Case Study Report On

Training Employees Remotely at ADP, Inc

By

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A case study report submitted to the Brac Business School in partial fulfillment of the
requirements for the degree of
Bachelors of Business Administration.

Brac Business School
Brac University
August 2022

Declaration

It is hereby declared that

1. The internship report submitted is my/our 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/We have acknowledged all main sources of help.

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Letter of Transmittal

Dr. Md. Asadul Islam

Assistant Professor,

Brac Business School

BRAC University

66 Mohakhali, Dhaka-1212

Subject: Submission of case study for internship

Dear Sir

I am submitting my case study paper on "Training Employees Remotely in Bangladesh" as a part of my BUS 400 course.

The paper was written in accordance with your guidelines and diligent analysis about the topic. The case study has given me the opportunity to gain insight about training design and the challenges the employers face to train their employees remotely and I also got an idea about the possible solutions of those challenges. So, it was a delightful and challenging experience.

I sincerely hope that I have reached the benchmark you expected.

Sincerely yours,

_____

Kazi Tanzimul Islam Rahin

17104027

BRAC Business School

BRAC University

Date: August 08, 2022

Non-Disclosure Agreement

This agreement is made and entered into by and between ADP, Inc and the undersigned student at Brac University………Kazi Tanzimul Islam Rahin……………………………….

Acknowledgement

The completion of this paper could not have been possible without sincere guidance and supervision of our esteemed faculty member Dr. Md. Asadul Islam. I appreciate the opportunity to work under his oversight on this paper. I would like to graciously thank him for his contributions as a supervisor and a mentor.

Executive Summary

This case study discusses about the challenges faced by trainees and trainers of ADP, Inc while conducting training online and also Talks about the problems that Bangladeshi companies face while Training employees remotely. This case study discusses about the issues like internet problem and miscommunication that may occur when conducting training online and how serious employees are during work and when they get the opportunity to work from their homes and also at the same time this case study paper attempts to give solution to those problems by designing a suitable training program by incorporating the right training methods appropriate for the issues to minimize the challenges trainers and trainees must have to face due to circumstances.

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List of Acronyms

ADP   Automatic Data Processing

Inc   Incorporated

HCM   Human Capital Management

BPO   Business Process Outsourcing

HR   Human Resource

KSA   Knowledge, Skills and Attitude

Chapter 1

Introduction and Background of the Case Study

1.1 Introduction

There was a period in Bangladesh when working remotely or „work from home" was unheard of. The personnel who used to work for any company arrived to the office or their job to do the chores that were allotted to them. No such occupations existed in which individuals could work from their houses unless they set up their own company in their homes. Not just commercial organization, if someone few years ago indicated that youngsters will be completing lessons from their homes and university students will be sitting for their examinations from their homes and would be presenting presentations from their homes, no one would have believed it. But as technology improved, communication became more simpler and less expensive. New software and tools now enable a person to execute jobs from any part of the globe or attend meetings and lectures from any part of the world. New online platforms were established like Upwork and Freelancer. Anyone from any part of the globe may submit a description of a job and the amount money they are ready to pay and then can employ or interview anyone who has applied for the job from any part of the world.

Even in the digital age, people in general tended to identify working from home solely with freelancers but once the Covid-19 epidemic began, things started to shift. A number of firms from other sectors who could afford it and was practicable for them also began to carry out their activities remotely. For example, Universities began offering lessons online and assessments were taken online. Few other firms have begun to implement the work from home practice owing to Covid 19 such NewsCred which is a content marketing company in Dhaka and also Esports Network and even company like Grameenphone (Faiaz, 2020). After

the debut of Covid 19, „remote working" or „work from home" started to became a widespread phenomenon in Bangladesh. The commercial organizations which do business process outsourcing were the ones that were able to implement this approach even better than any other firms. There are currently numerous organizations in Bangladesh that mostly provides outsourcing services to customers from across the globe. There are now firms functioning in Bangladesh that provide lead generation services to customers from other regions of the globe, as well as companies that offer documentation services, which implies that these businesses assist other businesses in preparing paperwork or generating leads. All of these services may be given remotely from any location in the globe, requiring just a computer and an internet connection.

Before a newly hired employee can begin working for any of these businesses, he or she will need training. Without sufficient training, the employee will not be able to fulfill the daily responsibilities assigned to him and may not even know what he or she was recruited to do. Only demonstrating the employee how to do a task is insufficient. The trainer who is providing training to the employee must ensure that the employee knows everything and can do each work flawlessly. So that when the employee is given the actual task, he will not make any errors, will finish it, and will ensure that the customer is content with what he has supplied.

During the Covid – 19 epidemics, several of these business process outsourcing firms were forced to operate from their homes. These businesses need a large workforce because the more staff it has, the more customers it can serve, which generates greater revenue. Therefore, these sort of company hires new staff to keep up with the growing workloads. In average outsourcing firms conduct several recruiting sessions each month, and all of these new workers must be taught so they can contribute to the company (Slaughter, 1996). Since these groups were required to function remotely, they were unable to suspend their recruiting

sessions. They had no choice but to continue remote staff recruitment and subsequently online employee training.

During the epidemic, attempting to gain a talent and subsequently work for an organization using that expertise was a novel concept for many individuals. When businesses and trainers initially began teaching workers remotely, they encountered several obstacles. This study examines the issues encountered by both the trainers and the trainees. During remote training sessions, the following are some of the most important challenges and issues trainers and trainees face: Due to Internet issues, which impede the trainee's ability to learn and may make it difficult for the trainee to complete the task assigned by the trainer, the flexibility an employee receives during remote working or remote training may not permit the employees to learn during training sessions and may prevent the employees from completing the assigned task to the best of their ability. Supervisors will not be able to monitor workers and trainees as effectively from a remote location as they can in the office. Communication between the trainer and the student is a crucial component of training; yet, when training is performed remotely online, there is always the chance of misunderstanding, which may result in the learner not learning, which can lead to future difficulties.

One of the leading business process outsourcing companies of the world is ADP or „Automatic Data Processing". For more than 70 years, ADP has been a dependable and well-liked provider of payroll services. Cloud-based human capital management (HCM) solutions are offered by ADP, they integrate HR, payroll, talent, time, tax, and benefits administration. ADP is the industry benchmark in each of its six key services. It provides services to both large and small enterprises in a variety of sectors, including hospitality, construction, and financial services. The company's main goal is to tackle problems with human resources head-on and find solutions for both personnel-related problems and organizational issues so that teams and groups may work more effectively than they did in the past.

In this paper, I have attempted to investigate all of the primary obstacles that trainers and trainees in a company experience while attempting to educate personnel remotely from the perspective of ADP. I have done so by reading a variety of previously published articles and papers on the subject. Since I am currently employed by a business process outsourcing company in Dhaka, where I have received remote training and worked with colleagues who have also received/provided remote training and work experience. In light of this, I have presented my insights and drawbacks on the state of remote training in Bangladesh and also in context of ADP in this article.

1.2 Background

The American company Automatic Data Processing, Inc. (ADP) offers software and services for managing human resources. Simply said, it is a corporation that specializes in Business Process Outsourcing. It is a BPO organization that specializes in full-service management solutions for HR administration, payroll administration, talent management, employee benefits, benefits administration, employer liability management, and other HCM and employee benefits services. Manufacturing, professional and technical services, construction, financial services, healthcare, retail, government, education, non-profit, and social services are among the industries served by the business. The company is currently operating in multiple countries and is also running their operations in Bangladesh. The company has almost 58000 employees working for it and it still is hiring employees on a regular basis. The hiring process consists of three steps namely, aptitude written test online, Technical Interview and lastly HR Interview. Upon hiring new employees rigorous training is provided. The training is mostly done using Google Meet and communication is done using email and other services of Google. Employees who have their own laptops use their own laptop for work and if any employee does not have a device then the organization provides that employee with an office laptop with which the employee can work with.

I had the opportunity to work for a BPO in Bangladesh. Due to confidentiality reasons, the organization I work for did not allow me to use their name in this paper, thus the name of the organization and its employees could not be mentioned. After joining I received training about the work process and company culture. Training remotely has its challenges for both trainers and trainees. I have faced some of those challenges too while attending the training. I have discussed about the challenges I faced in the later part of this paper and I have also

talked about the steps the organization takes to make sure that these challenges do not act as a

barrier in the day-to-day operations of the business.

Chapter   2

Evaluation

Remote Working challenges Faced by Bangladeshi Companies:

Technical Issues

While some companies have technical personnel capable of assisting remote employees, it is not something that every company can afford. Employees may confront major technological problems in situations like these. These aren't always as difficult as hardware issues, but they might be as simple as a struggle to manage program functions. With work from home necessitating the quick adoption of such solutions, the rising obstacles in this domain might be intimidating.

Every office hire people in technical positions to eliminate any and all technical problems that might be encountered while working. But they cannot be of much use whenever the employees suffer from technical problems from their home. It might be due to faulty hardware, different software issues or even ignorant towards running a specific application. This hampers the work environment as there might be situations where multiple people are dependent on that one colleague suffering from technical difficulties.

Reliable internet connection is one of the most essential requirements for remote work. The internet is now used for a vast majority of communication. Google Meet, Zoom, and emails are utilized for business communication between coworkers. Miscommunication in a business environment hampers the workflow and damages the overall credibility of the organization. It is often seen that trainees of an organization have difficulty learning to a bad internet connection. Internet connectivity is still relatively poor in Bangladesh. Different factors contribute to the situation such as the weak technical structure, clashes among internet

providers, costly internet provider etc. According to „Digital Quality of Life Index" published by SurfShark VPN, Bangladesh has one of the worst mobile internet connection among 110 countries (The Daily Star, 2021). In such instances, workers who attend training from their home encounter a number of obstacles; they are unable to keep up with the rest of the learners, and their development is hindered. Furthermore, working with a poor internet connection is irritating and may demotivate the trainee to pursue further training. According to a recent poll, 54 percent of rural households in Bangladesh do not have internet access at home (The Daily Star, 2020). The BRAC Institute of Governance and Development performed this research. The same survey also indicated that rural residents lag behind their urban counterparts when it comes to accessing e-services and the internet owing to a lack of access to the internet and digital device proficiency. According to a second survey by The Business Standard, rural internet users in Bangladesh pay more for less service than their metropolitan counterparts (Sajid, 2021). This study describes how a rural resident pays Tk. 1000 for a 1 MBPS broadband connection, whereas an urban resident pays just Tk. 500 for the same service. The paper also discusses how individuals in rural regions are not receiving minimal internet speeds while paying a higher price, and how students and young entrepreneurs in rural Bangladesh are suffering as a result.

Newly released research by Md. Al-Amin et al., confirms that a poor internet connection is a significant impediment to remote training or distance education in schools, as well as any other type of remote learning (Md Al-Amin, 2021). This research discusses the responses of students about their readiness, participation, and classroom activities in an online class. This research was conducted to determine the present involvement and performance of students in online courses; thus, the results and research are pertinent to the issue of this case study, since the research was conducted in Bangladesh with Bangladeshi students. In this section, the authors of this study make it apparent that based on their research, they discovered that

students suffer a number of issues during online classes, with electrical difficulties or "load shedding" and irregular internet connection being among the most significant. According to the report, 75% of students concur that a poor internet connection causes them troubles during online classes. Online class and online training are extremely similar, and we can deduct from this study that the challenges that students confront may also be encountered by trainees attending training for a job, since academic online classes and remote training for employment purposes are handled in the same manner. This study report concludes that policymakers should improve internet connectivity so that students and distant trainees can learn more effectively.

Therefore, it can be said that poor internet connection is a problem when it comes to employee training, and it is much more troublesome for rural trainees who attend training sessions. This is clearly not in the best interests of the organization's trainers and trainees where I work.

Flexibility Issue

Home has always been a peaceful place aside from the bustle of public life. Many people consider it their refuge, and having a portion of it invaded by work may be jarring for others. This unexpected intrusion might cause fuzzy distinctions between work and personal life, raising stress levels. These blurring lines might potentially have severe consequences in exceptional situations. Working from home, for example, enhances the tendency to lead sedentary lives. The freedom afforded by working from home or obtaining instruction from home is a privilege. While there are several advantages to flexibility, there are also few disadvantages. This disadvantage of flexibility might impede training and hinder the advancement of certain workers and trainees. When an employee works from home, neither the employee nor the trainee is supervised. In such circumstances, many workers are irresponsible and unmotivated with regard to training and real job. This may occur for both

the instructor and the student. The teacher might be reckless when teaching the workers remotely, and the trainees can likewise be careless while getting remote training. If this occurs and no supervisor is present, the benefits of remote work may not be realized. If an organization's workers or trainees are untrustworthy and unreliable, the advantages of flexibility are rendered null and void. There will be workers who take advantage of the freedom provided by remote work and boost their productivity, but there will also be employees who see this as a chance to be unproductive and reckless. If this is the case, the true advantage of training at home may not be realized (Todd, 2021). A significant downside of flexibility at work is that trainees and workers often fail to differentiate between the workplace and their homes. Our home is a place we naturally associate with relaxation (Todd, 2021), and Environment and mindset play a very important role in performance and learning; if trainees do not receive training in a suitable environment and if they do not have the proper drive and motivation for training, then they will not learn to their full potential. Knowledge, talents, and disposition alone are insufficient for a successful performance. According to the performance model, an individual's motivation and surroundings are essential to their performance. According to the performance model, performance is a mix of motivation, knowledge, skills, and environment. In Bangladesh, not all households have the same environment. Some trainees may reside in dormitories or shared apartments. In such circumstances, an employee or trainee may not have access to an optimal working or learning environment. To be effective, training need assistance from all three of the following: motivation, knowledge, skill, attitude or KSA, and environment.

Collaboration and Communication Issue

Face-to-face communication is difficult enough, but working from home makes it much more difficult. Nonverbal communication is often used by people. As a result, one of the most typical obstacles someone might experience while working from home is communicating

effectively. Miscommunication between the student and the teacher is a common obstacle trainees and instructors confront while performing remote training (Aparajeya, 2016). Communication is one of the most important aspects of every company enterprise. Occasionally, when the trainer gives an instruction over the phone to the trainees, certain learners have difficulty hearing the instruction. Due to background noise, the likelihood of misinterpretation increases if either the trainer or the learner is working in a very hectic situation. Occasionally, background noise makes it quite difficult to hear what the instructor is saying. The teacher may say one thing, but the trainee may receive an entirely different message. If this occurs, the trainer will not completely comprehend the material, and there is a chance that the trainee may make errors when he or she begins the actual job after the conclusion of training due to misunderstanding. Miscommunication might lead to more issues. In the research conducted by the leadership training firm Crucial Learning, it was shown that the distance caused by remote working is undermining the communication between team members inside a business (How to Improve Work-from-Home Team Communication, 2022). In remote work environments, workers are more likely not to discuss issues that are causing them stress, according to the research. This study also found that more than half of employees said they would leave their problems unresolved and not communicate with anyone for weeks. This lack of communication can lead to an increase in stress, a decrease in productivity and inefficiency, and a lack of social interactions among coworkers (How to Improve Work-from-Home Team Communication, 2022). This issue might also arise during training sessions. Therefore, it can be said that misunderstanding is a significant obstacle that may arise during online training and may have significant future effects.

Chapter 3

Remote Working Challenges Faced by ADP

The COVID-19 pandemic flipped the workplace on its head, causing 35% of the US workforce to become temporarily remote, almost double (13%) the number of employees who reported working remotely before to the epidemic (Bureau of Labor Statistics, 2021). Remote working provides a firm and its workers with advantages such as versatility and significant cost savings. Businesses, however, may have organizational hurdles when providing this form of work.

Employers may learn more about where and how workers want to work from the most recent ADP Research Institute report, "On-site, Remote or Hybrid: Employee Sentiment On The Workplace," as well as the benefits and drawbacks of on- and remote work (ADPRI Staff, 2021). According to the study, employees who work on-site have significant advantages over those who work remotely, particularly in terms of the perceived level of social interaction, work boundaries, and career opportunities. However, employees who work remotely also report that they have their own set of benefits. However, compared to just on-site and remote employees, hybrid workers won out, notably claiming better relationships and a more upbeat perspective.

More than 9,000 full-time U.S. employees who work in teams and have not changed jobs during the COVID-19 outbreak were polled by ADP Research Institute. The report compares the experiences of American workers who either worked on-site during the pandemic or remotely during that time. It details the comparison of experiences with a special focus on the advantages and difficulties of each work arrangement as well as how those experiences vary by industry. Following are the challenges faced by them and probable solutions underlined through the research:

Communication Coordination

Lack of in-person interaction is a problem that many company owners confront when hiring remote staff. According to a Robert Half® Technology poll of CIOs, the biggest difficulty they experience when managing a remote workforce is communication or a lack of face contact (PARK, 2014). Face-to-face interactions provide a chance to check in on distant employees' adherence to business culture and progress toward organizational objectives. Periodic in-person meetings should be held, if resources permit. Virtual face-to-face interaction may be the next best way for workers who work remotely to communicate when in-person communication is not an option.

It might be difficult to arrange virtual meetings with staff members who are located in various time zones or even in different physical places nearby. To assist small and medium market company executives solve this issue, there are a variety of scheduling and task management services available. Businesses may cooperate and communicate more efficiently by using tools like video conferencing, chat, and file-sharing services. They also provide remote employees the chance to collaborate and offer or receive feedback, which may help them feel more like a genuine member of the team.

Managing Time

For ambitious people, knowing when to start and stop working is essential. Time management, which is crucial for people who collaborate with teams from multiple time zones, is therefore another difficulty. This interferes with daily living, depletes employee vitality, and lowers motivation at the office.

The time spent on each project may be tracked using a variety of productivity and time tracking programs which are readily available in all devices. The idea is to create and follow a timetable. Whether there are different meetings booked for that day, it is simpler to stick to

a pattern, build a schedule and follow it thoroughly. It is crucial for the employee to know when to stop and take a much-needed break since there is no formal reminder to do so, unlike in an on-site workplace.

Depleting Motivation

A key element in the effectiveness and general well-being of the job is motivation. Employees that are highly motivated are consistently excited about their job and do it as quickly as possible, whereas those who are less driven are often indifferent and struggle to complete it. One of the major difficulties throughout the remote working time was keeping a high level of enthusiasm. Low motivation is said to be caused by a variety of factors, such as a blurring of personal and professional lives, unpleasant news related to the epidemic, distractions, a lack of social connections, poor time management, etc.

The management's responsibility was to maintain motivation. Because of this, ADP put in place a number of measures designed to lessen this issue. First, software was given to the staff so they could collaborate virtually and foster a spirit of competition. The staff then attended several workshops where they spoke with medical experts about their mental health, which gave them the strength to go through difficult times. An inventive strategy for inspiring workers was to advise them to establish a designated workspace and dress professionally while reporting for duty. A Social Psychological and Personality Science report states that before cognitive tests, participants were invited to change into formal and informal attire (Slepian et al., 2015). According to the study, wearing formal work attire fosters abstract thought. So, a variety of strategies were developed to keep staff motivation high.

Chapter   4

Questions Central to the Case

After researching and reviewing several papers and articles, some of the obstacles that students and instructors experience while doing remote training were discovered. After learning about these obstacles, critical issues were raised. One of these concerns is what kind of training approach firms should use while doing remote training in order to reduce the obstacles. And how should they construct their training to maximize the effectiveness of the remote instruction?

When firms teach their staff remotely, it is challenging for employers and trainers to establish an effective training program. Typically, before conducting a training program for their staff, firms ensure that certain conditions are met, such as determining the training's format. Organizations attempt to guarantee three factors in order to fulfill their training goals. First, they choose their intended objective, that is, what should they anticipate will occur and what should trainees get from this training session (Halim & Ali, 1997). The second component is the condition, which specifies under what circumstances the desired result will occur. In the case of the company for which I work, the requirements will be that trainees will be able to produce leads using the Google Sheets application after completing the training program, and the third condition will be the criteria that indicate that the output is acceptable. The learners will be able to create at least 50 leads per day and maintain good quality control after completing the course. Training organizations also investigate the characteristics that assist learning. Here, businesses must consider the unique characteristics of KSAs and the physical training environment.

When remote training personnel. When delivering remote training, firms in Bangladesh may pick from a variety of training approaches. Demonstration is one of the earliest forms of

training approaches that may be employed. This implies demonstrating how to do a task or how something operates so that trainees may witness the demonstration and then learn how to perform the activity. Demonstration is the most effective training strategy when the objective is to improve Skills (Joyce, 1980). If a trainee sees something with his or her own eyes and then executes the activities independently after viewing it, the trainee's abilities will grow. This training strategy will lessen the difficulty of the communication issue I stated previously. Since the trainer is showing and explaining something in this instance. Therefore, the trainee is concentrating more on how the work is being performed than on what the trainer is saying. Therefore, the difficulty of trainers unable to hear things over the phone owing to poor internet connectivity would be mitigated. Currently, using Google Meet and Zoom Task demonstration has grown considerably simpler and is no longer deemed problematic. The trainer may also evaluate the trainees' work using Google Sheet and offer them comments on what they did well and what they might have done better, as well as how they can improve their work. Trainees may also see the Google Sheets of other trainers to see how they are doing. This allows trainees to learn by observing other trainees practice and to compare and evaluate the quality of their own work with that of others. The class size cannot be too large during a physical demonstration since the instructor will not be able to concentrate on all the trainers, and the trainees will not be able to view the demonstration correctly in a crowd. In the event of an online presentation utilizing Google Meet or Zoom, however, a large number of trainees will watch the same demonstration in the same manner.

Making online training more engaging for learners is one approach to resolving the difficulty posed by flexibility. By including games and stimulation into the training program and making the training program more interactive, online training may be made more engaging for trainees. The learners will find the training program more engaging if it consists of a conversation rather than a lecture. In a conversation, all participants in a training program

have the opportunity to offer their opinions, questions, and perspectives, while in lectures, only the trainers provide material and the trainees listen and absorb it. Trainers may provide trainees with. Making the training session more entertaining will pique the trainees' interest in the task they are doing, increase their desire to learn and develop a new talent, and encourage them to utilize the newly acquired skill to contribute to the company they work for. In certain instances, offering trainees case studies and quizzes stimulates them and makes them more interested in the task they are doing, while simultaneously allowing trainers to assess how much the trainees have learned and how proficient they have become. The trainers may also prepare a variety of online activities that can be played with a group to temporarily amuse the class and lighten the mood of everyone. These games will not only amuse the class, but also boost the trainees' desire to work and learn, as well as their job happiness.

Chapter   5

Proposed Solution and Changes

To ensure that the training provided by an organization is successful, it must ensure that the training program is correctly designed according to its demands and requirements. Not only must they ensure that they pick the appropriate training techniques, but they must also ensure that any obstacles encountered during training are effectively addressed. This section of the paper will discuss the design of a suitable training program for a Business Process Outsourcing company specializing in B2B lead generation service that can be conducted remotely in Bangladesh and will attempt to minimize as much difficulties as possible for the trainers and trainees when attending an online training session. The following solutions are proposed based on my experience working in a BPO. I believe it will reduce the training gap faced by this type of organization due to remote working. These will also be applicable for ADP as they operate in the same industry.

In this part, the training program was designed using Gagne's Model. Gagne's instructional events are more concerned with the internal learning process of humans than with the learning situation. „*The Conditions of Learning'*, written by Robert Gagne, was initially published in 1965 and is currently in its fourth edition. In essence, Gagne offers nine consecutive educational experiences aimed to improve learning by mapping onto essential features of the adult learning process. Gagne's instructional design approach, which is extensively used in educational settings, is based on an information-processing model of mental events that occur when humans are exposed to diverse stimuli. It defines a series of precise instructional activities that connect with critical learning circumstances, offering a model capable of optimizing the learning process, improving session flow, and ensuring goals are completely covered. The training I have planned will not be limited to a single day. The training session will be two weeks long. The learners will be required to attend training five days each week. Therefore, the trainees will be required to attend 10 days over the course of two weeks, with 4 days off. Each training day will last eight hours.

The online training program that I devised will consist of two sessions separated by breaks to guarantee that the students can maintain their focus. Since the training is being delivered online, these breaks will allow them to spend time outside or with their family. This will assist to mitigate the issue that occurs as a result of the flexibility of remote work or training. Below is a table detailing the daily training session's time allocation:

Time Division for Trainer

Session 1	09:00 AM - 09:15 AM	Stage 1- Gaining Attention
	09:15 AM - 09:30 AM	Stage 2 - Announcing Objectives
	09:30 AM - 10:00 AM	Stage 3 - Stimulating Recall of Prior Knowledge
	10:00 AM - 10:15 AM	Refreshment Break
	10:15 AM - 12:30 PM	Stage 4 - Presenting Information
	12:30 PM - 01:30 PM	Lunch Break
Session 2	01:30 PM - 01:45 PM	Stage 5 - Providing Guidance
	01:45 PM - 03:00 PM	Stage 6 - Eliciting Performance
	03:00 PM - 03:15 PM	Refreshment Break
	03:15 PM - 04:00 PM	Stage 7 - Providing Feedback
	04:00 PM - 04:30 PM	Stage 8 - Assessing Performance

	04:30 PM - 05:00 PM	Stage 9 - Enhancing Retention and Transfer

The first phase of the training session is attracting interest. This phase aims to increase the trainees' focus on the instructor. If the trainees focus their attention on the trainer, it will be easier for the trainers to learn. This is extremely vital at the beginning of the day, since training begins in the morning and trainees are just waking up. This will help them focus more on their task. Trainers may capture attention with a little game or by discussing non-work-related topics for 15 minutes.

The second phase of the training program is the announcement of the goals and learning outcomes. Now that everyone's attention has been captured, it is crucial for the trainer to discuss what trainees will learn today and what will the benefits for the learning. Here, the trainers will discuss what they will be doing for the remainder of the day, as well as the day's aims and objectives. They will be presented with a list of the information they will get.
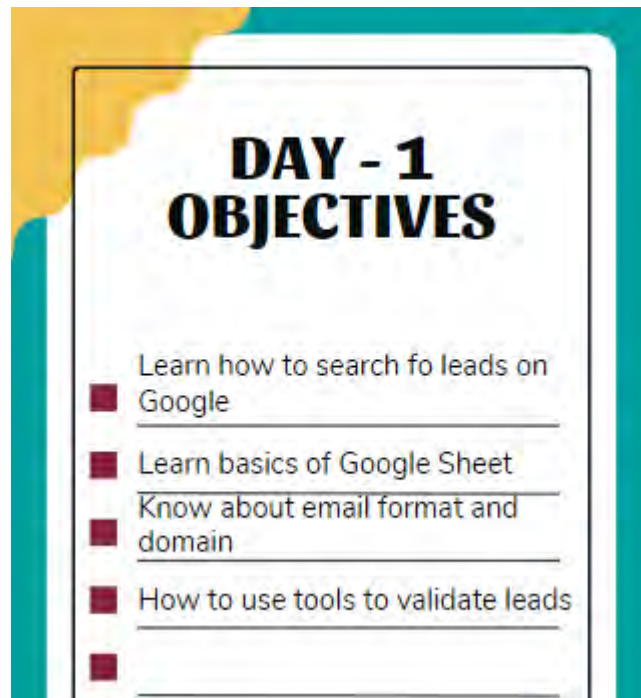
This will make the instruction more interactive, and it will not make the training monotonous. This will pique the trainees' interest in what they are about to study.

The third step is remembering past information, when the trainer will attempt to recollect what the trainees remember from the previous day's instruction, and on the first day will ask the trainees what they know about the work in general. When trainees have a solid basis, learning is facilitated.

The presentation of the knowledge is the fourth phase of the training. This is the point at which the teacher will begin the training. Here, the trainers will train the trainers using the demonstration approach. The trainer will show how to utilize tools and specific software and programs, and the trainees will observe from their home computers, assimilate the material, and attempt to improve their skills. As indicated before, this example teaching technique is beneficial when delivering remote training, particularly in Bangladesh, where slow internet speeds sometimes lead to misinterpretation. By concentrating on observation, independent

practice, and repetition. Participants will be able to avoid misinterpretation and internet issues.

The fifth phase involves offering direction. In this phase, the trainer will monitor the student's work and provide feedback and instruction on what the trainee is doing well and what he or she is doing incorrectly, as well as how to fix the errors.

The sixth phase is eliciting performance; here is when learners put their newly acquired knowledge into practice. By repeating what they have learnt, they will be able to keep it, and the procedure will become a habit that they will not quickly forget. The seventh step is delivering feedback. In this stage, the trainers will provide more feedback on the trainee's development and tell them what they need to do next and where they need to improve. The eighth phase is performance evaluation. According to the idea of Gagne and Briggs, in the situation of assessing performance, the trainer compares the output of the training program to the original objectives to evaluate whether or not the trainees have effectively mastered the objectives. In this training approach, the trainer will evaluate the students in accordance with certain criteria. The trainer will next email the trainees a document to fill out regarding what they have learnt and acquired from the whole program. The last phase is retention and transfer. In this stage, at the conclusion of the day, trainees will discuss what they've learned and what they found challenging, as well as share their experience and opinions on the training program.

The selection of Gagne's Model for designing a training program as a solution to the challenges faced by trainers and trainees in remote training in Bangladesh is due to the fact that the design of Gagne's Model makes training very interactive, which, based on previous experience, is crucial when training remotely from home. It provides the trainees the impression that they are in a professional setting and not at home. That will assist them in

adopting a working and training mentality. In addition, by using the demonstration training approach, learners will have the opportunity to learn by witnessing and doing the task themselves, so avoiding the miscommunication issue (Wen-Lin Lo, 2020).

Gagne"s model was used previously to elicit psychomotor response in the medical field and different classrooms of the world. In Romanian Universities Gagne"s model was used to increase the teaching effectiveness (Ilie, 2014). Using a rigorous observational grid, the theoretical model was evaluated on a sample of 894 Romanian university teaching engagements. The findings revealed a link between the modified model and students' assessments of the efficiency of the educational session. As a result, it is stated that the proposed model gives operational advice for the creation of instructional approaches.

The theoretical model was also applied in Asian countries as well. In Malaysian University different groups of students were selected based on educational level and test was conducted with and without implementing the Gagne"s Model (THENG, 2009). The analysis of student performance revealed that the methodologies utilized in this learning environment are capable of better supporting the learning requirements and knowledge acquisition process of a big group of students with varying educational levels (both Diploma and Degree students). Furthermore, many characteristics of instructional approaches and the benefits of multimedia utilized in the student-centered learning approach may be presumed to have the power of individualizing the learning process of the students. In general, the study discovered that developing an interactive learning module using an appropriate instructional model is a feasible and practical alternative to traditional classroom learning where the benefits brought by multimedia elements in the student-centered learning environment can meet the students' needs.

The preceding research demonstrates a positive connection between the result after using Gagne's approach. As a result, educational designers should have a deeper grasp of learning theory and combine it with an instructional strategy to create an effective learning module for students. This is due to the fact that a well-planned instructional method may encourage students to be more positive and successful toward self-paced learning and to take responsibility for improving their performance. Hopefully, in the case of Bangladesh, this methodology will overcome the limitations of distant training and provide comparable favorable results.

Conclusion

In conclusion, it can be said that firms who are now performing their operations and trainings online are operating efficiently while facing a few obstacles. These businesses that serve customers and generate income are pretty pleased with the current state of affairs. They are hiring people, regularly training them online, and these remotely trained individuals are working for the business and providing service to the firm's customers while being compensated. Thus, it can be concluded that despite facing obstacles, these businesses are thriving, demonstrating that it is viable to manage a firm by remotely teaching people.

The previously described method is only an effort to mitigate the issues trainers and trainees have while conducting training online. The suggested method of training. It was built using Gagne's framework, which has been demonstrated to be an effective paradigm for developing training, and with the challenge of remote training in mind. The training materials were developed after a considerable amount of time was spent researching different publications, while also keeping in mind an issue I personally encountered throughout my training at my current employer. In conclusion, it is intended that the developed training would effectively

fulfill the company's desired aim, reduce obstacles experienced by trainers and trainees, and assist the organization function even more smoothly.

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