

ASSESSMENT IN FOCUS

St. Mary's University
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Assessment in Focus is dedicated to the dissemination of information and developments at the Testing Center, as well as to shed light on aspects of educational measurement and evaluation issues that would assist in the development and maintenance of up-to-standard and quality education at St. Mary's University (SMU), and at similar higher learning institutions in Ethiopia.

Editor's Note

Assessment in Focus is a biannual newsletter dedicated to Offering highlights on educational assessment and the current activities at the Testing Center of St. Mary's University. It also presents articles which are relevant to the Assessment needs of different stakeholders and the entire University community. St. Mary's University is providing short-term training based on the requests from the external beneficiaries to fill training gaps, to upgrade skills of their workers, and to improve the quality of services they render to their respective customers. In addition, the Center administers different tests regularly based on the demand from customers. These are: GRE, TOEFL and employment tests which are being offered at an increasing efficiency level. Outreach services are also taking a high level of recognition involving the Education Bureau of the City. Best example is ALL MART- a business organization which conducted awards to motivate best achievers of 20 public preparatory schools in English and Mathematics in collaboration with the Testing Center of St. Mary's University. Assessment in Focus has information on all these activities.

There are also other articles related to views on criticism and praises; integrity at workplaces; excellence; realities about adult education; how to make percentiles and interpret them; and inspirational quotes taken from great minds.

The other issue focuses on assessment in the 21st century which emphasizes innovation and skills upgrading such as life-long learning. Further fresh news is about the course offers at undergraduate and post-graduate levels of SMU. The aim of this note is to enable customers to have a glance at every article while going over for important substances. Keep reading it.

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Activities at the Testing Center (TC)

Different activities have been carried out by the Testing Center over the last few months. Some of these include the following.

Improving Student Recruitment

- Entrance exams were prepared and administered, based on the guideline from the Ministry of Education to applicants from Technical and Vocational Education and Training (TVET), to join undergraduate degree programs for 2010 E.C and to the College of Open and Distance Learning (CODL) at SMU.

Enhancing the Quality of Teaching and Student Experience

- Notes on the description of major TC activities and employment tests were uploaded on SMU website and news sent to students of the undergraduate program on e-front to make the access simple.
- Electronic materials about criterion referenced assessment were uploaded for undergraduate Students and on academic cheating for CODL to enhance the quality of teaching-learning process.
- Fliers on measurement and evaluation were posted on notice boards for CODL, undergraduate program, and Kidist Mariam Schools to improve the skills of instructors.
- To enrich the teaching-learning process, item analysis of 60 CODL degree exams of major courses of 2008 E.C and undergraduate program of 2009 E.C was conducted and feedback was given to undergraduate program and TC Departments of Business, Social Sciences and Agricultural Development Studies.

Improving Outreach Services

The Testing Center at SMU is committed to excellence and is working hard to enhance the level of the institutional output. The following were performed by the center's qualified professionals during the last few months.

- Employment tests were prepared and administered to different banks, insurance companies

and other organizations to help them recruit the ablest professionals.

- 38 test sessions of Teaching English as a Foreign Language (TOEFL) were conducted to evaluate the level of English of a total of 463 registered candidates.
- 29 test sessions of Graduate Record Examination (GRE) were conducted to 121 registered candidates. As result, the number of beneficiaries is increasing due to the effective services rendered.
- A business organization called ALL MART requested St. Mary's University for collaboration on its initiative to recognize excellent achievers in English and Mathematics from 20 public preparatory schools on the basis of competition. In line with this, the University accepted the request because the activity adds to the standardized provision of education at all levels. This task was directed to the Testing Center to prepare and administer standardized exams.



Concerned Bodies at Press Conference

First, it was decided that 6000 students will sit for an exam to select only those who should sit for the next round. As a result, 3257 students were chosen and sat for another exam to select the 100 best achievers. At the end of the first round, 5 students were selected from each preparatory school which makes up a total of 100 students who qualified for the second round. However, only 97 sat for the 2nd screening from which the 1st ten students were selected for the



award.

The 2nd round exam development, exam administration (i.e., printing, packing, invigilation, marking, grading and reporting) was done by the Testing Center of SMU.



Viewed in the picture are top ten best achievers

The award ceremony was presided over by Ato Tedla Haile, Executive Vice President of St. Mary's University. At the closing ceremony, the winning students received warm acclamation and standing ovation from the participants of the event.

Institutionalizing Standard Assessment

- 10 Comprehensive Degree Exit Exams (CDEE_s) and Re-exams for undergraduate program, and 12 for CODL were given for 2009 E.C graduating students to evaluate their performance.
- The preparation and administration of Criterion-Referenced Assessment at SMU undergraduate program were continuously monitored. Follow up was done supported by training and feedback to enable the instructors evaluate students' performance in a standardized way.

Improving Research Output and Participation of the University

- Research activities have been carried out in four different topics with emphasis on solving problems related to CODL.

Provision of Training

- Training was given at different times to instructors at the undergraduate program on item analysis, invigilation, CRA, exam blueprint, and related pedagogical concerns with the purpose of improving their knowledge/skill. Furthermore, 8 TC staffs were also trained on test blueprint and item analysis and 1 newly recruited TC assessor was trained on test development to improve the efficiency of the staff. Similarly, Kidist Mariam School teachers were provided training on measurement and evaluation to help them develop standardized assessment tools.
- A half-day workshop was conducted to update TC staffs on HIV/AIDS on April 20, 2009 E.C in collaboration with Student Support Service.



A half-day workshop on HIV/AIDS

- Short-term training was given to 18 zone education bureau heads and preparatory schools directors to create awareness on grade 12 screening test development and administration of invigilation at 20 preparatory schools of Addis Ababa.

Augmenting the practice of learning from best practices within and outside the

University

- A short visit was paid to CODE Ethiopia to strengthen the already started mutual assistance and share experience on the application of E-books; During the visit, CODE Ethiopia



donated 22 digital books to KMS elementary school.

Assessment in the 21st Century

Melaku Girma, PhD, SMU

Assessment is usually defined as a process of obtaining information that is used to make educational decisions about students; to give feedback to students about their progress, strengths and weaknesses; to judge instructional effectiveness and curricular adequacy; and to inform policy.

A knowledge-based society, or the “21st century society”, is one in which its members, through lifelong learning, share innovations and expertise within a community of experts and non-experts, in the spirit of apprenticeship. This results in a network of knowledge which is created, shared, used and protected by the network itself. Knowledge is used to inform and improve ourselves and others both culturally and materially, with the goal of building a sustainable society. As such, 21st Century learning skills are skills necessary in a knowledge-based society, such as information and communication skills (including information processing and research tools), thinking and problem solving skills (including using technological tools such as spreadsheets to solve problems and think creatively) and interpersonal and self-directional skills (such as e-learning and collaboration). Educational assessment, according to the British Columbia Ministry of Education, is the “process of gathering evidence of what a student knows, understands, is able to do and is working towards.” In a knowledge-based society, with its network of both technology and people, current assessment tools require upgrading to ensure that learners are prepared for a rapidly changing and ever-connected community, society and world. It is important to understand the culturally significant values that are currently driving the need for knowledge and to consider the direction of the greater society before generating tools to measure the progress of learners in that society. In order to do that it is important to consider the needs of a 21st century learner in a knowledge-based society (Irvine and Crowley, 2013). 21st century skills : learning and innovation skills , creativity and innovation, critical thinking and problem solving, communication and collaboration, information, media, and technology skills, information literacy, media literacy, ICT (Information Communication and Technology),

literacy, life and career skills, flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility partnership for the 21st century skills (Magno,2013).

Irvine and Crowley (2013,510) identified the following as needs of a knowledge-based society:

- Numeracy skills: how to apply mathematical concepts to problem solving and everyday life.
- Literacy skills: functional literacy: able to learn from what they read.
- Critical thinking skills: search skills to access information, critical thinking skills to analyze and evaluate info and problem solving skills to utilize information.
- Creativity and innovation: able to generate ideas; see things in a different way from others, to approach new learning from different directions.
- Technological literacy: able to use technology to enhance learning and increase productivity.
- Communications literacy: being able to relate ideas to others in person, on paper, or with technology.
- Media literacy: using media to access, assess and analyze information and use new media forms to communicate.
- Collaboration and teamwork: knowledge based societies are interactive and require multiple people working in diverse ways to be innovative.
- Personal organization: personal possessions, organizational materials, time management.
- Motivation, self-regulation and adaptability: Being able to set and accomplish goals, when and how to apply effort, making decisions, prioritizing choices, making responsible decisions to enable independence and skill transfer to many occupations.
- Ethics, civic responsibility, cross-cultural



awareness: treating others, our environment and our society respectfully and obeying laws are essential to a fully functioning society. Contemporary curriculum design involves multiple facets: engaging 21st century skills, using digital tools, collaborating with others around the globe, performance tasks, and more. Getting these design elements into a teacher's current curriculum demands that teachers create professional habits around *Replacement Thinking*. Fisher (2015) described four considerations for Replacement Thinking around assessments. In a nutshell, those considerations include:

1. Students must demonstrate what they've learned. Whatever they create with digital tools should still represent what students were to learn. The assessment shouldn't tell you more about their use of a tool than it does about the student's work using the tool.
2. Students should demonstrate content proficiency and sophistication. Their new product should reflect the content knowledge that they've learned and the multiple cognitive zones they participated in during the learning process.
3. Students should be frequently reflecting on their choices. Students should be able to articulate and defend their tool choices, content inclusion, and degrees of audience interaction and how those choices affected the resulting product.
4. Students must give credit where credit is due. They should know about copyright, creative commons licensing, and how to search for and use appropriate content, giving attribution for the media resources they use. As far as the goals of 21st century assessments are concerned (Irvine and Crowley, 2013) give details that today's students need to collaborate with educators and make use of technology to get immediate feedback in order to improve outcomes. Technology allows educators to assess a student's progress far more regularly than is possible with traditional classroom assessments and to identify and address each student's challenges as they arise. This is in contrast to a system where assessment through tests and exams measures what a

student learned at the end of an instructional unit, by which time it is often too late to address shortcomings. Having said that, measurement and assessment must not only be a tool to help the student learn but also to measure achievement for those outside the system, be it post-secondary education institutions or potential employers. However, what gets measured will impact upon both teaching and learning. Some of the skills discussed earlier are difficult to measure. So, it is important that a balance be struck that ensures a student's progress is properly measured and yet does not stifle, or discourage some of the creativity and courage we are trying to engender in our students. The climate of assessment moves from exams and toward smaller more regular assessments. Data accessible to learners informs progress, with standards acting as anchors to learning. Rather than focusing on product based evaluations, performance and self knowledge are refined over time. Students are assessed before and during learning so that feedback may be provided that can be used to improve work and deepen understanding. In addition to quizzes, tests and worksheets, conferences, notes, self-reflection, journals and rubrics and checklists are used. Students are encouraged to assess themselves and their peers to enhance engagement and awareness of their own learning. Assessment is part of the learning process so that teachers and students are working together to monitor progress.

Eaton (2011), an educational leader, researcher, author and professional speaker, hinted that whether you are a teacher, a parent, an aunt or an uncle, it is important to know that today's students are different in some ways, from past generations. As a result, she has listed 21 characteristics of 21st century learners.

21st Century learners...

1. **Want to have a say in their education.** They'll respond better when their voices are heard.
2. **Often have higher levels of digital literacy than their parents or teachers.** They don't know a world without computers.
3. **Expect transparency in their parents,**



teachers and mentors. They'll see right through you. (Makes it really hard to plan a surprise birthday party for them!)

4. **Want you to tell them when you have messed up, apologize for it, and move on.** Everyone messes up. No big deal. Just don't try to hide it. If you do, they are likely to post it on Facebook.
5. **Don't care as much about having a job as they do about making a difference.** The very concept of a "job" has changed so much in the past decade; the future is about making a difference.
6. **Demand the freedom to show their wild creativity. 21st century learners balk at rote learning and memorizing.** They'll do it if you make them, but be prepared to let them loose to be creative, too.
7. **Want to connect with others in real time on their own terms.** They want their social media, their phones and their mobile technology. They want to be connected. All the time. In a way that makes sense to them (not necessarily to you).
8. **Collaborate amazingly well.** They love teamwork and figuring things out with their friends.
9. **Really can multi-task.** To do otherwise is... yawn! Bo-ring!
10. **Appreciate a "trial and error" approach to learning new skills.** Thank you, video-game industry.
11. **Learn by doing.** Just try making them sit down and learn from you by watching. See what happens.
12. **Have a "can do" attitude.** Of course, they can do it, silly! There is nothing to be afraid of.
13. **Thrive in an atmosphere of controlled challenge.** They must be challenged or they zone out, but they need structure, too.
14. **Have multicultural awareness and**

appreciation. This generation is more aware of a variety cultures, countries and ways of life than any generation before them.

15. **Open to change.** Really, what's the big deal?
16. **Are equal parts "consumer" and "creator".** Today's learners download their own songs and apps from iTunes... and then they create their own stuff and upload it to share with others.
17. **Increasingly aware of the world around them.** From the environment to politics, today's learners are asking questions and demanding answers.
18. **Know where to go to find information.** Google was first incorporated in 1998. 21st century learners have never known a world without Google.
19. **Are better educated than any generation before them.** (See #17.) 21st century learners really do know more than their parents (but that doesn't necessarily make them wiser!)
20. **Expect inter-disciplinarity.** It is we, the older generation, who organize topics into "subjects". The 21st century learner understands that subjects are inherently interconnected. Like, duh!
21. **Know that they are the future.** They look at their parents and their peers and understand that the world's future rests in their hands. (Wouldn't it make you just a little bit cocky, too?)

In line with the above characteristics of 21st century learners, Palmer, T.(2015) discusses the characteristics of a 21st century teachers. Obviously, teaching in the 21-century is an altogether different phenomenon; never before could learning be happening the way it is now -- everywhere, all the time, on any possible topic, supporting any possible learning style or preference. But what does being a 21st-century teacher really mean? Below are 15 characteristics of a 21st-century teacher:



1. Learner-Centered Classroom and Personalized Instructions

As students have access to any information possible, there certainly is no need to “spoon-feed” the knowledge or teach “one-size fits all” content. As students have different personalities, goals, and needs, offering personalized instructions is not just possible but also desirable. When students are allowed to make their own choices, they own their learning, increase intrinsic motivation, and put in more effort -- an ideal recipe for better learning outcomes!

2. Students as Producers

Today’s students have the latest and greatest tools; yet, the usage in many cases barely goes beyond communicating with family and friends via chat, text, or calls. Even though students are now viewed as digital natives, many are far from producing any digital content. While they do own expensive devices with capabilities to produce blogs, info-graphics, books, how-to videos, and tutorials, just to name a few, in many classes, they are still asked to turn those devices off and work with handouts and worksheets. Sadly, often times, these papers are simply thrown away once graded. Many students don’t even want to do them, let alone keep or return them later. When given a chance, students can produce beautiful and creative blogs, movies, or digital stories that they feel proud of and share with others.

3. Learn New Technologies

In order to be able to offer students choices, having ones own hands-on experience and expertise will be useful. Since technology keeps developing, learning a tool once and for all is not an option. The good news is that new technologies are new for the novice and experienced teachers alike, so everyone can jump in at any time!

4. Go Global

Today’s tools make it possible to learn about other countries and people first hand. Of course, textbooks are still sufficient, yet, there is nothing like learning languages, cultures, and communication skills from actually talking to people from other parts of the world. It’s a shame that with all the tools available, we still learn about other cultures, people, and events from the media. Teaching students how to use the tools in their hands to “visit” any corner of this planet will hopefully make us more knowledgeable and sympathetic.

5. Be Smart and Use Smart Phones

Once again -- when students are encouraged to view their devices as valuable tools that support knowledge (rather than distractions), they start using them as such. I, the author, “remember my first years of teaching when I would not allow cell phones in class and I’d try to explain every new vocabulary word or answer any question myself -- something I would not even think of doing today! I have learned that different students have different needs when it comes to help with new vocabulary or questions; therefore, there is no need to waste time and explain something that perhaps only one or two students would benefit from”. Instead, teaching students to be independent and know how to find answers they need makes the class a different environment! I “have seen positive changes ever since I started viewing students’ devices as useful aid”. In fact, sometimes I “even respond by saying “I don’t know -- use Google and tell us all!” What a difference in their reactions and outcomes!”

6. Blog

I “have written on the importance of both student and teacher blogging. Even my beginners of English could see the value of writing for real audience and establishing their digital presence. To blog or not to blog should not be a question anymore!”

7. Go Digital

Another important attribute is to go paperless -- organizing teaching resources and activities on one’s own website and integrating technology bring students learning experience to a different level. Sharing links and offering digital discussions as opposed to a constant paper flow allows students to access and share class resources in a more organized fashion.

8. Collaborate

Technology allows collaboration between teachers & students. Creating digital resources, presentations, and projects together with other educators and students will make classroom activities resemble the real world. Collaboration should go beyond sharing documents via e-mail or creating PowerPoint presentations. Many great ideas never go beyond a conversation or paper copy, which is a great loss! Collaboration globally can change our entire experience!

9. Use Twitter Chat

Participating in Twitter chat is the cheapest and



most efficient way to organize one's own PD, share research and ideas, and stay current with issues and updates in the field. We can grow professionally and expand our knowledge as there is a great conversation happening every day, and going to conferences is no longer the only way to meet others and build professional learning networks.

10. Connect

Connect with like-minded individuals. Again, today's tools allow us to connect anyone, anywhere, anytime. Have a question for an expert or colleague? Simply connect via social media: follow, join, ask, or tell!

11. Project-Based Learning

As today's students have an access to authentic resources on the web, experts anywhere in the world, and peers learning the same subject somewhere else, teaching with textbooks is very "20th-century" (when the previously listed option were not available). Today's students should develop their own driving questions, conduct their research, contact experts, and create final projects to share all using devices already in their hands. All they need from their teacher is guidance!

12. Build Your Positive Digital Footprint

It might sound obvious, but it is for today's teachers to model how to appropriately use social media, how to produce and publish valuable content, and how to create sharable resources. Even though it's true that teachers are people, and they want to use social media and post their pictures and thoughts, we cannot ask our students not to do inappropriate things online if we ourselves do it. Maintaining professional behavior both in class and online will help build positive digital footprint and model appropriate actions for students.

13. Code

While this one might sound complicated, coding is nothing but today's literacy. As a pencil or pen were "the tools" of the 20th-century, making it impossible to picture a teacher not capable to operate with it, today's teacher must be able to operate with today's pen and pencil, i.e., computers. Coding is very interesting to learn -- the feeling of writing a page with HTML is amazing! Even though I have ways to go, just like in every other field, a step at a time can take go a long way. Again, lynda.com is a great resource to start with!

14. Innovate

I invite you to expand your teaching toolbox and try new ways you have not tried before, such as teaching with social media or replacing textbooks with web resources. Not for the sake of tools, but for the sake of students! Ever since I started using TED talks and my own activities based on those videos, my students have been giving a very different feedback. They love it! They love using Facebook for class discussions and announcements. They appreciate novelty -- not the new tools, but the new, more productive and interesting ways of using them.

15. Keep Learning

As new ways and new technology keep emerging, learning and adapting is essential. The good news is: it is fun, and even 20 min a day will take you a long way!

Finally, Goertz (2015) identified the following as signs of a 21st century classroom

- technology Integration
- collaborative environment
- opportunities for creative expression
- inquiry based approach
- justification for answers
- writing for reflection
- use of a problem solving methodology
- hands-on learning
- teacher as facilitator
- transparent assessment

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በዶክተር ውብሸት ሽፈራው፣ ቅ/ማ/ዩ፣ ፈተና ማዕከል

በአገራችን እስካሁን በስፋት ባይለመድም ከክፍል ትምህርት ምዘና ባሻገር ያሉ ልዩ ልዩ ትምህርታዊና ሥነ ባሕርያዊ የምዘና ሥልቶች ለትምህርት ሒደት፣ ለተማሪዎች በጥንቃቄና በስልት መኮትት፣ ለምደባና ምርጫ ወ.ዘ.ተ የማይናቅ ጠቀሜታ ስላላቸው የምዘና ስልቶችን ምንነትና አሰራር ማጤን አስፈላጊ ነው።

የፐርሰንታይል ራንክ የትምህርት ግብአቶችን መሠረት በማድረግ በሀገር አቀፍ በሚሰጡ ፈተናዎች ውጤት ወደሚቀጥለው የትምህርት እርከን የሚዛወሩ ተማሪዎችን መጠን ለመወሰን ወይም ለመምረጥ የምንጠቀምበት የውጤት ቅመራ ስልት ነው። ስልቱ በአብዛኛው የሚያተኩረው በት/ቤት፣ በተወሰነ አስተዳደር ክልል፣ በሀገርአቀፍ ወ.ዘ.ተ ደረጃ በተመሳሳይ የትምህርት ደረጃ ላይ የሚገኙ ተማሪዎችን እርስበርስ በማነፃፀር የተሻለ ውጤት ያላቸውን ወደሚቀጥለው የትምህርት ደረጃ ለማዛወር በመሆኑ ከደረጃው ሥርዓተ ትምህርት ዓላማና ይዘት አንፃር ተማሪዎች በየጊዜው ስለ ጨበጡት የዕውቀትና ችሎታ መጠን፣ ስላጋጠማቸው የትምህርት አቀባበል ችግር፣ ስላሳዩት የባሕሪ ለውጥ ተገቢውን ግብረመልስ አይሰጥም። ይሁን እንጂ የተፈታኞችን ውጤት ከከፍተኛ እስከ ዝቅተኛ በቅደም ተከተል በማስቀመጥ አንድ ተፈታኝ ከተወዳዳሪዎቹ መካከል ከመቶ ስንት እጅን እንደበለጠ ወይም ከጠቅላላ ተፈታኞች መካከል ምን ያህሎቹ እንደበለጡት ለማወቅ የምንገለገልበት ዘዴ ነው። የ50 ተማሪዎችን የፈተና ውጤት በምሳሌነት በመውሰድ የውጤቶቹን ፐርሰንታይል ራንክ ለማስላት የሚከተለውን የፐርሰንታይል አቀማመጥ ስልት መረዳት አስፈላጊ ነው።

- 1ኛ/ በአንደኛው አቆልቋይ ፐርሰንቲጅ /መቶኛ/ ማርኩን ከከፍተኛ ወደ ዝቅተኛ በቅደም ተከተል መደርደር፤
- 2ኛ/ በሁለተኛው አቆልቋይ እያንዳንዱን ጥሬ ማርክ ስንት ስዎች እንዳገኙት ብዛቱን በቁጥር ማስቀመጥ፤
- 3ኛ/ በሶስተኛው አቆልቋይ የተመለከተው ፍሪኩዌንሲ ከታች ወደላይ እየተደመረ ከውምሌቲቭ ፍሪኩዌንሲ በሚለው አርእስት ሥር ይደረደራል። በዚህ ዓይነት በእያንዳንዱ ጥሬ ማርክ አቅጣጫ ያንን ማርክና ከዚያ በታች ያገኙትን ተፈታኞች ቁጥር ለማወቅ ያስችላል።
- 4ኛ/ በአራተኛው አቆልቋይ በመጀመሪያው አማራጭ እንደተመለከተው ፐርሰንታይል ለማውጣት የምንጠቀመው $\frac{CF}{N}$ በሚለው ፎርሙላ ነው። CF- ኪውምሌቲቭ ፍሪኩዌንሲ N- ጠቅላላ የተፈታኞች ብዛት ሲሆን 100 ግን ሁልጊዜ የማይለወጥ ቋሚ ቁጥር ነው።

ከተራ ቁጥር 1 እስከ 4 የተመለከቱትን የፐርሰንታይል አሰራር ቅደም ተከተል ቀጥሎ ከተመለከተው ሠንጠረዥ በዝርዝር መረዳት ይቻላል።

የ50 ተማሪዎች የውጤት ሠንጠረዥ

1	2	3	4	መቶኛ ደረጃ /Percentile rank/	
				$\frac{CF}{N} \times 100$	$\frac{CF + 0.5}{N} \times 100$
26.5 — 27.499	27	1	50	100	99
25.5 — 26.499	26	0	49	98	98
24.5 — 25.499	25	2	49	98	96
23.5 — 24.499	24	1	47	94	93
22.5 - 23.499	23	3	46	92	89
21.5 — 22.499	22	4	43	86	82
20.5 — 21.499	21	7	39	78	71
19.5 — 20.499	20	12	32	64	52
18.5 — 19.499	19	9	20	40	31
17.5 — 18.499	18	5	11	22	17
16.5 — 17.499	17	1	6	12	11
15.5 — 16.499	16	1	5	10	9
14.5 — 15.499	15	0	4	8	8
13.5 — 14.499	14	0	4	8	8
12.5 — 13.499	13	1	4	8	7
11.5 — 12.499	12	0	3	6	6
10.5 — 11.499	11	2	3	6	4
9.5 — 10.499	10	1	1	2	1
ድምር		50			

- ሀ/ ከዚህ ምሳሌ የተገኘው ዝቅተኛ ውጤት 10% ነው። 10 ውጤት ያገኙ ተፈታኞች ብዛት 1 ሲሆን ይህ ቁጥር ፍሪኩዌንሲ በሚለው አቆልቋይ ሁለት ሥር ተመልክቷል።
- ለ/ የ10 ኪውምሌቲቭ ፍሪኩዌንሲ 1 ስለሆነ ኪውምሌቲቭ ፍሪኩዌንሲ በሚለው አቆልቋይ ሦስት ሥር 1 ተጽፏል።
- ለ/ የ11 ጥሬ ማርክ ፍሪኩዌንሲ 2 ነው። ኪውምሌቲቭ ፍሪኩዌንሲ ግን $1+2 = 3$ ይሆናል። በዚህ ዓይነት ኪውምሌቲቭ ፍሪኩዌንሲ ከታች ወደላይ እየተደመረ መመላት ይቻላል።

መ/ የ18 ኪውምሌቲቭ ፍሪኩዌንሲ = 11 ነው። የዚህን ፐርሰንታይል ለማግኘት $\frac{CF}{N} \times 100 = 11/50 \times 100 = 22\%$ ይሆናል።

በአቆልቋይ 4 በመጀመሪያው ረድፍ እንደተመለከተው የተማሪዎች ፐርሰንታይል ራንክ በፎርሙላ $\frac{CF}{N} \times 100$ በመገለግል ሲሰላ ለምሳሌ የአንድ ተማሪ ውጤት 21 ሲሆን ፐርሰንታይል ራንኩ 78ኛ ሲሆን ነው። ይኸም ማለት ከአጠቃላይ ተፈታኞች መካከል 78% ያህሉን ያለፈና 22%



በመቶ የሚሆኑት ደግሞ እንዳላለፉት እንረዳለን። ይሁንና ውጤታቸው ከ21 በታች የሆኑ ተፈታኞች ብዛት 32 ሲሆን ይኸም ከጠቅላላ ተፈታኞች አኳያ 64% ነው። ስለዚህ ተፈታኞች 78 % ያህሉን ማለፍ ቀርቶ 64% ይሆናሉ ወደሚለው ያመራናል። ሆኖም የአንድ ተፈታኝ ውጤት 21 ነው ሲባል በአሀዘ የሚወክላቸው ቁጥሮች ከ 20.5 እስከ 21.499 ያሉትን ነው። ይህ ስሌት ከፐርሰንታይል ራንክ ትርጉም ጋር በመጠኑ የተራራቀ በመሆኑ ይበልጥ ተቀራራቢ ሊሆን ስለሚችል የክፍተት መጠንን ግምት ውስጥ በማስገባት በፎርሙላ $(\text{ታድድ} + 0.5 \text{ ድ}) \times 100$ መጠቀም ይበልጥ ተቀራራቢ የሆነ ትርጉም ያለው የአሰራር ስልት ይመረጣል። ለፐርሰንታይል ራንክ ትርጉም ይበልጥ ሊቀርብ የሚችለው ሁለተኛው የፐርሰንታይል ራንክ አቀማመጥ ደንብ (formula) የሚከተለው ነው።

በሁለተኛው Formula መሠረት የ22 ጥሬ ማርክን ፐርሰንታይል እንደምሳሌ ብንወስድ:-

U/ ከጥሬ ማርክ 22 አኳያ የታችኛው ድምር ድግግም /ታድድ/ 39 መሆኑን
 A/ የጥሬ ማርክ 22 ድምር ድግግም /ድ/ 4 መሆኑንና

ሐ/ጠቅላላ የተፈታኞች ብዛት /ብ/ 50 መሆናቸውን ከሰንጠረዥ ከተረዳን

የ22 ፐርሰንታይል ራንክ $(39+0.5 \times 4 \times 100)/50=82\%$ መሆኑን በስሌት እንደርስበታለን። በዚህ ዓይነት የሁሉም ጥሬ ማርክ ፐርሰንታይል ራንክ ይሠራል።

2ኛውን ፎርሙላ በመጠቀም የጥሬ ማርኩን ፐርሰንታይል ራንክ ለማግኘት ከጥሬ ማርኩ አኳያ ታችኛውን ድምር ድግግም/ታድድ/ እና የውጤቱን ግማሽ ድግግም /0.5 x ድ/ አብሮ መደመር እንደሚያስፈልግ መረዳት ይገባል።

የመጀመሪያው ፎርሙላ ቀመር የናረ ቁጥር ሲያስከትል የ2ኛው ፎርሙላ የፐርሰንታይል ራንክ ቀመር ግን ከተፈለገው ቁጥር የተቃረኑ ስለሆነ የተሻለ ሆኖ ይታያል። በሠንጠረዥ የተመለከተውን የሁለቱን ፎርሙሎች የፐርሰንታይል ራንክ ቀመር ያጤናል።

ስልቱ ቀደምሲል የተጠቀሱት ጠቀሜታዎች እንዳሉት ቢታወቅም ከሚሰነዘሩበት ትችቶችና ቅሪታዎች መካከል:-

- የተማሪዎች የትምህርት አቀባበል ችግር ተኮር/ diagnostic/ አለመሆኑ፤
- በፈጠራ ዘዴ የታገዘ የትምህርት አሰጣጥን በመገምገም ለማሻሻል እምብዛም አለማገዝ፤
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Some Myths and Realities about Adult Education

Denisew Liramu, SMU, TC

According to the definition of Oxford Advanced Learner’s Dictionary of Current English, ‘myths’ are

traditional or legendary stories told by a particular people in different societies without a determinable basis of fact, i.e. a widely held but false beliefs and fallacies. Since much of our tradition is negative and pessimistic about human progress and growth based on myths, fables, religious literature and old wives’ tales, it leads to human inadequacy to learn (The Adult Educator Blog, 2005).

As Coombs (1976) thoroughly indicated, some myths are as old as the race and some have been created in our generation. Myths may contain some slight aspect of truth that makes them survive in the society and pass from generation to generation accepted by their believers as a final truth. They exist in different areas of socio-economic formation of the society-political, social, economic and cultural. Adult education, as one of the social phenomena in the field of education, has faced and is still facing problems that resulted from myths that distort the reality (ibid). The following are some of the common myths widely spread in various countries in relation to adult and non-formal education.

Myth: “You can’t teach an old dog new tricks”

This traditional belief existed in different parts of the world. It greatly revolves around the assumption that “education is limited to an adolescent stage” that tends to separate adults from any type of change and development.

Reality: As approved by different educationists, education is a continuous process throughout the life of the individual. There is no age limit for education. Nevertheless, there may be periods in a given life-span when a particular effort in apprenticeship is required. Similarly, there may be periods of experience which are more favorable to study, than others (Arnett, 2004). The prospects of life-long education are not restricted to a given body of knowledge which is external to on individual learner, but in relation to the personal development of a particular individual. In fact, education is not identical for young people and adults due to differences in biological and psychological maturity and capacity (Arnett, 1998).

Myth: “Distance-delivered learning isn’t as good as face to-face options”

Such traditional assumptions and beliefs are well-grown from relying on teacher-centered



approach of teaching which accepts a teacher as a sole source of knowledge provider to the learners (Adult Educator Blog, 2005/03). Moreover, this type of belief disregards the interest of the learner by placing the teacher at the center. Similarly, it advocates as if education takes place only during the life-span of adulthood and adolescent in the mere form of schooling (Tough, 1967). As a consequence, especially, in some of the developing countries, there is a tendency of giving more recognition and social value for regular schools than distance education programs (Mariam, et al, 1997).

Reality: Distance Education (distance learning) is an educational program in which the students may not always be physically present at school. As adult education is a multifaceted program, it is designed for adults who are career-oriented or who desire some learning activities for their specific needs. The conventional type of education delivery system may meet the need of only some adults who could have time to attend the formal system. However, because of many reasons, such as shortage of time, inaccessibility to educational institutions, family factors, and other problems etc, many adults lack an opportunity to learn. For such adults, distance education serves as an alternative means (Vella, 2000).

In modern business world, distance education is one of the newest forms of education which mainly relies on modern technologies throughout the world. Hence, with the right foundation, technology-supported distance program is one of the most effective, economical and productive educational mechanism for staff development (Mariam, et.al, 1997).

Myth: “It is impossible to change human nature”

People who believe in such kind of thought deny that education is the fundamental base for economic, social, political and cultural development of a society. This assertion spread with profound confidence from the earliest times and often held with the deepest conviction until today’s generation. It is used not to show any attempts in terms of changing the environment including social-ills such as slavery, slums, war, and child labour, discrimination based on colour and gender inequality. For them, man is what he is: there is something unalterable in his nature (ibid).

Reality: The truth is that human behavior, in very fundamental ways, is being changed every moment. The human nature and human personality can be profoundly reshaped. For instance, in the past years what was natural for our fathers could not exist in our generation as it was before. As defined by the proponents of andragogy and child-centered approach of teaching-learning, education is a change in the behavior of the learner as a result of interaction with the environment’ (Ajzen, 1980).

Myth: “Social media networks have no real learning value”

These assumptions are widely grown from the belief of giving more attention to the traditional school of thinking that emphasizes ‘rote-learning’ in which a teacher plays a dominant role as knowledge provider to the learners. Moreover, those who share this opinion consider formal education as a sole delivery mode by undermining the importance of other alternative forms of education (McLean, 2012).

Reality: The quality of our networks is as strong as those let in. In today’s modern world, environments such as Twitter, LinkedIn and Google+ have opened the doors to information, expertise and peer groups that create perpetual global learning opportunities. The key lies on whom we follow. If we follow organizational practices, scholars and practitioners in our fields, we do have not only an endless access to news and cutting-edge research but also we can have opportunities to engage in international peer groups in the personal learning networks (ibid).

As it is justified by Sandlin (2011), the practice of ‘*public pedagogy*’ is a new design that extends adult learning which refers to learning outside the realm of formal education. It emphasizes that in today’s internet driven climate, much of adult learning takes place among social media rather than simply formal education setting. Similarly, other educationists call this social media approach as ‘*living-room learning*’. It is a growing tendency which states that adults learn best on their own time, in the atmosphere of their own choice and at a self-directed pace.

In general, like all disciplines or fields of study, adult continuing/ life-long education have its own traditions, assumptions, practices and beliefs. But this does not mean that these beliefs are unchanging and equally shared by all groups of the society, rather it depends on the ideological outlook of the individuals.



Therefore, more efforts should be made to enhance the scientific outlook of citizens, and create a literate environment by means of modern education in all areas of socio-economic development of societies to minimize such traditional myths (beliefs) (Tough, 1982).

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Honesty and Integrity in the Workplace

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The terms honesty and integrity are to be held in high regards since they are essential for success in all the areas of life including profession. Having honesty and integrity not only creates value in every communication, but it also builds the foundation of trust and confidence. Honesty does not just imply refusal to lie, but it means to live life with fairness and straightforwardness, whereas, integrity implies the quality of possessing and steadfastly adhering to high moral principles. (<http://www.english-for-students.com/Honesty-is-The-Best-Policy.html>)

The word honesty is related to other words with

the same root such as **honor** and **honorable**. These expressions share the notion of being genuine, trustworthy, upright, respectable and decent. Honesty is the quality, condition, or characteristic of being fair, truthful and morally upright. Etymologically, the word integrity has come from the Latin adjective word, **integer**, meaning entire. Integrity involves moral judgment and character, honesty and leadership values. Individuals who show integrity in the workplace, not only understand right from wrong, but they practice it all they do. <http://selfimprovementtips.expertscolumn.com/>

Honesty is an optimal example of integrity in the workplace. It encourages open communication between employers, employees and co-workers. This leads to an effective relationship within an organization. When workers are honest about the various aspects of their jobs that need improvement, employers can take action and help. Employers that are open about the organization's policies and changes that affect the organization are more trustworthy from the employees' perspectives.

A person can have honesty without integrity, but he or she cannot have integrity without honesty. The quality of being honest involves the employees to think in the right manner and behave with integrity. Maintaining honesty and integrity of conduct is a proven virtue that benefits you in many ways. It's nothing but the quality of having honesty and integrity that leads to sincerity gaining trust and reliability from others; enabling you to make commitments and put the efforts with consistency, which, all in all, will lead you to improve the level of competence that in turn results in gaining respect and professional development and success.

An employee who performs his duties maintaining honesty and integrity is to be recognized as one of the best employees. This leads him to success and to reap better results in life and at work. Such a quality is always preferred and looked for in the employees, as it can lead to the attainment of those results that are desired. It is implied that an honest employee is the leading exponent of organizational goals and objectives and he can put his earnest efforts accordingly to the total organizational competencies, effectiveness and efficiencies. Nobody can control out integrity. They can try to influence (and they do almost daily), but they cannot change it unless we allow it to be changed. <http://www.english-for-students.com/Honesty-is-The-Best-Policy.html>



How to highlight honesty in the workplace

Honesty in the workplace encourages a sense of trust among employees, the organizations and the community. The leadership style and environment in the workplace often affects the level of honesty employee's exhibit on the job. A few points to create an honest environment in your workplace are as follows:

➤ Organizational Values

The value an organization has set the stage for the values that employees display. Write a vision statement that highlights the values you want your employees to embody. If honesty is your main goal, focus on it in the statement. When you hire employees, emphasize the value you place on honesty.

➤ Communication

The way you communicate with employees is another method of highlighting honesty. Keeping organizational information from employees leaves them feeling uninformed and takes away from encouraging honesty in the workplace. While some information needs to be confidential, make it a habit of keeping your staff informed on basic organizational operations. Most employees appreciate transparency from the organization even if the information they receive is negative. For example, employees typically want to know if the organization is performing poorly rather than being kept in the dark. Honest communication encourages employees to exhibit the same level of honesty.

➤ Culture

By creating an organizational culture that values honesty over perfectionism, you highlight the importance of honesty. If the workplace is set up to punish employees for taking risks or making mistakes, you are more likely to have staff members who hide the truth. Create a safe environment that places trust in your employees to handle their duties. Provide feedback without making employees feel ostracized if they make a mistake.

Example

The leaders within the organizations need to practice honesty with employees to set the proper tone. Before promoting anyone to a leadership position, discuss with the person the significance of honesty, both with her subordinates and superiors. Check the leader's actions against what she says to ensure they are in alignment. Another way to encourage honesty

is to highlight employees who display honesty. Point out examples for other staff members to recognize and use as a role model.

Integrity in the workplace

- Show respect to co-workers with appropriate conversations and empathy.
- If you are in management, keep your employees informed so that they will know what is coming and what needs to be done.
- Adhere to the organizations policies and procedures.
- Be responsible. Do what you say you will do.
- Work together as a team. This builds trust and shows integrity.
- If you find yourself in a conflict of interest, get out of it as soon as possible.

How to preserve your integrity at work

A person with integrity does not only know the right, but practices it also at any moment. To work with integrity entails the following characteristics as you perform your job.

- *Professionalism*: do what you should do on time. Do your job efficiently, avoid going to short break frequently, do not call in sick if you just do not want to go to work and internalize your job description.
- *Confidentiality*: employees are asked to sign confidentiality agreement at the start of any work and you have to keep them.
- *Obedience*: following organization's policies is an integral part of executing your integrity. Even this simple step is often neglected by employees, abiding to dress code, wearing of ID's, reporting on time are just some of small rules that we are commonly disobey. Feedback is encouraged in a healthy working place, and if you observe something a bit off, raise it with your director in humble manner and let your voice be heard.
- *Values*: your ethics at work dictates what you do. Be responsible with your own behavior
- *Healthy working environment*: finally as you work with integrity you have to contribute in a building a workplace of trust and honesty. When there is openness employers and employees trust should exist between co-employees. It develops effective environment for everyone. Respect your co-workers and their ideas. If you demonstrate integrity, you will encourage others to practice them, too. Seriously, you will be judged if you are a person with integrity or not;



so, it's important for you to hold on it whatever happens, especially, integrity determines your failure or success in life, personally and professionally.

To summarize, honesty is valued in every communication and transaction between customers and co-workers; it is a fundamental need between people in the workplace because it creates an atmosphere of trust and confidence. Integrity stems from workers being honest with themselves, completing tasks, honoring debts, exceeding expectations, keeping promises, which, if accomplished consistently, builds a good reputation.

Quotes about 'honesty' and 'integrity'

Enjoy the story 'Honesty is the Best Policy' *A milkman became very wealthy through dishonest means. He had to cross a river daily to reach the city where his customers lived. He mixed the water of the river generously with the milk that he sold for a good profit. One day, he went around collecting the dues in order to celebrate the wedding of his son. With the large amount thus collected, he purchased plenty of rich clothes and glittering gold ornaments.*

However, while crossing the river, the boat capsized and all his costly purchases were swallowed by the river. The milk vendor was speechless with grief. At that time, he heard a voice that came from the river, "Do not weep. What you have lost is only the illicit gains you earned through cheating your customers."

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Criticism and Praise Degefa Burayou, SMU, TC

When we coach someone on conduct as part of performance appraisal, where do we tend to focus? Probably on "opportunities for improvement"? Indeed, we might mention some positive things, but this may take much time talking about faults and shortcomings.

If we do, we are only human. Paying more attention to what is wrong is not stubbornness. In fact, we could say we do it because, in our experience, criticism produces better results than praise. Criticism is more often followed by improved performance; and praise is often followed by performance that is not as good (<http://hbr.org/2013/> the ideal praise – to- criticism).

Therefore, we think, praise might be good and we need to do some of it, but when it comes to improving people's performance, criticism is the best tool for the job.

On the contrary, this is one of these areas where the lessons of experience are not obvious -and can even be misleading. Our observation that criticism is more often followed by improvement is probably accurate. However, what is going on is not what we think. In reality, it is something called "regression to the mean" or "return to the average" and if we do not understand it, our workers and we will be its victim. This implies that human performance is never consistent. That is true of, as an example, a violinist, a gymnast, a university lecturer, and this is true of everyone who works for us-and of us, too. No one performs at his/ her best on worst every day.



We all know this and it is why we assess the true greatness of, say, a girl who plays football not by her performance in a single game but over a full season. In other words, we look at her average performance over time-or, to use the statisticians term, her mean performance (www.dummies.com> human resources).

If we follow someone's performance task by task, we will discover that a great performance, one that is far above the person's average, is less followed by a less inspiring performance that is closer to the mean. It works the same the other way. A terrible performance is usually followed by something better. No one is making this to happen. It is part of the variability built into human activity, especially, when doing something even moderately complex. When we consciously see these occurrences, the problems and misconceptions arise when we forget them. Why we would forget something so obvious? Because when we know performance can vary widely around the average, we tend to give greater weight to someone's recent performance. Unconsciously, we consider it a better indicator of overall capability than what happened recently or last week. In this sense, our minds tend to over rate the importance or accuracy of the latest, most easily available or most eminent information. When we put these two together, we can see why criticism seems to work better than praise.

Consider some important and moderately difficult task performed regularly by someone who works for us. Let us say we can rate his/her performance on a scale of 1-10, with 10 being the best, and that his/her average performance over the past months has been only five. So, we begin monitoring his/her work and giving him/her either positive or negative feedback, criticism or praise after every performance. Consequently, when he/she performs worse than average, since performance naturally varies around a mean, he/she most likely will perform better the next time even if we say or do nothing because his/her performance will naturally turn to or move towards his/her mean or average level. However, since we criticized his/her performance, we will (mistakenly) conclude that he/she improved because of the criticism, and we will be convinced of this, because of his/her latest performance, will receive great weight in our mind. In this same way, when our employee performs above his/her average level, he/she most likely will perform worse the next time

even if we say or do nothing because, again, his/her performance is returning to the average. Yet, because the poor performance followed our praise, we will conclude that it was caused by praise. Even if we do not notice these apparent connections consciously, we are aware of them intuitively and the most likely consequence will be that we criticize far more than we praise.

Unfortunately, that is a poor prescription for reaching our goal-improving someone's average performance. Many evidences suggest that positive reinforcement - identifying and building on strength - will produce better results than unyielding focus on faults. To improve, people need positive feedback. It is just as important to recognize and reinforce employee strengths to point out where they are falling short. And, we need to understand why praise can seem dysfunctional, so, we do not withhold it. We must be aware not to be misled by experience. Its real lessons are not always obvious, and finding them requires thought, reflection, and analysis. Only when we are fully aware of what is happening and why, can we make the best choice. In this case, that means, giving praise as quickly as we criticize.

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What is goodness? How do you define it?

Fanta Ayalew, SMU

One of the most disturbing stuff in life, at least to some of us, must be breaking promises. As a person called Roy T. Bennett is quoted to have said, "*Consistency is the true foundation of trust. Either keep your promises or do not make them,*" all of us have to try to be as good as our words. Of course, in the world full of running and hustling, it may not be easy to be free from the influence of scatterbrainedness and become fully thoughtful of one's affairs, including the promises. I say this to remind you of my first concern with regard to keeping my promise of writing this little contribution.

My second concern was the title about which I had to write. That took much time, too, before I happened to decide on *goodness*, a human quality which nowadays is becoming amongst the rarities. If the title goes along with its contents, you, readers,



will have an opportunity to visit this endangered terminology of higher concept. As a matter of fact, not only are animal and plant species victims of extinction, like the dinosaur. So are words and some other intangible properties of individuals and societies as well.

The dictionary meanings of goodness are as follows:

- the state or quality of being good;
- moral excellence; virtue;
- kindly feeling; kindness; generosity;
- excellence of quality;
- goodness of workmanship;
- the best part of anything, essence, strength;
- a euphemism for God: Thank goodness!

(Source: internet)

Easton's Bible dictionary defines goodness as follows:

“Goodness in man is not a mere passive quality, but the deliberate preference of right to wrong, the firm and persistent resistance of all moral evils, and the choosing and following of all moral good.”

Definitions and meanings never end. And they are almost always relative. What is good for you, for example, may be bad for me, as the most beautiful girl who won an international beauty contest might turn to be the ugliest girl you have ever seen in your life, with a little bit of hyperbole, to be frank, of course. Something virtuous in a certain community may turn out to be immoral in another. We can't help having differences, though there are differences which are indispensably important. For example, sexual and vocational differences are very essential distinctions to the extent of determining the continuation of generations. But, we should be prudent enough not to be over-flooded by the negative impacts of some our differences. Needless to go to the details, many, if not all, of the differences we have are healthy and help us grow positively.

Let me say few words about goodness. Be patient. Now, we should know that goodness is a choice people have to make about what they believe is right, and perhaps, legal. Therefore, we can say that it is our compass. It shows our way toward our future. The fate of our future is based on what we do; what we be (come); and/ or even what we say.

By the way, how and when do we say, “Mr./ Miss/Mrs.... so is a good person!”? Is it when that person gives money to people? Or, is it when a person visits friends, neighbors, patients, etc. that we say s/he is good? Don't you find it difficult to be, even at times, to define a man of goodness? In my

opinion, it is!

There might be people who give abundantly from what they have and yet are evils. There might be people who are so friendly and congenial, yet so cruel and selfish. There could be people good in languages and lip services, but practically empty. There could be people who might be too humorous and seemingly benign but in practice deceitful and sadists. So, how can we identify good people? How do we gauge them? What are our parameters? Time wise, from when to when should we carry out the 'case study' to finally reach a conclusion “Aha, this person is good!” or vice versa? What are the interventions made to change someone's badness to goodness? Who is responsible for the intervention?

Let me come to my conclusion. As to me, goodness begins with something you or many of your likes may ignore. Let's do these for example to join a group of good people:

- If we are religious, let's begin our day with meditation. Let's salute indiscriminately those we know from home all the way to our respective working places. The salutations we extend should not be tailored with respect to who is who or who has what. Let's base our love for people on the principles of cosmopolitanism. Let's avoid preconditioned human interactions.
- Let's make our greetings/salutations very genuine and heartfelt; let's avoid pretention. (We are not charged for it! We must understand that cordial salutation pleases even God.)
- Let our words be smooth and non-pugnacious. Let's be patient.
- Let's believe that all human beings are equal irrespective of who they are. As you deserve respect, so does everyone around you. There is no half of a human; everyone is fully human.
- Believe in *give and take*. After all, the undeclared motto of this planet is “give and take”. Hence, listen to people in order to be listened; love people in order to be loved; respect others if you want to be respected; etc. Most of all, avoid hypocrisy and self-righteousness.
- Be humorous. Be positive thinker. Do not hair-split the words of your friends. Be open.
- Help people if you can. Help begins not necessarily with giving materials. Give



them your affection; show them your earnest concernedness;..that is the greatest help, too.

- Do not ever say “***This is not my business!***” whenever you happen to converse with people - this is a sign of nonchalance and contempt toward someone’s profession or duty and hence this must be the most offending remark in people’s communication. Everything under the sun is your business or concern. Be not aloof. Be part and active participant of the hectic life everyone is leading willy-nilly. For example, close running water taps wherever you see [It is your business, dear!], switch off lights, do not throw your wastes/litters anywhere, rather, put them into litterbins, remove pebbles and/or stones when you see them on roads or streets [One of your brothers/sisters may get hurt if the tire of a car deflects it!], advise children when you see them playing, for example, on streets; worry about the cleanliness of your surrounding and do tune your mode of thinking accordingly instead of expecting the Municipality to do your job.
- Understand that you are responsible not only for what you have not done, but also for what you should do and, to your surprise, all what you should do may not necessarily be liable. For example, you are not going to be brought to court if you do not tell the location of St. Mary’s Green Campus when asked by someone; but it is your moral obligation to help people in their need when and if possible, of course; in this specific case, to help this person, you should first know where Green Campus is located. With this respect, therefore, helping blind people cross streets, showing directions to strangers, helping people in time of their adversity, etc. is vitally important to join the **Company of Goodness**. Goodness has little expense.
- Avoid bias and prejudice when your sound judgment is needed. Judge unfairly today; be a man of injustice now, do not wrong anyone, you will be judged likewise tomorrow. You reap what you sow, books have it already.
- Appreciate people whenever you see them do well. Avoid nagging and faultfinding. Believe in discussion. Distance yourself from misinterpretation of others’ ideas and/or deeds to avoid unnecessary confrontations

and conflicts as a result of which your relationship becomes jeopardized.

- Trust people with care, of course. Know that trusting is more fruitful than doubting.
- Do not forget your past and make it a tool to inspire and teach others. There is nothing shameful in one’s life provided crimes and sins are not committed as a means to achieve some ill-motivated objectives in short-cut.
- Be happy with what you have and avoid over-ambitiousness; frustration, a gap which is created by the difference between what you aspire and what you can practically do, makes your life miserable. Frustrations are antitheses for goodness and settled life.
- Understand people’s problems and try to be part of the solutions instead of being part of the problems. Try to juxtapose yourself in people’s shoes and forget not thinking of “what if I were them...” before reacting to any of their complaints.
- Try your level best to be a man of forgiving even though at times it seems very difficult. As a matter of fact, whenever you see a person with whom you are not in good terms, it is you who suffer most; so go at least the half way to break the deadlock for the sake of mutual peaceful coexistence. The saying has it already: “To err is human and to forgive is divine.”
- Try to be free from anything that fouls your personality and your pure conscience. Corruption, theft, procrastination, disobedience, intolerance, contempt, and the like are just few of those traits that spoil our internal peace and lead us into temptation, a temptation which forces us to change the real color of our identity with the glamorous counterfeit in order to follow the fashion of the state of the art. If we examine our innermost in terms of these points, we can at least realize where **goodness** begins and how one becomes **good** before leaving this planet for good.
 - I know this idiom as you do so: “**Better said than done.**” Nevertheless, trying is less costly.

Some quotations

“Goodness is about character - integrity, honesty, kindness, generosity, moral courage, and the like. More than anything else, it is about how we treat other people.” Dennis Prager

“No matter how good you think you are as a leader,



my goodness, the people around you will have all kinds of ideas for how you can get better. So for me, the most fundamental thing about leadership is to have the humility to continue to get feedback and to try to get better - because your job is to try to help everybody else get better.” Jim Yong Kim

“Human greatness does not lie in wealth or power, but in character and goodness. People are just people, and all people have faults and shortcomings, but all of us are born with a basic goodness.” Anne Frank

“The fragrance of flowers spreads only in the direction of the wind. But the goodness of a person spreads in all directions.” Chanakya

“The roots of all goodness lie in the soil of appreciation for goodness. Dalai Lama

There is no greatness where there is no simplicity, goodness and truth.” Leo Tolstoy

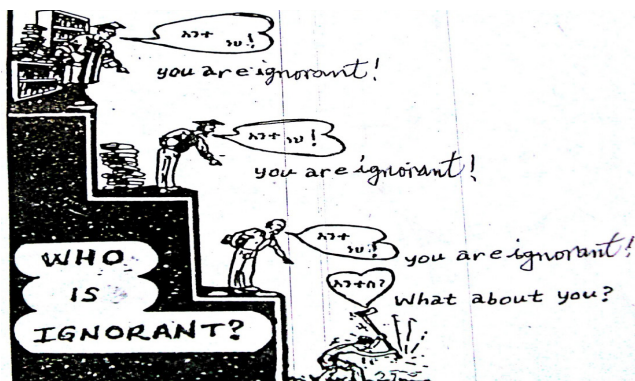
“It’s important to think good, speak good, and do good. If we want to see positive change in the world, then we need to connect to goodness. I try in everything I do, both in business and philanthropy, to make a positive change and do that by doing good.” Shari Arison

“Do all the good you can, in all the ways you can, to all the souls you can, in every place you can, at all the times you can, with all the zeal you can, as long as ever you can.” John Wesley

ማነው አዋቂ? ማነው አላዋቂ?

ከደንበው ልራሙ፣ ቅ/ማ/ዩ፣ ፈተና ማዕከል

ሰው ሲወለድ አብሮት የተወለደ ዕውቀት እንደሌለው ተነግሮአል። ዕውቀት ደግሞ በየዘርፉ የትዩለሌ ነው። አንድ ሰው ሁሉንም የዕውቀት ዘርፍ ሊያውቅ አይቻለውምና እጅግ አዋቂ የተባለ እንኳን ቢሆን ብዙ የማያውቀው ነገር መኖሩ ይታወቃል።



Source: Satyen Moitra (1988) Why should we Become Literate? ; Adult Education and Development, German Adult Edu. Association, ከተባለው ጆርናል ከገጽ 118. ለዚህ ጽሁፍ እንዲሰማላችሁ ተደርጉ የተወሰደ፤

በአንጻሩ ማይም ጉልማሳም ቢሆን በኑሮውና በዕድሜው ከአካባቢው ብዙ የማያውቃቸው ነገሮች አሉ። እንዲህ ካልን አንድ የተፈጥሮ ማይንስ ተመራማሪ እኛ ማይም የምንለው

የሚያውቀውን አያውቅም ይሆናል በተለይ ያልተቀራረበ ገጠመኝ ካላቸው።

እንግዲህ እነዚህ ሁለት በተለያዩ ደረጃ ያሉ ማይንቲስትና ማይም በየራሳቸው ገጠመኝ አኳያ አንዱ ሌላውን አላዋቂ ካስፈለገም ያልተማረ ቢባላል የማይመስል ተደርጎ ይገመት ይሆን?

Inspirational Quotes from Inspirational Scientists, Birhanu Abera, SMU, TC

The great scientific minds of history have provided inspirational quotes on their findings, philosophy, and understanding of the world around us. These quotes have inspired generations of young explorers, eager to learn more about the world and motivated toward betterment. Some of them are listed below:

- This world is grand and there lies an ocean of undiscovered findings that are waiting for eager and curious minds (Isaac Newton (1642-1727).
- Two things are infinite: the universe and human stupidity; and I’m not sure about the universe (Albert Einstein, 1879-1955).
- It is strange that only extra ordinary men make the discoveries, which later appear so easy and simple (Georg Lichtenberg, 1742-1799).
- Religion and science have always lived in parallel, sometimes symbiotically, sometimes not (Nicolas Copernicus, 1473-1543).
- There is no law except the law that there is no law i.e. in nature and human imagination, anything is possible. (John wheeler, 1911, 2008)
- Science without religion is lame, religion without science is blind (Albert Einstein, 1879-1955).
- The good thing about science is that it’s true whether or not you believe in it (Neil de Grasse Tyson).
- Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less (Marie curie, 1867-1934)
- You cannot teach a man anything, you can only help him discover it in himself (Galileo Galilee, 1564-1642).
- Imagination is more important than knowledge (Albert Einstein, 1879-1955)
- Shall I refuse my dinner because; I do not fully understand the process of digestion? (Oliver Heaviside, 1850-1925).
- If I have seen further it is by standing on the shoulders of Giants (Isaac Newton, 1642-1727).

Reference

www.forbes.com /.../ inspirational quotes from famous scientists.



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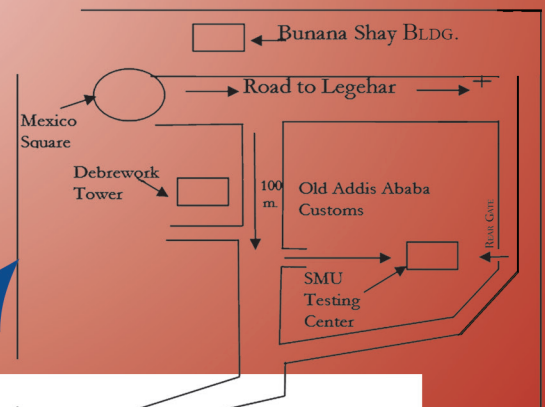
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