

Report On
Leadership Development of BYLC Graduates Enhancing Employability & Industry-Specific
Expertise

By

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19104032

An internship report submitted to the BRAC Business School in partial fulfilment of the
requirements for the degree of
Bachelor of Business Administration

BRAC Business School
BRAC University
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Declaration

It is hereby declared that

1. The internship report submitted is my own original work while completing degree at BRAC University.
2. The report does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The report does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Letter of Transmittal

November 04, 2023

Dr. Mohammad Rabiul Basher Rubel
Associate Professor
BRAC Business School

Subject: Submission of internship report on “Leadership Development of BYLC Graduates Enhancing Employability & Industry-Specific Expertise.”

Dear Sir,

With due respect, I am delighted to submit to you my internship report as a requirement of BRAC University’s BBA program.

I have written a report with your guidance and in accordance with BRAC Business School requirements in which I outline briefly my internship experiences at Bangladesh Youth Leadership Center (BYLC) and its Office of Professional Development department. I was able to apply what I learned about new corporate elements to my academic pursuits.

I hope that this report will provide you some insight into my experiences and the work I did during my internship. I sincerely hope and pray that you would approve my internship report.

Sincerely,

Zarin Subah

ID: 19104032

BRAC Business School

BRAC University

Non-Disclosure Agreement

This agreement is made and entered into by and between Bangladesh Youth Leadership Center (BYLC) and Zarin Subah, the undersigned student at BRAC University to undertake the internship project described in this report based on the assurance of avoiding the unapproved disclosure of any confidential data of the organisation.

Acknowledgement

It has been a delight and an honour to write my internship report in compliance with the standards for the Bachelor of Business Administration degree. I could not have prepared my internship report without the constant guidance of certain individuals who have helped me.

Firstly, I am very appreciative of life for keeping me in good condition to complete my internship report which will lead to my successful completion of undergraduate life.

I am extremely grateful to my faculty supervisor, **Dr. Mohammad Rabiul Basher Rubel**, Associate Professor in Management and Human Resource Management at BRAC Business School, for offering me wise counsel throughout my internship and allowing me to embark on this assignment under his supervision. Sir was really patient with me throughout the entire process of helping me write my report despite his hectic schedule.

Finally, I want to express my gratitude to my company supervisor, **Mr. Asif Yeasin Kabir**, for letting me work as an intern under his direction and supervision and for helping me compile the necessary data for my internship report. Additionally, I want to thank my coworkers for helping me despite their busy schedules by giving me the guidance I needed.

Executive Summary

In this report, I have attempted to discuss the effectiveness of leadership development training, such as that of Bangladesh Youth Leadership Center (BYLC), on enhancing a graduate's employability and industry-specific expertise. The main objective is to conduct quantitative research, based on primary data, to understand the impact of leadership skills, communication skills, teamwork skills, and problem-solving skills on the program participants of BYLC. Based on the survey, the level of understanding regarding these skills and how likely the participants are applying these skills to the real world are determined. Graphs and charts are displayed for better understanding and visualisation of the findings. Afterwards, it can be concluded if educational institutes in Bangladesh should incorporate such programs into their curriculum to prepare students for the corporate environment. Recommendations will be provided at the end of every chapter to ensure better future performance and long-term sustainability of BYLC.

Keywords: Leadership Development Training, Graduate Employability, Industry-Specific Expertise, Program Participants.

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List of Acronyms

OPD	Office of Professional Development
BBLT	Building Bridges through Leadership Training
BBLTJ	Building Bridges through Leadership Training Junior
APL	The Art and Practice of Leadership
LFK	Leadership for Kids
YLS	Youth Leadership Summit
YLB	Youth Leadership Bootcamp

Chapter 1

Overview of Internship

1.1 Student Information

Name:	Zarin Subah
ID:	19104032
Program:	BBA
Major:	Human Resource Management (HRM)
Minor:	Finance

1.2 Internship Information

1.2.1 Period, Company Name, Department/Division, Address

Period:	6 March, 2023 – 31 October, 2023
Company:	Bangladesh Youth Leadership Center (BYLC)
Department:	Office of Professional Development (OPD)
Address:	Medona Tower (Level 12), 28 Mohakhali C/A, Dhaka 1212

1.2.2 Internship Company Supervisor's Information

Name:	Asif Yeasin Kabir
Position:	Deputy Manager- Office of Professional Development at Bangladesh Youth Leadership Center

1.2.3 Job Scope

Job Title: Office of Professional Development Intern

Location: Bangladesh

Job Type: Internship

I have worked as an intern in Bangladesh Youth Leadership Center in the Office of Professional Development department and was placed in the Employer Engagement and Placement team. During the six-month course of my internship journey, I have acquired invaluable insights, carried out a number of duties and responsibilities as well as learned of their relative significance. My key responsibilities were:

- Creating various project-related content
- Managing databases of program participants and their employment status
- Tracking and reporting on training program outcomes
- Conducting outreach and follow-up with prospective employer contacts
- Facilitating employers' engagement with our programs
- Raising purchase requisitions to estimate expenses for upcoming programs, ensuring the necessary funding to procure materials, equipment, and supplies
- Organising different events with the purpose of creating a bridge between employers and participants
- Anchoring for our departmental programs

1.3 Internship Outcomes

1.3.1 Student's Contribution to the Company

While I was placed as an intern at BYLC, I was assigned to the Employer Engagement and Placement team, which was a part of the Office of Professional Development department. As someone working in the Employer Engagement and Placement team, I had the responsibility to reach out to jobseekers/young professionals and employers to garner their interest and ensure their participation in our youth-related programs. During my time there, I had the opportunity to organise several programs such as Career Expo 2023 (which is a job fair), Youth for Youth and Career Conversations (networking sessions involving fresh graduates and employers), and Connected (an experiential learning program). I was responsible for handling our team's Facebook page, where I had to constantly come up with strategies and ideas for new content and to increase our reach to the public. Since the department I was placed in works with youth and employers, it is necessary to establish partnerships with various companies, which is done through signing Memorandums of Understanding (MoUs). This is a long and repetitive process where I had to reach out to employers through personalised phone calls, strategically drafted emails, and professional social media platforms such as LinkedIn to convince them of the mutual benefits of the partnership.

1.3.2 Benefits to the Student

The knowledge I gathered from my time at BYLC will be immensely useful as I will be able to apply it to my future career endeavours. Being exposed to such a dynamic setting at the workplace, I faced a number of challenges which allowed me to grow and make progress on different levels, socially, individually as well as professionally. Engaging and interacting with students and young professionals from different educational backgrounds and with employers from different organisations enabled me to master a range of communication and interpersonal skills. Cross-departmental contact is crucial at BYLC because of the company's collaborative work environment, which encourages interaction and teambuilding between staff members from all departments. This helped me learn how to convey my views, respond to others, and be more open-minded in a professional setting. I have also developed proficiency with MS Office (Excel,

Word, PowerPoint, and Word) since I had to manage databases of program participants and their employment status to track and report on training program outcomes.

1.3.3 Problems/Difficulties faced during the Internship Period

Since the purpose of the Office of Professional Development department is to create a bridge between jobseekers/young professionals and employers, we organise various programs to fulfil that purpose. All these programs fall under weekends as we have to consider that our participants have college/university classes and employers have to work on weekdays. Therefore, whenever we are working on a particular program, we have to work long hours at the office during the week as well as work on the weekend as organisers of the event. This led to many difficulties for me as I barely had ample time to make progress on my internship report.

1.3.4 Recommendations to the Company on Future Internships

I would suggest the BYLC to enhance the compensation package for the interns so that they get motivated to get integrated in the company's culture and team building. Additionally, the company should ensure all interns get future job opportunities there as it will ultimately save time and cost of training for the company. Lastly, training programs should be made mandatory and arranged at a convenient time for interns so that they get equipped with various soft skills that can be applied in the corporate world.

Chapter 2

Organisation Part

2.1 Introduction

Bangladesh's first leadership institute named Bangladesh Youth Leadership Center (BYLC), exists to build soft skills in youth coming from different backgrounds, incorporate values of empathy, and inclusiveness in them, which will make a bridge between graduates and corporate jobs as well as entrepreneurial opportunities. The goal of the company is to enable their alumni to have great impact in public, private, civil sectors and other relevant sectors of the country. A crucial part of BYLC's approach involves gathering youth from different socio-economic class and educational backgrounds, building effective leadership which requires the capacity to embrace diversity and pluralism. Through the process of empowering emerging talents to act on behalf of social and economic matters they deeply care about, the company aims to strengthen their welfare, fairness, and inclusiveness in the greater society.

Ejaj Ahmad, founder of BYLC started with a simple idea that if they can teach the emerging young generation to understand the differences between the right and wrong, inherit self and contextual awareness, and incorporate in them values of inclusiveness as well as collaborative leadership, which can help transform our country. According to him, a lot has changed in Bangladesh over more than a decade. To keep up with globalisation and sudden changes which are happening throughout the country, a lot has changed for BYLC too. However, one thing has remained constant over the past several years, which is their relentless commitment to holding themselves accountable to doing what's right.

2.2 Overview of the Company

2.2.1 Introduction to Bangladesh Youth Leadership Center

The inception of BYLC dates back to January 2008, when its founder, Ejaj Ahmad, a Harvard graduate student at the time, had an idea for a leadership program that would bring together young people from different backgrounds, provide them leadership skills, and involve them in civic engagement. Building Bridges through Leadership Training (BBLT) is a month-long leadership program that Ejaj and his wife, Shammi Quddus, an MIT freshman at the time, devised and won the Kathryn Davis Projects for Peace Prize for in March 2008. This enabled them to conduct a trial BBLT program in Chittagong, Bangladesh, with thirty high school and college students from Bangla, English, and Madrassa backgrounds.

After the pilot program was a huge success, BYLC established its Governing Board in October 2008. It was officially incorporated as a nonpartisan social initiative in early 2009 with the Bangladeshi Registrar of Joint Stock Companies and Firms. Its mission is to teach the next generation of leaders to promote justice, prosperity, and inclusivity in society. As a result, BYLC has grown its programs to include thousands of students from all across Bangladesh and established connections with several prestigious national and international organisations. In just thirteen years, BYLC has grown from a living room experiment to one of Bangladesh's most reputable, sought-after, and trusted venues for young leadership.

2.2.2 Mission and Vision of BYLC

Mission:

- To foster relationships between young people from varied backgrounds, give them leadership training, connect them to career and entrepreneurial possibilities so they may make a significant contribution to the public, commercial, and civil sectors.

Vision:

- To create a world that is thriving, fair, and inclusive led by bold, empathetic, and capable leaders.

2.2.3 Values of BYLC

Like any other organisation, BYLC is also guided by a set of core principles, which direct their decision-making processes and operations towards achieving their goals and objectives. The following six values lay the foundation for all of their services and initiatives:

- i. **Practise Adaptive Leadership:** Maintain an analytical mindset while taking action, assume responsibility, experiment to generate new ideas, and dedicate oneself to both doing and reflecting.
- ii. **Integrity:** Maintain honesty and transparency in all of our communications with our participants, employees, partners, and stakeholders.
- iii. **Excellence In Everything We Do:** Deliver the best outcome with an attitude that is ambitious, prompt, meticulous, positive, and professional.
- iv. **Respect For Others:** Be accepting of varying perspectives, embrace inclusion, and show everyone the same respect, irrespective of their standing within the company.
- v. **Continuous Development:** Always stay open to receiving and giving knowledge. Taking feedback to help with personal growth and give helpful guidance to others in order to further their own development.
- vi. **Empathy:** Show empathy and refrain from passing judgement in all of our communications with our participants, employees, partners, and stakeholders. Prioritise understanding before seeking understanding.

2.2.4 Service Offerings of BYLC

All of BYLC's services centre around problems they are attempting to address, which include the dearth of opportunities for young people to develop their leadership abilities, the scarcity of jobs and skills required for decent work and entrepreneurship, the lack of acknowledge and acceptance for diversity, and the ignorance of young people about environmental issues. In order to tackle these concerns, BYLC offers various training programs to develop such skills and instil such principles in youth. Some of these signature training programs include Building Bridges

through Leadership Training (BBLT), Career Bootcamp, The Art and Practice of Leadership (APL), Leadership for Kids (LFK), and BYLCx.

- i. Building Bridges through Leadership Training (BBLT):** BBLT is one of BYLC's signature leadership training programs developed to provide hands-on training to students from HSC/A Levels/Alim and from university first or second year. The students are taught to think like a critical leader and apply what they have learned to the real world to bring positive societal impact.
- ii. Career Bootcamp:** The Career Bootcamp is divided into two components focusing on two sectors: Education & Training and Development. Education & Training Sector Career Bootcamp assists in equipping jobseekers with the technical and soft skills required to start their career journey in the education and training sector. Development Sector Career Bootcamp, as the name suggests, develops the skills necessary to build a career in the development sector.
- iii. The Art and Practice of Leadership (APL):** The APL program is targeted at final-year undergraduate students, master's students, or young professionals. It is a 3-day workshop, aimed at instilling the skills and leadership qualities required to thrive in the ever-changing job market.
- iv. Leadership for Kids (LFK):** LFK is a four-week online-based leadership training program developed for children studying in grades 3-5. The purpose of this program is to teach children how to be better human beings, fostering in them empathy and respect for everyone while building in them skills such as creativity, leadership, problem-solving, and teamwork.
- v. BYLCx:** BYLCx is BYLC's e-learning platform, providing courses on a wide range of topics from resume-writing and job interview tips to computer-related skills. Some of their popular courses are 'Excel for Pro Professionals,' 'Resume Writing Masterclass,' 'Writing Professional Emails,' and 'The Art of Public Speaking.'

2.3 Management Practices

2.3.1 General Management Practices

The upper management oversees the overall operations of BYLC. They pool all the resources, reports, data, and other analyses from different departments of BYLC and discuss them with all Executives which helps them to take crucial decisions for the long-term welfare of the company. The leadership style of the organisation is democratic; subordinates under managers are equipped with all the relevant tools and knowledge to make their decision without any external pressure from the upper management. This management style usually indicates that there is less practice of micro-management among managers. The supervisors assign interns from their respective departments to different projects. All these demonstrate a robust democratic leadership style that is present in BYLC.

To illustrate the upper management values and leadership style- since the inception of Bangladesh Youth Leadership Center, Ejaj Ahmad, the founder, has acted as its first President before being elected as its new Executive Chairperson at BYLC's 14th Annual General Meeting, that took place on July 30, 2023. It is his creativity and forward-thinking leadership that drives the organisation to newer altitudes. It is his duty to strategically guide the organisation towards achieving the vision he set. He is responsible for designing youth leadership programs and engaging in activities that raise awareness about the significance of youth leadership development.

Moreover, Tahsinah Ahmed, having about thirty years of experience in the development sector, was appointed as the Executive Director on 15 June, 2022. She is responsible for leading and strategically guiding the organisation in line with its mission, vision, and values. She supervises the operation of programs and makes sure that the organisation is financially stable.

2.3.2 Human Resource Practices

The Human Resources function of BYLC is responsible for hiring, retaining, managing, and training employees up to their true potential. Moreover, for the internship hiring process, the candidates have to go through a recruitment process which involves two stages. The

compensation system is rigid for all the interns working at BYLC which is paid on a monthly basis. The human resource department engages their HR interns to work closely with all interns of other departments, which adds to a substantial learning curve for the interns in the human resource department. In a word, this team is responsible for attracting and training employees, managing the remuneration system, looking for ways to design a more engaging workplace culture, and ensuring team cohesiveness.

2.4 Marketing Practices

2.4.1 Marketing Strategy

As a reputable leadership development training institute, BYLC adopts various types of marketing strategies to promote their programs, attract new participants, and maintain strong relations with their alumni.

The marketing department at the company is divided into two functions: marketing and communications. The marketing team is responsible for content creation and different online and offline promotions. And the communications team is responsible for strategic planning, blog writing, caption generation for social media posts, and field visits for research and promotion.

2.4.2 Target Customers, Targeting and Positioning Strategy

All of the programs of BYLC are designed to equip young people with the relevant skill-sets to make them better leaders and contribute to the greater welfare of the society. This mandates the gathering of youths from different socio-economic class and educational backgrounds to provide them with various leadership programs according to their backgrounds.

- Target Customers: BYLC conducts their training programs in different regions across Bangladesh, namely Dhaka, Chittagong, Comilla, Rajshahi, and Barisal, where their impact is highest. Their target customers vary according to their different types of programs, but overall, they target the young generation who are expected to contribute to the country's future development.

For programs such as Building Bridges through Leadership Training (BBLT), Art and Practice of Leadership (APL), Youth Leadership Summit (YLS), and Youth Leadership Bootcamp (YLB), the target market is HSC/Alim/A Level, undergraduate, and master's students, as well as young professionals with up to two years' work experience. Other programs like Building Bridges through Leadership Training Junior (BBLTJ), and Leadership for Kids (LFK) are targeted at children studying in school in grades 3-10.

- Positioning Strategy: BYLC focuses on leadership development training that is specially designed for youth. Thus, they are positioning their services as ideal for students and young professionals. It can be said they are using user-based positioning. In addition, they also focus on the value that their training programs provide, positioning their services as good value for money. Therefore, another positioning strategy they use is value-based positioning.

2.4.3 Marketing Channels

BYLC stays active on social media sites such as Facebook, Instagram and LinkedIn, and BYLCx, their e-learning platform, has their own accounts as well on the abovementioned sites, where they regularly post promotional as well as educational content. These official pages of BYLC are used to market their services, promote any upcoming programs, post strategic content for engagement purposes, and share updates about any event that BYLC has taken part in.

2.4.4 Critical Marketing Issues and Gaps

The marketing department at BYLC is a small team consisting of only seven employees. This often results in increased pressure and challenges when multiple departments host programs that coincide with one another. Such situations require the marketing team to split their resources across these programs, hindering the team from being able to offer their full assistance to one single event.

Another notable marketing challenge relates to simultaneous program promotions on BYLC's official social media sites. In these cases when multiple programs are scheduled for promotion

on the same day, it creates communication clarity issues as the target audience are often unable to distinguish whether the posts refer to separate events, or if they are multiple promotions for the same program. This leads to confusion, hampering the team's efforts to deliver an unambiguous message to the target audience.

2.5 Finance Performance and Accounting Practices

Finance team of BYLC provides policy guidance to the entire team so that every employee can utilize the financial and other resources and ask for financial services as per the guideline. They also ensure compliance with donors and organisations by making sure that the funds provided are being put to appropriate use. The main responsibilities also include preparing financial & analytical reports, examining calculations of VAT coupon and tax deduction for any corrections as well as ensuring timely deposits to the bank. Other departments submit their purchase requisition forms to the finance department for approval to ensure all expenses are within the assigned project budget.

Moreover, as Bangladesh Youth Leadership Center is a privately held non-profit development organisation, financial and transactional data are not available to anyone except for top management. Additionally, BYLC has a strict policy of maintaining the confidentiality of financial data which might impact donors' and other investors' privacy.

2.6 Grants Management Practices

The grants management function is responsible for overseeing the handling of resources and ensuring compliance with grantor guidelines. The team monitors the progression of different projects to ensure proper implementation and alignment with specified guidelines. In case any performance gaps arise or any practice of BYLC goes against their ethical business practices, they are responsible for acting on it promptly.

One of the key grants management practices include placing a strong emphasis on timely preparation and submission of reports to donors. The company understands the importance of maintaining a relationship with their donors that is based on integrity and accountability. This is

why the grants management team works to ensure that all the documentations from other teams are on time for audit purposes. Another key function of grants management is to act as a liaison with the donors and internal teams to facilitate communication on grant-related issues.

2.7 Industry and Competitive Analysis

2.7.1 Porter's Five Forces Analysis

Porter's five forces framework is an approach used to inspect and evaluate an industry's degree of competition, and identify its level of appeal to businesses. The framework consists of five factors, which push companies to constantly examine their competitive environment and make strategic decisions based on it. The five factors are:

- Threat of new entrants
 - Threat of substitute goods or services
 - Bargaining power of consumers
 - Bargaining power of suppliers
 - Level of competitive rivalry
-
- **Threat of new entrants:** For a youth leadership development training institute like BYLC, the threat of new competitors is high. The company is small and funded by donors, thus operating with limited resources. To enter into this market, only a small investment will be adequate enough to set up similar or more advanced training institutes.
 - **Threat of substitute goods or services:** The threat of substitutes is high for BYLC as there are a number of educational and training institutes in Bangladesh that create similar opportunities for individuals to acquire employability skills and industry-specific knowledge. Platforms such as Coursera, edX, and Udemy enable learning at one's own pace and convenience. Also, other platforms such as Youth

Opportunities and Bangladesh Scouts can serve as substitutes for those seeking to learn more about leadership and develop such qualities.

- **Bargaining power of consumers:** In this case, consumers for BYLC are program participants. Their bargaining power is quite high as the programs BYLC hosts depend on the active enrolment of participants. High registration fees often discourage their target audience from participating, which compels the organisation to offer discounts or, sometimes in extreme situations, charge no fees at all.
- **Bargaining power of suppliers:** Employers, industry experts and other stakeholders count as the suppliers of BYLC. BYLC has affiliated with numerous organisations from various industries and sectors, allowing them to have access to an extensive network of employers and industry experts. Thus, if one employer refuses to participate in a program of BYLC, there are other employers available to send invitations to. This reduced dependence on one sole stakeholder decreases the bargaining power of suppliers.
- **Level of competitive rivalry:** There is a moderate level of competitive rivalry that BYLC encounters due to their unique curriculum which incorporates comprehensive problem-solving and leadership training programs. This holistic approach to instilling leadership skills and real-life problem-solving abilities sets BYLC apart from their competitors.

2.7.2 SWOT Analysis

A SWOT analysis is a strategic approach to pinpointing and assessing an organisation's strengths, weaknesses, opportunities, and threats. Here is a SWOT analysis conducted for BYLC:

Strengths:

- **Recognition and Reliability:** Through their leadership training programs and services, BYLC has earned recognition, reinforcing its standing as a reliable training and placement organisation.
- **Extensive Network:** BYLC has formed partnerships with over a hundred organisations, which allows them access to a number of employers, industry experts, counsellors, and mentors across diverse industries, sectors, and companies.
- **Comprehensive Curriculum:** BYLC's curriculum, which was originally a concept developed at Harvard University's Kennedy School of Government back in 2008, integrates problem-solving learning into its training programs. This feature sets it apart from many rivals.
- **First-Mover Advantage:** Early entrance into the market has enabled BYLC to solidify its position as a groundbreaking organisation in the sector of leadership development and youth empowerment.

Weaknesses:

- **Price Sensitivity:** Since BYLC's target audience is mostly jobseekers, who are college and undergraduate students with little to no source of income, registration fees often discourage them from participating in programs and events.
- **Financial Dependency:** BYLC is funded by donors on a project basis with performance targets set by the donors. Failure to meet these targets will result in termination of the funding and future projects assigned, ultimately threatening the whole purpose of BYLC.
- **High Turnover Rate:** Due to low pay scales and lack of career growth opportunities, there is a high rate of employee turnover at BYLC. This continuous process of posting job openings, hiring, onboarding, and training new employees exerts pressure on resources and prevents the smooth running of operations.
- **Limited Brand Recognition and Promotion:** There are challenges in attracting participants to the events due to the organisation's limited branding and promotion. This results in their target audience being unaware of the significance of BYLC's programs or events and how these will help them in their career journey.

Opportunities:

- **Untapped Underprivileged Communities:** BYLC currently provides its training and placement services to a more privileged population. However, there is still a vast untapped market of underprivileged individuals living in the rural parts of the country. By designing programs tailored to the unique needs and requirements of the rural population, BYLC can expand its services to these regions and fulfil its commitment to inclusivity and social equity.
- **Provision of Services Across Borders:** BYLC can exploit the growth of digital learning and e-learning platforms by expanding its services to reach a wider, potentially global, audience. This will help lower its in-person training costs as well as branch out its revenue streams, enabling BYLC to have an even greater impact on a global scale.
- **Rising Demand for Skill Development:** The current job market is fiercely competitive. The more skills an individual possesses, the more chances they will have landing a job. With this surging need for jobseekers to develop themselves professionally, there are numerous opportunities for BYLC to capitalise on this. It can diversify its range of programs and services, tailoring them to target particular skill gaps and meet the shift in market requirements.
- **Affiliations with Educational Institutions:** BYLC can form affiliations with public and private universities to facilitate a seamless transition for its program associates, enabling them to pursue higher studies for a bachelor's/master's/diploma.

Threats:

- **Economic Uncertainties:** BYLC's dependency on funding from donors and revenue streams from employers/program graduates makes BYLC vulnerable to deteriorating economic conditions. If the economy faces a downturn or recession, it will result in constraints on financial resources of donors as well as discourage employers/program associates from paying the financial charges to participate in programs, affecting its revenue and sustainability.
- **Rising Competition:** The sector for leadership and employability development is becoming increasingly competitive as more and more educational training institutes and

e-learning platforms enter this landscape. Competitors like 10 Minute School have more resources to exploit, which increases their branding and reach to mass individuals. Additionally, with the advancements in digital technology and artificial intelligence, youth are nowadays reluctant to invest their time and money in offline training.

- **Pandemic and Health Crises:** BYLC's services mainly comprise its in-class and field training. Therefore, unexpected environmental and health crises can have a detrimental impact on BYLC. For instance, the recent covid-19 pandemic resulted in disruptions to the continuity of in-person programs and events, forcing a transition to remote learning which many learners may not be able to access.
- **Shifts in Technology:** With the rise in technological advancements, a number of businesses already use artificial intelligence to provide their services. This can render BYLC's current training methods and online courses obsolete in the near future. In addition, the skill gaps that BYLC aims to address may then become irrelevant to the labour market.

2.8 Summary and Conclusion

To summarise, this chapter provides an overview of BYLC, its mission, vision, and values, its service offerings, and the different practices it follows related to management, marketing, finance and accounting, and procurement. However, due to the organisation's strict policy of maintaining confidentiality, financial and transactional data could not be used to measure its financial performance. Finally, the organisation's industry competitiveness was investigated through Porter's Five Forces model and SWOT analysis.

The threat of new entrants and substitute services is quite high for the organisation. Bargaining power of consumers, who in this case are program participants, is high as well due to BYLC's dependency on their active enrollment. Nevertheless, suppliers' bargaining power, who are employers and industry experts, is less since BYLC has connections with a number of organisations. The level of competitive rivalry in this particular industry is moderate, considering the way different organisations cater to specific niches and differentiate through unique program offerings, creating distinct market segments.

According to the SWOT analysis, BYLC, through its standing as a reliable training and placement organisation, has managed to form partnerships with over a hundred organisations. Its comprehensive curriculum and reputation provide opportunities for them to expand its services across national regions and international borders. However, its dependency on funding from donors and revenue streams from employers/program graduates is a weakness as it makes BYLC vulnerable to economic uncertainties.

Nonetheless, BYLC should leverage its strengths and opportunities to address its weaknesses and potential threats. By doing so, it can create a path towards sustainability and serve its purpose of societal progression.

2.9 Recommendation

With a number of substitutes available, BYLC should continuously strive for innovation and differentiation by expanding its offerings while leveraging technology to thrive in this ever-changing market. They should invest in more aggressive marketing and promotional strategies, such as advertising campaigns, discounts, and special offers, to increase their brand awareness, attract more job seekers and employers, and effectively communicate the value of their programs. Investing in resource-intensive efforts should help to gain market share and expand the consumer base. BYLC should also branch out their sources of revenue to guarantee their long-term financial sustainability and continuous operation.

Chapter 3

Project Part

3.1 Introduction

Employability and career adaptability of fresh graduates has been a cause for growing concern in Bangladesh. While Bangladeshi students spend huge amounts of money to get enrolled at universities for a degree, most of them find themselves unable to find a job after they have graduated. This is because the education system in Bangladesh is not adequate for equipping the youth with the necessary skill sets to ensure their employment. Thus, there is an increasing need for the development and implementation of training programs that emphasise greatly on youth's employability skills and make them career-ready. Today, employers demand broader skill sets to accelerate the gathering and implementation of information to foster innovation in the workplace that enables their organisations to stay ahead of the competition. This mandates graduates' possession of skills and qualities, not just a good degree, that will help them survive in the competitive job market. Thus, this study aims to investigate and give insights into how youth leadership development programs can instil the qualities and skills in youth required to meet the expectations of employers in an ever-evolving, knowledge-driven working environment.

Interestingly, very little research has been done on this subject matter, and prior research mainly focused on the employability skills required for science, engineering, and business graduates. Some studies aimed to study the perspectives of business graduates and employers on employability skills. However, there is an explicit research gap regarding the significance of developing the attitude, knowledge, and skills in youth to demonstrate leadership in their personal as well as professional lives.

3.1.1 Background/Literature Review

An intricate notion that has been a growing cause for concern recently is graduate employability. Graduate employability can generally be defined as the compilation of a series of skills and abilities that a graduate can obtain to achieve a desirable job and succeed in his/her career (Chen, 2017; Tomlinson, 2012). These skills and abilities do not only refer to academic qualifications but also a set of soft skills and attributes, such as communication, problem-solving, and leadership abilities, which make them more eligible to employers (Succi, 2020). This literature review will investigate the factors of graduate employability, identify research gaps in the past studies, and examine how leadership, entrepreneurship, and professional development programs introduced by BYLC can play a role in increasing graduate employability.

3.1.2 Objectives of the Study

Broad Objective:

To assess the importance of different factors (leadership skills, teamwork skills, communication and problem-solving capabilities) on employability of BYLC graduates.

Specific Objectives:

- To assess the importance and effect of leadership skills on employability of BYLC graduates.
- To assess the importance and effect of teamwork skills on employability of BYLC graduates.
- To assess the importance and effect of communication skills on employability of BYLC graduates.
- To assess the importance and effect of problem-solving capabilities on employability of BYLC graduates.

3.1.3 Significance of the Study

Bangladesh's academic curriculum is not sufficient when it comes to equipping students with the necessary skill-sets required for employability. There is a growing need to emphasise on the important role that leadership development programs play in the nurturing of essential soft skills sought by employers, such as leadership, teamwork, communication, and problem-solving. Thus, the foremost significance of this study is to provide actionable insights into how incorporating tailored leadership programs into the education system can bridge the gap between theoretical education and the professional world. In addition, knowledge gathered from the study will provide a comprehensive action plan for BYLC, which will help to ensure that its programs and curriculum keep up with the shifting demands of the corporate world, and contribute effectively to the reduction in youth unemployment. Furthermore, examining the effectiveness of BYLC programs on an individual's industry-specific expertise will assist BYLC in making necessary changes so that it covers all the relevant aspects of every industry, hence positioning itself as a leading Bangladeshi institution aimed at creating a workforce better prepared for today's job market.

The Concept of Graduate Employability: A Complex Patchwork

Graduate employability is influenced by a wide range of factors that go beyond academic credentials. A graduate's employability is determined by a number of qualities encompassing communication skills, problem-solving abilities, leadership attributes, and adaptive learning capabilities (Osmani, 2015). Ghouse et al. (2018) stated that the main reason behind graduate unemployment is the mismatch between the skills that university courses instil in students and the skills that employers demand from their new recruits.

General Factors Influencing Graduate Employability

A number of factors affecting graduate employability are stated below:

1. **Academic Performance:**

Academic performances are usually determined by cumulative grade point average (CGPA), which is a measure of accumulation of scores from assignments, term papers, presentations, and exams. Helena and Kena (2019) found in their research that good academic performance leads to increased chances for graduates of landing a job suitable for them. Fenta et al. (2019) revealed that there is also a positive correlation between good CGPA and employability for freshers.

2. Work Experience:

Work experiences gained through internships, part-time jobs, and volunteering equip students or fresh graduates with the core competencies and expertise required to start their professional journey (Baron-Puda, 2017). Research (University of Bielsko-Biala, 2015) suggests that the chances of getting a job are reduced for graduates with very little professional experience and that a degree is not enough to guarantee employment.

3. Soft Skills:

Soft skills are the set of characteristics required for individuals to effectively interact and form relationships with others. Rasul et al. (2013) emphasised how the ability to communicate, work with others, solve problems, and demonstrate leadership significantly increases the likelihood of graduate employability. However, in a different study, it was revealed that the qualities above do not affect graduate employment (Nazron et al., 2017).

4. Networking:

The emergence of online social networking platforms such as LinkedIn gives students the chance to expose themselves to a professional platform, connect with employers, and use these connections for future career prospects (Benson et al., 2014). Recruiters now increasingly utilise LinkedIn and other platforms like Facebook and Twitter to assess job candidates (McDonald and Thompson, 2016). A survey comprising 3000 employees reported that 85% of respondents had gotten their current jobs through social platform connections (Adler, 2016).

5. Mentorship and Guidance:

Mentorship and career guidance usually involves a combination of subject-specific theoretical and practical lessons, aimed at instilling both theoretical knowledge and practical skills in the mentees (Schmidt et al., 2016). Mentoring can help build the qualifications required to fit in the professional world and expedite career progression.

Specific Factors Addressed in the Current Study

1. Communication Skills:

Effective communication involves the ability to maintain relationships at work, perform better in teams, and manage people, all of which leads to career advancement (Hager et al., 2002). Graduates with such soft skills are perceived to understand the corporate environment better and so have higher levels of employability (Clokie, 2016).

2. Teamwork:

Being able to work in teams is a fundamental skill in the workplace. Teamwork involves the ability to form relationships, cooperate, contribute to the team with proposals and feedback, and to participate in group discussions while maintaining respect for varying perspectives (Suartha, 2017). Teamwork is an extremely sought-after skill in the workplace and is a requirement in today's dynamic work environments.

3. Problem-Solving Capabilities:

One vital skill for graduates entering the job market is problem-solving. The ability to engage oneself with problems, examine various solutions or circumstances, come up with creative solutions, consider the long-term repercussions of their decisions, and respond to changing scenarios increases employability (Pardo-Garcia, 2020).

4. Leadership:

A high priority is being placed on leadership qualities in the corporate world. Graduates with leadership attributes are more equipped to lead events, build and motivate teams, empower others, and change management if required (Riebe and Jackson, 2014).

Leadership Development as a Stimulant for Employability

Training programs such as those provided by BYLC instils in youth qualities and attributes which cannot be developed in the classroom. Skills such as leadership, collaboration, problem-solving, and effective communication are mainly included in the skill-set that employers look for in a job candidate. Leadership programs necessitate that an individual builds the qualities required to learn, apply these learnings to the real world, and get engaged in skill-building activities (Hisa, A. & Mohiddin, F., 2021). Apart from this, Karagianni & Montgomery (2018) reported that young people who take part in such programs develop more confidence in themselves, acquire immense general knowledge pertaining to leadership attributes, and show more optimistic attitudinal changes. These qualities are believed to enhance one's employability.

The BYLC Model

Bangladesh Youth Leadership Center (BYLC) has established itself as one of the most credible, esteemed, and in-demand youth leadership institutions in Bangladesh. Some of their most popular programs, such as BBLT, Career Bootcamp, and APL, are all organised to cultivate skills and qualities among young people that they can apply to the real world as well as their professional lives. BYLC is always striving for the betterment of youth and their upcoming program, Connected, is an experiential learning program designed to create career opportunities for the youth, elevate their standard of living, and ultimately reduce unemployment.

Research Gap

The most important literature gap to address is the significance of employability skills such as communication, teamwork, leadership, and problem-solving, and few studies have been conducted on the comprehensive effect of exhaustive leadership development programs on graduate employability. Designing programs such as those offered by BYLC can be a great way to build a competent workforce who are equipped with the necessary skill sets that are demanded by employers. On the other hand, incorporating industry-specific expertise into an educational institute's curricula is essential to ensure students and fresh graduates acquire practical exposure to the corporate environment and are able to apply their learning to the real world. However, very little research has been done on how BYLC plays an important role in providing opportunities for professional development to program participants. Therefore, the significant

gap lies in Bangladesh's academic curriculum, which only emphasises on the student's growth in intellect, resulting in them being unable to find a job (Ferdous et al., 2019).

Research Framework

This study includes four independent variables with one dependent variable: Employability of BYLC Graduates. The research framework has been depicted in the following diagram (Figure 1):

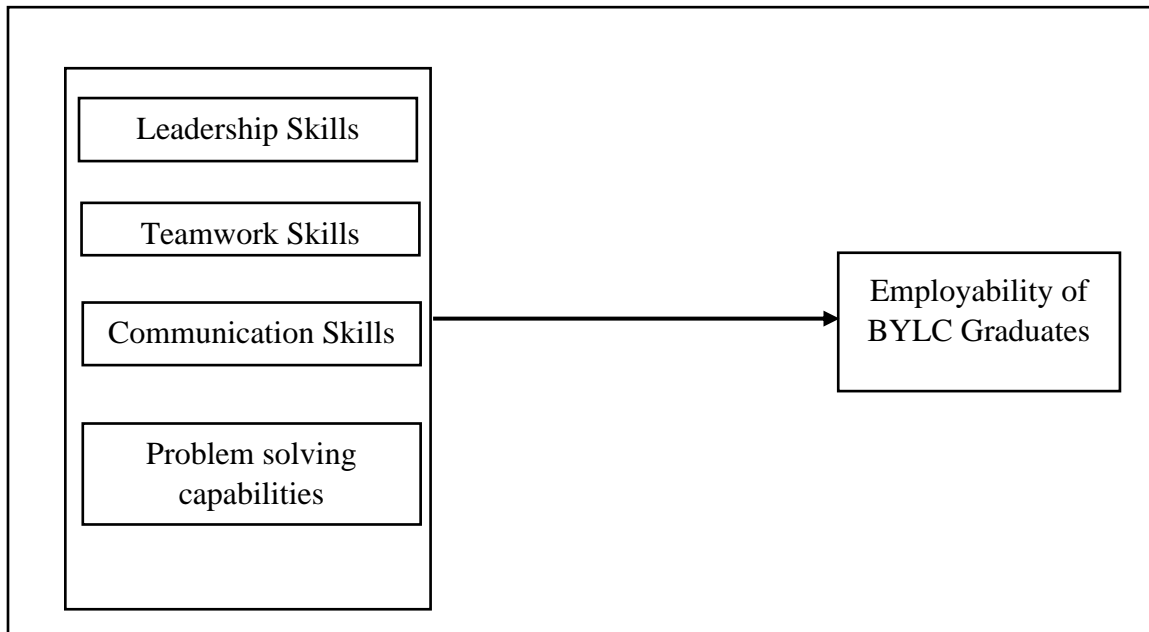


Figure 1: Research Framework (all the dependent variables were hypothesised to be positively correlated to the independent variable)

3.2 Methodology

For this research, a mixed-method approach was adopted, aiming to assess the outcomes of BYLC leadership training programs on graduate employability and development of industry-specific expertise. The research was conducted both through an interview with BYLC employees and graduates as well as an online survey-based questionnaire containing a structured format, therefore all the data was gathered from primary sources.

3.2.1 Sample size, selection, and response rate

The online survey was distributed to a sample of 300 participants who had completed any training program of BYLC, such as BBLT, Career Bootcamp, CareerX, BYLCx courses, etc. Among these 300 participants, the number of responses were 170, depicting an approximate response rate of 56.67%.

3.2.2 Question type

The survey questionnaire comprised a combination of multiple-choice questions, checkbox questions, and linear scales on a range of 1 to 5, with the two numbers being opposite extremes of one another. These questions were aimed at gaining insights into how the program participants perceive the effectiveness of BYLC leadership training and industry integration in enhancing their employability.

3.3 Findings and Analysis

3.3.1 To gather relevant background information about the program participants

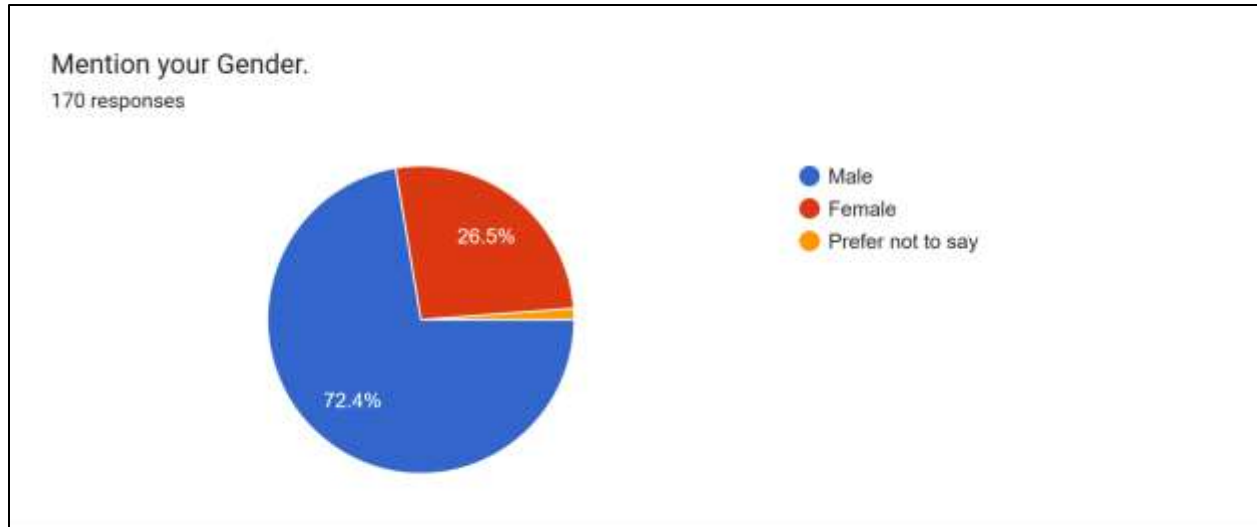


Figure 2: Gender

Interpretation: Among 170 respondents, 72.4% were male and 26.5% were female. This illustrates that the majority of the participants from the BYLC program are male. This overall answer is the true representation of the actual participants of BYLC as the male-to-female ratio of program participants is 2:1.

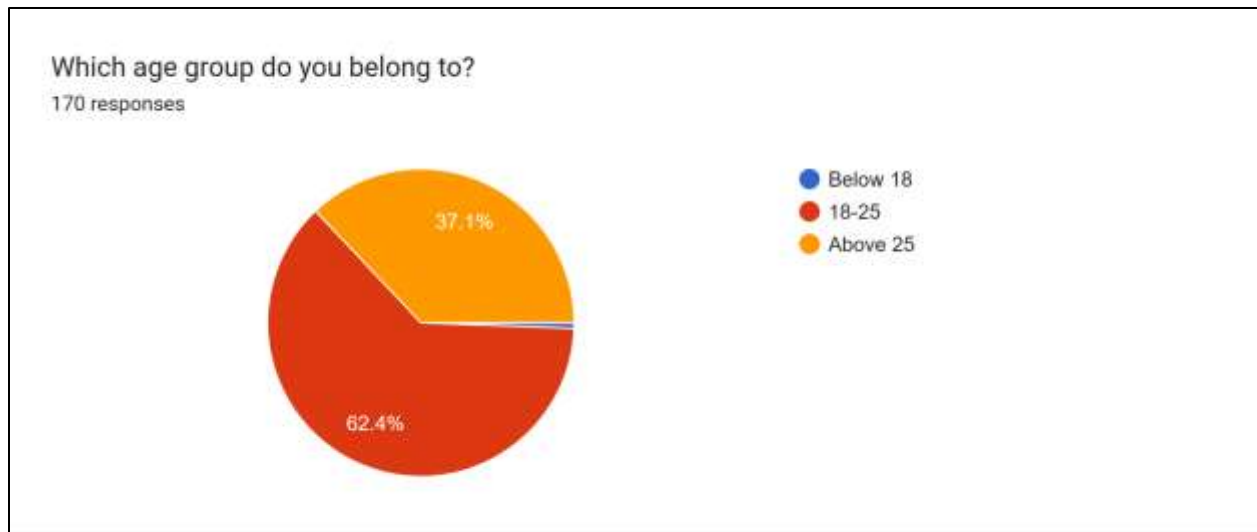


Figure 3: Age Group

Interpretation: Among the 170 respondents, 62.4% were from the age group 18-25, and 37.1% were from the age above 25. This illustrates that the majority of the respondents of this questionnaire are from a younger age group engaged in full-time studies or at best doing part-time jobs/internships.

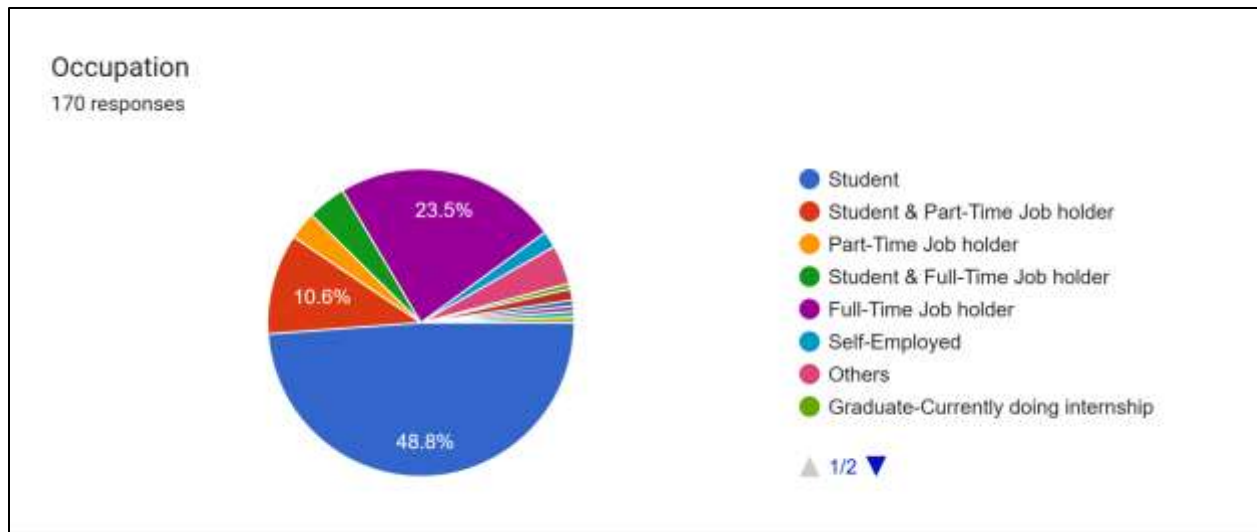


Figure 4: Occupation

Interpretation: Among 170 respondents, 48.8% stated that they were studying full-time, 23.5% were full-time job holders, and 10.6% were students doing part-time jobs. In lieu of our age group question, we observed that the majority of our respondents were from the age group 18-25 which definitely implies them to be full-time students.

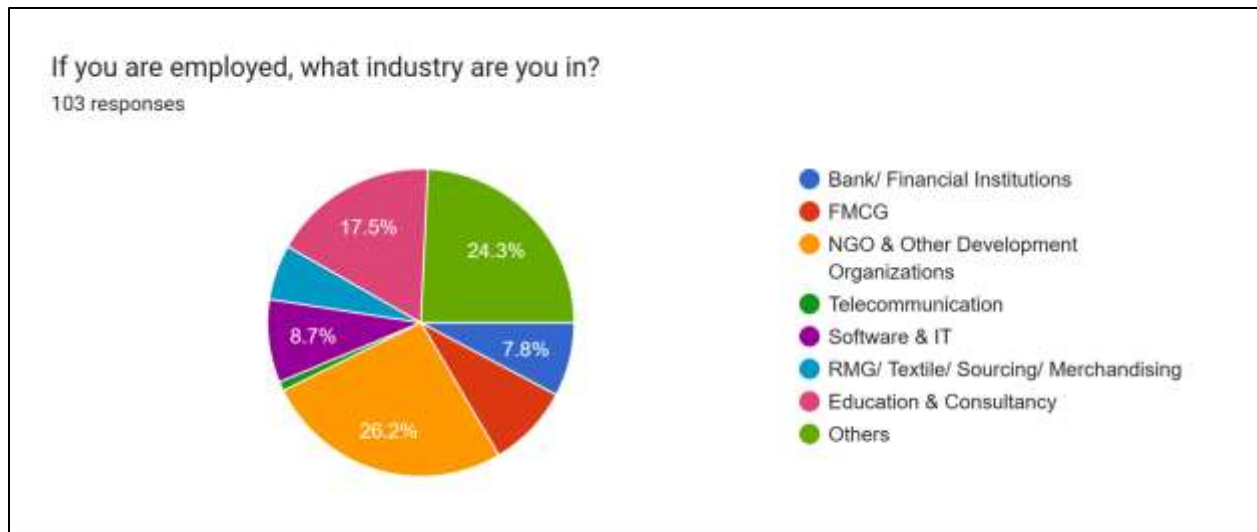


Figure 5: Most placement in terms of Industry

Interpretation: From the abovementioned questionnaire, we found out that 103 respondents were employed from our initial 170 respondents. Among these 103 respondents, 26.2% stated that they were from NGO/ Other Development Organizations. Other top industries from which the most placements were made are Telecommunication, Education & Consultancy, and Software & IT. This implies that BYLC programs and other interventions position its program graduates to get career opportunities within NGOs and other development organisations.

3.3.2 To assess the outcomes of BYLC leadership training on employability

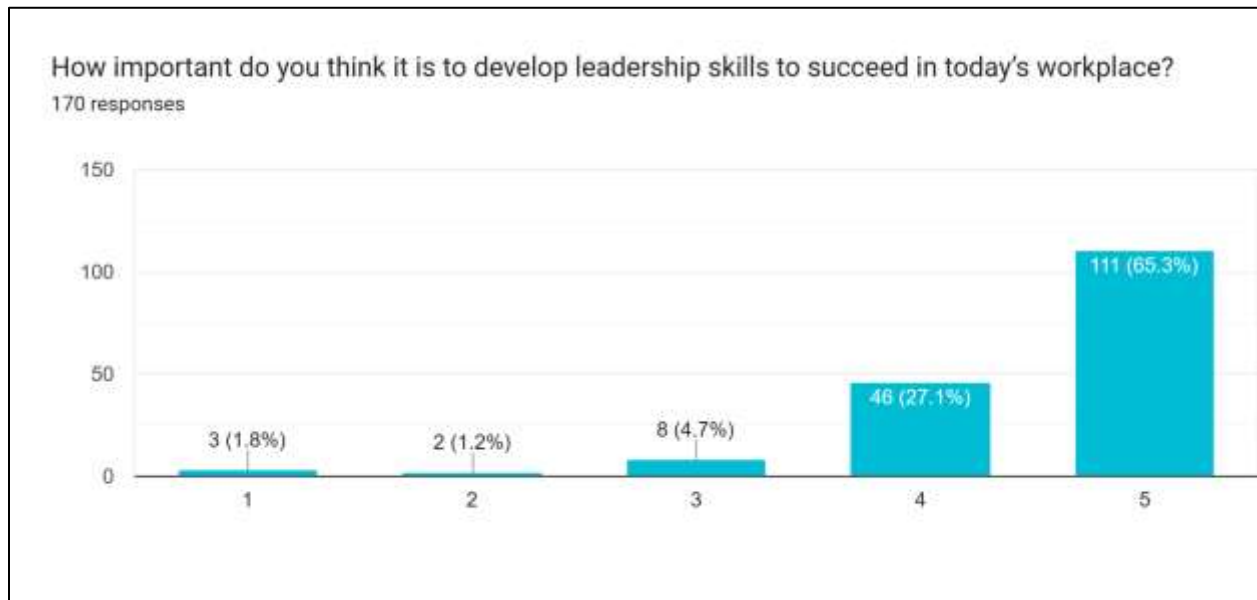


Figure 6: Perception of leadership skills in workplace

Interpretation:

On a scale from 1 to 5 (1 being “Least Important” and 5 being “Extremely Important”), 111 respondents out of 170 respondents chose option 5, meaning they feel it is extremely important to develop leadership skills to succeed in today’s workplace. In addition, 27.1% of the respondents chose option 4 which means leadership skill is just as important as any other trait to succeed in today’s workplace.

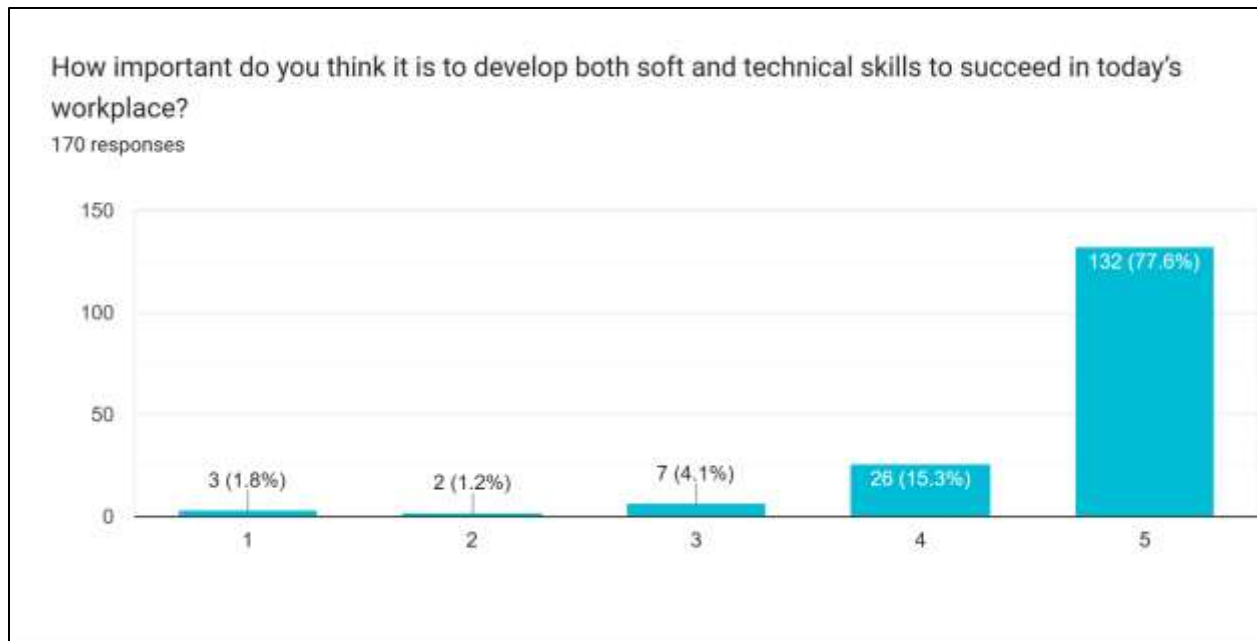


Figure 7: Perception of soft & technical skills in workplace

Interpretation: On a scale from 1 to 5 (1 being “Least Important” and 5 being “Extremely Important”), 132 respondents out of 170 respondents chose the option 5, meaning they feel it is extremely important to develop both soft & technical skills to succeed in today’s workplace. In addition, 15.3% of the respondents chose option 4 which means soft & technical skills are just as important as any other trait to succeed in today’s workplace. In contrast to the previous question, we can see that more respondents think that soft & technical skills are extremely important compared to leadership skills.



Figure 8: Leadership skills after BYLC Program

Interpretation: On a scale from 1 to 5 (1 being “Beginner” and 5 being “Expert”) 41.8% of the respondents chose option 4, rating themselves as moderately expert in leadership skills after doing the BYLC program. In addition, 34.7% of the respondents chose option 3 which means they are rating themselves as intermediate in showing leadership skills after doing the BYLC program. Lastly, 26 out of 170 respondents rate themselves as an expert in showcasing leadership skills which means they are giving full credit for the merits of completing a BYLC program.

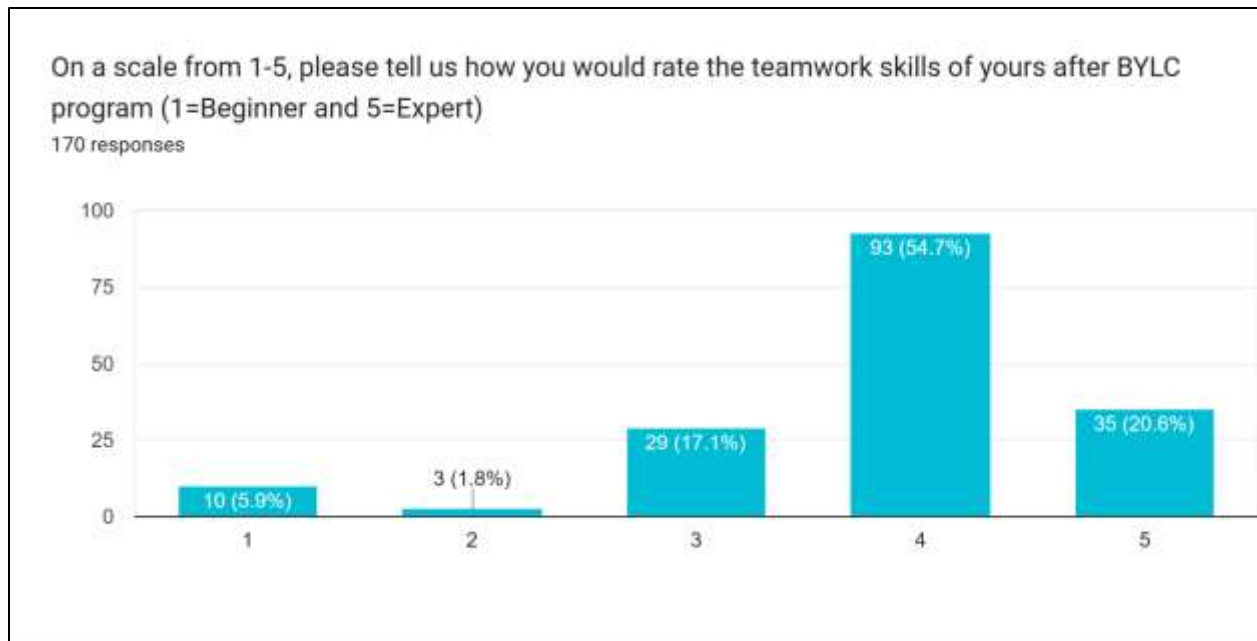


Figure 9: Teamwork skills after BYLC Program

Interpretation: On a scale from 1 to 5 (1 being “Beginner” and 5 being “Expert”) 54.7% of the respondents chose option 4, rating themselves as moderately expert in teamwork skills after doing the BYLC program. In addition, 35 out of 170 respondents rate themselves as an expert showcasing team-building and teamwork skills after completing a BYLC program, which can also imply an active collaboration between BYLC graduates during the program curriculum. Lastly, 17.1% of the respondents chose option 3 which means they are rating themselves as intermediate in showing teamwork skills after doing the BYLC program.

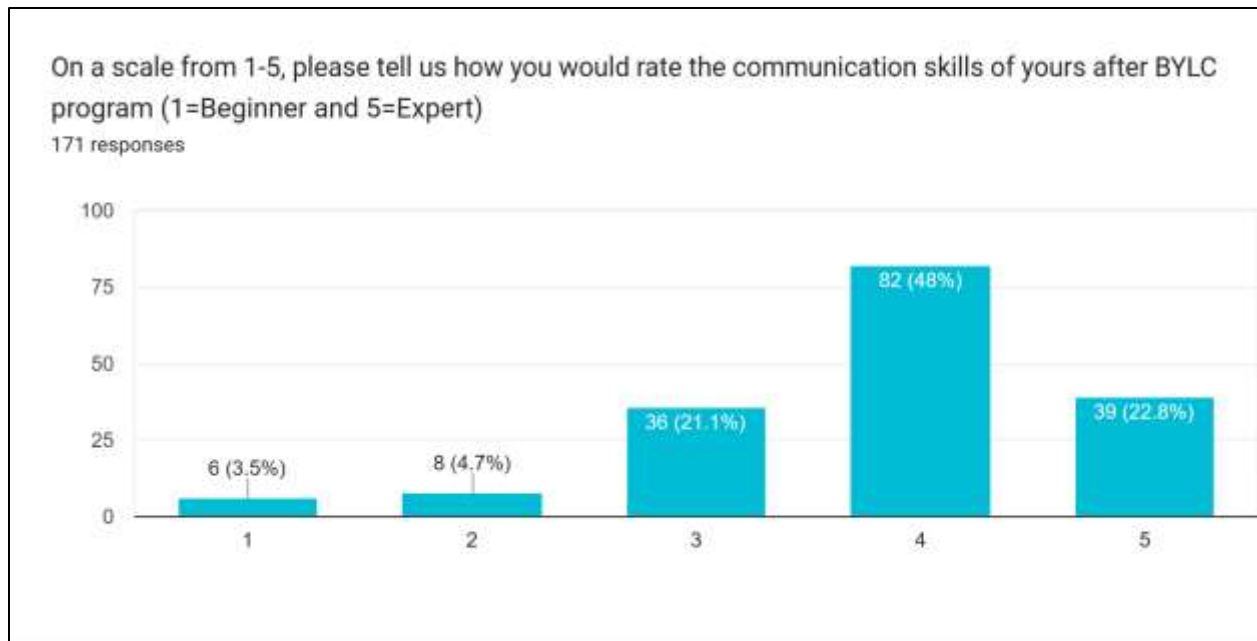


Figure 10: Communication skills after BYLC Program

Interpretation: On a scale from 1 to 5 (1 being “Beginner” and 5 being “Expert”) 48% of the respondents chose option 4, rating themselves as moderately expert in communication skills after doing the BYLC program. In addition, 39 out of 170 respondents rate themselves as an expert in their communication skills after completing a BYLC program, which can also imply active communication and engagement between BYLC graduates during the program curriculum. Lastly, 21.1% of the respondents chose option 3 which means they are rating themselves as intermediate in their communication skills after doing the BYLC program.

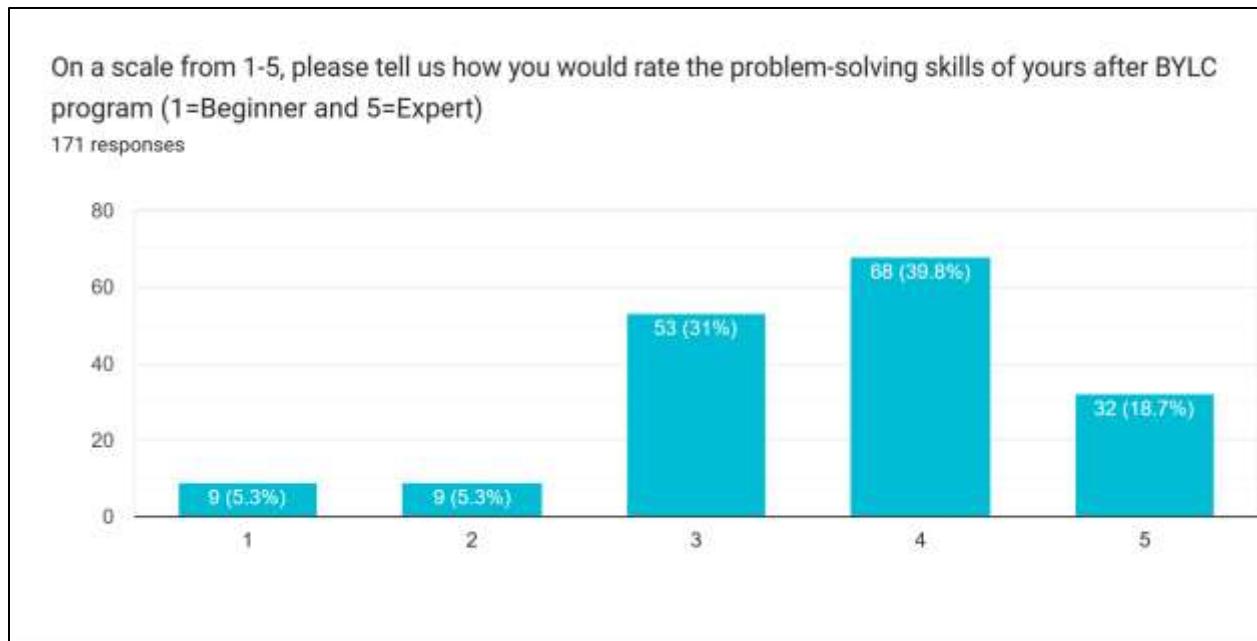


Figure 11: Problem-solving skills after BYLC Program

Interpretation: On a scale from 1 to 5 (1 being “Beginner” and 5 being “Expert”) 39.8% of the respondents chose option 4, rating themselves as moderately expert in showcasing their problem-solving skills after doing the BYLC program. In addition, 32 out of 170 respondents rate themselves as an expert in showcasing their problem-solving skills after completing a BYLC program, which can also imply active problem-solving sessions for BYLC graduates during the program curriculum. Lastly, 31% of the respondents chose option 3 which means they are rating themselves as intermediate in their communication skills after doing the BYLC program.

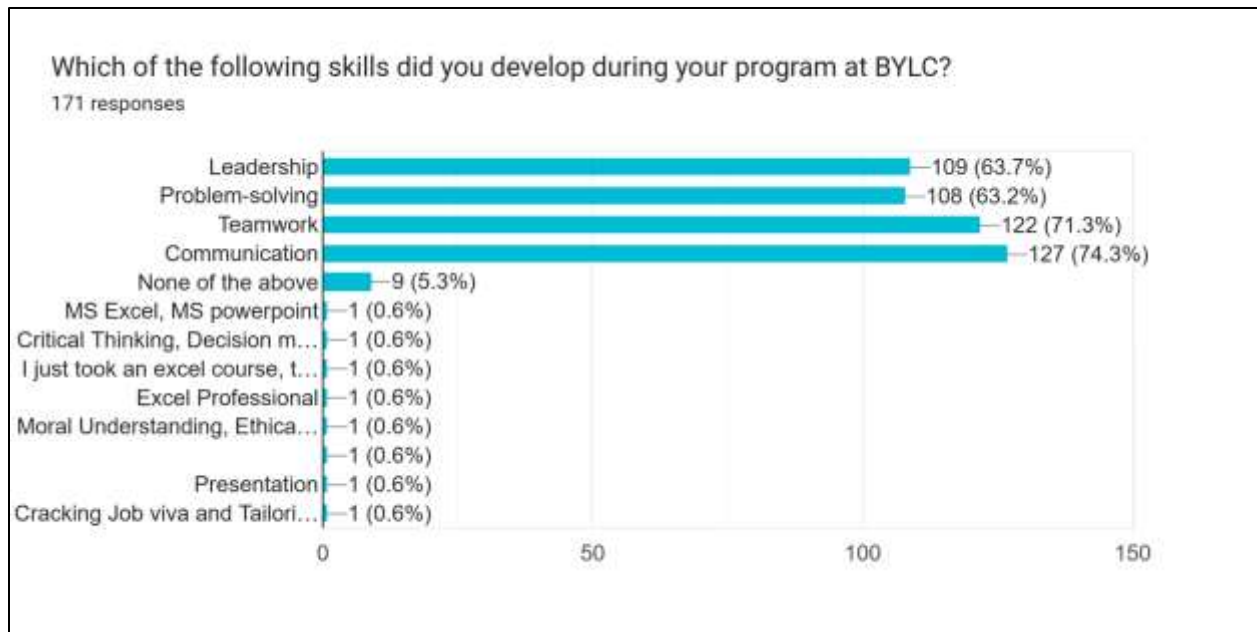


Figure 12: Skill development at BYLC

Interpretation: Here, I used checkbox questions where my respondents could select multiple answers. The purpose of this question was to know which skills BYLC program participants mainly develop during their training. Communication and teamwork skills make up the majority of the percentage (74.3% and 71.3%), indicating that BYLC training programs encourage their participants to interact with each other, which nurtures their communication and teambuilding skills. A small percentage of the respondents, 0.6% out of total, said the programs helped them build other soft and technical skills needed in the workplace, such as MS Office, critical thinking and decision-making, presentation, and interview skills.

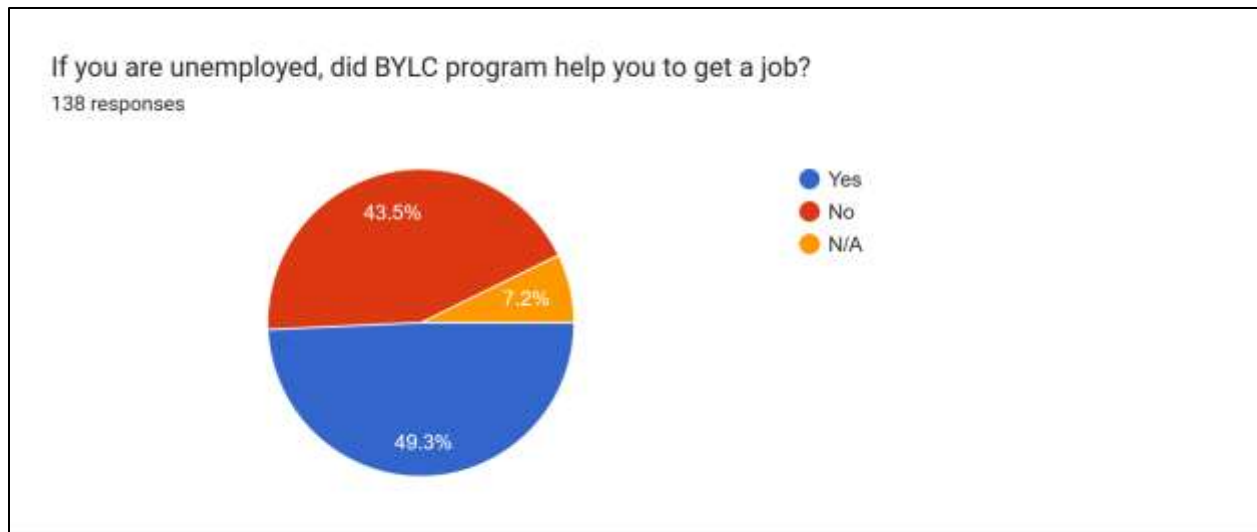


Figure 13: Job Placement after BYLC program

Interpretation: With this question, I wanted to test the impact of BYLC training and placement programs on the participants. I received 138 responses here, implying that 138 out of 170 respondents were employed. Out of these 138 respondents, 49.3% answered that participating in BYLC training and placement programs helped them get a job, which makes up the majority of the employed program participants. The rest of the percentage are divided into two answers: No and N/A. 43.5% of the responses were employed, but BYLC didn't play any significant role in their career journey. And the rest 7.2% were perhaps full-time students or not looking for a job, so the question doesn't apply to them.

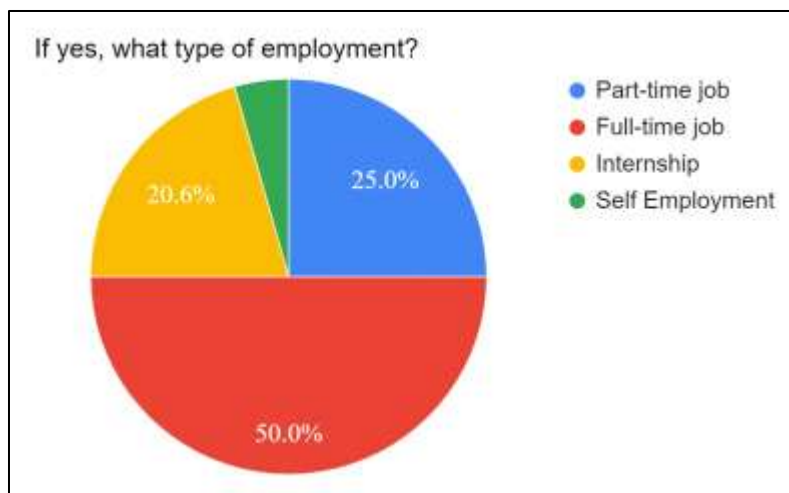


Figure 14: Type of Employment

Interpretation: This question was targeted at those who responded Yes to the previous question. Out of the 49.3% of the respondents who answered Yes, 50% of them got full-time jobs and 25% are engaged in part-time jobs while 20.6% are doing internships. From this proportion, it can be concluded that the curriculum incorporated in BYLC training programs help the majority of their participants to get employed in full-time jobs.

3.3.3 To determine the effectiveness of industry-specific expertise in the workplace

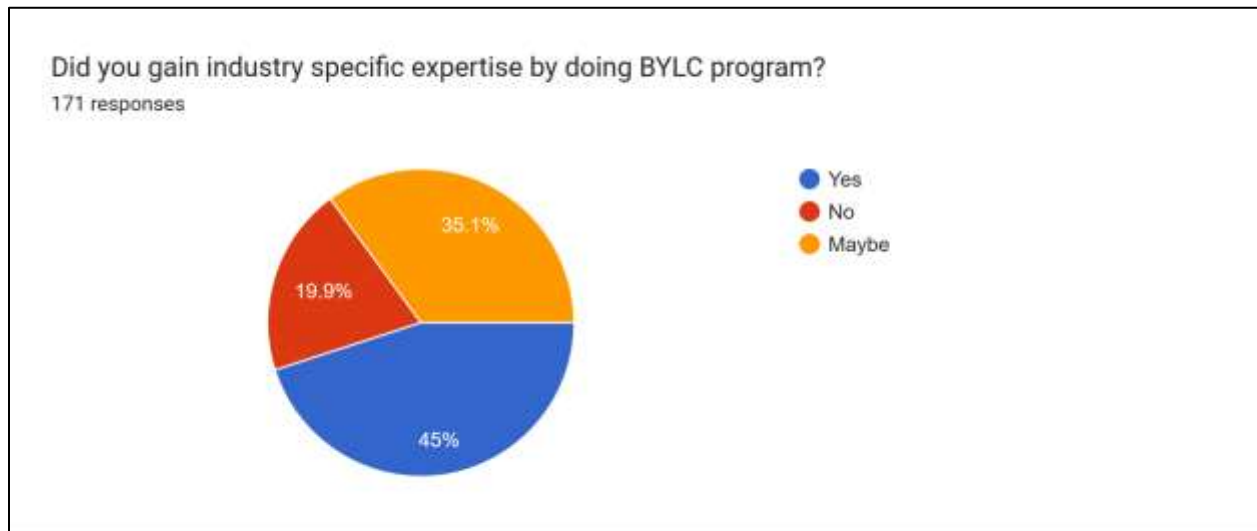


Figure 15: Gaining Industry Specific Experience

Interpretation: From the 171 respondents, the majority of the people said they gained industry-specific expertise by doing BYLC program, which is 45% and 35.1% answered Maybe, indicating there is still a chance they gained some expertise if not fully. The remaining 19.9% of the respondents didn't gain any industry-related knowledge after participating in the programs. From this analysis, it can be seen that there is a small gap between the training programs and industry-specific knowledge.

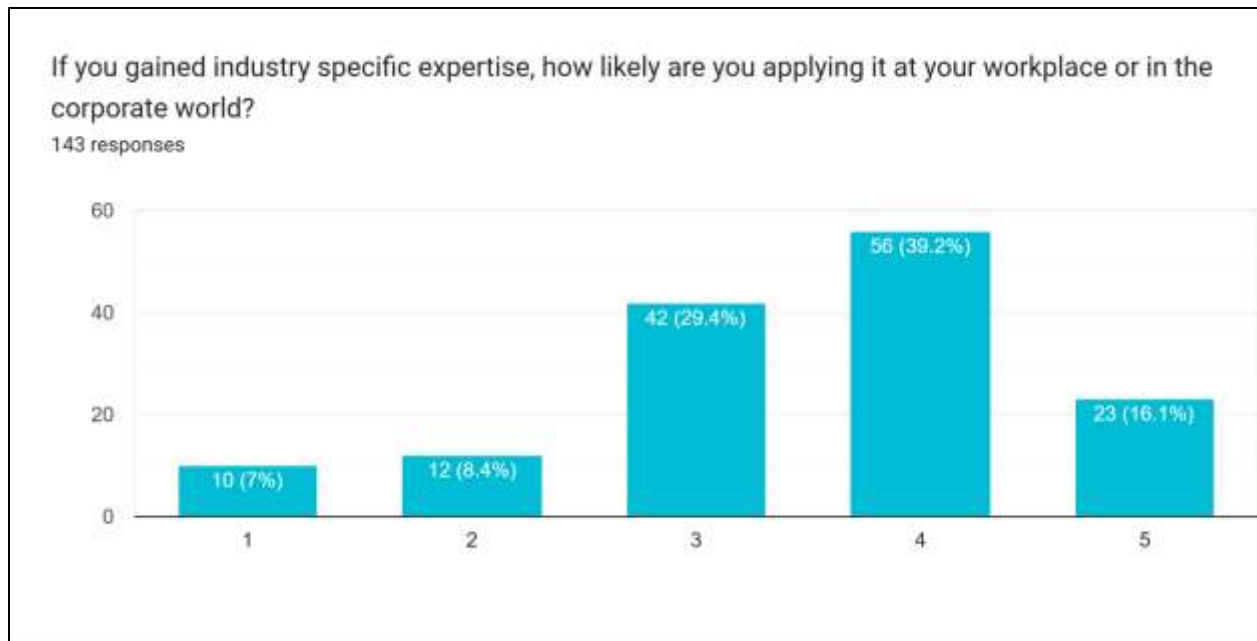


Figure 16: Application of industry-specific expertise in corporate world

Interpretation: The abovementioned question was included to determine the extent to which industry-specific expertise gained helped the respondents in their workplace or in the corporate world. The scale ranges from 1 being Not likely at all, 2 being Less likely, 3 being Likely, 4 being Very likely, and the last scale 5 being Extremely likely. The majority of the respondents, 56 people, said they are very likely applying the industry-specific expertise acquired at their workplace. 23 people said they are extremely likely, and 42 people said they are likely applying the knowledge gathered to the corporate world. This analysis proves that the training programs are not only equipping participants with industry-specific skills, but also enabling them to implement these skills in their workplace.

3.3.4 To examine the effectiveness of leadership programs by employees in instilling leadership, problem-solving capabilities, teamwork, and communication skills in BYLC program participants

Interview with BYLC employees

In order to achieve this objective, I conducted an interview with Mr. Ahsan Habib, Assistant Manager at Professional Development and Training, and Miss Ishrat Jahan Esha, Executive at Office of Professional Development. Both were extremely supportive as they took the time out of their busy schedules to answer some of my questions. Mr. Habib has been working at BYLC as a trainer/instructor for almost two years and Miss Esha has been working in the Job Placement wing for more than two years. I believed these two individuals to be the most qualified in order to gain insights into the impact of the leadership programs at BYLC on its graduates.

Mr. Habib and Miss Esha were asked the following questions:

- How long have you been conducting the BYLC programs, such as CareerX, BBLT, and Career Bootcamp?
- Do you observe any changes in your students? What exactly are the changes?
- What is the success ratio of BYLC participants getting into corporate jobs?
- Other than leadership skills, what are the skills that BYLC participants develop throughout their training program?

Speaking with them provided insights into the overall development of the students throughout the whole training period. As the interview was carried out through a casual discussion, I have summarised their responses to my questions below:

- **How long have you been conducting the BYLC programs, such as CareerX, BBLT, and Career Bootcamp?**

Based on the interview with Mr. Habib, I learned that he has been conducting the BYLC professional development training programs for almost 2 years. In addition, he has already led more than 4 BBLT programs and over 12 training programs.

On the other hand, Miss Esha is responsible for handling and managing internal data of the training programs, which helps in analysis and effectiveness of the training itself. Miss Esha is also involved in the same team which specialises in job placements of participants and her tenure in the team is more than 2 years.

- **Do you observe any changes in your students? What exactly are the changes?**

When answering this question, both Mr. Habib and Miss Esha mentioned that the majority of the participants fail to communicate properly within the first 3 days of their training program. However, after three days they start to open up, build up their communication skills and have a clear vision of their career and generic goals in life. This attitude helps the participants to unleash their extrovert nature, which ultimately helps in public speaking, leadership and teamwork. In addition, irrespective of their origin and socio-economic class they start to open up and express their opinion with everyone. Apart from developing communication skills, they also become empathetic in nature as they are collaborating and learning new stories from their peers. All these enhancements in participants have a great impact in learning practical as well as technical skills.

- **What is the success ratio of BYLC participants getting into corporate jobs?**

In lieu of the above-mentioned question, Mr. Habib has no concrete data of the success ratio of BYLC participants getting into jobs. His responsibilities are limited to teaching and training participants, not keeping track of the participants after the training program ends.

However, Miss Esha has a different take to the question. It can be understood that she is the main source of data, in light of the above-mentioned question. She solely handles and manages the

data of participants getting into a job from start to finish. According to Miss Esha, 20,260 participants were trained by BYLC as part of CareerX, Bootcamp and other relevant programs. Out of this number, 2826 participants got placement into full-time or part-time jobs. All the above-mentioned numbers are for the time period from 2009 to 2022. From her numbers, we could clearly derive that 15% of BYLC total program participants get a job after completion of BYLC training programs.

- **Other than leadership skills, what are the skills that BYLC participants develop throughout their training program?**

Both Mr. Habib and Miss Esha agree to the point that BYLC program graduates not only gain leadership skills after completion of program, but also gain critical soft skills that are transferable to both corporate and personal arena. The mentioned common skills which are ingrained in program participants are: teamwork, creativity, problem-solving, time-management and adaptability.

Interview with BYLC participants:

In order to know the effectiveness and significance of BYLC training program for the participants, I conducted an interview with Mr. Kamal, Executive (Supply Chain Operations) at United Group, and Miss Tamima, Graphic Designing Freelancer. Both were extremely cooperative as they took the time out of their busy schedules to answer some of my questions. I believe these two individuals to be the perfect example for getting insights about the effectiveness of BYLC training programs.

Mr. Kamal and Miss Tamima were asked the following questions:

- What is your profession?
- What training program did you get enrolled in? What benefits did you gather after completion of that BYLC training program?
- Could you implement those skills in your professional life?
- Would you recommend that BYLC training program to your peers?

Speaking with them provided insights into the overall development of their skills and characteristics throughout the whole training period. Aligning with the interview with BYLC

employees, the interview with participants was also carried out through a casual discussion. Find the summarised responses down below:

- **What is your profession?**

When asked this question, Mr. Kamal responded that he is currently working at United Group as an Executive Officer in the Supply Chain Operations function. On the contrary, Miss Tamima, our other interviewee is a freelancer by profession, dedicated to Graphic Designing and content creation.

- **What training program did you get enrolled in? What benefits did you gather after completion of that BYLC training program?**

In lieu of the above-mentioned question, Mr. Kamal attended the CareerX program of BYLC last year (2023), and Miss Tamima attended the BBLT program of BYLC in 2021.

When asked what intangible or intrinsic value they gathered after getting enrolled in their respective programs, their common answer was the unique and unconventional teaching style of program instructors that helped them cultivate leadership, communication, team-work, problem-solving skills. Apart from achieving and mastering all these skills they could find a way to earn money and gain financial freedom.

- **Could you implement those skills in your professional life?**

When asked this question, there were differences in opinions between Mr. Kamal and Miss Tamima. Miss Tamima was very optimistic from the start after completion of her BBLT program at BYLC, and expected a good corporate job. To her utter disappointment she could not secure a good paying job, hence decided to apply the same skills that she has mastered in the BBLT program to other ventures. Hence, she started working as a freelancer applying her technical skills of graphic designing and applied her soft skills when handling external stakeholders like clients. In this way, she was convinced that the BYLC BBLT program has cultivated good technical as well as soft skills that she could replicate in her professional life.

On the other hand, Mr Kamal was not a confident person by nature from the very start of his CareerX program at BYLC. However, as days went by in the training program, he could master

the skills of public speaking and negotiating which ultimately helped him in securing a corporate job at a well-known conglomerate like United Group.

- **Would you recommend that BYLC training program to your peers?**

When both the interviewees were asked if they would recommend any BYLC training programs to their fellow peers, both were very much responsive about it. Mr. Kamal straight away said that if anyone has the complications of opening up in front of many people, he or she should participate in one of the CareerX programs, as these programs help to cultivate strong collaboration and communication. He also made an important point that one can build a good network of professionals when getting involved in any leadership training sessions, which will definitely help in the corporate arena.

However, Miss Tamima was sceptical regarding giving recommendation of any BYLC training programs to her fellow peers. According to her, attending or completing the BYLC training program is not enough to excel in the corporate arena. Apart from the training program one should have the sheer dedication and capacity to do anything from their end to secure a job or do something on their own.

3.4 Summary and Conclusion

3.4.1 Summary

The aim of the study is to determine whether the unique comprehensive curriculum of BYLC leadership training programs plays any significant role in enhancing an individual's employability and industry-specific expertise. After gathering all the data from the survey, it is observed that the majority of the respondents were male and belonged to a younger age group, mostly engaged in full-time studies. Most of the respondents thought that it is extremely important to develop leadership skills, and soft and technical skills to succeed in today's workplace, with the percentage being higher for soft and technical skills than leadership.

It is also observed from the responses that the majority believed their leadership, teamwork, communication, and problem-solving skills to be at the moderate expert level after participating in the training programs, which ultimately helped them to get a job as can be seen from the data. A high proportion of the respondents holding jobs answered that BYLC played a part in their employment, where half of this proportion landed full-time jobs. Lastly, we can discern from the survey that almost half of the total respondents gained industry-specific skills and knowledge during their training, from which a greater proportion were very likely applying those skills and knowledge gathered at the workplace.

After examining the primary findings, it becomes evident that the qualities and skills these programs develop in youth help them to make a smooth transition into the corporate world. The newfound competencies not only nurture them to grow professionally but also allow them to navigate the intricacies of corporate environments.

3.4.2 Discussion

When interpreting some of the critical questions asked from our respondents in the survey, it is important to note that we did not get suitable answers to back up our claim of the effectiveness of BYLC Training Program due to some unavoidable variables. Firstly, when we asked the respondents if BYLC helped them to get a job, about 43% answered no. The primary reason for such an answer could be the dependency of other variables in securing a corporate job, other than

just attending or completing one of BYLC's training programs. This reason is backed up by the interview session which was conducted with Miss Tamima. She was asked a question- if she would recommend BYLC programs to her fellow peers and she answered in a negative tone and stressed that there were other variables that influence getting a job other than BYLC's training program. Secondly, if we were to analyse the question of determining the effectiveness of industry specific expertise in the workplace, the majority of the respondents were confused if they actually gained something relevant or not. This is because the majority of our respondents were students, who are yet to get a job. To understand if they are gaining industry specific expertise, they need to secure a job at first, or else it is not relevant at all. Finally, if we were to analyse the survey questions of rating our respondents problem-solving, leadership, communication and team-work skills after the BYLC program, a good number of respondents were confused about their standings and achievements in these four skills. We would stress the repeated point again, that the majority of the respondents were students or unemployed individuals who in the first place have no capacity or capability to apply any one of these four skills in the professional space. Another reason for our interpretation to these questions would be, the structure and content of the training program. No training program of BYLC is focused solely on developing one or just the four mentioned skills. The instructors at BYLC have the mindset of teaching his or her students cohesively so that they not only excel in their professional life, but also in their personal life. Moreover, instructors do not have the time or resources to train individually based on personal strengths or weaknesses.

3.4.3 Conclusion

In today's competitive world of job hunting, there is an increasing need to develop a well-rounded skill set to be career-ready. While the education system in Bangladesh may provide graduates with academic degrees and excellent CGPAs, it is not adequate for equipping them with the skills necessary to climb the corporate ladder. In the hunt for the right candidate, companies now go beyond the traditional recruitment process. Multinational corporations, especially, incorporate a series of rigorous assessments, from written tests and case studies to focus group discussions and psychometric tests. Therefore, BYLC continuously endeavours to innovate and incorporate new elements into its programs. For instance, its upcoming experiential

learning program, “Connected,” is designed to prepare youth to successfully navigate the challenging aptitude rounds in the interview process.

3.5 Recommendation

- **Ensuring Gender Inclusivity:** BYLC should focus more on enrolling female participants in their programs to ensure gender inclusivity and maintain a good proportion of the male-to-female ratio of the program graduates. Participating in various women-centric job fairs and other programs should raise awareness about BYLC’s courses and placement services among female jobseekers/young professionals and more female applicants will apply for the courses and services of BYLC.
- **Online Job Application Portal:** The placement and recruitment support that BYLC offers to both its program participants and affiliated employers is manual and time-consuming. Candidates submit their resumes through a google form, BYLC’s placement team sorts through the resumes, and submits the filtered ones to the employers. The employer then sorts through the resumes as well, selects a candidate, and lets BYLC know to arrange an interview. This whole process could be automated through an online digital portal so that the employers can easily access the profiles of BYLC program participants and directly connect with them.
- **Hire Specialised Trainers:** BYLC should hire trainers with specialisation in specific fields, such as financial management, economics, and technology. Especially in today’s job market where skills such as digital literacy, coding, and data analytics are highly sought after, hiring more specialised trainers with expertise in these areas can ensure participants are equipped with knowledge that aligns with the evolving demands of the job market.

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Appendix

Questionnaires

1. Mention your Gender.

- a) Male
- b) Female
- c) Prefer not to say

2. Which age group do you belong to?

- a) Below 18
- b) 18-25
- c) Above 25

3. Occupation

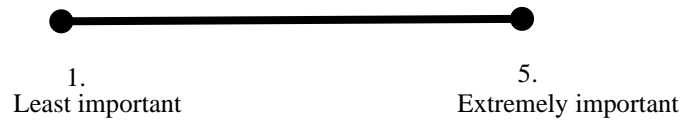
- a) Student
- b) Student & Part-Time Job holder
- c) Part-Time Job Holder
- d) Student & Full-Time Job Holder
- e) Full-Time Job Holder
- f) Self-Employed
- g) Other:

4. If you are employed, what industry are you in?

- a) Bank/Financial Institutions
- b) FMCG
- c) NGO & Other Development Organizations

- d) Telecommunication
- e) Software & IT
- f) RMG/ Textile/ Sourcing/ Merchandising
- g) Education & Consultancy
- h) Others

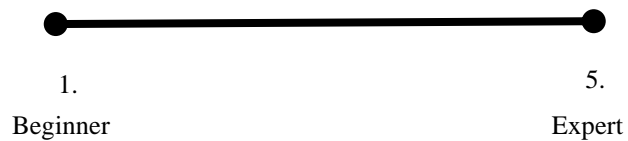
5. How important do you think it is to develop leadership skills to succeed in today's workplace?



6. How important do you think it is to develop both soft and technical skills to succeed in today's workplace?



7. On a scale from 1-5, please tell us how you would rate the leadership skills of yours after BYLC program (1=Beginner and 5=Expert)



8. On a scale from 1-5, please tell us how you would rate the teamwork skills of yours after BYLC program (1=Beginner and 5=Expert)



9. On a scale from 1-5, please tell us how you would rate the communication skills of yours after BYLC program (1=Beginner and 5=Expert)



10. On a scale from 1-5, please tell us how you would rate the problem-solving skills of yours after BYLC program (1=Beginner and 5=Expert)



11. Which of the following skills did you develop during your program at BYLC?

- a) Leadership
- b) Problem-solving
- c) Teamwork
- d) Communication
- e) None of the above
- f) Other:

12. If you are unemployed, did BYLC program help you to get a job?

- a) Yes
- b) No

13. If yes, what type of employment?

- a) Full-time job
- b) Part-time job
- c) Internship
- d) Self-Employment

14. Did you gain industry specific expertise by doing BYLC program?

- a) Yes
- b) No
- c) Maybe

15. If you gained industry specific expertise, how likely are you applying it at your workplace or in the corporate world?

