one of the main parts for discussion in this sector. The importance of practicing values to achieve BRAC's missions and visions is discussed in this sector.

Gender and values

This section deals with gender and values, with an emphasis on the issues of gender and sex, the prevalent fields of gender discrimination and the positive initiatives taken to remove the discrimination from the perspective of organization. It also discusses as to why BRAC took several affirmative actions for female employees. The issue of gender sensitive working environment is also covered. Besides, the participants are encouraged to build a gender sensitive environment at the workplace.

Team work

This section concentrates on an elaborate discussion on team and values by starting with the definition of group and team, followed by the grounds for team work, characteristics of an active team, and the role of team work to establish culture and values within the organization. It emphasizes that no change is possible without proper team work.

Ethical decision making

This concept focuses on ethical decision making. More specifically, it deals with the dilemmas being faced in decision making and techniques employed to overcome dilemmas. It also discusses some of the important checkpoints which can be used to evaluate the decisions whether they are right or wrong.

Implementation of values

It discusses techniques of implementing values and the importance of practicing them. It also focuses on the discussions regarding the code of conduct of BRAC including 36 points.

Justification for conducting the study

Presently 40 trainers are offering 15-25 trainings per month i.e. 180-300 trainings per year. By October 2011, 421staff were trained in 20 batches in BLCs and 10,489 staff in 478 batches in branch offices. It means 44,708 staff are yet to be trained. Depending on number of trainees and salary of the trainers which vary from branch to branch, the cost of each training ranges for Tk. 25,000-35,000. At the present rate of coverage and cost of training, it will take approximately 7.5 years which will cost Tk. 54, 000,000 to train the rest of BRAC staff.

The BLD intends to offer OCV training to all BRAC staff. Such an involvement in terms of time, number of trainers, and resources demanded annual assessment of the effectiveness of this training. An early assessment is likely to give a chance to improve the training if needed. In case if the improvement is not required the assessment is likely to boost the confidence of the OCV trainers which will in turn enhance the quality of the training. Secondly, the assessment will demand application of research tools which, to best of our knowledge, has not been done

earlier in the case of evaluating training. Thus, the study is likely to produce a scope for the application of a new research tool. This study has three objectives:

- To assess the effectiveness of OCV training in meeting its objectives

- To identify the factors that facilitates and impedes implementation of the training

- To apply new research tools.

Theoretical discussion

Organizational culture: Organizational culture is a macro phenomenon which refers to the values, patterns of beliefs, assumptions, goals, and system based on which an organization functions, and also behaviour patterns reflecting commonality in people working together. Organizational culture is the identity of an organization, and because of that, in some ways it becomes an identity of those who work there as well. In an organization the employees are constantly surrounded by culture. It forms the background (often invisible) of their work lives shaping everything in an organization. Since organizational culture is a powerful mechanism for controlling behaviour by influencing employees' personal views and thoughts, it eventually makes a positive impact on their performance. Organizational culture continues to pass over to new employees which gradually become established as a part of an organization's core identity.

People in an organization influence its culture as much as culture influences them. Although value is one of the phenomena that organizational culture embodies, it is central to all other phenomena as those are shaped by the values that the organization upholds, i.e., the conscious and affective desires or wants of people that guide their behaviour.

Organizational values are abstract ideas that guide organizational thinking and actions. It represents the foundation on which the organization is formed. Defining an organization's unique values is the first and most critical step in its formation and development. Values are the embodiment of what an organization stands for and should be the basis for the behaviour of its members. Organizational values shape the general standards for employees as to how to behave in the organization.

For any organization to be successful, the values on which the organization is built must be appropriate for time, place, and environment in which it operates. Since values offer the basis for judgments about what is important for the organization to ensure its sustainable existence in the long run; it is crucial to retain the right values within the organization as well as among the employees at every stage of routine work.

Organization culture as shaped by values plays an important role in improving the performance of an organization. Working in terms of organizational missions, thus, achieve organizational objectives brings up the obvious questions, can values be engineered to develop desired organizational culture? The questions in turn lead to

another question – how values are formed? Sociologists (Ogburn and Nimkoff 1968) have given a considerable thought on the issue.

Values and beliefs are formed by the environment in which we were raised. If a child is raised in a loving and caring home, s/he will inherit that trait and vice versa. Most values are a personal choice or a religious choice, or even sometimes both. Some religions have strict rules and that forms people's values regardless of their personal views. Since values are considered either inherited or learned they are still a personal choice. Massey (2011) suggests that there are four major periods that we go through in the creation of values and personality.

- The Basic Programming Period: During the period we soak up everything, and largely without any 'filters'. That is, we may not have the ability to determine the difference between useful and un-useful information. It is just information that goes straight in, so by age 4 most of our major programming and personality has been formed.

- The Imprint Period: Between age 5 to 7 years we continue to soak up everything like a sponge; we pick up and store everything that goes on in our environments; from our parents, from other people, and events that occur around us. It is imprinted into us.

- The Modeling Period: The period continues from age 8 until 13 years when we begin to consciously and unconsciously model basic behaviours of other people. Then we may also begin to mimic the values of those people.

- The Socializing Period: The period continues from age 14 to 21 years. At this period we pick up relationship and social values, most of which will be used for rest of our life.

Massey suggests that our major values of life are picked up during this period, at about age 10. In addition he suggests that our values are based on where we were and what was happening in the world at that time. By age 21 the formation of core values is just about complete and will not change unless a significant emotional event occurs (or someone takes this course).

Thus, according to some sociologists, after age 21 the core values get stronger and if new values are formed that is in fact based on or extension of core values which are already been formed. Such assumptions nullify the justification of conducting OCV as all BRAC staff were more than 21 years of age when they joined the organization.

Against this thought a group of scholars believe that values can be engineered through training. They believe that training works as an instigator to light up the feelings of practicing established values and culture among the employees and develop a new one. Thus, training helps to establish the foundation of employee's behaviour according to the organizational rules and regulations. It facilitates the expectations of the organization from the employees based on its vision and mission.

Training helps establish the foundation of employee's behaviour according to the organizational rules and regulations. It creates friendly environment for the employees to share the current practice within the organization. It works as an instigator to light up the feelings of practicing established values and culture among the employees.

How values can be achieved through training?

Training is intended to bring some changes in accordance with the set objectives. Five types of changes can be identified (Philips 1991; Bramely 1991; Bhatnagar 1987). These are as follows:

1. Changes in the level of knowledge[2] (K),

2. Changes in the level of skill[3] (S),

3. Changes in attitude[4] (A),

4. Change in behaviour[5] (B), and

5. Change in the organization[6] (O).

These five change items together are called KSABO. Considering the training under observation the study focuses on number one, three, and four only. The first one is concerned with learning level of the participants. Number three and four represent participants' activities based on learning. These are the reflections of the training. It is not necessary that all the changes will be initiated by a training. Impact on training refers to the changes produced in a situation as a result of training activities undertaken with certain training objectives (Bhatnagar 1987) i.e., in knowledge, skill, attitude, behaviour, and organization.

All these five change items are directly or indirectly linked with each other. The existence of knowledge is a condition for acquiring skill, i.e., the presence of knowledge/skill leads to change in the attitude. Supporting this assumption, the 'theory of reasoned action' (Ajzen and Fishbein 1980) and several other studies (White and Sholzenberg 1976, Spitze and Spaeth 1976) have argued that attitude is a primary determinant of a person's response to an objective or action. Nonetheless, it may be mentioned that when more than one normative role is available for a situation it is likely that all actors will select the one that best suits their attitude, providing no constraints factor(s) which will force to choose the other against the will (Ajzen and Fishbein 1977, 1980). The theory though clearly recognizes the change in the attitude may not necessarily follow a change in the behaviour; a positive

---

[2] Acquisition with facts or principles, from participation in the training.

[3] An ability to perform a task developed from the training. The task is directed towards a particular goal or centered around a specific activity.

[4] A tendency or a predisposition to behave in a certain way in a particular situation in relation to knowledge and skill acquired in the training. An attitude is an expression of a value or a belief.

[5] A response or reaction of a trained in relation to knowledge and skill acquired, including physical reactions, motivation, verbal statements, and subjective expressions.

[6] The process which differentiates one part from another in a functional sense and which at the same time creates an integrated complex of functions relationship within the whole.

correlation between the changes in the attitude and behaviour is most likely. In the case of link between behaviour and organization it may be mentioned that the collective change in the behaviour of the members in an organization leads to the change in the characteristics. The changes in these items may be hierarchically linked up in the following way:

1. Knowledge ⟶ 3. Attitude ⟶ 4. Behavior ⟶ 4. Organization

2. Skill
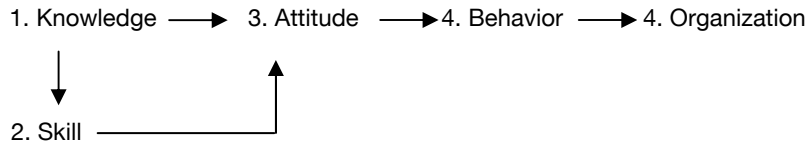
It is not necessary that all the changes should be touched by the training. Depending on the objective and the scope of the training there can be a variation from this model. For example, if the training is not directed towards the change in the level of skill, such change in case of the trained staff is not likely to occur. It may be mentioned that although training is often directed towards organizational change, it is not unusual to have it also directed towards a large social configuration like a village or a community as well.

Training is never an end in itself. Investment in training is of course justified only if the trainees are able to apply their new learnings; in other words, if they are able to transfer it from the training course to their home and/or work environment. When focus is shifted from the learning itself to the transfer of learning, that is, performance, the factor which hinders or expedites the transfer that comes into play.

Training is never an ending process. The only way to measure the learning is to consider the performance which reflects learning directly. In an impact study on training, it is important to ascertain whether it was really the training activity that has led to the achievement of the given objective. These activities require establishing a link between the training's expectations and present performance of the participants.

Since the values should be nurtured across the organization, it is very crucial to introduce the values to as many employees as possible. The larger is the proportion of the reference population with training it is more likely that there will be a bigger impact of it on that population provided there exists no constraint to its application. To establish organizational values, training is a powerful instrument. In OCV training, certain knowledge related to values is disseminated to the participants. Participants are expected to perform/act according to provided knowledge.

II. METHODS

A three-member research team with sociology and business administration backgrounds conducted the study. Before initiation the team chalked out a detailed plan in operationalizing the study. The study included classical experimental and pre-experimental designs including intervention and control groups.

Study area and sample size

BRAC branch offices received OCV in September-October 2009; and they were considered for observation in this study. The training was offered to staff in 28 offices during the period which were considered as intervention offices. Similar number of offices, neighboring and comparable to intervention offices, were taken as control offices. The offices under observation were mostly from the northern part of Bangladesh but a few were from eastern and southern parts. The intervention offices had 235 staff in different programmes. Against them the control offices had 208 matching staff in terms of programmes for observation in the study.

The data were collected during March-April 2011 approximately after 5 months of receiving the training. It gave the staff sufficient time in the intervention branches to implement the training they received in their work.

Instruments

Four different instruments were used for data collection: schedule, questionnaire, in-depth interview, and structured observation. The instruments were developed in response to the content of the training.

The content of this schedule could be divided into five parts: demography, socio-economy, knowledge, attitude, and performance evaluation by working group and staff themselves. A self-administered questionnaire assessed the knowledge retained after the training received and attitude developed relating to the knowledge. The knowledge was assessed in terms of multiple choice questions. The attitude was assessed based on respondents agreeing or disagreeing to selected statements. There were four statements representing each of the training component; in which, two were negatively and the rest were positively presented. The statements were selected from a pool of 40 statements after a limited reliability test on them. The test was administrated with 24 OCV trainers having considerable experience on the training. The trainers went through the statements and scored them in terms of their relevance to the content of the training. Twenty-four statements considered best representing the training content were selected to be administered in the study. The nature of conference to the statements was assumed to have reflected their attitude.

Structured observation

The observations were conducted from 7:00 am to 10:00 pm in each of the offices for two days in a row. In order to make observation uniform across offices a checklist and observation instructions were developed. The observations were done at two levels – physical environment of the office and staff behaviour as training recommended. To mention some, the observation of the physical environment included rooms at branch offices used for different purposes, office compound, seating facilities for the clients, etc. In contrast the observation of the behaviour included punctuality in attendance in the work, desk-work[7] and night-field[8]. These activities varied from programme to programme. Attention was given so that the observation of the behaviour could be kept comparable across programmes.

Assessment strategy

Several strategies were followed to measure the dimensions – knowledge, attitudes, and implementation of the training. As a part of the assessment plan data particularly quantitative were coded, computerized, cleaned, and then analyzed by using SPSS version 14. Qualitative data were also coded and organized for analysis. Qualitative data mainly provided insights on the reasons for implementing or not implementing the training in practice. Some of the assessment strategies are as follows:

Knowledge

There were 24 questions to be answered with different numbers representing each training components. The respondents scored '1' for correct response but none for incorrect response. Thus, a respondent's knowledge score ranged for 0 to 24 with higher score representing possession of more knowledge. Two-group post-test only design was employed where the knowledge of Intervention group was compared with that of the control group.

Attitude

The attitude of staff reflected in their responses to the statements/cases was analyzed based on an attitudinal scale[9]. That is, a four-point Likert scale was used to

---

[7] The provision of female staff to work for three days at office by avoiding visit to the field during ministration.

[8] Staff visiting the house of beneficiaries to collect installments who defaulted in paying the same on time thus stay out of home during daytime to avoid meeting BRAC staff.

[9] Attitude scales consist of sets of standardized statements with which people are asked to agree or disagree. Scaling assumes that an attitude will have various aspects that in their totality constitute the attitude being measured. It also assumes that people can be ranked along a continuum representing varying degree of 'strength' or 'intensity' with which an attitude is held. The sets of standardized statements are selected from some larger pool of items that cover the relevant aspects of the attitude, selection being based initially on exploratory research in which people respond to all statements, or on the judgment of a panel of evaluations. The intensity or strength with which people hold the various aspects of the attitude is measured by rating scale items by asking respondents how much they agree with a statement (often on a five-point scale ranging from 'strongly disagree' to 'strongly agree') or by asking them to choose between a number of different statements or each item. Attitude scale produces a single score for each individual that is constructed out of this multiplicity of items, so that each respondent can be placed somewhere along the attitude continuum.

determine the attitudes of the staff. Each of the statements was given numerical weight – four to one – starting with four for completely agreeing with the statements and one for completely disagreeing with the statement. The numerical values of the negative statements where four indicated not agreeing to the statement were reversed to bring uniformity to the scores in terms of their meaning. Thus, higher score for all statements represented a favourable attitude and lower score represented unfavourable attitude. Cumulative score from the statements represented the attitude of the staff on training content. Possible score for the statements for a staff ranged from 40 to 160. The attitude score of intervention group after training was compared with the similar score of control group.

Implementation of training

The implementation was measured using two different techniques: self and group evaluations. In self evaluation staff from the intervention offices were asked whether they had performed selected activities as recommended in the training since they received training and before as well. For conducting each of the activities the respondents received '1' point and none for not doing the same. The respondents from the control offices were also scored similarly. The cumulative score represented the performance of the respondents.

In group evaluation a staff was evaluated to the extent each of his/her colleagues implemented OCV as prescribed in the training. To conduct this exercise all staff in a branch office were grouped according to BRAC programmes such as BDP, BEP, BHP, SD, HRLS, TUP, etc. Then each member was assessed individually by all other members of his/her respective programme. For example, a group included staff A, B, C, D, E, and F. A was evaluated by B, C, D, E, and F, and B was evaluated by A, C, D, E, F, and C was evaluated by A, B, D, E, F and so on. The evaluation was scored and the average score based on the assessment of the group members which represented the performance of a group member. The group members were evaluated to the extent they implemented training before receipt of the same and after.

Equivalent time series method comparing the score of intervention group at two time periods was used to assess the implementation of training. The differences in the scores represent the impact of the training. The knowledge, attitude, and practice scores were cross-tabbed with different programme and length of service of the staff. The knowledge level was also regressed on the socio-economic and demographic variables of the staffs.

In-depth analysis

The 235 staff of the intervention offices rationalized implementation or not implementation of the training through open ended response. Besides, 28 trained staff, purposively selected from each of the intervention offices, gave a detailed account of the changes that took place after the training particularly in using slang, interaction among the programme staff, team work, gender relation, etc. The

information derived from these case studies were triangulated with those received from the unstructured responses from the staff. Then, the implementation of the training was analyzed according to Kirk Patrick's (Kirkpatrick and Kirkpatrick 2006) model:

- Prevent – supervisor does not inspire the staffs to implement training;

- Discourage – supervisor may discourage the staffs not to practice;

- Neutral – supervisor play neutral role, meaning that he/she may neither inspire the staffs to practice nor to prevent;

- Encourage – staffs were encouraged to follow the training by the supervisor; and

- Force – staffs were forced not to implement the training.

Quality control

Seven teams having three field enumerators in each were employed for data collection. They were trained on data collection and structured observation for three days. The training included classroom and field exercises, and those with satisfactory performances were selected for the study.

Considering the sensitivity of data some measures were taken so that unbiased information could be received from the respondents. Firstly, the respondents were assured that the information they would provide would not be disclosed to anybody including their supervisors. Secondly, in filling up the self-administered questionnaires the respondents might not discuss or taken help in doing the same. Thirdly, the interviews were done on one to one basis. Finally, a two-member research team regularly visited branch office to supervise the field work. Besides, another team investigated into the data collection process where 1% of the filled-in questionnaires were randomly checked for quality.

Limitation

About 27% of the staff who received training in the intervention branches could not be brought under the study as they resigned, were terminated or transferred, or on maternity leave at the time of collecting data. Again, some programmes had only one staff in the branch office who also could not be made a part of the study as it did not form any assessment group. Some of the offices were under renovation during data collection. These offices could not be brought under observation as it was not possible to identify the extent of efforts that were made to keep these offices up to the standard as suggested by the training.

III. FINDINGS

This section starts with a numeric description of intervention and control groups. Besides, the content of the section is divided into knowledge, attitude on training content, and finally the implementation of them. The implementation of the training, besides providing the number of implementations by the intervention and control groups, discussed the reasons for and not for implementing the training.

Table 1 shows the socio-demographic traits of intervention and control groups. As a whole the differences between intervention and control groups in terms of number of variables considered were statistically significant. Some differences believed to have a bearing on the outcome of the training are worth mentioning. The average length of service of intervention group was 7.6 years against 6.3 years for control group. Their levels were 6.0 in intervention and 5.2 in control groups. Similarly their salary was slightly higher in the case of intervention group compared to control group. Average years of schooling of the respondents were quite high for both the groups and the difference between the two was not statistically significant. In the case of designation, majority were programme officer in both the groups. A little less than half of the respondents (48%) in intervention group were from BDP against 79% in control group. There was no significant difference between the number of male and female from intervention and control groups.

Knowledge on training content

The OCV training had six components, each of which again had several issues. Matrix 1 presents the issues on what staff knowledge were tested. The respondents knowledge scores were grouped under 5-10, 11-15, ≥16 class intervals (Table 2). The mean scores indicate that the intervention group was slightly more knowledgeable than the control group. The knowledge of more than half of the respondents both for intervention and control groups were in 11-15 score category. The difference in knowledge scores for intervention and control groups across score categories were statistically significant.

Table 1. Socio-demographic traits of the respondents (%) (n=443)

Variables	Intervention	Control	Difference	Sig.
Length of service (Years)				
< 4	24	39	-15	.001
5 to 8	44	38	6	.150
9 and above	31	23	8	.048
Mean	7.6	6.3	1.3	.006
Level				
<5	44	59	-15	.002
6 to 7	30	25	5	.314
8 and above	26	16	10	.009
Mean	6.0	5.2	0.5	.002
Salary (Tk.)				
<9,000	39	50	-11	.028
9,001 to 11,000	27	30	-3	.419
11,001 and above	34	20	14	.001
Mean	10,155.7	9,207.8	947.9	.000
Designation				
Manager	16	15	1	.714
PO	66	65	1	.744
PA	17	20	-3	.461
Education				
HSC and below	31	31	0	.966
BA/Hons.	40	49	-9	.070
MA	29	20	9	.034
Average years of schooling	14.0	13.8	0.2	.136
Times transferred				
Not transferred	18	26	-8	.030
1 to 2	35	38	-3	.563
3 to 6	40	31	9	.043
7 and above	07	05	2	.372
Average number of transfer	2.7	2.2	0.5	.014
Programme				
BDP	48	79	-31	.000
BEP	22	05	17	.000
WASH	06	03	3	.121
BHP	09	03	6	.024
TUP	06	02	4	.066
Accounts	00	06	-6	.000
NCDP	06	00	6	.000
Others	03	01	2	.084
Sex				
Male	75	69	6	.124
Female	25	31	-6	.126

Matrix 1. Training component and issue

Component	Issue	
Perception on values	• View-point	• Ethics
	• Behaviour	• Values
	• Norms	• Organisational culture
	• Morality	• Moral courage
BRAC values and BRAC culture and values	• BRAC values	• Working environment
	• Creativity and innovation	• Effectiveness
	• Integrity	• BRAC's vision
	• Inclusiveness	• BRAC's mission
Gender and values	• Meaning of gender	• Use of guest room
	• Decision taking in weekly meeting	• Maternity leave
		• Gender sensitivity
	• Deskwork	
Team work	• Definition of team	
Ethical decision making	• Types of hesitation	• Issues considered in taking ethical decision

Table 2. Intervention and control groups by knowledge scores (%) (n=443)

Score category	Intervention	Control	Difference	Sig.
5 to 10	19.6	38.5	-18.9	.000
11 to 15	64.7	51.9	12.8	.006
16 and above	15.7	9.6	6.1	.05
Mean	12.9	11.5	1.4	.000

*significant at 5% or less levels

Table 3 presents the knowledge level of the respondents on different training components. For all the components, more respondents from intervention group had knowledge compared to control groups, but 'Team work', however the difference over here was not statistically significant. Number of respondents with knowledge varied from component to component. It appears that majority of the staff had knowledge on ethical decision making against team work having the least for both the groups.

Table 3. Average knowledge score of respondents (%)

Component	Intervention	Control	Difference
Perception on values	61.4	55.8	5.6*
BRAC values & BRAC culture and values	38.9	35.3	3.5*
Gender and values	69.5	62.5	7.1*
Team work	18.7	15.3	3.3
Ethical decision making	71.0	51.9	19.1*

*significant at 5% or less levels

Appendix 1 shows the number of respondents with knowledge on each issue under the components. A little more than 80% of staff in intervention group had knowledge on view-point, BRAC values, decision making in weekly meeting, and maternity leave

against around 70% of the respondents from control group on the same issues. The differences were statistically significant in all interventions. It may be noted that only 6% of the staff from control group were informed about inclusiveness on which they were trained.

Table 4. Linear regression on respondents' knowledge on OCV

Independent variable	Coefficient	Std. Error	t	Sig.
Sex: male=1, female=0	.052	.346	.150	.881
Length of service (years)	-.010	.314	-.032	.974
Education in years	.409	.129	3.168	.002
Level of staff	.082	.110	.750	.454
Times transferred	-.012	.079	-.150	.881
Designation:				
PO=1, Manager=0	-1.031	.410	-2.515	.012
PA/FO=1, Manager=0	-.222	.558	-.398	.691
Type of programme: BDP=1, else=0	-.335	.326	-1.029	.304
Type of intervention: Intervention=1, control=0	1.217	.313	3.887	.000
Constants	6.414	2.078	3.087	.002
R square	0.17			

Average knowledge score of male and female staff for intervention and control groups were not much different from each other but the difference was significant (Appendix 2). The intervention group from BHP, BEP, and BDP had slightly higher knowledge score compared to corresponding staff from control groups. On the other hand, respondents with 5 to 8 years in BRAC had better scores against those who were in the organization for ≤ 4 years. The managers from different programmes were observed to have better knowledge score compared to programme officers (PO) and programme assistants (PA). Similarly higher level respondents in intervention group had more knowledge than lower level respondents. For all levels the knowledge of the respondents in intervention group was higher than that of the control group.

Table 4 shows that there was an association between respondents' years of education and knowledge score. More clearly, along with increasing the educational qualification the respondents' knowledge level from training would increase. Designation of the respondents was also found to have influenced the knowledge level. Most importantly, receipt of training made a difference on the level of knowledge on training. In spite of these associations it must be mentioned that the R^2 value of 0.17 indicates that the model was not a good fit.

Attitudes on training content

The attitudes developed from training were observed in terms of the components and issues covered in the training (Matrix 2). The attitudinal scores that the respondents derived were grouped as less-favourable, neutral, and more-favourable. Less-favourable attitude was not strived for outcome by training against the more-favourable attitude which was an outcome strived for by the same. Against this state

of mind the neutral attitude had an ambivalent state that could not be grouped permanently in any of the categories, mentioned earlier.

Matrix 2. Component and issue considered in assessing OCV related attitude

Component	Issue
Perception on values	• Protest illegal activity of supervisor
	• Engage cook in personal activity
	• Help beneficiaries in resolving their problems
	• Reproach cook/courier
BRAC values and BRAC culture and values	• Update and organise display board
	• Scope for introducing new ideas at work
	• Cleanliness Extra-curricular activity
	• Flatter higher authority
	• Maintain honesty of transportation cost
	• Documentation and submission of office report
	• Register movement during office hour
	• Give importance to staff at higher level
	• Enjoy extra-benefit because of nepotism
	• Discrimination of guests based on levels
	• Provide special meal to head office staff during their field visit
	• Frugality/economy in uses official utility and property
	• Economy in use of electricity
	• Blame staff
	• Train staff to increase their skill
	• Proper use of mobile phone
	• Have access to official circular
	• Lengthy process in taking leave
	• Take care of higher authority during he/she visits to area office
Gender and values	• Women's participation in night field
	• Desk work
	• Male and female riding on same motorcycle together
	• Drop out of female staff
Team work	• Work together to solve problems
	• Help branch manager by all staff irrespective of programme
	• Transactions of money between superordinate and subordinate
	• Helplessness of staff with less skill
Ethical decision making	• Forgive the corrupt
	• Collect credit installment during holiday
	• Staff entertained by beneficiary
	• Force staff being transferred to new location despite illness
Implementation of values	• Rectify/correct staff' behaviour
	• Threat to terminate
	• Friendship between colleagues
	• Rebuke staff for mistake

At composite level, majority of the respondents (60.6%) in control group had less favourable attitudes towards the training content (Table 5). In contrast, almost the

17

same number of respondents (57.9%) had more-favourable attitudes towards the training content. In spite of small difference between the two groups the difference was statistically significant. The average attitudinal score of the respondents from the intervention group was higher than that of control group and the difference was also statistically significant.

Table 5. Attitudes of intervention and control groups on training components (n=443)

Statistics	Intervention	Control	Diff
Mean score	12.9	11.5	1.4*
Median score	13.0	12.0	-
Mode score	14.0	12.0	-
% of respondents with less favorable attitude	39.1 (92)	60.6 (126)	-21.5*
% of respondents with neutral attitude	3 (7)	6.3 (13)	-3.3
% of respondents with more favorable attitude	57.9 (136)	33.2 (69)	24.7*

*Significant at 5% or less levels

Table 6 presents the attitude of the respondents on different training components. As a whole, smaller number of respondents from intervention groups had less favourable attitude compared to control group for all the components; and in the case of more favourable attitude reverse was the trend between the groups for all the components. The differences between the groups were significant for some of the components. The difference between the groups in the case of less favourable attitude was highest in the case of honesty and integrity. One-third of the respondents (33%) in intervention group had less favourable attitudes towards honesty and integrity against a little less than half (48%) in control group. On the other hand, a little less than half of the respondents (48%) in intervention group had more favorable attitudes towards the honesty and integrity against 39% of them in the case of control group. The difference between the groups in the case of more favourable attitude was highest in the case of gender and values.

Table 6. Attitude of intervention and control groups on training components (%) (n=443)

Component	Less favourable attitude			More favourable attitude		
	Intervention	Control	Diff	Intervention	Control	Diff
Perception on values	39	41	-2	49	39	10*
BRAC culture and values	45	55	-10*	38	34	4
BRAC values — Innovation	33	38	-5	41	37	4
BRAC values — Integrity	33	48	-15*	48	39	9*
BRAC values — Inclusiveness	39	50	-11*	48	39	9*
BRAC values — Effectiveness	79	80	-1	43	39	4
Gender and values	31	44	-13*	51	34	17*
Team work	43	48	-5	43	38	5
Ethical decision making	21	28	-7*	56	41	15*
Implementation of values	38	51	-13*	34	26	8

*Significant at 5% or less levels

Table 7. Linear regression on attitudinal level of respondents

Independent variable	B	Std. Error	t	Sig.
Sex: male=1, female=0	-3.625	1.220	-2.972	.003
Length of service (years)	.271	1.104	.245	.807
Times of transfer	-.149	.279	-.534	.594
Level of the staff	1.116	.383	2.912	.004
Educational level	-.769	.462	-1.666	.097
Knowledge level of the staff	1.265	.190	6.651	.000
Programme: BDP=1, else=0	-1.743	1.086	-1.604	.110
Designation: PO=1, Manager=0	-3.963	1.455	-2.759	.007
Designation: PA=1, Manager=0	-1.881	1.962	-.959	.338
Constant	127.663	7.427	17.190	.000
R Square	0.26			

There was significant difference between intervention and control groups with regard to more favourable attitudes of both male and female respondents on training content as a whole (Appendix 3). Of different programmes, an overwhelming number of respondents from intervention group from BHP programme (75%) had more favourable attitudes on training content against 29% of the respondents from corresponding programme of control group. Length of service was also significantly associated with their attitudinal level. It appeared that in general respondents' attitude became more favourable towards training content with the increase in their length of services. Attitude of the respondents varied considerably by the level of staff. Respondents' level was observed important and had significant impact on the attitudinal level. Eighty percent of the respondents from 8 or higher levels had more favourable attitudes towards training in intervention group against a little more than half of the respondents (52%) with similar levels in control group. Similar trend was also observed among the respondents with managerial position. Respondents with higher degree had more favourable attitude compared to the respondents with low educational qualification.

Attitudinal level of the respondents was regressed on selected independent variables considered relevant (Table 7). Results show that female respondents had more favourable attitudes than male respondents. Similarly, higher level and designation contributed in forming a favourable attitude towards training content among the respondents. Most importantly, respondents' knowledge significantly influenced their attitudinal level. That is, staff having more knowledge on the training content was likely to have more favorable attitudes towards the same. It must be noted that being part of intervention or control groups did not influence respondents' attitude. The model explained 26% of the variation in the dependent variable.

Implementation of training

The implementation of training was the ultimate objective of OCV training. The implementation of training was observed based on the related activities conducted within two-month each before and after receiving the training. That is, the training was offered in August 2010; thus the pre- and post-training periods were June, July

and September, October respectively in the same year. In addition, a day-long observation from 7.00 a.m. to 10.00 p.m. was done both in intervention and control branches.

Matrix 3. Practice reflecting OCV training

Component	Practices
Perception on values	• Take care of guest • Misbehave with beneficiary • Misbehave with colleagues
BRAC values and BRAC culture and values	• Attend office on time • Work after office hour • Threat to terminate or ask to resign • Use of obscene words by supervisor • Rebuke cook/courier • Corruption – one's installment deposited in others account • Scope for giving opinion • Impose own decision on other • Ask opinion of all staff in taking decision • Follow movement register in field visit • Punctuality in meeting attendance • Switch off light/fan after use • Keep up quality work • Sitting arrangement for beneficiaries at branch office • Cleanliness of common and guestroom toilets • Cleanliness of office campus • Update and organise display board
Gender and values	• Give importance to the opinion of female staff • Night field by female staff • Recognise desk work in movement register
Team work	• Solve field related problem • Share office-related information • Discuss programme-related problems with supervisor • Give importance to colleagues' personal problem
Implementation of values	• Display commitment done by the trained at the end of the training

The implementation of training, i.e., action taken, was grouped into eight components in relation to training offered (Matrix 3). The components together had 21 issues. The differences between number of actions taken between intervention and control groups were statistically significant for all the issues considered (Table 8). For issues where decrease in action was desired the difference was highest in the case of failing to keep up with quality of work.

Table 8. Average number of changes in selected issues after the training

Component	Issue	Before	After	Diff
Perception on values	Take care of guest (n=227)	2.49	3.76	-1.27*
	Misbehave with beneficiary (n=227)	2.79	1.71	1.08*
	Misbehave with colleagues (n=227)	2.38	1.45	0.92*
BRAC values and BRAC culture and values	Attend office on time (n=219)	4.52·	2.65··	1.87*
	Not attend office on time (n=219)	1.53·	0.88··	0.65*
	Work after office hour (n=58)	10.23·	5.64··	4.59*
	Threat to terminate or ask to resign (n=227)	2.69	1.37	1.31*
	Use of obscene words by supervisor (n=227)	2.37	1.23	1.14*
	Rebuke cook/courier (n=221)	1.68	0.97	0.71*
	Improper deposition of loan installment (n=227)	1.47	0.66	0.80*
	Scope for giving opinion (n=222)	4.09	5.59	-1.50*
	Impose own decisions on other (n=166)	2.54	1.51	1.03*
	Ask opinion of all staff in taking decision (n=217)	3.84	5.16	-1.32*
	Follow movement register in field visit (n=202)	3.53	2.05	1.48*
	Punctuality in meeting attendance (n=204)	2.78	1.49	1.29*
	Switch off light and fan after use (n=202)	3.34	1.63	1.71*
	Keep up quality work (n=215)	3.72	1.95	1.77*
	Sitting arrangement for beneficiaries (n=134)	6.59·	6.35··	0.24
	Taken seat (n=134)	2.79·	3.07··	-0.28
	Not taken seat (n=134)	3.78·	2.35··	1.43*
	Display board update (%) (n=340)	59.5·	28.3·	31.2*
	Display board organised (%) (340)	32.6·	10.6·	22.0*
Gender and values	Night field by female staff (n=170)	0.24··	0.43··	-0.19*
	Recognise desk work in movement register (n=170)	0.27	0.21	0.06*
	Give importance to opinion of female staff (n=215)	3.74	5.31	-1.57*
Team work	Solve field related problem (n=207)	3.10	1.82	1.29*
	Share office related information (n=218)	4.47	5.95	-1.48*
	Discuss prog. related problems with supervisor (n=225)	5.01	6.78	-1.77*
	Give importance to colleagues' problem (n=221)	3.23	4.48	-1.25*
Implementation of values	Displayed commitment followed by the trained at office (%) (n=58)	67.0·	3.6··	63.4*

+Intervention, ++Control; *Significant at 5% or less levels

Perception on values

Fifty-two percent of the respondents took care of guests at the office after training against the rest who did not. Number of times they took care of guest also increased. It increased for all the programmes and the differences between the times entertained between pre- and post-training periods were statistically significant (Table 9). After training the respondents increasingly believed that entertaining guests was their moral obligation and it would help them to establish good relationship with colleagues.

Table 9. Average number of times guests were taken care of and beneficiaries and colleagues were misbehaved by programmes (n=227)

Programme	Taking care of guest			Misbehave with beneficiaries			Misbehave with colleagues		
	Before	After	Diff	Before	After	Diff	Before	After	Diff
BDP	2.56	3.64	-1.08*	3.14	1.95	1.19*	2.45	1.49	0.96*
BEP	2.48	4.03	-1.55*	2.61	1.66	0.95*	2.41	1.31	1.10*
WASH	1.34	1.93	-0.59*	2.59	1.77	0.82*	2.55	1.73	0.82*
BHP	2.26	3.36	-1.10*	1.81	0.71	1.11*	1.37	1.33	0.04
TUP	4.09	7.01	-2.92*	2.08	0.90	1.18*	2.37	0.99	1.38*
NCDP	2.01	3.63	-1.62*	2.82	1.90	0.92*	2.34	1.72	0.61
Others	2.27	2.84	-0.57	2.39	1.64	0.74*	3.06	1.84	1.21*
Total	2.49	3.76	-1.27*	2.79	1.71	1.01*	2.37	1.45	.92*

*Significant at 5% or less levels

It was believed that taking care of guests would improve the organization's reputations as well as their performance which eventually would help them to get a higher level and in turn would make them happy with their job. Previously, some of these respondents avoided talking with the guests with a higher level because of fear of losing job. The training helped them to overcome such fear for talking with the guests with higher levels.

A good portion of the respondents who did not take care of the guests, in fact, could not do so because of work load, due to the target set by the programme to be achieved and night-fields they had to do. As because of such demands they had to leave office early in the morning and returned late in the evening; consequently they did not have time to talk with the guests. Presence of certain attitude barred some of the respondents from taking care of the guests. Others believed that completing the job assignments on time was more important for them than taking care of the guests. They also believed that it was the job of managers to take care of the guests. Some in the groups opined that since they were in a lower level, they should not talk with such guests of higher level. Female respondents in some cases avoided talking with the guests fearing that such interactions would make others passing bad comments on them.

Seventy-nine percent of the respondents reported to have not misbehaved with beneficiaries after the training. There was significant reduction in the number of misbehave by the staff from all the programmes with the beneficiaries after the training (Table 9). Number of misbehaviour before training was on average three in BDP, but after the training it reduced to one within the reference period. Significant positive change in relation to behaving was observed among the BEP respondents.

It was believed that the training has changed staff's behaviour that helped them in establishing VO discipline, improving the financial performance of the branch, and enhancing the acceptance of BRAC to the villagers. In context, a respondent mentioned how behaving well has become increasingly feasible under the present situation.

> *"Good behaviour developed cooperation, unity, and sympathy. But I could not behave so in all instances as I had to apply different techniques to get my work done. Management used to pressurize us in the meeting about the target, so we did not have enough time to think any other things other than getting work done. But now we have more flexibility in work and under-standable working environment. These changes encourage us to behave well with the beneficiaries."*

Box 1.

Afsana is a VO member who didn't pay the installment of the loan she received for last two weeks. One morning when PO visited her house to collect the dues she told PO to come back at 12 pm. When he went there, he found the door of the house closed. On the way to office he saw her buying clothes for her daughter-in-law. PO met her and asked for the dues. She told PO that she would come to the office with the money in the afternoon. At that PO became upset and told her that you are an educated person but acting like an illiterate and not paying the dues have become your habit. PO threatened her by saying he would see how she would draw loan from BRAC next time.

It may be noted that in this instance good behaviour towards beneficiaries was facilitated by the organizational policy not that much by the training. Since there were several NGOs in the study area and they were in competition with each other in recruiting beneficiaries, staff had to behave well with the beneficiaries to keep them associated with BRAC. Most of the respondents from BDP believed that good behaviour encourages beneficiaries to pay dues regularly on time. Good behaviour by the staff was interpreted by the beneficiaries as their weakness. A respondent mentioned that to get work done staff need to use objectionable language (Box 1).

Seventy-seven percent of the respondents improved their behaviour with colleagues after training. Number of times respondents misbehaving with their colleagues also decreased after training (Table 9). The decrease in the incidence of misbehave with colleagues after training from before was statistically significant in the case of responses from BDP, BEP, TUP and other programmes.

This change in the behaviour was believed to have taken place mainly because of the training they received. Training had increased working efficiency, mutual understandings, and developed better working environment and helping attitude among the respondents. All of these led to the development of friendly relationship among the staff in a branch.

The fear of losing power and control over the subordinates were important factor for not behaving well with the colleagues. Most of the managers believed that there should exist a distance between the manager and the POs to get things done. Not

behaving well was considered to an extent as a means for establishing such a distance. Thus, it was believed that friendly attitudes towards the colleagues of any level might hamper the working environment.

BRAC values, and BRAC culture and values

Punctuality in office attendance was considered an important indicator of implementation of training among many others. Number of respondents from different programmes attended office on time in intervention branches was higher than control branches (Appendix 4). At the same time less number of respondents in intervention branches became late in attending office compared to control branches. Average number of total respondents in intervention branches attended office on time was 4.5 which were high compared to control branches (2.6). There was statistically significant difference between the branches as mentioned with regard to late attendance.

Working after office hour had different forms. For some programmes it was doing night-field, but for others it was working at office room, visiting different parties or visiting one market to other for making programme-related purchases after office hour. Training justified that working after office hour was not desired.

An overwhelming majority of the BDP respondents both in intervention and control groups worked after office hour (Table 10). It was also observed that accountants worked in the evening and a little more than one-fifth of the BEP respondents (23%) did the same. In some of the programmes like BEP and STUP, night-fields were not required although they worked late at office particularly during report preparation at the month's end. Other than BDP more number of respondents from intervention group worked after office hour than control group but, in more of the cases the difference was statistically significant. Findings from the study also indicate that 56% of the respondents did not do night-field or worked late at office after the training.

Table 10. Percentage of respondents worked after office hour by programme

Programme	Intervention	Control	Difference
BDP	86.7 (26)	89.3 (25)	-2.6
BEP	23.3 (7)	10.7 (3)	12.6
WASH	10.0 (3)	-	-
BHP	6.7 (2)	3.6 (1)	3.1
TUP	10.0 (3)	7.1 (2)	2.9
Accounts	56.7 (17)	46.4 (13)	10.2
NCDP	6.7 (2)	-	-
Others	10.0 (3)	-	-

*Significant at 5% or less levels; Number in the parenthesis indicates frequency

Because of gaining expertise and reduction of work load the respondents could complete their assignments in time. In BDP, the style of paying monthly installment made easier for the POs to complete their jobs in time. Some of respondents avoided doing night-field fearing that they might run into accidents while doing night-

fields. For example, they might be misidentified as thief. BRAC would not take the responsibility of such accidents. That was why they did not do night field.

In BDP, in order to achieve set targets and minimize over dues, doing night-field was a must. Sometimes it was hard to get hold of the borrowers at home during day time, especially in remote areas. In such a condition doing night-field was the only option to collect installments. In *Progoti* (The loan starting with Tk.50,000 is given to the person who are already involved in business), the POs worked with businessmen and it was important to build a rapport with them, and that was only possible in the evening when they were off from work. In some cases the POs were ordered by their supervisors to do night-field which they could not dare to violate. So, it was the office environment or the nature of the job that encouraged respondents to do night-field or work after office hour. That is why some of the respondents believed that completing assignment was more important than implementing learning that they got from the training. In BEP, during opening new schools, teachers' training and exams, the respondents needed to work late at office. In STUP, during asset purchase, the respondents had to go to bazaar at night. Similarly, the respondents in health programme had to go to hospitals with patients whenever it was needed regardless of time although it was very unsafe for female staff to go to field at night.

Seventy-one percent of the respondents reported that they had heard the statement 'you will be terminated' or 'you should resign' from their supervisors less than before. On an average, the statements were used three times before training but it reduced to only once after training (Table 11). The use of statement decreased across programmes between the period but the difference in the case of BHP was not statistically significant.

Table 11. Average number of using word 'Terminate' and 'obscene words' used by supervisor and rebuke cook/courier by programme (n=227)

Programme	Terminate/Resign			Obscene words			Rebuke cook/courier		
	Before	After	Diff	Before	After	Diff	Before	After	Diff
BDP	3.04	1.74	1.30*	2.70	1.56	1.14*	1.90	1.24	.66*
BEP	2.24	1.09	1.16*	1.83	0.85	0.99*	1.90	0.94	.95*
WASH	2.50	1.21	1.29*	1.93	0.96	0.96*	0.12	0.04	.08
BHP	2.51	0.53	1.98	1.80	0.61	1.20	1.69	0.71	.98*
TUP	2.18	0.92	1.26*	2.45	1.15	1.29*	1.42	0.81	.62*
NCDP	2.40	1.05	1.35*	2.56	0.97	1.59*	1.13	0.49	.65*
Others	2.13	1.09	1.04*	2.17	1.14	1.03*	1.37	0.70	.67
Total	2.68	1.37	1.31*	2.36	1.23	1.13*	1.68	0.97	.71*

*Significant at 5% or less levels

After the training, weekly meetings were held regularly. In the meeting all types of misbehaviour are discouraged. To avoid such discussion, the supervisors refrained from using such words. In addition, unlike before the respondents could make written complaints against their supervisors. So, the supervisors were conscious in using such words to their subordinates. Besides, the supervisors were aware that if

they misbehaved, staff would dropout, which was likely to create problems in work, leading to the formation of a negative impression about them.

On the other hand, tendency to exercise undue power, non-cooperative attitude and lack of trust on employees' ability were some of the factors that encouraged supervisors in using this kind of words at workplace. In BDP, if the PO was unable to collect overdues, the managers used these types of words (Box 2). The managers believed that using this word was one of the ways to get work done by subordinates.

Seventy-two percent of the respondents mentioned that after the training number of time the supervisors' use obscene words had gone down compared to before. The use of obscene word has decreased across programmes but the difference in the use of words between times was not statistically significant for BHP (Table 11).

After training the managers became more cautious about higher dropouts, otherwise, complaints that might be made against them. Since the POs lose enthusiasm to work after being rebuked, the managers decided to change their strategies in supervising them. Proper direction, adjustment meeting, improved working efficiency played an important role to stop using obscene words at office. Currently HR

> **Box 2.**
>
> You are not worthy of BRAC. You withdraw Tk.10000 without any work done. You are not allowed to sit till you resign. You are stupid. You should write down in a white paper that you are going to resign because of overdue. If you work properly, how come you become fat? You spend time in sleeping.

policy of BRAC provides more job security to its staff. Previously managers used to keep HRPP in their drawers for their exclusive use but at present it's available to all employees irrespective of their levels. OCV training complemented these ideas, discouraging supervisors to misbehave in those training or misbehaving with the subordinates.

On the other hand, the respondents reported that managers still used obscene words with their subordinates. Disrespectful behaviour with female respondents was not uncommon at the field. In context a manager said to a female respondent – "*If you were a man, I would have shown you. Your work shows your family background."* In BDP if the PO was unable to collect overdues, this kind of statement was not uncommon. A respondent mentioned that, *"Words like thief, stupid, cheat were regularly used to abuse us."* Manager also threatened POs to kick out from the office if the work was not done on time.

With regard to rebuking cook/courier there was also a significant change after the training. Fifty-five percent of the respondents believed to have behaved well with cook/courier compared to the period before training. On an average the cook/courier used to be rebuked two times a day before training, but get reduced to one after the training (Table 11). In general the difference between number of time rebuked before and after training was very small, but statistically significant for all programmes other than WASH; all programmes leveled under others.

Establishing better working environment, keeping up the organization as learnt in the training were the reasons for this change. Some of them believed that courier/cook would respect them if they develop good relationship with them. They also knew that misbehaving with any staff was against BRAC values. After the training, they came to realize that they should behave well with everyone regardless of his/her level or social status. The respondents became more responsible in doing own work instead of ordering cook/courier to do that. If they did not behave well with cook, there was a fear that s/he would increase the cost of grocery out of anger which would eventually increase the dining cost to be paid by the boarders of branch office.

Exercising power was one of the major causes for misbehaving with them. They thought that it was necessary to rebuke cook to make her cook on time. Some of the respondents believed that if they behaved well, cook/courier would carry out their responsibilities without fear, and would not obey them.

Financial corruption is mainly related to embezzlement of fund, although the way practicing corruption varies from programme to programme. In BDP, there are two kinds of financial corruption, one is to deposit one's credit installment to others' account, and the other is appropriate loan installment submitted by the beneficiaries. In BEP, corruption mostly practiced during establishing a new school. In WASH, it is practiced during purchase of latrines and tubewells, and in TUP it is done while purchasing assets. The number of times ones' installment deposited in others account reduced in BDP due to training (Table 12). Ninety-four percent of the respondents reported not to have deposited ones installment in others account after the training. Similarly number of times of corruption in other programme also reduced after training.

There was active monitoring as well as auditing system in BRAC which worked to keep up the programme transparent and accountable. Wrong doing was sure to be detected by these system and when detected would put the wrong doer in an embarrassing situation and would create bad impression on their performances. It also would reduce the credibility of the PO to the village organizations. During report preparation phase, it becomes difficult in making the report consistent. Besides, after the training the desire to uphold organization's reputation and self respect became important influencing factors for not depositing ones installment in others account. Some of them increasingly believed that such a practice was illegal and against moral values, thus refrained from doing such an act.

In the case of respondents practicing such an illegal activity hardly found doing the same after the training. They were afraid of losing their jobs if they did not do this. They did that in order to show that overdues were not a problem in the branch or the VOs were in charge of the responsibilities. They did it also to show better performance so that they might be promoted and to avoid night-field and scolding from supervisor on the ground that they were failing to realize loan.

Table 12. Average number of times corruption done by staff in repayment of loan/others by programme (n=227)

Programme	Before	After	Difference
BDP	1.32	0.58	0.74*
BEP	1.09	0.45	0.64*
WASH	0.62	0.44	0.19*
BHP	0.56	0.35	0.21
TUP	1.21	0.49	0.73*
NCDP	1.63	0.73	0.90*
Others	1.32	0.57	0.75
Total	1.46	0.66	0.80*

*Significant at 5% or less levels

Scope for giving opinion on programme affair or on official decision with higher authority was believed to be a bit challenging but training endevoured to change such an impression among the respondents. Sixty-eight percent of the respondents reported to have expressed their opinion at office affairs after training. On an average the respondents expressed their opinion 5-6 times after training against 4.1 times before training within two months. After training the respondents could express their opinions more on different issues without fear in all programmes than before (Table 13). Other than WASH this difference was statistically significant for all other programmes. The practice of expressing opinion increased considerably in NCDP.

Table 13. Average number of time own opinion expressed and own decisions imposed by programme (n=222)

Programme	Scope for giving opinion			Ask for opinion of all staff			Impose decision by supervisor		
	Before	After	Diff.	Before	After	Diff.	Before	After	Diff.
BDP	3.04	4.01	-0.97*	2.97	3.96	-0.99*	1.60	1.13	0.47*
BEP	3.16	4.63	-1.47*	2.82	3.93	-1.11*	1.51	0.69	0.81*
WASH	1.41	1.71	-0.31	1.54	1.85	-0.31	0.72	0.48	0.25
BHP	3.56	5.30	-1.74*	3.40	4.83	-1.43*	0.63	0.39	0.24*
TUP	2.36	3.49	-1.13*	2.23	3.97	-1.74*	1.09	0.67	0.42*
NCDP	3.12	5.33	-2.21*	2.49	3.78	-1.29*	1.72	0.83	0.89*
Others	1.87	2.98	-1.11*	2.12	2.95	-0.82	1.47	0.98	0.50
Total	4.09	5.59	-1.50*	3.83	5.15	-1.32*	2.53	1.50	1.03*

*Significant at 5% or less levels

Increase in expertise and efficiency made respondents more confident in expressing their views and opinions. The training changed the attitude of both supervisors and subordinates towards each others in receiving and expressing the opinion respectively. Respondents at all levels were convinced that expressing opinion would help in understanding each other. Some of them believed that they have been practicing honesty which helped them in overcoming the fear of expressing opinion in presence of higher management in the meeting.

Against such an opinion some respondents were afraid of passing opinion believing that they might lose job by doing that. Some in the groups believed that managers did not care of the opinions of PO as they were subordinates. So, they refrained from passing opinion. Respondents with supervisory position believed that too many opinions would make the decision taking process complicated and lengthy.

There was an increase in asking for opinion of subordinates in taking decision in the office after training. As a whole, asking for the opinion increased from 3.8 times before training to 5.1 times after the training (Table 13). Although the practice of asking for opinion increased in the case of all programmes between the periods these difference was not statistically significant in the case of WASH and programmes grouped under others. The difference between the two time periods was highest in the case of TUP programme.

The change took place as because the learning from training helped to change attitudes of the managers how decisions should be taken towards this issue. The managers became more concerned and respectful about programme organizers' opinions and organizational values. Due to training supervisors were convinced that participation of all staff in decision making process would bring positive results for the programmes. Thus, it would create a congenial working environment at office that made the respondents remain satisfied with the organization.

The respondents differing with above group believed that training did not change much of the behaviour of the supervisor regarding asking opinion from the respondents who were at lower level. Some respondents mentioned that they were never be able to participate in decision making process for number of reasons. The supervisors did not value their opinions as they were at lower level. Sometimes, the supervisors were interested in listening to the opinions of the subordinates, but did not implement the decision. Rather the supervisors imposed personal decisions upon the subordinates. Some of the female respondents complained that supervisors preferred in accepting opinion of the male staff.

Imposing decision on subordinates by the supervisor decreased considerably in the branches after training. Eighty-three percent of the respondents opined that they now took part in decision making process after the training. The incidence of imposing personal decision on an average was 2.5 times before training (Table 13) but reduced to 1.5 times after training. The incidence of imposing decision decreased in the case of all programmes but the difference was not significant in the case of programmes grouped under others.

It was mentioned that the interests of lower level staff were always ignored. For example the subordinates were often instructed to visit fields during holidays or weekend although the organization discouraged to do so. Subordinates did not dare to protest such instructions. In some cases the supervisors forced their staff to prepare false report regarding overdues and other issues.

Recording outstation movement of all staff in the movement register is a BRAC policy, but it is not being followed always. Seventy-four percent of the respondents followed the movement plan after training, which was an increase by 36%. On an average the respondents violated the movement plan 3.5 times before training but it decreased to 2.1 times after training (Table 14). For all the programmes the number of times the movement register not followed decreased after training, but the difference was not statistically significant. Much variation between before and after training was observed in the case of BEP, WASH, and TUP.

Table 14. Number of time respondents' failed to go to field according to movement plan by programme (n=202)

Programme	Before	After	Difference
BDP	2.38	1.50	0.88*
BEP	2.87	1.57	1.30*
WASH	2.39	1.33	1.06*
BHP	1.68	0.75	0.93*
TUP	2.40	0.90	1.50*
NCDP	1.77	1.07	0.70*
Others	2.20	1.41	0.79
Total	3.53	2.05	1.48*

*Significant at 5% or less levels

One of the major causes behind this change was an effort made by the respondents to gain positive impression of the supervisor, and for that they had to follow rules. They increasingly felt that visiting fields as scheduled would help their supervisors to locate their positions easily if they are contacted physically. Some of them believed that if they did not follow the movement register and if caught that would give a bad impression about them, their levels would not be changed and they would be transferred. Training increased the flexibility of work for the staff. Flexibility of work helped respondents to organize their schedule. The new review system encourages the employees to keep track of their work so that the review team could make proper follow-up. Finishing work on time was one of the motivating factors for the employees to go to a field as scheduled.

There were factors that affected the field visits plan. In the case of a serious problem in the field, not anticipated, had to be addressed on priority basis. In that case it was not possible for them to follow the schedule for that particular day. Following schedule in the afternoon was not possible in all cases as members were not available then at home. Specially, in the case of health programme, it was not possible to maintain the field visit strictly as the members could be sick at any time. Slight change was observed in attending the meeting on time by the respondents after the training (Table 15). Seventy-three percent of the respondents attended the meeting on time. On average the respondents failed to attend meeting 1.5 times after training against 2.8 times before training. For all the programmes the number of times the respondents failed to attend meeting decreased after training compared to before training and the differences were statistically significant. The difference between number of times failed to attend meeting was higher in the case of TUP.

Attending meeting on time helped the employees to get information relating to programme better. Meeting was the best place to know or discuss circulars. They also had an urge to participate in the decision making process of the programme by attending meeting. Some of the respondents attended meeting because it was mandatory and they also feared that if they failed to attend meeting they might be transferred and terminated. The importance they learnt in the training also created an urge in them to attend the meeting.

For some staff, huge work load and pressure from higher management were responsible for being late in meeting. The BDP respondents thought that it was more important to collect regular and overdue installments instead of attending meeting. For being in the field far away also made it difficult for them to attend the meeting on time.

The number of staff not switching off light/fan after use was much higher (3.3 times) before training. Forty-nine percent of the respondents turned off fans and lights after use (Table 15). For all the programmes number of time respondents failed to switch off light/fan decreased after training compared to such incidents before. The difference was statistically significant for all programmes. The difference was highest in the case of BEP and lowest in the case of BHP.

The respondents who were more particular in turning off light/fan felt that they were part of BRAC. Thus, if they did not turn off the lights and fans, it would cause financial loss for the organization. In turn would obstruct in the successful implementation of the programme. Some of them mentioned that it was their responsibility to save national asset for future generation. Such attitude developed as they became committed to the cause of BRAC. Training justified the need to concentrate energy to what they were convinced.

Some of the respondents were not aware of the importance of turning off light/fan after use even after receiving training. They felt that it was not their duty. A few mentioned that as they were busy with work so they could not keep track of turning off light/fan after use.

Keeping up quality work by the respondents was a challenge. The respondents tried to keep up the quality work but sometimes they failed. This failure rate reduced after training (3.7 times vs. 1.8 times) (Table 15). Number of times failed to keep up the quality work from post training decreased for all the programmes. The difference in number of failure did not vary much among the programmes. The difference between the period was highest in the case of NCDP.

Among the subordinates 80% believed that proper direction from supervisors and team work improved their efficiency at work. The review system in BDP encouraged the respondents to maintain VO discipline. Introduction of a system of accountability and transparency increased the respondents' efficiency at work. In BDP, loans were given on the basis of need assessment which worked as a guard against getting into the problem of overdues. That's why the respondents could work with less pressure

as they did not need to take care of overdues. Working with honesty and responsibility improved the respondents' desire to work with efficiency. Increased salary and managers' attitudes towards lower level colleagues were also some of the factors which motivated the respondents to work hard. There was a proper reporting system in field level. After training the respondents became more particular in practicing these polices, thus respondents became more effective in keeping up quality work. Since new branches have been set up, staff cover smaller catchments than before, so they can give more time to the clients and assignments this act as a chance to provide quality work.

On the other hand, the respondents who failed to keep quality work believed that their efficiency level did not increase. The BDP respondents who worked in urban areas commented that it was hard to collect installments in urban areas so their quality of work in occasions was not up to the standard. Some of them believed that since BRAC did not value field worker properly, there was no need to work with full efficiency.

Table 15. Average number of time failed to participate in meeting on time and forgot to switch off light and fan at departure by programme

Programme	Failed to attend meeting on time (n=204)			Forgot to switch off light/fan after use (n=202)			Fail to keep up quality work (n=215)		
	Before	After	Diff	Before	After	Diff	Before	After	Diff
BDP	1.94	1.07	0.87*	2.72	1.45	1.28*	3.02	1.65	1.37
BEP	1.81	0.90	0.91*	2.27	0.94	1.33*	2.68	1.41	1.27
WASH	1.79	1.20	0.59*	1.88	1.02	0.86*	2.02	1.17	0.85
BHP	1.50	0.56	0.94*	1.53	0.75	0.77*	1.81	0.58	1.23
TUP	1.96	0.92	1.04*	1.91	0.78	1.13*	2.27	1.08	1.18
NCDP	2.53	1.75	0.78*	1.93	0.88	1.05*	2.28	1.14	1.14
Others	2.33	1.23	1.10*	2.00	0.86	1.14*	3.61	1.84	1.78
Total	2.77	1.48	1.29*	3.33	1.63	2.70*	3.71	1.94	1.77

*Significant at 5% or less levels

The training suggested that the beneficiaries should be provided with seats when they waited at branch office to draw loan. More control branches had seating arrangement for beneficiaries compared to intervention branches at any time of the day (Appendix 6). But the difference between the number of seats available between intervention and control branch was not statistically significant. First hand observation revealed that there were enough sitting arrangements for the beneficiaries in both intervention and control branches, but the difference between the groups was not significant (Appendix 7). On an average there were sitting arrangements for six persons in both types of branches, which was found sufficient.

Cleanliness at office was considered to be an important indicator of implementation of training. Thus, these facilities were observed at different times of the day. Majority of the toilets (70%) were not clean at any time of the day. On the other hand, in a little less than half of the office at 12.00 noon and at 6.00 p.m. the guest room toilets were not clean (Table 16). Campuses of 67% of the intervention offices were clean in

the morning but there was no significant difference between control and intervention offices. In the afternoon 37% of the campuses at intervention branches were clean against 7% of the same control branches.

Table 16. Percentage of office with clean toilet in different times in a day (n=58)

	Time								
	Morning (9.00 am)			Noon (12.00 pm)			Afternoon (6.00 pm)		
Toilet	T·	C·	Diff	T·	C·	Diff	T·	C·	Diff
Common	33.3	42.8	-9.5	30.0	39.2	-9.2	23.3	28.5	-5.2
Guest room	60.0	33.3	26.7	53.3	33.3	20.0	53.3	33.3	20.0
Office campus	67	54	13	-	-	-	37	07	30*

*T=Intervention, **C=Control; *Significant at 5% or less levels

BRAC highlights creativity and innovation. The extent those qualities were given importance by branches were observed in how display boards of the programme were decorated and updated. It was found that in intervention branches 100% of the TUP display boards were well organized and updated (Table 17). Moreover, majority of the display boards in BPS, GPP, BHP and HRLS were well decorated and updated. For most of the programmes the board organized and updated in intervention and control groups were not significantly different.

Table 17. Percentage of organise and update display board by programme (n=58)

Programme	Organise display board			Update display board		
	Intervention	Control	Diff	Intervention	Control	Diff
DABI	71.4	64.3	7.1	10.7	10.7	0
PROGOTI	27.3	10.0	17.3	9.1	-	-
BPS	88.9	100	-11.1	61.1	100	-38.9
PACE	66.7	-	-	44.4	-	-
GPP	83.3	100	-16.7	61.1	100	-38.9
WASH	62.5	14.3	48.2*	-	-	-
BHP	84.2	24.6	59.6*	57.9	21.4	36.5*
SD	-	-		-	-	
HRLS	90.9	100	-9.1	45.5	100	-54.5
GQAL	-	-		-	-	
TUP	100	66.7	33.3*	70.0	66.7	3.3
BCUP	53.8	-	-	23.1	-	-
ACCOUNTS	3.7	3.8	-0.1	3.7	-	-

*Significant at 5% or less levels

Gender and values

Working after office hour or doing field at night or not going distant field by female staff was important observations for this component. Sixty nine percent of our respondents believe that female staff are going to the nearest fields now, although there are different types of ideas why female staff should not go to distant field. And

doing night-fields and working after office hour were practiced in BDP, BEP, and BHP in the branches observed in this study. Both for BDP and BEP more female staff from intervention branches did field work at night or worked after office hour compared to control branches (Table 18).

Table 18. Average number of female staff worked after office hour/night field and reported desk work by programme

Programme	Doing night field/work after office hour			Desk work reported		
	Intervention	Control	Diff	Before	After	Diff
BDP	.83 (24)	1.19 (21)	-.36	.16	.07	.9
BEP	.23 (21)	.14 (7)	.09	.79	.68	.11
WASH	00	-	-	.00	.00	-
BHP	.15 (13)	-	-	.30	.26	.4
TUP	-	-	-	.11	.00	-
Accounts	-	-	-	.08	.08	.00
Others	-	-	-	.38	.00	-
Total	.24 (109)	.42 (61)	-.18	.17	.22	-.05

*Significant at 5% or less levels

Some of the respondents mentioned that female staff were not sent to field at night after the training, because if they were teased or physically harassed, it would tarnish BRAC's reputation. If female staff worked after office hour or at night in the filed, male staff had to accompany them to their home to ensure their security and safety. Community people criticized such activities.

Some respondents mentioned that the female staff at their branches were still working at night in the field and working after office hour. Some of the respondents mentioned that the managers told that both male and female staff received same benefits from BRAC, so female staff had to go to field at night or work after office hour. According to some supervisors in order to reduce overdue in BDP or complete report in other programmes, female staff must go to field work at night or work after office hour. The subordinate female staff could not protest against the supervisor because of further harassment.

Training recommended recording of deskwork in movement register by the female staff. Result shows that as a whole there was statistically significant difference between 'before and after' training with regard to recording deskwork. On an average the number of times deskwork recorded by female staff was 0.22 after the training, an increase by 0.05 times from before training. When the practice was observed by the programme, no significant difference was observed before pre and post training periods (Table 18).

As per BRAC policy opinion of female staff should be given due importance by their male counterpart. After the training the respondents, on an average, gave importance to the opinion and views of female staff 5.3 times compared to 3.7 times before training (Table 19). When viewed in term of programmes the respondents

gave more importance to their female counterpart after the training compared to what they did before training. Other than the respondents grouped under other group the difference for all programmes were statistically significant.

The training convinced the supervisor in believing that there was no work which female staff could not do. Rather female staff did not show lame excuse or did not avoid the order issued by the supervisor as male staff sometimes did. They could sacrifice a lot. In addition some of the respondents believed that giving importance to female staff would reduce their dropout from BRAC. As the female staff could convince the village women easily; the managers also gave them importance. Moreover, female staff was motivated to work enthusiastically and attentively.

Table 19. Average number of times importance given to female staff by programme (n=215)

Programme	Before	After	Diff
BDP	2.70	3.84	-1.15*
BEP	2.89	4.30	-1.42*
WASH	1.87	2.41	-0.54*
BHP	4.46	5.99	-1.53*
TUP	2.29	3.95	-1.66*
NCDP	2.67	4.08	-1.42*
Others	1.51	2.16	-0.65
Total	3.73	5.30	-1.57*

*Significant at 5% or less levels

Some respondents mentioned that female respondents should not be given importance for many reasons. Female staff were physically and mentally weaker than male and they did not have same level of intelligence as male staff. Since there was a tendency to give preference to males' opinion to females in society, organization should do the same. Some of the respondents felt that female staff created all sorts of problems. So, there was no need to give more importance to their opinions. There was also a belief that if females were valued more, they would be out of control and would not work properly. Since BRAC has already provided lots of privileges to female respondents, there is no need of giving more privileges to them by giving them more importance.

Team work

Slight change was observed in failure to solve field-related problem as a team after the training (Table 20). Seventy-seven percent of the respondents now could solve field-related problems as a team. Before training they failed on an average 3.1 times in solving field-related problem but after training it reduced to 1.8 times (Table 20). The respondents from all programmes felt that their capacity in solving problem collectively increased after training. In the case of all programmes, number of time the respondents failed to solve problems collectively compared to that before training. Other than BHP, the difference was significant for all other programmes.

The respondents felt that they earned the increased capacity in solving problem because they now have more helpful attitudes towards each other than before. They expressed their opinion as a team which motivated them to work as a team also. The respondents worked with more enthusiasm as part of the team. They made fewer mistakes when working as a team. When they went to field as a team, village elite came forward to help them. Commitment during training worked as motivation for some respondents to work as a team. From training, they were informed that BRAC believes in 'We' concept instead of 'I'.

Table 20. Average number of failure to solve field-related problems and share office related information by programme

Programme	Failed in solving field related problem (n=207)			Information sharing (n=218)		
	Before	After	Diff	Before	After	Diff
BDP	2.69	1.67	1.01*	3.65	4.78	-1.13*
BEP	1.73	0.93	0.80*	2.74	3.63	-0.89*
WASH	1.65	0.88	0.77*	2.82	3.61	-0.79*
BHP	1.12	0.58	0.54	4.25	5.74	-1.49*
TUP	1.54	0.67	0.87*	2.41	3.65	-1.25*
NCDP	2.63	1.69	0.94*	2.66	3.88	-1.22*
Others	3.13	1.85	1.28*	2.22	3.16	-0.94
Total	3.10	1.81	1.29*	4.46	5.94	1.48*

*Significant at 5% or less levels

On the other hand, some of the respondents did not make an effort to solve field-related problems as a team. They believed that everyone was busy with his/her work. There was no time to think about team work. Sometimes the supervisors did not encourage/allow them to work as a team. Besides, there was no helping attitude prevailing at the office. Rather colleagues were busy in finding others' fault. There was no way to work as a team. However, it was also believed that the policy of team work created problems because everyone did not have cooperating mentality, which is very much needed for team work.

Eighty-nine percent of the respondents shared office-related information more after the training. The respondents were sharing information 3.2 times with their colleagues before training but that increased to 4.5 times after the training (Table 20). The practice of sharing information increased in the case of respondents from all programmes after the training but the difference was not significant for the respondents represented WASH programme. The increase between the two periods was the highest in the case of NCDP respondents.

Sharing information helped in establishing mutual cooperation. It improved their as well as organization's reputation. If everyone had sufficient information, it would help to have a clear idea about the programme and complete work on time. It also helped to prepare the monthly report properly. The respondents were convinced to have this opinion or more of them only after the training they received. All the changes mentioned above took place due to training.

There were respondents who did not share office related information with each other. Some of them believed that it was the manager's responsibility to disseminate information to his/her subordinates. Programme organizers did not need to have all the information. Huge work load did not allow them to communicate with others. Some of them were afraid of providing information believing that if they provided wrong information that would affect programme's reputation. Some of the respondents believed that it was everyone's responsibility to ask for information on their own initiative.

Table 21. Average number of times respondents discussed programme-related problems with the supervisor by programme (n=225)

Programme	Before	After	Diff
BDP	4.11	5.47	-1.37*
BEP	3.80	5.37	-1.57*
WASH	3.18	3.86	-0.69*
BHP	4.39	5.98	-1.60*
TUP	2.44	4.65	-2.21*
NCDP	3.10	4.34	-1.24*
Others	3.56	5.21	-1.65*
Total	5.01	6.77	-1.76*

*Significant at 5% or less levels

Table 22. Average number of respondents become empathetic to colleagues' personal problems by programmes (n=221)

	Becoming empathetic to colleagues' personal problem		
Programme	Before	After	Difference
BDP	2.34	3.24	-0.90*
BEP	2.67	3.51	-0.84*
WASH	1.84	2.31	-0.47
BHP	2.38	3.52	-1.14*
TUP	1.81	3.09	-1.28*
NCDP	2.82	4.63	-1.82*
Others	2.39	3.10	-0.71*
Total	3.22	4.47	-1.25*

*Significant at 5% or less levels

Discussing programme/work-related problem by the subordinate with their supervisor increased after training. Eighty-three percent of the respondents could share programme-related problems with their supervisors after training. The number of sharing programme/work-related problems with the supervisor was on an average 5 times before training, but after the training it increased to 6.8 times (Table 21). The practice of sharing programme/work-related problems by the subordinates with the supervisor increased in the case of all programmes and the difference of change between before and after training was statistically significant. The increase between the two periods was highest in the case of TUP programme.

After training the managers became more flexible creating congenial working environment for all staff of respective programmes in a branch. The respondents

became more responsible in doing their work after the change of the supervisor. Some of the respondents believed that training increased their moral courage to talk to their supervisors about any issue.

A group of respondents could not share programme/work-related problems with their supervisors because they were afraid of their supervisors. They also believed that discussion with supervisors made things more complicated and there would be no positive output at the end. Some of them mentioned about the ill temper of the supervisor and training could not change this behaviour.

Along with sharing personal problems, colleagues become empathetic to the problems also increased. Sixty six percent of the respondents are concerned about their colleagues' personal affairs. On an average, the respondents become 3.22 times empathetic to colleagues' problems before training, which increased to 4.47 times after training (Table 22). The incidence of becoming empathetic to colleagues' problems increased in the case of all programmes and their difference between pre- and post-training period was statistically significant. The increase between the two periods was higher in the case of NCDP programme.

Training played an important role in changing respondents' attitude towards colleagues' personal problems. It was believed that if the supervisors hold this kind of empathetic attitude, employees become motivated to work more for the organization because they feel more satisfied with the supervisors' behaviour as well as the organizational policy towards the staff. Some of the supervisors did it to gain trust and reputation among colleagues. Some of them felt that it was their moral responsibility to give importance to colleagues' personal problems. Absence of empathetic attitude make employees demoralized to perform the given responsibility which eventually hampers programme's improvement. Some of them felt that since they spent most of the time at office, they considered each other as part of same family. Becoming empathetic to others' problems would help build mutual relationship among colleagues.

But training failed to change some of the respondents' attitudes. Some of the female respondents were afraid of expressing their empathy to male colleagues' problems because of the fear that some might pass bad comments on such empathies. Some of the respondents believed that after finishing office work, there was not enough time to think about others' problems. It was also believed that presence of an empathetic working environment would encourage the employees to escape from the work because they won't be afraid of their supervisors anymore. It was stated that becoming empathetic to colleagues' personal problems would negatively affect working environment since office was not a place for developing personal relationship.

IV. DISCUSSION AND CONCLUSION

No matter how big or small is an organization, it is supposed to have an objective for its formation and without it an organization does not sustain. Sometimes, the objective is implicit in nature and difficult to conceptualize but when well formulated it can be grouped under missions and vision. In order to achieve the organizational objectives the organization is supposed to nourish a culture very much supportive to the objective of the organization. On the other hand, values are the foundation on which the organizational culture stands. Values are reflected in the normative behaviour which over time culminates into organizational culture.

So, it is important for an organization to have staff with values supportive to the organizational objectives. This can be done by staffing the organization with members embodied with values appropriated for the organization. It is difficult to identify the nature of values of a person when they are being hired. Secondly, staff can be made to internalize values as required through training. This is what BRAC intends to do by OCV training to all its staff, and thus develop appropriate values as required. It is hypothesized that after training the staff would behave in such a way so that the missions of the organization would be achieved.

The study adopted the classical experimental and pre-experimental research design where intervention group was compared with the control group. The groups were supposed to be similar in all aspects other than the training intervention. In spite of meeting the properties of randomness they were different in terms of some selected variables. This was so probably because the programme selected the branches based on certain criteria not on the principle of training all the branches in a particular geographical area.

Implementation in training refers to practicing or not practicing certain activities or taking action as suggested by the training – the ultimate objective of the training. The implementation is facilitated through imparting the knowledge and skill required in conducting the activities and developing the attitudes supportive for the implementation. The statement emphasizes upon the relationship between knowledge, attitude, and action – the issue has been discussed at length earlier. The study gave a disproportional emphasis on these three components. Compared to action, knowledge and attitude received less emphasis in this study. This was because of the conventional assumption that if the trained staff perform actions as intended then they are likely to be backed by supporting knowledge and attitude.

The empirical observation as conducted in the regressions does not support the assumption strongly. The regression indicates that respondents' attitude only influenced BRAC values and BRAC culture and values, effectiveness, gender and values. In none of the instances the level of knowledge had direct bearing on any of

the dependent variables (Table 23). No association was observed between knowledge and attitude. This is not surprising that increase in knowledge not necessarily means an increase in positive attitude on that knowledge. The development of positive attitude towards a knowledge depends on the extent the knowledge is rational to the knowledge bearer. The OCV training can emphasize more on rationalizing knowledge while imparting it. It must be kept in mind that knowledge supported by attitude is more likely to be implemented. It should also be kept in mind that an implementation intended by training may not be based on knowledge, skill, and/or attitude based on training source.

Table 23. Logistic regression predicting the implementation of organizational culture and values by respondents

Independent Variable	Perception on Values	BRAC values and BRAC culture and values	Effectiveness	Honesty	Inclusiveness	Gender and values	Team work
	Odds	Odds	Odds	Odds	Odds	Odds	Odds
Sex: Male = 1, Female = 0	.867	.960	.672*	.596	.808	.610	.808
Length of service (yrs.)	1.230	1.412*	1.080	.667	.835	.891	1.050
Year of schooling	.990	1.058	1.187**	1.140	.958	1.101	1.077
Present level	1.226	.823	1.001	.841	1.242	1.033	1.045
Number of transfer	.971	.937	1.054	1.069	1.029	.973	1.012
PO = 1, Manager = 0	1.450	1.443	1.786	1.227	1.108	1.070	1.121
PO/FO = 1, Manager = 0	1.128	1.366	1.806**	1.398	1.301	1.355	1.173
BDP = 1, Others = 0	1.217	1.057	1.619***	.808	1.477*	1.938**	1.275*
Knowledge score	1.038	.995	.965	.966	1.069	1.012	1.000
Attitude score	1.002	1.019**	1.037***	1.009	1.013	1.047***	1.011
Constant	.084	.039	.002	.173	.293	.001	.087
Cox and Snell R square	.013	.020	.059	.029	.037	.100	.015

***, **, * denotes significance at 1%, 5%, and 10% levels respectively

Note: Effectiveness, honesty, and inclusiveness have been grouped under BRAC values and BRAC culture and values. These variables had to be singled out as because of their nature they could not be grouped under BRAC values and BRAC culture and values in regression.

Obvious question arises if knowledge and attitude did not determine actions than what determines them. The study tried to answer the question by investigating how organizational environment becomes supportive or barrier in the implementation of the training. In doing this the study took help of Kirkpatrics' model. The model explained the prospect of implementation of the training in terms of the activities of workers' immediate supervisor in an organization. The model has a narrow perspective as variety of factors other than supervisor in the work environment can facilitate or hinder the implementation of the training. Matrix 4 explains the reasons for implementing and not implementing the training by the respondents.

Matrix 4. Reasons for implementing and not implementing the training by the respondents

Component and issue	Implemented	Not implemented
Perception on values		
Take care of guest	Positive attitude developed by training Knowledge on consequence of interaction	Considered not their responsibility Heavy work load and long work hour Inferiority complex
Misbehave with beneficiary	Changed in behaviour due to training Better discipline in the VO To avoid dropout of members	Good behaviour was considered as weakness of staff
Misbehave with colleague	Training developed a better work efficiency, understanding of each other, and a helping attitude	Misbehaviour was used as a means of exerting influence on subordinate. Believed that a distance between super and subordinate should be maintained.
BRAC values and BRAC culture and values		
Attend office on time	Training motivated in attending office on time.	-
Work after office hour	Increased efficiency To avoid risks in night field.	To achieve given target To avail advantages of night field
Threat to terminate or ask to resign	Influence of training Avoid staff dropout, Staff can complain against such remark	A method of applying power and get work done.
Use of obscene words by supervisor	Influence of training Avoid dropout of staff Remark demoralizes staff Staff cab complain against such behaviour	-
Rebuke cook/courier	Establish better work environment as learnt from training Antagonized cook overcharge for meal.	Method of exercising power. Good behaviour would make cook ignore them. Necessary to make cook keep up with time.
Members credit installment deposited in others account	Corruption if identified would embarrassed staff They would lose credibility. Would make it difficult in keeping consistency in the report	Necessary in meeting the target, There was a pressure for the practice in order to prove good performance
Scope for giving opinion	Development of an attitude due to training. Expressing opinion would help in understand each other. Development of confident due to gaining skill and experience	Believing that passing opinion might backfire. Too many opinions would complicate the decision making process and also make it lengthy.
Impose own decision on subordinate	-	-
Ask for the opinions of all staff in taking decision	Training made managers more respectful of subordinates' opinion. Supervisors were convinced that collective decision was better	Subordinates' opinions were not important

(...continued Matrix 4)

Follow movement register in field visits	Would give positive impression to supervisor Staff could easily be located If not followed their levels would not be changed, would be transferred. Training increased the flexibility of work thus facilitated following the schedule	Difficult to follow register in the health programme as health emergencies could not be predicted.
Punctuality in attending meeting	Helped in getting information from the meeting. Gave a scope in discussing the circular. Gave a good impression to the supervisor. Training developed an urge in attending the meeting	Work load discouraging in attending. Collecting installment was considered more important than attending meeting.
Switch off light/fan after use	Increasingly believed that not turning off means loss for BRAC Desire to save national asset for the future generations.	Not aware of the importance of turning off. It was believed that it was not their duty to do so Busy with work so could not keep track
Keep up quality work	Proper guidance from the supervisor. Increased accountability and transparency of the organization. Less pressure at work. Training made them more particular in maintaining the quality.	Low level of efficiency It was believed that the evaluation process was not neutral so there was no need to keep up with the quality.
Sitting arrangement for beneficiaries at branch office	-	-
Cleanliness of common and guestroom toilets	-	-
Cleanliness of office campus	-	-
Update and organize display board	-	-
Gender and values		
Give importance to the opinion of female staff	Training convinced that male and female staff were of equally capacity. Female staff did not give lame excuse. Would reduce the dropout of female staff	Female staff were physically and mentally weak and low in intelligence. Female staff creates all sorts of problems. If they were valued more they would go out of control. BRAC has already given them lots of privileges further more was not needed.
Night field by female staff	After training female staff were not assigned with night fields by their supervisors Any accident on them due to night field would tarnish BRAC image.	Managers assigned female staff with night field or work after office on the ground that both male and female staff receives equal benefits from BRAC. To reduce over dues they must do it
Recognize desk work in movement register	-	-

(Matrix 4 continued...)

(...continued Matrix 4)

Team work		
Solve field related problem	Helping attitude developed from training increased their capacity in conducting teamwork. Opinions expressed in the team motivate them to do teamwork. The mistake done in the teamwork were identified and rectified.	There was no teamwork as everybody was busy with own work. Supervisors did not encourage/allow teamwork. There was no helping attitude. Lack of cooperating mentality did not allow teamwork
Share office related information	Training convinced them to share problems. In turn it helped them to solve problem through cooperation	It was believed that it was managers' responsibility to share problems and solve those. They did not have time for such activities. Information provide if turns out to be falls would create problem.
Discuss programme related problems with supervisor	After training manager became more flexible thus creating a congenial working environment. Training developed moral courage in them for sharing problems.	Afraid of supervisor. Discussion with supervisor would complicate the problem so there would be no positive output.
Give importance to colleagues' personal problem	Training gained trust and reputation among supervisor and subordinates. Sharing was believed to be a moral responsibility as they considered each other as part of same family.	Feared that sharing would be commented bad. Would affect office environment as office was not a place for sharing personal problems.

In the case of all issues there were a section of staff in the intervention branches implemented the training against others not doing the same. Similarly in the case of control branches there was a section implemented the training. Of course, in all instances the majority in intervention branches implemented the training whereas in the case of control branches a smaller portion did the same. In the case of control branches obviously there were non-training factors that motivated the staff to go for the implementation. Four major sources influencing implementation were identified, these are:

1. Training directly influencing the implementation of the issues. That is, the training that the respondents received directly motivated the respondents to go for or refrain from certain actions as prescribed in the training. In these cases the training could receive full credit for the action. For example, after the training the respondents refrained from misbehaving with the beneficiaries. This was because the training succeeded in convincing the staff that the beneficiaries do not deserve such a behaviour. Moreover, the training pointed out the consequence of such a behaviour like the beneficiaries might dropout from the VOs due to such a behaviour.

2. Training indirectly influencing the implementation of the issues. There were instances where programme issued circular to do or refrain from certain practices, e.g. for not doing field work at night or work after office hour couple of years back. In these instances training just rationalized the trainees to abide by those polices and the trainees were convinced.

3. Non-training factors influencing the implementation of the issues. The factor can be further divided into:

    a. Supervisor influencing the implementation or not implementation of the issues. In a good number of instances the supervisors facilitated or obstructed the implantation of the issues. For example, some of the supervisors assigned night field to their female staff for being under the impression that both male and female staff should do the same work as both received same remuneration. This type of implementation could be grouped under Kirkpatricks' model as mentioned before. This was not done as because there were factors other than supervisor led to the implementation of the training.

    b. Organizational environment influencing the implementation of the issues. For example, if it is easy to get hold of loan installment defaulters in the evening and if the staff is bound to realize such installments it is likely that the staff would visit their home after office hour irrespective of what the training says about it. In this instance the supervisor can be an indirect cause for the implementation of the training.

    c. In cases wisdom of the respondents developed from non-training sources became instrumental in the implementation of the issues. Since such wisdoms were not the outcome of the training so it was not unusual that the respondents from the control branches also implemented the action because they did not receive the training.

Recommendations

1. The OCV training may make further effort to rationalize with more convincing examples for implementation of the issues.

2. For the implementation of the issues a supportive environment should be created in the branch offices. Human resource department can track the performance of supervisors to improve the office environment and respective programmes can have incentive provision based on the performance to motivate them.

3. Training should be provided to BRAC staff who are involved with decision and policy making

REFERENCES

Ajzen I and Fishbein M (1980). Understanding attitudes and predicting social behavior. New Jersey: Prentice-Hall Inc.

Bhatnagar P (1987). Evaluation methodology for training theory and practice. New Delhi: Oxford and IBH Publishing Company Private Limited.

Bramley P (1991). Evaluation of training: a principal guide. London: BACHE.

Kirkpatrick D and Kirkpatrick J (2006). Evaluating training programmes: the four levels. USA : Berrett-Koehler.

Massey (2011). How our personal values are formed? www.squidoo.com (Accessed on 20 May, 2011.

Ogburn, W and Nimkoff, MF (1968). A handbook of sociology. London: Routledge and Kegan Paul Limited.

Philips J (1991). Handbook of training evaluation and measurement methods. Housto: Gulf Publishing Company.

Spitze G and Spacth J (1976). Human capital investment of married female college graduates: Paper read at American Sociological Association Meeting, New York. (Unpublished)

White J and Sholzenberg R (1976). Intended child bearing and labor force participation of young women: insights from nonrecursive models. *Am J Soc* 41:235-51.

APPENDIX

Appendix 1. Percentage of respondents having knowledge on OCV (n=443)

Issues	Intervention	Control	Difference	Sig.
BRAC values				
View-point	80.4	73.6	6.9	.086
Behaviour	68.1	61.1	7.0	.123
Norms	67.7	52.9	14.8	.001
Morality	68.5	54.3	14.2	.002
Ethics	74.9	70.2	4.7	.269
Values	63.0	53.4	9.6	.041
Organizational culture	12.3	21.2	-8.8	.013
Moral courage	57.0	60.6	-3.6	.449
BRAC values and BRAC culture and values				
BRAC values	82.1	64.9	17.2	.000
Creativity and Innovation	52.3	54.3	-2.0	.677
Integrity	13.6	12.0	1.6	.617
Inclusiveness	6.0	15.4	-9.4	.001
Effectiveness	31.1	25.0	6.1	.158
BRAC's vision	26.0	13.5	12.5	.001
BRAC's mission	61.3	62.5	-1.2	.792
Gender and values				
Meaning of gender	49.4	42.3	7.1	.138
Decision taking in weekly meeting	82.6	76.0	6.6	.087
Desk work	49.8	55.3	-5.5	.248
Use of guest room	89.4	71.2	18.2	.000
Maternity leave	83.0	69.2	13.7	.001
Gender sensitivity	63.4	61.1	2.3	.612
Team	71.1	51.9	19.1	.000
Ethical decision making				
Types of hesitation	10.6	4.3	6.3	.013
Issues considered in taking ethical decision	26.8	26.4	0.4	.931

Appendix 2. Average knowledge score of respondents by different variables (n=443)

	n	Intervention	n	Control	Difference
Sex					
Male	177	12.9	143	11.7	1.2*
Female	58	12.9	65	11.0	1.9*
Programme					
BDP	113	12.6	165	11.5	1.1*
BEP	51	13.0	10	10.7	2.3*
WASH	14	12.2	6	13.5	-1.3
BHP	20	14.9	7	10.9	4.0*
TUP	14	14.0	5	11.6	2.4
ACC	0	0.0	13	11.6	-
NCDP	15	12.0	0	0.0	-
Other	8	12.6	2	10.0	2.6
Length of service (years)					
<4	57	12.8	82	11.4	1.5*
5 to 8	104	13.3	78	11.7	1.6*
9 plus	74	12.4	48	11.5	0.9*
Level					
<5	104	12.3	122	10.9	1.4*
6 to 7	70	12.7	53	11.7	1.0*
8 and above	61	14.1	33	13.4	0.8
Designation					
Manager	38	13.7	31	13.2	0.5
PO	156	12.7	135	11.2	1.5*
PA	41	13.1	42	11.3	1.8*

Appendix 3. Respondents' attitudinal level by different variables (n=443)

Variable	Less favorable			More favorable		
	Intervention	Control	Difference	Intervention	Control	Difference
Sex						
Male	33	56	-23*	63	38	25*
Female	57	71	-26	41	22	19*
Programme						
BDP	42	58	-16*	55	37	18*
BEP	35	70	-35*	65	20	45*
WASH	43	83	-40	50	17	33
BHP	25	57	-32	75	29	46*
TUP	29	80	-51*	57	0	57*
ACC	0	69	-69	0	23	-23
NCDP	40	0	40	60	0	60
Other	63	100	-37	25	0	25
Length of service (year)						
<4	49	66	-17*	47	27	20*
5-8	36	56	-20*	62	38	24*
9+	36	58	-22*	61	35	26*
Level						
<5	57	68	-11	39	26	13*
6-7	31	58	-27*	66	38	28*
8 and above	18	36	-18*	80	52	28*
Designation						
Manager	16	29	-13	82	55	27*
PO	45	67	-22*	53	29	24*
PA	39	62	-23*	54	31	23*
Education						
<HSC	49	63	-14	48	31	17*
Bachelor/Hons.	44	65	-21*	52	32	20*
Masters	22	45	-23*	76	40	36*

Appendix 4. Average number of respondents' attendance in office by programme

Programme	Present on time				Late present			
	Intervention	Control	Diff	Sig.	Intervention	Control	Diff	Sig.
BDP	8.5 (28)	5.3 (28)	3.2	.006	2.9 (28)	2.1 (28)	2.1	ns
BEP	5.8 (21)	2.1 (7)	3.7	.013	1.8 (21)	.14 (7)	0.14	.030
WASH	4.6 (8)	1.1 (7)	3.5	.032	1.3 (8)	.28 (7)	0.28	.074
BHP	2.0 (19)	.92 (14)	1.08	.007	.78 (19)	.14 (14)	0.14	ns
TUP	3.6 (10)	4.0 (3)	-0.4	ns	.50 (100	1.0 (3)	1	ns
Accounts	2.2 (27)	1.2 (26)	1	.01	1.2 (27)	.42 (26)	0.42	.01
Others	2.4 (15)	1.0 (3)	1.4	ns	.93 (15)	.33 (3)	0.33	ns
Total	4.5 (131)	2.6 (88)	1.9	.000	1.5 (131)	.88 (88)	0.88	.01

*Significant at 5% or less levels

Appendix 5. Percentage of respondents used obscene words by programmes

Programme	Intervention	Control	Diff	Sig.
DABI	57.1 (16)	60.7 (17)	-3.6	ns
PROGOTI	4.5 (1)	5.0 (1)	-0.5	ns
BPS	5.6 (1)	-	-	-
GPP	16.7 (9)	-	-	-
WASH	25.0 (2)	-	-	-
BHP	10.5 (19)	-	-	-
TUP	10.0 (1)	-	-	-
BCUP	30.8 (4)	-	-	-
Accounts	11.1 (27)	4.0 (26)	7.3	ns
ELA	25.0 (4)	14.3 (7)	10.7	ns

*Significant at 5% or less levels

Appendix 6. Percentage of offices having seating arrangements (n=58)

Time	Intervention	Control	Difference	Sig.
12.00 pm	83.3	89.3	-6.0	ns
1.00 pm	83.3	89.3	-6.0	ns
2.00 pm	80.0	89.3	-9.3	ns

*Significant at 5% or less levels

Appendix 7. Average number of seating arrangement for the beneficiaries (n=58)

Time	Seating arrangement				Taken seat				Not taken seat			
	T+	C++	Diff	Sig.	T+	C++	Diff	Sig.	T+	C++	D	Sig.
12.00 pm	6.80	6.25	.55	ns	2.67	2.75	-.08	ns	3.13	1.93	1.20	ns
1.00 pm	6.73	6.25	.48	ns	3.33	3.68	-.35	ns	4.93	2.71	2.22	.05
2.00 pm	6.23	6.54	-.31	ns	2.37	2.79	-.42	ns	3.27	2.39	.88	ns

+ Intervention, ++ Control: *Significant at 5% or less levels