

Report On  
“Training of trainers – A qualitative study on Bangladesh Youth  
Leadership Center”

By

Wajed Yousuf Islam  
19204065

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

BRAC Business School  
Brac University  
September, 2022

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## **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.

**Student's Full Name & Signature:**

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**Wajed Yousuf Islam**

19204065

**Supervisor's Full Name & Signature:**

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**Mohammad Atiqul Basher**

Lecturer, BRAC Business School

BRAC University

## Letter of Transmittal

Mr. Mohammad Atiqul Basher

Lecturer,

BRAC Business School

BRAC University

66 Mohakhali, Dhaka-1212

Subject: Internship report on “Training of trainers – A qualitative study on Bangladesh Youth Leadership Center.”

Dear Sir,

It is with great pleasure, under your supervision and guidance, I submit my internship report for the completion of my BUS400 course. For the past three months I have worked as an intern, in the Skills Development & Training department of Bangladesh Youth Leadership Center.

In order to complete the report in the most significant, compact, and thorough way possible, I have done my best to include the pertinent information and suggested recommendations. I hope that what I've done will satisfy your expectations. However, if you have any questions or need any clarification, please get in touch with me at any moment.

Sincerely yours,

---

Wajed Yousuf Islam

19204065

BRAC Business School

BRAC University

Date: September 22nd, 2022

## **Acknowledgement**

I thank the BRAC Business School, for giving me the opportunity to work as an intern and gain actual work experience in an organization. I want to express my gratitude towards my supervisor, Mr. Mohammad Atiqul Basher, and my co-supervisor, Mr. Jubairul Islam Shaown, for their constant guidance, assistance, and support during this time.

I want to express my gratitude towards Bangladesh Youth Leadership Center for allowing me to work as an intern in the organization and for taking me in so warmly and always making me feel at home. In addition, I would like to express my utmost gratitude to each and every one of my colleagues. It was an absolute pleasure learning from them and working together. Thank you for all your help and guidance during my tenure, especially during my research and data collection for the report. I am thankful for the connections I have made here, and I look forward to nurturing them in the future.

Finally, I want to thank my on-site supervisor, Mr. Almeer Ahsan Asif, Senior Manager and Project Lead, BYLC, for your constant support and mentoring. It was an absolute honor, being able to work under your wing.

I thank the Almighty for his blessings, and I want to thank my parents for supporting me throughout this journey. I wish to carry forward all the knowledge, skills and learning I have gathered during this time. I believe they will have a lasting impact in my life.

## **Executive Summary**

This report is a qualitative study on Bangladesh Youth Leadership Center. The topic of research is on the training programs conducted for the trainers at BYLC. Through this research I have tried to identify the major challenges and gaps for the training team at one of the country's leading training and development institution. This report primarily provides an overview of my internship at the organization in the first chapter. I discuss about my job responsibilities, my contribution to the organization as well as how I have been benefitted through this internship program. Moreover, I mention the challenges and difficulties I had faced, and my recommendations for future internships.

The second chapter is an organizational overview and a report on the activities of Bangladesh Youth Leadership Center. The chapter covers an organizational overview, its accounting and marketing practices, and finally an industry analysis.

Finally, the third chapter covers the research topic "Training of trainers – A qualitative study of Bangladesh Youth Leadership Center. I have conducted a thematic analysis based on the interviews and questionnaires I took of the BYLC employees.

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## List of Acronyms

- APL – Art and Practice of Leadership
- BBLT – Building Bridges Through Leadership Training
- BBLTJ – Building Bridges Through Leadership Training Junior
- BYLC – Bangladesh Youth Leadership Center
- CTG – Chittagong
- LDT –Leadership Development and Teaching
- LFK – Leadership for Kids
- OPD – Office of Professional Development
- PDT – ProfessionalDevelopment and Training
- SDT – Skills Development and Training



# **Chapter 1: Overview of Internship**

## **Student Information**

Name: Wajed Yousuf Islam

Student ID: 19204065

Major: Human Resource Management

Minor: Economics

Program: Bachelors in Business Administration

## **1.2 Internship Information**

### **1.2.1 Period, Company name, Department and Address**

Period: From June 22nd, 2022 to September 22nd, 2022

Company: Bangladesh Youth Leadership Center (BYLC)

Department: Skills Development & Training

Address: 28 Bir Uttam AK Khandakar Rd, Dhaka 1212 Medona Tower Level 11 & 12

### **1.2.2 Internship Company Supervisor's Information**

Name: Almeer Ahsan Asif

Position: Senior Manager, Skills Development & Training BYLC

### **1.2.3 Job Scope – Job Description/Duties/Responsibilities**

Being an intern for the Skills Development & Training department, I was able to observe and learn how the training team conducted training sessions, from the planning, budgeting to execution stage.

My job responsibilities included, facilitating the training and teaching team during training programs, assisting in creating job descriptions for different positions within the organization, assisting in conducting interviews, formulating annual calendar for the organization's programs and events, assisting in charting strategic road map plan for the department including projecting human resource requirements, writing emails and making phone calls, communicating between departments, creating presentation slides, and facilitating training. I was also given work on an ad-hoc basis.

## **1.3 Internship Outcomes**

### **1.3.1 Student's Contribution**

BYLC has been growing as an organization over the past 13 years. However, they are currently going through a transition phase. As an intern, I worked directly with the Leadership Development & Teaching team as well as the Professional Development & Training team. I facilitated and played an integral part in the training programs such as Leadership for Kids – 4. I also facilitated in their professional skills development training programs such as CareerX and Career Development Bootcamp. I was the Master of Ceremony for BYLC's Development Sector Career Expo 2022, where I co-hosted the entire event. Moreover, I assisted the department in creating a strategic plan for the next 5 years. I assisted in conducting the training and interview sessions. I helped in creating the annual calendar for the organization for the next fiscal year 2022-2023. I helped restructure employee requisition forms and the job descriptions for positions in need of replacement or updates. I provided support to departments whenever needed. I did my best to deliver what was expected of me at all times and go beyond wherever I could.

### **1.3.2 Benefits to the student**

During this time, I was able to gather some valuable skills that I am certain will add value to me moving forward. Being a part of the training programs, I learnt not just how to plan, coordinate, and execute training sessions, but also was able to learn the material and content taught during these training sessions. I was also given the chance to conduct a small segment of the training which gave me first-hand experience on how to provide training and measure training outcomes. I have been able to polish my presentation skills, communication skills and leadership ability. Moreover, I have learnt how to conduct myself in a formal office environment. I was able to build strong connections and nurtured my networking abilities. I was able to oversee in the recruitment process from applications, to screening, to part-taking in conducting interviews. In addition, having to work on an ad-hoc basis at times also allowed me to learn how to be more dynamic in the workplace.

### **1.3.3 Difficulties faced by the student**

I did not face any difficulties from the organization during the tenure of my internship. However, having to work during many of the weekends was challenging. The commute to and from work paired with working as a student tutor in BRAC did leave me struggling to manage time and take adequate rest. My health took a dip after Covid and I was facing trouble with fatigue and overall exhaustion. However, I was able to work through the challenges and overcome whatever problems that had surfaced.

### **1.3.4 Recommendations**

My recommendation to BYLC for future internships is to allow a monthly stipend for the interns. Though there is a huge scope for learning, however small the amount, it would really help the interns cover at least their conveyance costs and can motivate them to work even harder.

## Chapter 2: Organizational Part

### 2.1 Introduction



Bangladesh Youth Leadership Center, founded by Mr. Ejaj Ahmed in 2008, has been working in the development sector for the past 13 years with the vision of creating a prosperous, just, and inclusive world which is driven by courageous, compassionate, and competent leaders. The mission of Bangladesh Youth Leadership Center (BYLC), the nation's first leadership institute, is to develop the leadership abilities of young people from a variety of backgrounds, instill in them the values of empathy, tolerance, and inclusivity, and connect them to employment and entrepreneurial opportunities. Their objective is to help their graduates have a significant effect in the public, private, and civil spheres.

**Company website:** <https://bylc.org/>

## 2.2 Overview of the company

In Bangladesh, majority of the youth do not have the access to the best education. As a result, they are deprived of the opportunity to nurture valuable skills. BYLC is working towards providing training to these youth on leadership skills, professional development skills, entrepreneurship development skills, as well as supporting and providing funding to support young entrepreneurs.

### 2.2.1 BYLC's Focus

- Skills
- Values
- Jobs
- Ventures



Fig 1: BYLC's Values

## **2.2.2 BYLC's Programs**

### **BYLC Graduate Network**

The Bangladesh Youth Leadership Center's Graduate Network (BGN) is a community for former students. Aiming to provide BYLC graduates with a platform where they may exercise leadership for both personal and communal growth, BGN is governed by an elected board of BYLC alumni. Those who graduate from BYLC's leadership programs are eligible to be a part of BGN. BGN exists for networking among the graduates. Being a member of BGN gives the graduates an exclusive membership to this special community of young professionals and also to provide members with professional development support, and to keep a bridge between BYLC and their graduates.

### **BYLC Ventures**

BYLC Ventures is an initiative to help young founders kickstart their ideas through entrepreneurship mentoring and seed funding. Ventures is targeting to partner with local investors to fund at least 20 startups each year. Along with a shared work space, BYLC Ventures bootcamp and accelerator programs are offered by Ventures.

### **BYLCx**

The online learning platform for Bangladesh Youth Leadership Center is known as BYLCx. Their goal is to make quality online learning experiences accessible from any location, at any time, so that young people in Bangladesh may gain the 21st century skills they need. BYLCx courses encompass a wide range of subjects, such as leadership, entrepreneurship, professional development, communication, critical thinking, and much more.

### **Office of Professional Development**

The Office of Professional Development (OPD) was established by BYLC in 2016 with the goal of preparing graduates for the difficulties of the modern workplace by offering professional development training and placement services through collaborations with companies. OPD helps participants think strategically about their career choices and

effectively navigate through the many stages of recruiting with a holistic curriculum that pulls from both academics and industry.

### **Skills Development & Training**

The SDT department ensures that BYLC's leadership training, programs, and curriculum are developed and executed to the highest standard. The SDT wing is working towards equipping the youth with the crafts, creative skills, characteristics, and abilities necessary to practice leadership to be more effective and successful in their professional and personal lives. In the past, before the formation of this department, the curriculum, admissions, marketing, and other supporting teams worked as a combination of separate units to deliver BYLC's programs. However, we found that it would be better to bring all the teams related to skills development under one umbrella for faster, smoother, and more efficient coordination to ensure better execution of programs. Thus, in October 2021, the Skills Development & Training wing was formed. The SDT wing comprises the following; Leadership Development & Teaching, Professional Development & Training, Admissions, Chittagong Team, and Alumni Coordinator.

## 2.2.7 Organogram

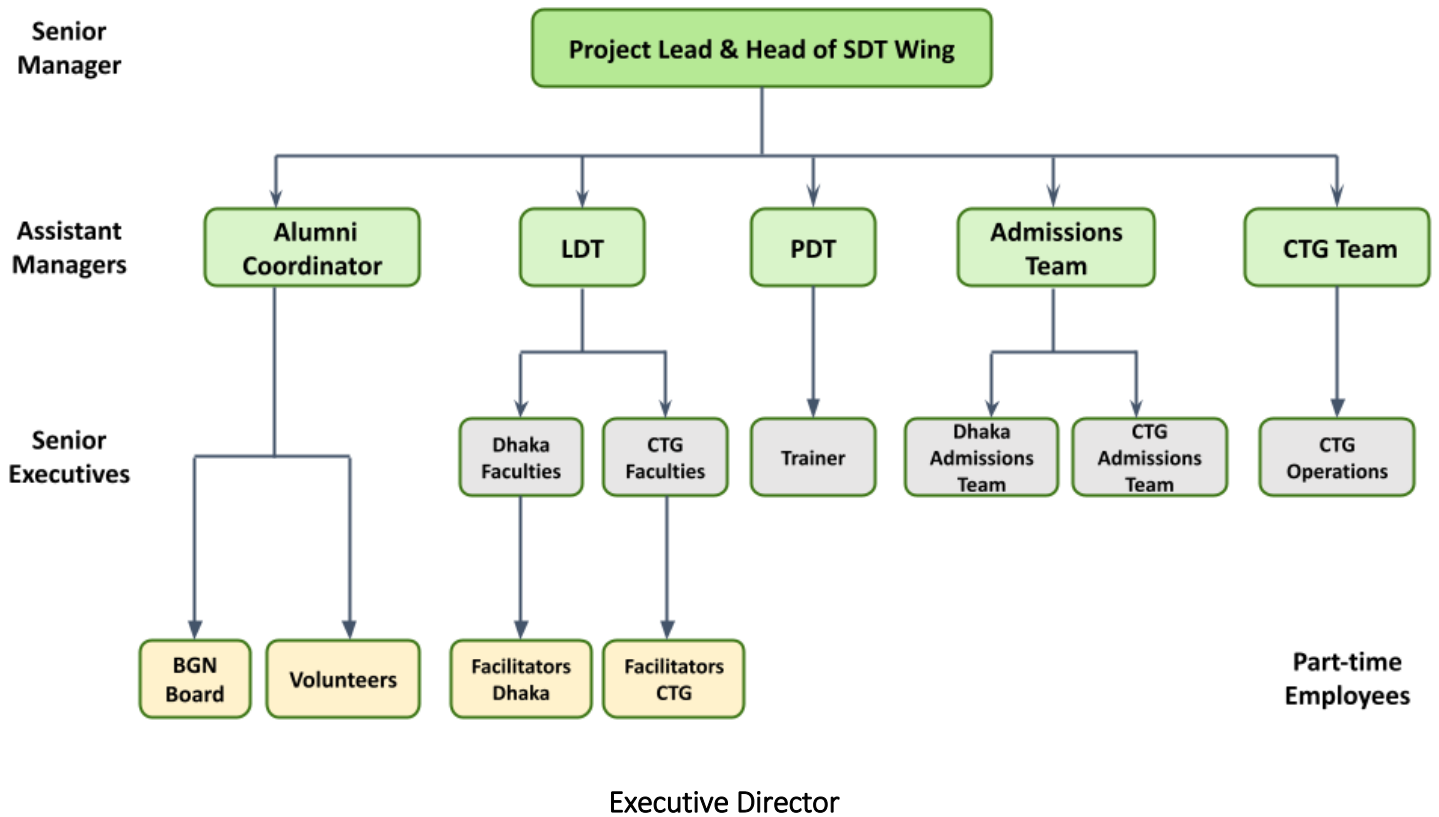


Fig 2: Organogram

### Leadership Development & Teaching

The LDT team’s purpose is to ensure that the participants who enroll in BYLC’s programs are given the knowledge, skills, and crafts that are necessary to be able to practice effective leadership through mainly donor-funded projects and programs such as LFK, BBLT, BBLTJ, APL, and YLS.



## **Professional Development & Training**

The PDT team's goal is to give the necessary training and development to the participants to be successful in the professional world. Through programs such as Career Development Bootcamp and CareerX, the PDT team works towards providing the professional skills that are required to succeed in the job market and help them prepare for job interviews and, eventually, job placement.

## **Admissions**

The admissions team is responsible for seeing to it that the best and the brightest are enrolled in BYLC's programs to ensure that applications are filtered and only the eligible applicants are allowed.

## **Alumni Coordinator and Program Execution**

The Alumni Coordinator works to maintain an alumni community among all the graduates of leadership courses of BYLC, by building the BYLC Graduate Network. Through BGN, they try to keep the alumni engaged with BYLC's activities and use this platform to share opportunities within the community.

## **Chittagong Team**

The CTG team is there to ensure that BYLC's activities and programs are being conducted in Chittagong. CTG team does promotional activities in areas such as Rangamati, and the Hill Tracts, to attract a more diversified background of participants.

<p>Leadership Programs</p>	<p>LFK  BBLT  BBLTJ  APL  Summit</p>
<p>Professional Development Programs</p>	<p>CareerX  Career Bootcamp  Career Expo</p>
<p>Online courses</p>	<p>BYLCx</p>
<p>Entrepreneurship Development Programs</p>	<p>BYLC Ventures</p>

Table 1: BYLC's Programs

## **2.3 Management Practices**

The management style of BYLC is participative. A high degree of work satisfaction is favorably correlated with participative management style. It is centered on giving workers a voice in decision-making, enabling them to solve problems inside the organization, and encouraging their high levels of autonomy, initiative, and creativity (Rolková, 2015). At BYLC, there is a friendly yet respectful work culture. Each department works with a fair level of autonomy. BYLC's employees are also expected to exercise leadership in their work. The senior managers and department heads report directly to the executive director. Communication is simple and fast, leading to quick decision making and smooth operations. This participative style of management helps smooth flow of operations and encourages employees to take responsibility for their work. This is helpful in achieving their goals and objectives. Each department head delegates tasks among the assistant managers and executives.

### **2.3.1 Human Resource Planning**

The Human Resource department at BYLC is called People Development. The HR planning process is done in coordination with respective departments. The human resource requirements depend on project basis. The department head fills an Employee Requisition Form (ERP) based on the manpower needs of that department. The ERP is then signed by the concerned department heads, head of finance, and if needed, the executive director or president. HR then sends out the job vacancy through the organization website, relevant jobsites like LinkedIn, and social media. HR then conducts an initial screening of candidates through written applications and initial interviews. After assessment, the candidates are then called for follow up and final interviews.

### **2.3.2 Compensation System, Training and Performance Appraisal**

Employees and staff are given a monthly salary inclusive of house rent, conveyance and medical, as per company policy. There are no other benefits included with the salary. Employee performance appraisal is done after 6 months twice in a fiscal year. Promotions, salary increments, and other related decisions are taken once every fiscal year. Employees are evaluated based on their key performance indicators that measure the work they have done

and targets they were able to achieve. If employees fail to meet their targets and goals, then HR will schedule a training for those employees. Moreover, there are regular training and development programs ongoing based on the organizational needs.

## **2.4 Marketing Practices**

The marketing and communications team works proactively to ensure that all of BYLC's programs are creatively branded and advertised.

- Social media promotion- Creating regular online posts and content to increase engagement on social media
- Campus ambassador programs – Running regular campus ambassador programs to increase outreach to universities and other education institutions
- Graduate engagement – Through the BYLC Graduate network
- Upload testimonials from websites to create more interest for applicants.
- Partnerships with youth organizations and university clubs to increase outreach
- Event branding
- Program promotions (pre, during, and post)
- Telemarketing and email marketing
- Publications
- Brochures, pamphlets, flyers
- Newspaper advertisements
- Website contents, blogs
- Photography of office events
- Office interior branding
- Certificates, ID cards, business cards

## **2.5 Financial performance and Accounting Practices**

BYLC is a non-profit organization working for the development sector. BYLC is solely operating through funds from donors such as the Embassy of the Kingdom of Netherlands. BYLC does not have any bank loans nor any long-term liabilities. BYLC does not have shareholders to whom they need to share profits or pay dividends. Hence, they do not provide any financial information on their annual reports. BYLC operates based on the donor funding. Each department is responsible for providing their budgets. Then a collective budget is drawn up and then presented to the donors. The donors then evaluate based on BYLC's proposed budget and then provide the funds for a given period of time with which the organization conducts its operations.

BYLC conducts its day-to-day activities and meets the necessary expenses by utilizing these funds provided by the donors. It operates on a cash basis from the bank. They do not have any bank loans or other liabilities. BYLC follows a direct straight-line method for depreciation of all equipment and fixtures.

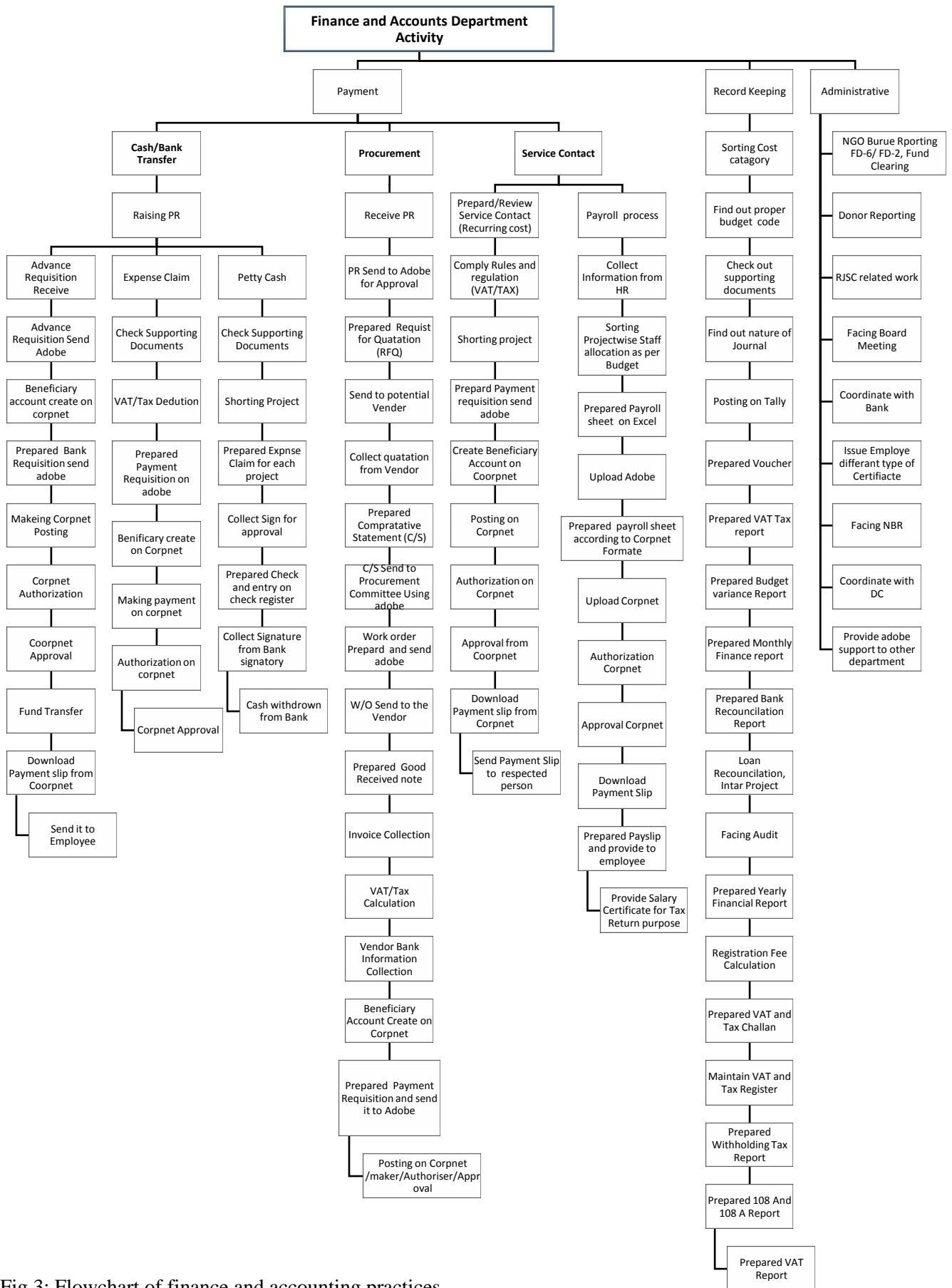


Fig 3: Flowchart of finance and accounting practices

## 2.6 Industry and Competitive Analysis

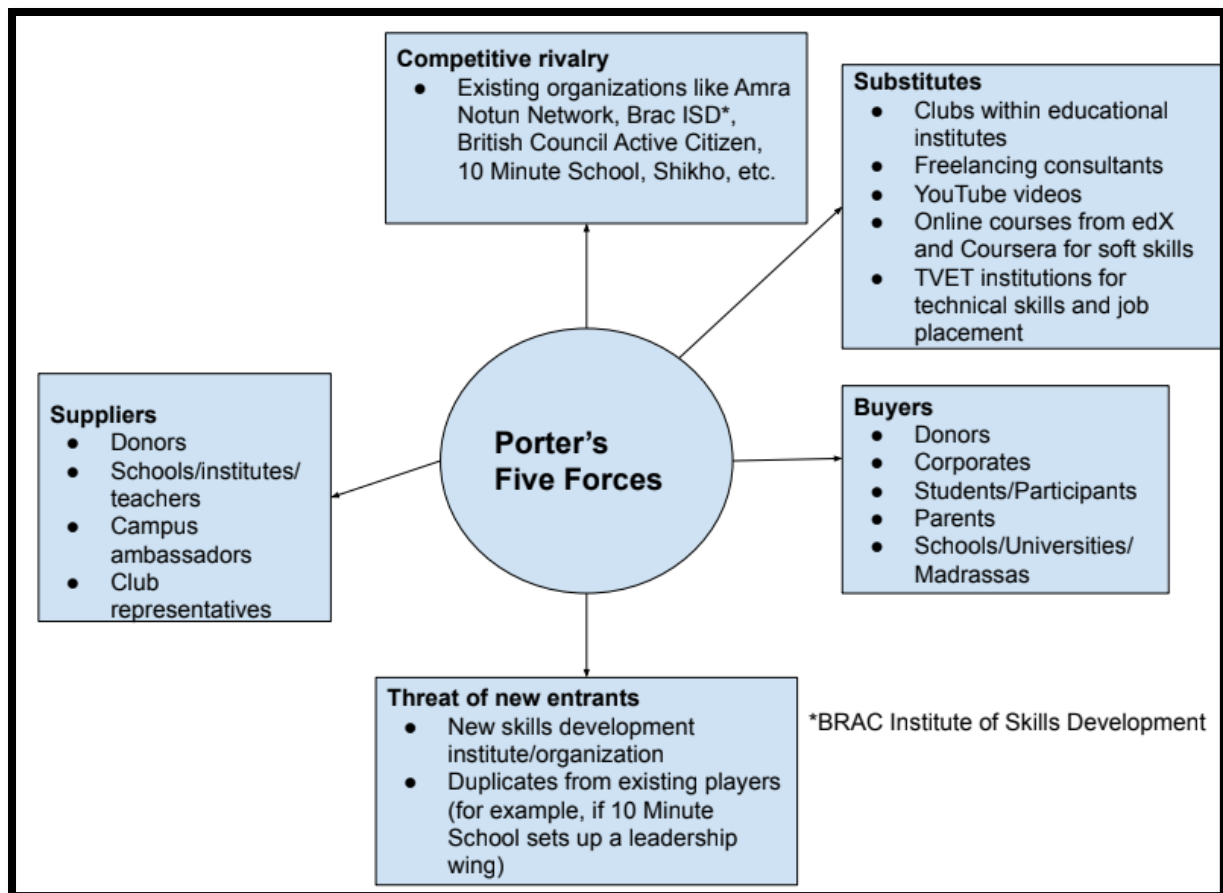


Fig 4: Porter's Five Forces

### 2.6.1 SWOT Analysis

#### Strengths:

- First ever leadership training institution in Bangladesh
- Known for delivering excellence
- Platform that connects youth from various backgrounds including Madrassa, English Medium, and Bangla Medium
- Donor funding secured for the next five years
- Impressive and comfortable office spaces with classrooms in the heart of Dhaka city

**Weaknesses:**

- Online engagement is not the same as physical
- Difficulty scheduling time due to schools and university hours
- Tracking graduates after completion of programs

**Opportunities:**

- Increasing youth engagement in the next 5 years through various programs
- Creating a stronger impact in the development sector of Bangladesh

**Threats:**

- Organizations are starting their own leadership training programs
- Emergence of new skills development and training organizations
- BRAC Skills Development & Training is a direct competitor



## **Chapter 3: Project Part**

### **“Training of Trainers – A qualitative study on Bangladesh Youth Leadership Center”**

#### **3.1 Introduction**

In order to support my qualitative research, I have conducted a thematic analysis after taking interviews with the employees of Bangladesh Youth Leadership Center.

##### **3.1.1 Research question**

The research question that will be the focal point for this report is “What are the challenges, gaps and areas for improvement of the training of trainers program at BYLC?”

##### **3.1.2 Research Objective**

Training is an integral part of any organization. More so, for one whose primary service is providing training for others. The purpose of this research is to look into the challenges faced by such an organization when conducting training of these trainers. The research looks into effectiveness of these training programs and highlights where the gaps are as well as room for improvement in order to be more productive and efficient in achieving organizational goals and targets.

### **3.1.3 Literature Review**

A fundamental element in human resource development is training. It is involved with teaching and practicing a certain talent until it reaches the target level(Chand, 2014).Employees are taught the fundamental abilities required to carry out their professions through training, an activity that leads to skilled conduct. the core of an ongoing initiative to raise worker competency and organizational performance(Kangal, 2021).

In this changing climate, manager and employee training is crucial. It is a significant HRD endeavor that aid in raising employee capability. Employees get a lot from training, including increased productivity and effectiveness, the growth of self-confidence, and help with self-management.When training is effective, it means that the activities produced the needed results. Your employees also need to acquire or retain the information and abilities necessary to conduct their own job, oversee those who are performing work, and guide others. One of the causes of genuine quality issues is a lack of training.(Mango Ltd., 2022)

An employee may be placed in a situation where they can accomplish their work accurately, successfully, and conscientiously with the help of training, which is a very valuable tool. Training is the process of enhancing a worker's knowledge and abilities to do a certain profession.(Chand, 2014). The process by which the business determines the training and development requirements of its personnel in order for them to do their jobs successfully is known as training needs analysis (TNA). It entails a thorough study of the training needs necessary at various organizational levels.

The phrase "train the trainer" refers to improving the knowledge and abilities of those who instruct others.The need to stay current with changes or new advances in their specific genres is a must for trainers. In order to stay up with the rapidly evolving technology, trainers must sit down and, with the help of a knowledgeable professional, make the required adjustments to their teaching methods or course modules.(Train the Trainers - Need for Training the Trainers, n.d., 2017)

### **3.2 Methodology**

The primary source of data collection for this report was by taking interviews of four employees from the training team at BYLC. The interviews were conducted at the BYLC headquarters. Each interviewee was asked the same set of questions. I recorded their interviews and created a transcript. I then went on to conduct a thematic analysis.

Given the sample size is very small for this organization, I conducted interviews to collect my data as this research is qualitative of nature. I was able to gather the information through the questions I had asked the interviewees that helped me obtain a broad idea of the objective. I conducted structured interviews by following a preset questionnaire. After recording the interviews, and forming the transcript, I noted some key points from the interviews and responses to draw themes and code them in order to conduct a thematic analysis to support my research. In addition, I used a training evaluation questionnaire and collected the responses from four of the trainees to back up the thematic analysis.

### 3.4 Thematic Analysis

Textual Data	Code
The training sessions take place at the BYLC headquarters regularly	Training of trainers are conducted regularly
We have them here at the BYLC offices. Around twice a month if not more.	Training of trainers are conducted regularly
We have the sessions here at the office usually twice a month depending on the programs.	Training of trainers are conducted regularly
There is regular training for the trainers	Training of trainers are conducted regularly
Usually, whenever there is a lacking from the trainers or there are any complaints from the students, or we see that someone is not performing up to the standard then we see there is a need for training.	What triggers training need analysis?
After our programs we do evaluation where we measure the outcomes of our training and then identify the gaps and conduct training based on those.	What triggers training need analysis?
Whenever there is a gap during our evaluation, we feel there is a need	What triggers

for training	training need analysis?
Usually during the programs, we observe the trainers and see who is performing well and who is not. Afterwards, we see where there are lacking and we formulate training accordingly.	What triggers training need analysis?
There are not enough trainers at the moment. We do need more trainers going forward.	There is a shortage of trainers
We are currently going through a transition phase as an organization. So, at the moment our number of trainers are fewer than the desired number.	There is a shortage of trainers
No, there is currently a lacking in the number of trainers.	There is a shortage of trainers
We are currently understaffed as we are going through a transition stage so at the moment, we have fewer than the required number of trainers.	There is a shortage of trainers
We do need more trainers going forward	There is a shortage of trainers
Yes	Is there a need for more resources?
There is a shortage of resources	Is there a need for more resources?

There is a lack of resources available. The training sessions could be better if we have more resources at our disposal.	Is there a need for more resources?
Trainers are being able to ensure that the trainees grasp the concepts	Key performance indicators of the trainers
Whether the trainers are able to transfer the training after evaluating the training outcomes	Key performance indicators of the trainers
the trainers are able to conduct the session well and that afterwards the trainees are able to transfer that to their roles	Key performance indicators of the trainers
Yes	Trainees are satisfied with the training
Agree	Trainees are satisfied with the training
Satisfied	Trainees are satisfied with the training
Strongly agree	Trainees are

	satisfied with the training
Yes, if we could have more time to practice what we are learning	Areas to improve the training
They could occasionally bring outside specialized trainers as well for conducting sessions to make them more enriching	Areas to improve the training
Perhaps HR could be more involved by providing more useful training for developing the skills of the trainers further.	Areas to improve the training
Provide more training for the trainers or tools like subsidising online courses more and providing more relevant training for helping the trainers further	Areas to improve the training
If HR takes the initiative and executes these trainings the trainers could focus more on their work and benefit more from the sessions as they will be able to allocate their time better and gather the necessary skills from training.	Areas to improve the training

Table 2: Thematic Analysis

### **3.4 Findings and analysis**

While completing my major in Human Resource Management, I found the course on training and development the most intriguing. I knew then that I wanted to learn more about training and development. I had applied to a few places for internship, but when BYLC offered me a position in the Skills Development & Training team, I decided to take it. I wanted to find out more about the training of trainers at BYLC. BYLC's programs consist of trainers and facilitators who carry out the training. The department I was interning for is responsible for conducting the training for these trainers and facilitators.

By using thematic analysis, I have analyzed the data collected from the interviews and questionnaires and based my findings. A simple, adaptable, and widely used technique for analyzing qualitative data is thematic analysis (TA). It gives the qualitative researcher a basis in the fundamental abilities required to interact with various techniques to qualitative data processing (Braun, 2012). Thematic analysis is a handy tool for analysis qualitative data by coding textual data with key words that can be used to reflect particular themes.

I conducted the interviews to find out more about the "training of trainers" program. At first, I wanted to find out how regularly the trainings took place. I asked the interviewees and they all mentioned that these sessions are starting to be conducted regularly. The frequency was found to be around two sessions per month. However, this varies based on the ongoing programs and events. BYLC conducts a month-long training program called Building Bridges through Leadership Training. During this program, the training team meets every day on the days of the training, usually that is 5 days a week, and discuss the training module and how they will conduct the training. They each also try to read a chapter of book on the given topic and try and incorporate something new in every session. I found this very progressive and helpful especially for trainers who are trying to deliver experiential learning.

Then, I asked the interviewees about what key performance indicators they look for in their trainers. The response was that how well the trainers are delivering the training objectives. Their performance is judged based on whether the trainers are being able to keep the trainees engaged or not and whether they are able to ensure that the content is being understood clearly.



Next, I was keen to understand what the triggers for training needs analysis were. Most of the interviewees mentioned that the training was conducted when there were a major lacking from the trainers. The interviewees mentioned that during their programs, facilitators would not conduct themselves appropriately. Hence, there would be a need for training. After each program, BYLC evaluates the performance of the trainers. Whenever there is any gap, there is a training session conducted to try and mitigate the gap for future programs. Whenever an organization is not functioning as efficiently and effectively as desired, there is usually a need for training.

I then moved on to ask the interviewees about the challenges they face when conducting these training sessions. The biggest challenge they face is that the trainees are usually of diverse backgrounds. Giving them training of the same level becomes challenging. Therefore, the training has to be designed and executed with a lot of tailoring. Another issue is that a lot of the trainees require certain soft skills that are difficult to teach. Moreover, conducting these sessions proved to be difficult due to time constraints. It is difficult to host training sessions when there are ongoing programs and events. One of the interviewees also said that a lot of the trainers also reside outside of Dhaka and bringing everyone together physically becomes difficult. Upon asking about whether enough resources are allocated for the training sessions, most of the interviewees said that they were satisfied with the resources. However, one of the interviewees mentioned that they would prefer if more resources would be allocated to increase the quality of the training. In addition, another interviewee mentioned that if there were more specialized trainers to conduct the sessions, preferably from outside, then the training would be different and bring about some variation.

The next question was for the biggest gap I noticed. I asked the interviewees whether there are currently enough trainers. All of the interviewees responded by saying no, at the moment there is not enough trainers. They said that as the organization is going through a transition phase, there is currently a shortage of trainers. The training team is undermanned and they are working on recruitment for filling the vacant positions. This is troublesome as immense pressure falls on the existing trainers to carry all the programs. This leads to them being overworked and causes job dissatisfaction. As a result, they might decide to leave their job creating an even bigger deficit.

Moving on, the interviewees also said that they would benefit by having access to more in-house resources during the training sessions. However, based on the questionnaires filled out by the trainees, I found that majority were satisfied with the environment, facilities, amenities, food & beverage provided during the sessions.

Finally, I asked the interviews how involved HR is with the training sessions and if they can be more involved. They responded that HR is involved with the training. However, they can be more proactive and provide more frequent relevant training for the trainers. One of the interviewees said that HR could be more involved as the internal training is mainly done by the respective departments, but if HR takes the initiative and executes these trainings the trainers could focus more on their work and benefit from the sessions as they will be able to allocate their time better and gather the necessary skills from training. In the training team, they are already short staffed. If the trainers also have to conduct the training sessions internally, then they have to take time away from focusing on the BYLC's training programs.

### **3.5 Summary and Conclusion**

After conducting the thematic analysis, I have found that there is a shortage of trainers currently at BYLC as they are going through a transition phase. BYLC has started the second phase of their EKN project and there is an organizational change ongoing with a new executive director taking the reins. HR can support the training team by conducting the training of trainers' program and assisting the training team with the support that they require to overcome the challenges and to mitigate the gaps. If the training team and HR work alongside and grow both the departments, then the quality and reach of BYLC's programs will increase leading to greater organizational success.

### **3.6 Recommendations**

1. Specialized trainers can be brought in to conduct the training for the trainers regularly. There are specialists from outside organizations or freelancers who can be hired to conduct these sessions to make them more beneficial to the training team.
2. The training team can be encouraged and sponsored to take online courses and gain the relevant skills. Though BYLC does provide access to online courses and material, the trainers can be urged to enrol and complete more useful courses, with sponsorship, based on their needs.
3. More resources can be allocated to improve the quality and effectiveness of the training sessions. The trainers felt that the sessions could be a lot better if they had more teaching material and staff.
4. HR can work with the training team to conduct the training programs. Currently the HR does assist in the training programs. However, a more proactive approach towards conducting these sessions can be beneficial for the trainers. This can be doing regular training needs analysis to identify gaps and mitigate them by providing the necessary training for the trainers.
5. Better compensation packages and benefits can be offered to the trainers to prevent attrition and improve retention. This will also attract more trainers to be a part of the training team at BYLC.

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## **Appendix**

### **Interview Transcript**

Q 1. Where and how regularly do the training sessions for the trainers take place?

R 1. The training sessions take place at the BYLC headquarters regularly. Usually, we try to conduct a session twice every month. However, when we have ongoing programs, we try to have more frequent sessions.

R 2. We have them here at the BYLC offices. Around twice a month if not more.

R 3. We have the sessions here at the office usually twice a month depending on the programs.

R 4. Sometimes we have them online and sometimes we have them here at the office depending on the programs and the training needs.

Q 2. What are the key performance indicators expected from the trainers?

R 1. We see whether the trainers are able to deliver the learning outcomes of the training.

R 2. If the trainers are being able to ensure that the trainees grasp the concepts

R 3. Whether the trainers are able to transfer the training after evaluating the training outcomes

R 4. We want to see that the trainers are able to conduct the session well and that afterwards the trainees are able to transfer that to their roles

Q 3. What are the triggers for training need analysis?

R 1. Good question. Usually, whenever there is a lacking from the trainers or there are any complaints from the students, or we see that someone is not performing up to the standard then we see there is a need for training.

R 2. Whenever there is a gap during our evaluation, we feel there is a need for training

R 3. Usually during the programs, we observe the trainers and see who is performing well and who is not. Afterwards, we see where there are lacking and we formulate training accordingly.

R 4. After our programs we do evaluation where we measure the outcomes of our training and then identify the gaps and conduct training based on those.

Q 4. What are the challenges faced during conducting training?

R 1. One of the major challenges is that the training needs are diverse as the content is different and not easily available. The trainers also come from various backgrounds so their levels vary. Another issue is during training for soft skills. The technical skills are easier, but it becomes challenging when it comes to the soft skills.

R 2. There are some time constraints to conduct the training as we have programs ongoing and our trainers are also outside of Dhaka so bringing them together in one place is difficult.

There is a lack of resources available. The training sessions could be better if we have more resources at our disposal.

R 3. One of the major challenges we have faced is that there are not many specialized trainers for providing the type of training necessary. We have to conduct the training among ourselves.

R 4. It is difficult to train certain soft skills as the levels of trainers vary.

Q 5. Are there enough trainers currently or is there a need for more?

R 1. We are currently going through a transition phase as an organization. So, at the moment our number of trainers are fewer than the desired number.

R 2. No, there is currently a lacking in the number of trainers.

R 3. There are not enough trainers at the moment. We do need more trainers going forward.

R 4. We are currently understaffed as we are going through a transition stage so at the moment, we have fewer than the required number of trainers.

Q 6. How involved is HR during training? How can HR be more involved?

R 1. HR is involved. They conduct some of the training, however it is up to the department heads to see that the training needs of the particular department are met. Perhaps HR could be more involved by providing more useful training for developing the skills of the trainers further.

R 2. HR conducts the onboarding sessions for the trainers. However, they could provide more training for the trainers or tools like subsidising online courses more and providing more relevant training for helping the trainers further. They could occasionally bring outside specialized trainers as well for conducting sessions to make them more enriching.

R 3. HR is involved and they assist in the training. They could be more proactive in conducting relevant training especially for soft skills so that we would be able to improve and develop as trainers further.

R 4. HR could be more involved as the internal training is mainly done by the respective departments, but if HR takes the initiative and executes these trainings the trainers could focus more on their work and benefit more from the sessions as they will be able to allocate their time better and gather the necessary skills from training.

Q 7. What are the major challenges faced when recruiting trainers?

R 1. There is a short supply of qualified individuals who possess the skillset to deliver the proper training necessary.

R 2. There is not enough supply of such trainers currently due to our program structures.

R 3. There is a short supply of skilled trainers that fit our needs.

R 4. Not enough trainers are there who fit the requirements.

Q 8. How do you measure training outcomes?



R 1. We have an evaluation form after our training programs that we use to assess the training session. Also, after our programs we maintain and track those who pass from them and we see how well they are doing. Based on that we understand if our training programs are successful or not.

R 2. After the training we provide an evaluation form to the trainees.

R 3. We monitor and track the trainees after the training to see if they are carrying forward the training deliverables. We also have a form that is used for evaluation.

R 4. It is at times difficult to measure the outcomes. We see the performance of the trainees in the programs and understand whether they have grasped the training or not.

## Facilitator training questionnaire

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_

Email: \_\_\_\_\_ Organization/University: \_\_\_\_\_

Thank you for taking the time to fill in this survey. Your response will be kept confidential. Please answer the following questions to the best of your ability.

1. Was the timing and location of this session convenient for you? Did you face any difficulties arriving at the session?

2. Do you think there is any lacking or need for improvement from the training side? If so, please briefly mention below.

3. Are there any areas where you thought this session could have been better? If so, please briefly mention below.

4. Was this session helpful?

**Circle** your answer: **Yes** **No** **Neutral**

5. The environment, facilities, amenities, food & beverage provided during the session were satisfactory.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

6. Please **circle** your overall level of satisfaction towards the session.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied

	Textual Data	Code
1	The training sessions take place at the BYLC headquarters regularly	Training of the trainers are conducted regularly
2	We have them here at the BYLC offices. Around twice a month if not more.	Training of the trainers are conducted regularly
3	We have the sessions here at the office usually twice a month depending on the programs.	Training of the trainers are conducted regularly
4	There are regular training for the trainers	Training of the trainers are conducted regularly
5	Usually, whenever there is a lacking from the trainers or there are any complaints from the students, or we see that someone is not performing up to the standard then we see there is a need for training.	What triggers training need analysis?
6	After our programs we do evaluation where we measure the outcomes of our training and then identify the gaps and conduct training based on those.	What triggers training need analysis?
7	Whenever there is a gap during our evaluation, we feel there is a need for training	What triggers training need analysis?
8	Usually during the programs, we observe the trainers and see who is performing well and who is not. Afterwards, we see where there are lacking and we formulate training accordingly.	What triggers training need analysis?
9	There are not enough trainers at the moment. We do need more trainers going forward.	There is a shortage of trainers
10	We are currently going through a transition phase as an organization. So, at the moment our number of trainers are fewer than the desired number.	There is a shortage of trainers
11	No, there is currently a lacking in the number of trainers.	There is a shortage of trainers
12	We are currently understaffed as we are going through a transition stage so at the moment, we have fewer than the required number of trainers.	There is a shortage of trainers
13	We do need more trainers going forward	There is a shortage of trainers
14	Yes	Is there a need for more resources?
15	There is a shortage of resources	Is there a need for more resources?
16	There is a lack of resources available. The training sessions could be better if we have more resources at our disposal.	Is there a need for more resources?
17	Trainers are being able to ensure that the trainees grasp the concepts	Key performance indicators of the trainers
18	Whether the trainers are able to transfer the training after evaluating the training outcomes	Key performance indicators of the trainers
19	the trainers are able to conduct the session well and that afterwards the trainees are able to transfer that to their roles	Key performance indicators of the trainers
20	Yes	Trainees are satisfied with the training
21	Agree	Trainees are satisfied with the training
22	Satisfied	Trainees are satisfied with the training
23	Strongly agree	Trainees are satisfied with the training
24	Yes, if we could have more time to practice what we are learning	Areas to improve the training
25	They could occasionally bring outside specialized trainers as well for conducting sessions to make them more enriching	Areas to improve the training
26	Perhaps HR could be more involved by providing more useful training for developing the skills of the trainers further.	Areas to improve the training
27	Provide more training for the trainers or tools like subsidising online courses more and providing more relevant training for helping the trainers further	Areas to improve the training
28	If HR takes the initiative and executes these trainings the trainers could focus more on their work and benefit more from the sessions as they will be able to allocate their time better and gather the necessary skills from training.	Areas to improve the training