

Learning and Development

Context: BRAC International



Internship Report

Learning and Development

Context: BRAC International



Submitted to:

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Letter of Transmittal

September 20, 2014

Mohammad Tanvi Newaz
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BRAC Business School
BRAC University

Subject: Submission of Internship report on “Learning and Development of BRAC International”

Dear Sir,

It is my pleasure to present to you my internship report on “Learning and Development of BRAC International” on which I have worked on during my Internship period in the HR Department of BRAC International. I have gained so much practical experience and knowledge while working on this report; it’s been a great opportunity to implement my theoretical knowledge into a practical workplace. I have tried my best to conduct all the research and analysis in a standard method. I sincerely hope that the report will meet the standards of your expectations. I am always available for further query and clarification.

Sincerely,

Nazifa Afroze
ID: 10104087
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Acknowledgement

Above all, I express my gratitude and thanks to the Almighty, who blessed me with strength, and gave me the wisdom and patience needed to complete this report.

At first, I would like to thank my advisor, Mr. Tanvi Newaz, Assistant professor and MBA Coordinator, who believed that I could complete this report, upholding the standard and professionalism he expects. His guidelines and endless support helped me to overcome the challenges.

I would also like to thank the generous contributions of my supervisors at BRAC International, Ms. Reema Sen, Chief People Officer and Rima Kareem, Team Leader – Talent Management. I would also like to sincerely thank Mr. Md. Mijanur Rahman, Programme Manager – Capacity Building and Training, Mr. Md. Abdul Mazid, Associate Director – Agriculture, Tasnima Matin, Deputy Manager – Communication of BRAC International for their guidance and inspiration during the entire internship program. Furthermore, special thanks to Mr. Md. Shamim Hossain, Deputy Learning Manager, Incharge – Microfinance and Accounts Unit, Farhana Begum, Incharge, Training Scheduling Unit – Teaching and Learning Centre, Mr. Sohel Sobhan, Deputy Learning Manager, Incharge – Community Empowerment Unit. Besides I would also like to take this opportunity to thank all my peers and colleagues for giving me support and inspiration.

At last, I thank my family members and friends for their help and support throughout the whole internship period.

Executive summery

In the development world BRAC is the largest NGO of the world – to spread the success stories of Bangladesh, now BRAC has began its journey to 11 other countries all around the world and that is BRAC International.

This study primarily focuses on the T&D initiatives undertaken to facilitate organizational development of the company. This report points out the existing conditions regarding employee training, problems and possible solutions for improving employee development initiatives for the company. The report also emphasizes on relating generally accepted theories and models of training to actual existing T&D processes in the organization.

This report partly focuses on HR policy component and as it is a confidential issue, discussion about the policies are omitted.

The report also derives the employee satisfaction level of T & D based on HQ. As BI just began its journey in 2009, they are new in international arena. In overall the T & D is satisfactory but there are some areas to work on. Training is necessary to ensure an adequate supply of staffs that are technically and socially competent and capable of career advancement into specialist department of management position, so for the need of T & D will never end. To serve the purpose, this report provides the recommendation based on findings and analysis.



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List of abbreviations

NGO – Non Governmental Organization	HRLE - Human Rights and Legal Empowerment
HNPP - Health, Nutrition and Population Program	CDP - Capacity Development Program
FSN - Food Security and Nutrition Essential Health Care	ELA - Empowerment and Livelihood for Adolescent
EHC - Malaria Program, Nutrition Program	AGI -Adolescent Girls Initiative
HRLS - Human Rights and Legal Aid Services	ARCs - Adolescent Reading Centers
NSP - National Solidarity Program	YP - Young Professionals
BRTC - BRAC Training and Resource Centre	HR – Human Resource
MRRD - Ministry of Rural Rehabilitation and Development	BI-HQ – BRAC International Head Quarter
CPO - Chief People Officer	BLD - BRAC Learning Division
CBTU – Country Branch of Training Unit	TOT - Training of Trainer
CDU – Country Departmental Unit	ROI - Return on Investment
BLC - BRAC Learning Center	RED - Research Evaluation Department
HRPP – Human Resources Policies & Procedure	BM – Branch Manager
AM – Area Manager	PO - Program officer
RM – Regional Manager	UM – Upazilla Manager



Introduction

There is a proverb goes – “Practice makes a man perfect”. Gathering knowledge in a theoretical environment can enhance the knowledge and practice gives the experience. There is no other way to develop competency in related field but to practice in real organizational environment. In this process internship plays a significant role and the author is fortunate to gain the experience in the largest developmental organization of the world – BRAC; in its current international operation which they mention – ‘Stitching BRAC International’, operating in 11 countries across Asia, Africa and the Caribbean.

Bangladesh is one of the top thirteen underprivileged countries. In order to serve the country and its people the Non Governmental Organizations (NGOs) are launched. There are many objectives of NGOs like – assisting the poor and suffering people as well as exercising self-control through utilization of own resources and thus facilitate the socio-economic progress, identifying native assets, local leadership and ensuring effective utilization of these for welfare and development. To serve this huge purpose, NGOs have to continuously adopt itself with changing socio – economic environment. In 11 countries the culture, values and environment is different in its own aspects. To comply with that, learning and development is the key to link up with all of the countries; to develop the human asset to sustain in a diversified world.

Training is the most important function that directly contributes to the improvement of human resources. If human resources have to be developed, the organization should create conditions in which people acquire new knowledge and skills and develop healthy patterns of behavior and styles. Improved performance in turn implies that there has been measurable change in Knowledge, Skills, Attitudes and Social behavior. The author has found training is one of the most important functions for BRAC International as its operation’s success depends on training. The reason behind is, BRAC International has to operate its HR function in International Human Resources Management (IHRM) arena so to comply with different aspects of various countries, people need to learn a vast range of new things which cannot be done but having proper training. In this study the international training and the supportive activities are linked, as well as the training of the head office is attached with the employee satisfaction level.



Objectives

Broad Objective:

- ✧ To gain a real life experience with a NGO to relate with the theoretical knowledge
- ✧ To understand the HR practices of BRAC International
- ✧ Assessing the Learning and development Process in BRAC international
- ✧ Determining efficiency and effectiveness of the overall process
- ✧ Analyzing the impact of the training process on employees

Specific Objectives:

- ✧ Understanding the kinds of training provided
- ✧ Finding the frequency of training
- ✧ Assessing procedure and tool the organization is using for the training process
- ✧ Finding the benefits the company is incurring due to the training
- ✧ Analyzing the impact on the employees
- ✧ Suggesting probable solutions to identified shortcomings in the training

Limitations

- ✧ Some information presented in the report may be biased, as people tend to avoid their own limitation regarding their job and tend to hold other departments responsible for drawbacks of their own
- ✧ As the report is not a comprehensive one, rather based on the brief of countries and head office
- ✧ Employee satisfaction research was done only based on Head office of BRAC International, there was time limitation and authorization problem to conduct the survey based research in other 11 country offices



- ✎ Although several interviews have been done but because of the workload most of the officials were not interested to share information
- ✎ During the audit and performance assessment period most of the employees had to overwork (including the author of this report) thus some opportunities of further assessment has been lost
- ✎ There are some issues which has to be kept confidential
- ✎ The questionnaire of the survey was developed shorter on purpose as questionnaires with too many questions would have received even less responses than obtained

Scope

This report covers the current international operation of BRAC International and its very brief idea of the HR practices and function. Functions of Learning and Development division of the company have described to understand the whole process. Training cycle, Training Need analysis and other relevant issues are described step by step to have a thorough understanding of the process. In later part the employee satisfaction research has also done to find out the result. Since BRAC is the mother company and BRAC International is a part of BRAC, some areas of function collaborate altogether. The study has done on BRAC International and its operation in 11 countries, most of the information was collected from primary sources and practical experiences.



Organization and development overview

BRAC across the World



Source: BRAC Annual Report 2013



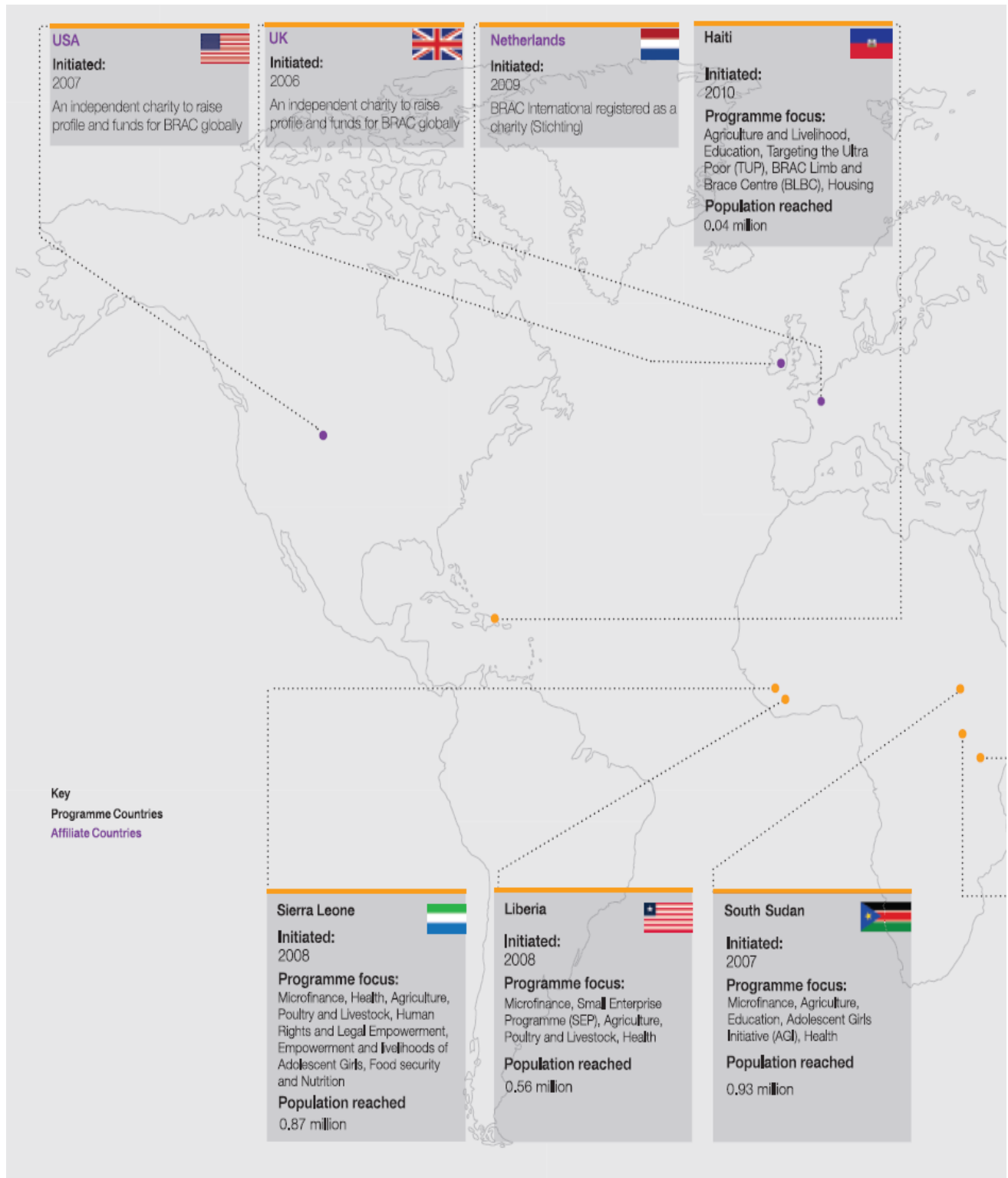
BRAC across the World (continued)



Source: BRAC Annual Report 2013



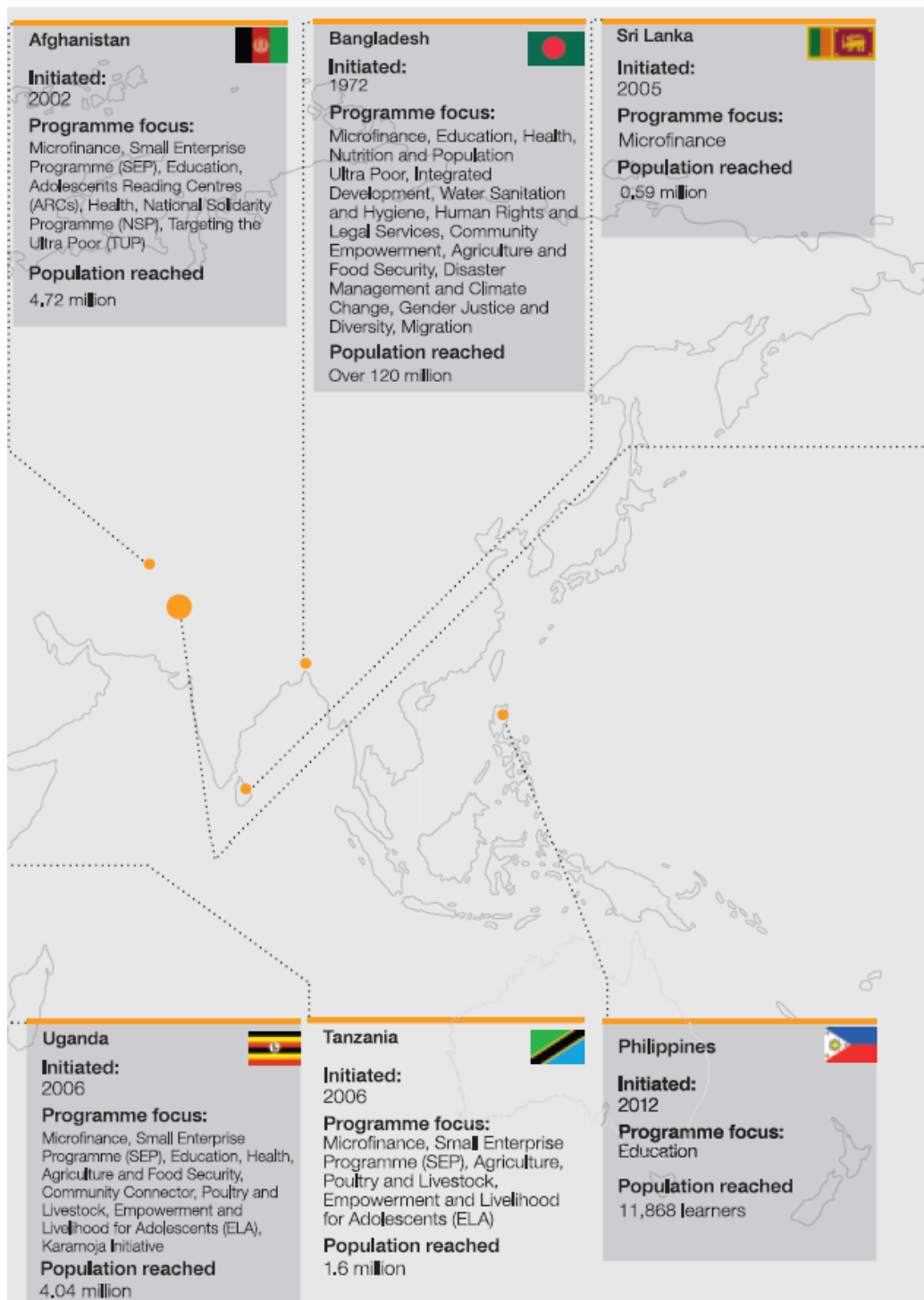
BRAC Across the world



Source: BRAC Annual Report 2012



BRAC Across the world (continued)

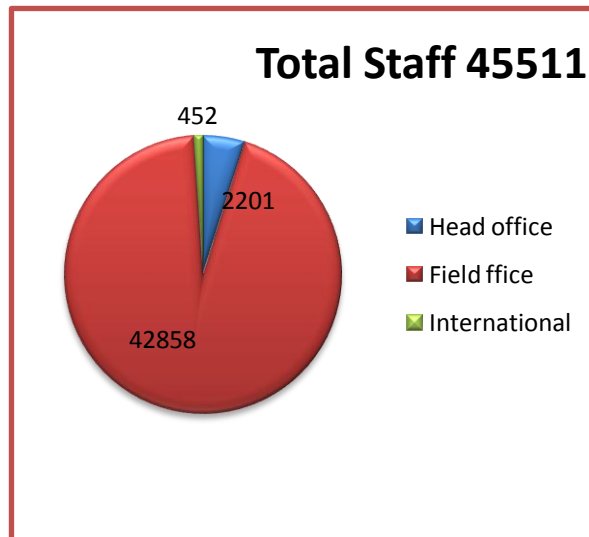


Source: BRAC Annual Report 2012



“BRAC has done what few others have. They have achieved success on a massive scale, bringing life-saving health programs to millions of the world’s poorest people.” — Bill Gates, co-chair, The Bill and Melinda Gates Foundation.

BRAC is the worlds’ largest Non-Governmental Development Organization. BRAC was initiated in 1972 by Mr. Fazle Hasan Abed as a short-term relief and rehabilitation project after the liberation war. In the rise of poverty and lack of organized effort to battle the problems of war-ravaged economy, BRAC subsequently had to scale-up its pilot projects towards long-term issue of poverty reduction and empowerment of the poor. BRAC believes that there is no single cause of poverty; hence they attempt tackling poverty on multiple fronts.



Source: Manab Sampad Barta, July – Dcember 2012

Visions of BRAC

- A world free from all forms of exploitation and discrimination where everyone has the opportunity to realize their potential.

Mission of BRAC

- To empower people and communities in situations of poverty, illiteracy, disease and social injustice. Our interventions aim to achieve large scale, positive changes through economic and social programs that enable men and women to realize their potential

Values of BRAC



INTEGRITY



INNOVATION



INCLUSIVENESS

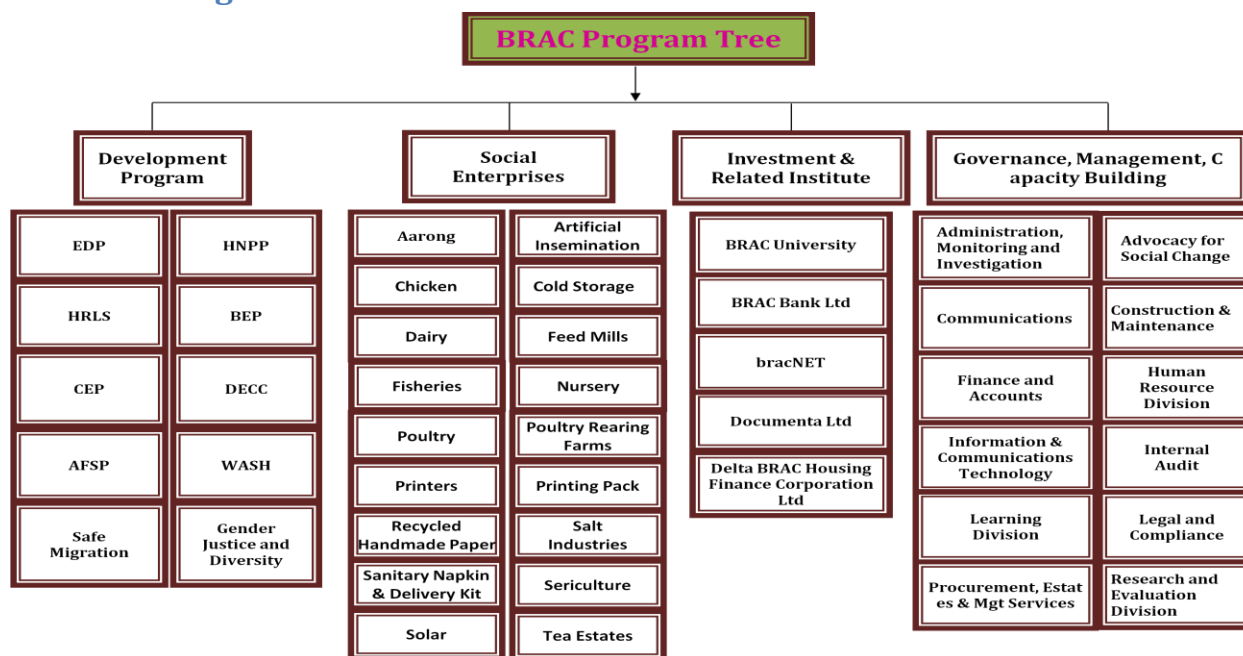


EFFECTIVENESS



- ✦ Innovation - BRAC has been an innovator in the creation of opportunities for the poor to lift themselves out of poverty. They value creativity in program design and strive to display global leadership in groundbreaking development initiatives.
- ✦ Integrity - BRAC values transparency and accountability in all their professional works, with clear policies and procedures, while displaying the utmost level of honesty in their financial dealings. They hold these to be the most essential elements of their work ethic.
- ✦ Inclusiveness - BRAC is committed to engaging, supporting and recognizing the value of all members of society, regardless of race, religion, gender, nationality, ethnicity, age, physical or mental ability, socioeconomic status and geography.
- ✦ Effectiveness - BRAC values efficiency and excellence in all the work, constantly challenging themselves to perform better, to meet and exceed program targets and to improve and deepen the impact of their interventions.

Different Programs



Thinking local, acting global, this is kind of a mantra in BRAC. Besides Bangladesh, BRAC spreads antipoverty solutions to 11 other developing countries, which are Uganda, Tanzania, Sierra Leone, South Sudan, Liberia, Haiti, Afghanistan, Pakistan, Sri Lanka, Philippines and Myanmar - from here the journey of BRAC International Begins.



Stitching BRAC International

BRAC International started its journey in 2002 through extending its operation in Afghanistan. Since then operations are spread across Asia, Africa and America and as of now BRAC International has operations in 11 countries with annual budget of \$80 - 150 million. It became registered in March, 2009 in the Netherlands to house the international entities. Stitching BRAC International can be described as a general welfare institution that threads together BRAC International's diverse development programs around the globe into one unique garment. Their activities focus on long term sustainable poverty reduction. They work towards attaining socially, financially, and environmentally sustainable programs.

All of BRAC International's activities are carried out through two entities. The development programs that include health, education, agriculture, livelihoods, targeting the ultra poor, human rights and legal services programs fall under Stitching BRAC International. The second, BRAC International Holdings B.V. is a wholly owned subsidiary of Stitching BRAC International and was incorporated in 2010. BRAC International's microfinance programs, social enterprises, investment companies and regulated finance companies are consolidated under this wing. Social program supporting enterprises currently include seed production, feed mill, training centers, tissue culture lab etc.

The current operations are in Afghanistan, Sri Lanka, Pakistan, Uganda, Tanzania, South Sudan, Sierra Leone, Liberia, Philippines and Myanmar are brought under Stitching BRAC International. In each of these countries, entities are legally registered with the relevant authorities.

Vision

- A just, enlightened, healthy and democratic world free from hunger, poverty, environmental degradation, and all forms of exploitation based on age, sex, and ethnicity

Mission

- To work with people whose lives are dominated by extreme poverty, illiteracy, disease, and other disadvantages; with a holistic approach, they strive to bring about positive changes in the quality of life of the poor



Aim

Stitching BRAC International aims to contribute to welfare activities to alleviate poverty and improve the lives of the poor. In line with the Millennium Development Goals, Stitching BRAC International will work to:

- ✧ End poverty and hunger
- ✧ Achieve universal primary education
- ✧ Promote gender equality and empower women
- ✧ Improve maternal health
- ✧ Control HIV/AIDS, Malaria, and other diseases
- ✧ Ensure environmental sustainability
- ✧ Develop a global partnership to development

Programs

- ✧ Reducing poverty and improving livelihoods
- ✧ Microfinance (capital support for generation of self-employment)
- ✧ Agriculture, Agriculture and Food Security Program (provide services to small and marginal farmers to increase productivity)
- ✧ Challenging the frontier of poverty reduction -Targeting the ultra poor (graduating households from extreme poverty to moderate poverty)
- ✧ Education Program, Scholarship Program
- ✧ Health, Nutrition and Population Program (HNPP), Food Security and Nutrition (FSN), Essential Health Care (EHC), Malaria Program, Nutrition Program
- ✧ Poultry and Livestock, Small Enterprise Program
- ✧ Water, Sanitation and Hygiene
- ✧ Disaster Management, Environment and Climate Change
- ✧ Empowerment of marginalized and vulnerable people



- ✧ Community Empowerment Program, Integrated Development Program, Migration Program
- ✧ Human Rights and Legal Aid Services (HRLS), Human Rights and Legal Empowerment (HRLE) , Capacity Development Program (CDP)
- ✧ Gender Justice and Diversity
- ✧ Youth Lead Program
- ✧ Empowerment and Livelihood for Adolescent (ELA), Adolescent Girls Initiative (AGI), Adolescent Reading Centers (ARCs)

Stitching BRAC International Governing Body

- ✧ Sir Fazle Hasan Abed, Founder and Chairperson, BRAC
- ✧ Shabana Azmi, Social activist and renowned actress
- ✧ Sylvia Borren, Co-chair of GCAP and of its Dutch Chapter EEN
- ✧ Susan Davis, President & CEO, BRAC USA
- ✧ Irene Z. Khan, Secretary General, Amnesty International
- ✧ Dr. Debapriya Bhattacharya, Executive Director, Centre for Policy Dialogue
- ✧ Parveen Mahmud, Managing Director, Grameen Telecom Trust
- ✧ Shafiq ul Hassan (Quais), Businessman
- ✧ Dr. Mahabub Hossain (ex-officio), Executive Director, BRAC
- ✧ Muhammad A. (Rume) Ali (ex-officio), Managing Director, BRAC Enterprises



Management Committee



Fir Fazle Hasan Abed, Chairperson



Mahabub Hossain
Advisor to Executive Director
for Agriculture and Food
Security and RED, BRAC
and BRAC International



Muhammad A (Rume) Ali
Advisor to Executive Director for
Financial Institutions, BRAC and
BRAC International



Faruque Ahmed
Executive Director
BRAC International



Shib Narayan Kairy
Chief Financial Officer
BRAC and BRAC International



Asif Saleh
Senior Director
Strategy, Communications
and Capacity
BRAC and BRAC International



Shameran Abed
Director
Microfinance
BRAC and BRAC International



Tanwir Rahman
Director
Finance
BRAC International



Reema Sen
Chief People Officer
BRAC International



Heads of Country Programs

Country Representatives:

- ✧ Jalaluddin Ahmed, Country Representative, BRAC Afghanistan
- ✧ Muzaffar Uddin, Country Representative, BRAC Pakistan
- ✧ Md. Abedur Rahman Sikder, CEO, BRAC Lanka Finance (proposed)
- ✧ M. Nazrul Islam, Country Representative, BRAC Philippines
- ✧ M A Salam, Country Representative, BRAC Liberia
- ✧ Tapan Kumar Karmaker, Country Representative, BRAC Sierra Leone
- ✧ Rakibul Bari Khan, Country Representative, BRAC Tanzania
- ✧ Md. Abu Bakar Siddique, Country Representative, BRAC South Sudan
- ✧ Abul Kashem Mozumder, Country Representative, BRAC Uganda

Timeline

- ✧ **2002** – Afghanistan: BRAC commences Microfinance, Education, Health work in Afghanistan to get people resettled and helping them get in developmental mode
 - ✧ **2003** – Introduced the Agriculture and Livestock Development and Credit Support Program in Afghanistan as a part of MF multiplied approach
 - ✧ Commenced National Solidarity Program (NSP) in Afghanistan
 - ✧ BRAC Afghanistan has established the BRAC Training and Resource Centre (BRTC)
-
- ✧ **2005** – Sri Lanka: lunched program after the December 2004 Tsunami
-
- ✧ **2006** – South Sudan: started operation in Tanzania, Uganda regional presence



- ✧ BRAC establishes BRAC UK and BRAC USA as resource mobilization organizations
-

- ✧ **2007** – Pakistan: started Microfinance, followed by other programs
 - ✧ BRAC Afghanistan signed an agreement with the Ministry of Rural Rehabilitation and Development (MRRD) to implement Rural Water Supply and Sanitation project.
 - ✧ BRAC commenced Adolescents Reading Centers project in Afghanistan
 - ✧ Launched agriculture and livestock program in Tanzania
 - ✧ Started health program in South Sudan
-

- ✧ **2008** – Registers in Sierra Leone and Liberia in post civil conflicts
 - ✧ BRAC Africa Loan Fund is created to provide local currency debt financing to BRAC's microfinance programs in Tanzania, Uganda and South Sudan.
 - ✧ BRAC started The Empowerment and Livelihood for Adolescent Program (ELA) in Uganda and Tanzania
 - ✧ BRAC started agriculture, poultry and livestock program in Sierra Leone, Liberia, Uganda and South Sudan
 - ✧ Education program started in South Sudan
 - ✧ Health program started in Liberia
-

- ✧ **2009** – A foundation called Stitching BRAC International formed at Hague, Netherlands
- ✧ Education program started in Pakistan
- ✧ Health program started in Sierra Leone and Pakistan



-
- ✧ **2010** – Haiti: BRAC started development process after the Earthquake
 - ✧ BRAC International Holdings B.V- a 100% subsidiary of Stitching BRAC International was incorporated as a private company with limited liability to house the microfinance and for profit operations for international operations
 - ✧ BRAC focused Targeting the Ultra Poor program in Afghanistan and Pakistan
 - ✧ Launched Adolescent Girls Initiatives (AGI) in South Sudan
 - ✧ BRAC launched development campaign, run in partnership with UNICEF, to provide support in Water, Sanitation and Hygiene (WASH) and early childhood and youth development interventions in the sub region of Karamoja in Uganda

-
- ✧ **2012** – Philippines: expanded basic education in ARMM (Autonomous Region of Muslim Mindanao)
 - ✧ The Empowerment and Livelihood for Adolescent Program (ELA) commenced in Sierra Leone
 - ✧ Education program in Tanzania started

-
- ✧ **2013** – BRAC has decided to set up a joint venture with Lanka Otrix Ltd. and Triodos Bank to set up a Leasing company
 - ✧ Temporary registration received for operating Microfinance program in Myanmar

-
- ✧ **2014** – Myanmar: started Microfinance, followed by other programs
-



Main Programs & Approved Funds (in USD)

As the specific fund number is confidential, it is showed in a range -

- ✎ Education **100 - 200m**: basic education, teacher training, mentoring
- ✎ Health **50 - 90m**: TB, Malaria and so on
- ✎ Agriculture & Poultry/Livestock **20 - 45m**: extension, market linkages, improved seed varieties
- ✎ Adolescent Empowerment & Livelihoods **7 - 30m**: safe spaces for girls, life skills, livelihoods training, microfinance
- ✎ Research **5 - 20m**: across all programs and with other institutions
- ✎ Other **10 - 40m**: TUP, HRLE, NSP, Community Connector, Tr. Center
- ✎ Microfinance : **25 – 50m**

Staff & Volunteers (as on September 30, 2013)

Country	Total Staff	National Staff	Expatriate Staff	Female Staff	Male Staff	Community Volunteers
Afghanistan	1,751	1,684	67	515	1,236	1,528
Pakistan	1,052	1,025	27	746	306	115
Sri Lanka	601	600	1	527	74	0
Philippines	45	36	9	13	32	0
Tanzania	1,323	1,253	70	907	416	1768
Uganda	2,338	2,251	87	1,957	381	5,176
South Sudan	237	205	32	84	153	1,748
Sierra Leone	510	451	59	362	148	996



Liberia	399	359	40	236	163	1142
Total	8,256	7,864	392	5347	2,909	12,473
Percentage	-	95%	5%	65%	35%	-







Background of the study

Nature of the report

This report is a requirement for the completion of the internship program of the students of the BRAC Business School (BBS). To complete the four years Bachelor of Business Administration (BBA) program, in order to make the students efficient and skillful with more practical experience of the business world for their development before entering it as graduates this internship has to be completed to earn the final four credits.

In accordance with the terms and conditions of the internship program, the author is now completing the internship from July 1st to October 2nd 2014 as a trainee at HR division of BRAC International. As per guidelines given by the academic supervisor of the author, Mr. Tanvi Newaz, Assistant professor and MBA Coordinator, BRAC Business School, BRAC University, and organizational supervisor Ms. Rima Karim, Team Leader – Talent Management and Ms. Reema Sen, Chief People Officer, BRAC International the report titled “Learning & Development of BRAC International” has been prepared upon the assigned responsibilities.

Job Description

-  Searching international training in different countries
-  Communicating with different international training institute
-  Analysis and proposal representation on different online training
-  Communicating with different national and international job portals
-  Preparing job advertisements and job descriptions from the requisition
-  Data entry for international staff archive



- ✧ Monthly recruitment plan and progress spreadsheet preparation
- ✧ Providing update of necessary linked in groups
- ✧ Searching and analysis of different workshop, seminar, training, soft skill and leadership based training opportunities
- ✧ CV screening of the candidates
- ✧ Worked as an invigilator during the written exam
- ✧ Data entry of participant's training attendance and maintenance attendance list of participants.
- ✧ Data entry and maintenance lists of different training requirements.
- ✧ Communication with internal and external resource person for conducting training.
- ✧ Making phone calls & Coordinate Interview on due date and time.
- ✧ Maintaining liaison with different candidates.
- ✧ Recruitment and joining files maintaining and organizing.
- ✧ Helping out all the employees of HR department
- ✧ Preparing publication for 'Shetu' (BRAC Magazine)
- ✧ Preparing longlist (different qualification listing) of the candidates for the interview board
- ✧ Receiving different training and field visit
- ✧ Maintaining files of young professionals (YP)



Methodology

Data collection method

Information is collected in several steps and times. There are 6 interviews (4 of them are recorded). Besides, talking with different personnel with different departments also helped to gather data. The archive house (entry restricted for everyone but the HR people) is the authorized source of the archived information. Moreover, during the survey of employee satisfaction, more information is collected. Last but not the least, websites and electronic source are also part of the process of collecting data.

Primary sources:

Most of the information is gathered from primary sources- the concerned members of the HR division. 6 interviews have conducted and the persons are - Rima Kareem, Team Leader – Talent Management, Mr. Md. Mijanur Rahman, Programme Manager – Capacity Building and Training, Mr. Md. Abdul Mazid, Associate Director – Agriculture, Mr. Md. Shamim Hossain, Deputy Learning Manager, Incharge – Microfinance and Accounts Unit, Farhana Begum, Incharge, Training Scheduling Unit – Teaching and Learning Centre, Mr. Sohel Sobhan, Deputy Learning Manager, Incharge – Community Empowerment Unit.

Secondary sources:

The internal websites, database, learning division's website and annual reports, has been an important source of information about the company details and other crucial information. Moreover, electronic websites and journals have been used as references for the necessity to support analysis.

Sample and population size

Currently there are 60 employees in different positions in BRAC International Head office. To meet the standard level and accuracy of the survey, 80% (48 people) of the population is considered as sample. Simple random sampling is used where margin of error will be around 5% and level of confidence will be around 90%. There are 58% male and 42% female in the population. In the sample of 48 persons, 58% male is 28 male and 42% female is 20 person.



Data representation and data analysis method

At first the collected information is provided step by step to understand the overall operation. Then to find out the result, some analyses based on excel and MS word is presented. Next, SPSS software is used to derive the output.

Human Resource Division

BRAC International deals with IHRM, which can be defined as a set of activities aimed managing organizational human resources at international level to achieve organizational objectives at national and international level. IHRM includes typical HRM functions and additional activities such as - global skills management, expatriate management and so on. BRAC International believes in company growth by increasing efficiency level of employees and for this, they offer excellent environment and support for skill and knowledge improvement. Moreover, BRAC International values productivity as the spontaneous contribution of Human Resources. HR ensures the strong supporting role to develop & implement HR policy guidelines for ensuring uninterrupted operation and spontaneous participation to achieve organizational objective as well as fulfillment of employee needs. HR is maintaining an effective way to deal with different country's labor union and compiled all the policies according to their labor law.

It involves managing three types of employees:

- ✿ Home country employees – Employees belonging to home country of the firm where the corporate head quarter is situated.
- ✿ Host country employees - Employees belonging to the nation in which the subsidiary is situated.
- ✿ Third country employees - These are the employees who are not from home country/host country but are employed at subsidiary or head quarters.



Different functions of HR

There are systematic procedures and software for most of the HR process. For an example here is the screen shot of Human Resource Management System:



Source: BRAC International HRMS Software



The major functions implemented by HR department are as follows:

- ✧ Job evaluations and descriptions establishment
- ✧ Recruitment and staffing policies and processes
- ✧ Orientation and socializing new recruits and organizational members
- ✧ Employee training and development facilitations and management
- ✧ Employee performance management and evaluation
- ✧ Compensation and benefits determination as per job evaluation
- ✧ Talent retention strategies
- ✧ Facilitating career development and enrichment of human resources
- ✧ Maintaining and updating databases of manpower/personnel
- ✧ Manpower planning
- ✧ Labor relations and discipline management
- ✧ Personnel transfer and movement
- ✧ Human resources information systems management
- ✧ Overtime management
- ✧ Community initiatives
- ✧ Compensation and benefits
- ✧ Leave management
- ✧ Health and safety



Major components of HRPP (Human Resources Policies and Procedure)

<i>CONDITIONS OF EMPLOYMENT</i>		
Classification of Staff	Duration of Service	Process of Transfer
Definition of Staff	Probation	Handing Over of Charge
Full-time Staff	Contract Renewal	Joining of Transferred Staff
Part-time Staff	Performance Management System	Transfer Costs
Working Hours	Addressing Poor Performance	Deputation
Attendance Record	Re-designation	
Recruitment of Staff	Transfer	

<i>RECRUITMENT AND TRAINING</i>	
Equal Opportunities and Diversity	Orientation of New Staff
Recruitment Procedure	Joining of New Staff
Recruitment Committee	Training and Higher Study
Terms of Reference of the Recruitment Committee	Training
Appointment	Higher Study and Scholarships
Deployment and Placement	

<i>SERVICE BENEFITS</i>		
Salary	Medical Emergency Benefits	Traveling Within Working Area
Advances Against Salary	Rules for Availing Benefits	Food Allowance
Special Occasion Bonus	Travelling	Overtime Allowance
Medical Benefits and Insurance	Travelling Authorization	Telephone Facilities
National Social Security and Welfare Corporation (NASSCORP)	Travelling Allowance	Transport Facilities



<i>LEAVE</i>		
Types of Leave	Public Holiday	Record Maintenance
Annual Leave	Leave Procedure	Encashment of Leave
Special Leave	Leave Register	Carry Forward of Annual Leave
		Salary Calculation Process for Leave Without Pay

<i>Discipline and Termination</i>		
Definitions	Show Cause Procedure	Redundancy
Complaint Process and Investigation	Job Separation	Release from Duty
Sanctions/Penalties	Termination	Retirement Pension
Suspension	Summary Dismissal	Whistleblower
Appeal	Resignation	

<i>Service related files and others</i>	
Staff Personal File	Staff Report

<i>CODE OF CONDUCT</i>	
Definitions	Human Resources Compliance Committee
Code of Conduct	Breach of this Code of Conduct

Learning and Development project

Training

Training (learning) is a tool which involves educational or inspirational activities designed to improve knowledge, skill, and attitudes (KSA) at the individual level. It can be defined as a learning experience in which it seeks a relative permanent change in an individual that would improve his ability to perform the job. Training basically refers to a planned effort by a company to facilitate employees learning of job related competencies.



It is a short-term educational process and utilizing a systematic and organized procedure by which employees learn technical knowledge and skills for a definite purpose. Training refers to the organization's efforts to improve an individual's ability to perform a job or organizational role. It gives people an awareness of the rules and procedures to guide their behavior. It intends to improve their performance on the current job and prepares them for an intended job. Employee training is a specialized function and is one of the fundamental operative functions of Human Resource Management.

Development

Development refers to those learning opportunities designed to help employees grow. Development is a related process. It covers not only those activities, which improve job performance, but also those, which bring about growth of the personality. Development is a process by which the employees develop their skills, behaviors, attitudes, actions, and other abilities with continuous trainings or learning, that are needed to perform in an organization effectively and smoothly. A successful development process delivers appropriate change in individual behavior, attitudes, and activity directly related to organizational goals and measurable results.

The training & development refers to an attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge.

Capacity Building & Training Unit

Training and development helps to utilize human resource also helps employees to achieve the organizational goals as well as their individual's goals. Moreover, it helps to provide an opportunity and broad structure for the development of technical and behavioral skills in an organization. It is an integral part of the whole management program, with all its many activities functionally related. Training is a practical and vital necessity because it heightens the morale of the employees, for it helps in reducing dissatisfaction, complaints, grievances and absenteeism, reduces the rate of turnover. Further, trained employees make a better and economical use of materials and equipped; therefore, wastage and spoilage are lessened, and the needs for supervision is reduced. However, developing individuals in the organization can contribute to the effectiveness of the organization and it is true not only for BRAC International, but also for other



organizations as well. In BI (BRAC International) training is a must because all the programs are depended on training, without proper training people do not understand the procedures and cannot develop the necessary specific skills to run the program.

Objectives

- ✎ To impart the required knowledge, attitude and skills to the Country Training Teams to empower them to work as efficient teams and perform effectively their responsibilities entrusted to them by the country office.
- ✎ To build capacity of the country staff- local and expatriate, especially for new programs in accordance with the Country Team as specified or expected by the senior management of BRAC International.
- ✎ To provide handholding support to the Country Training Teams and Project Teams on a demand driven way and organize trainings as per the needs and issues emerging and conveyed by the BI countries.
- ✎ To help BRAC International set up an institutional development (ID) cell as an internal unit to build capacity of the BI country staff in the process.

Work Outline

The establishment of the proposed unit includes are the following:

- ✎ Assign a small team at BI-HQ to coordinate the capacity building issues both in HQ and BI countries who are knowledgeable in the areas of designing, implementing and coordinating capacity building programs, and will be capable to lead training teams.
- ✎ Set up a training structure in each country. The size of the training team is based on the number and volume of the programs. The team is headed by one Training In-charge. The Training Centre can be a hired venue or own structure as per the country context and program nature.
- ✎ Decide some generic and program specific training courses for the trainers and staff in the BI countries. Program specific courses are selected by the respective program managers and generic courses are selected by HQ unit with the consent of BI senior management and CRs.



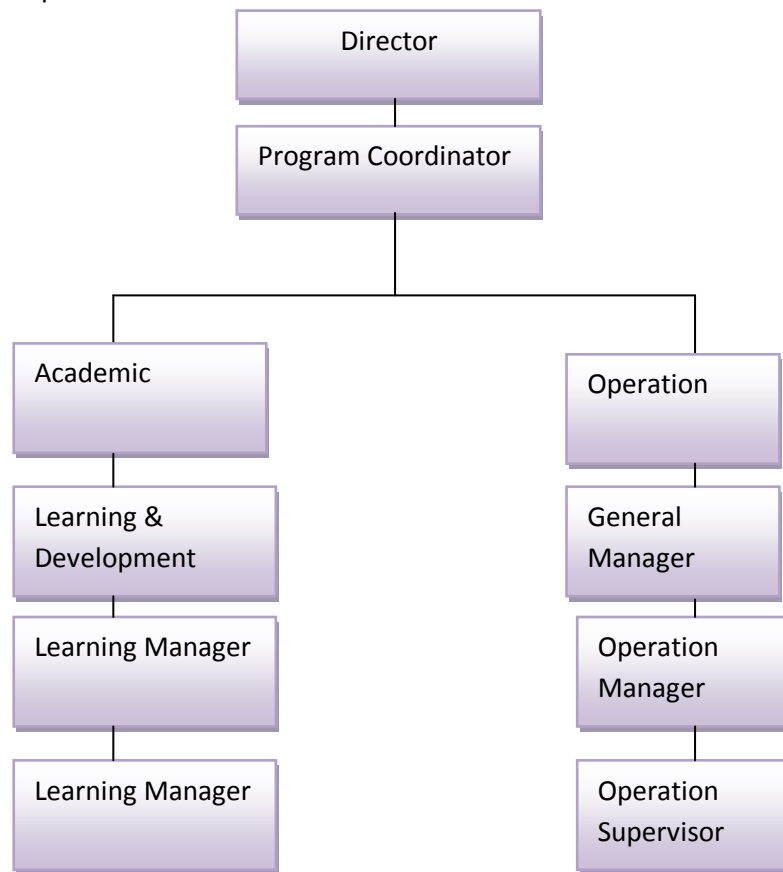
- ✦ Develop and update training modules, reading and session materials. Modules on program specific courses are developed by respective programs in assistance with the concerned capacity development unit of the programs. Generic course modules are developed by the BI-HQ team. If required, both the units will seek assistance from BRAC Learning Division as it is the central capacity division. External agencies and experts can be hired in cases where internal expertise will not meet the requirements. Trainers are responsible for developing the session materials.

- ✦ Identify Training/learning needs, facilitate training courses and assessment of training/learning needs are done by both the HQ and Country Teams every year, deciding the priorities and conduct the agreed training round the year. HQ Team is responsible for providing coordination and need based support to the Country Teams in the areas of designing and facilitating training courses. The prime responsibility of the HQ Team is to enhance the capacity of the Country Teams and help the CRs setting up an effective training team functioning in the BI countries.

Structure of HQ and Country Teams

The HQ Team is consisting of at least two members; one focal and one associate, reportable to Chief People Officer (CPO).

In the HO their training is done by BLD (BRAC Learning Division). Their structure is –



The Country Teams are consisting of 2-5 members; one country-focal and rests are program specific trainers as per the number and volume of program operations in each country. The Country Focal points will be reportable directly to the respective CRs and a dotted reporting line would be maintained with HQ Team for coordination and technical assistance.

HQ Team and Country Focal points will be full time staff and the position of the program trainers would be full time or part time as per the nature and needs of the programs. However, potential/ trained program staffs can be considered and utilized as program trainers in the country teams.

CBTU – Country Branch of Training Unit

CDU – Country Departmental Unit

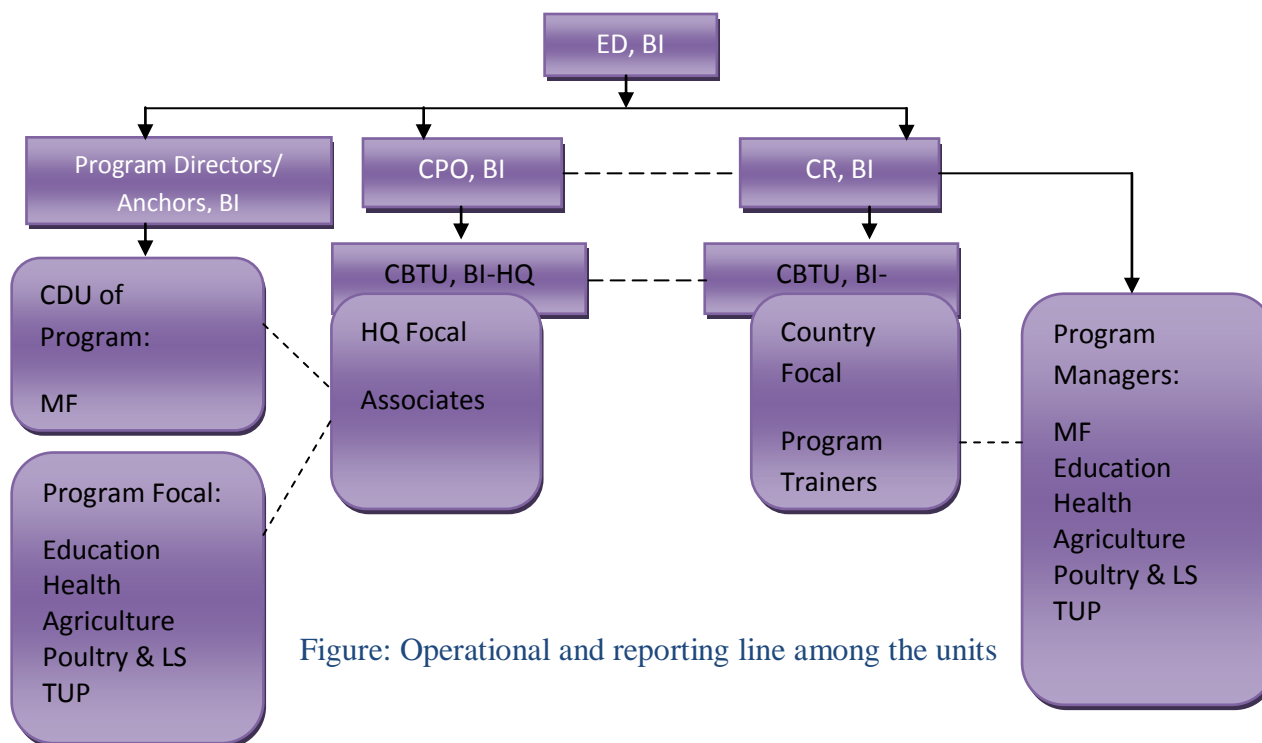


Figure: Operational and reporting line among the units

The Focal and associates staffs of both the HQ and Country Teams are required to possess excellent interpersonal and communications skills and would be expected to increase the skills, productivity, and quality of work among trainees. The following table describes the team composition and skills mix for both the Teams:

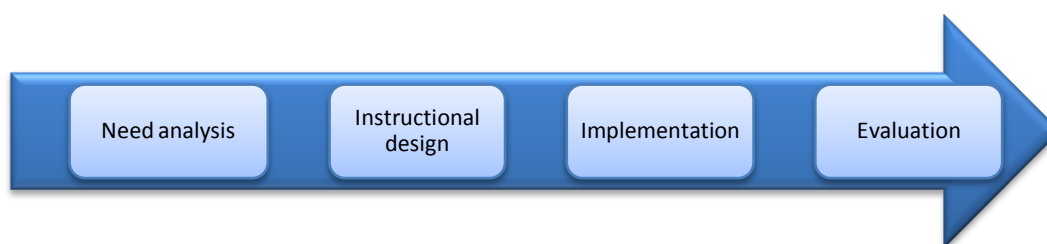
Position Name	No. of Position	Job Location	Education and Experience	Remarks
HQ Focal	01	BI-HQ, BD	Minimum Masters in Social Science, Education, or other relevant field of study At least 10 years relevant experience of developing training modules and organizing capacity building events. The incumbent must have excellent communication skills and strong coordination and managerial capabilities.	Currently this position is fulfilled
Associate	01	BI-HQ, BD	Minimum Masters in Social Science, Education, or other relevant field of study At least 05 years relevant experience of developing training modules and organizing capacity building events. The incumbent must have excellent communication skills and strong coordination and managerial capabilities.	Currently this position is fulfilled
Country Focal	10	BI Countries: Afghanistan	Minimum Masters in Social Science, Education, or other relevant field of study	Currently there are



Position Name	No. of Position	Job Location	Education and Experience	Remarks
		Pakistan Sri Lanka Philippines Myanmar Liberia Sierra Leone South Sudan Tanzania Uganda	At least 7 years relevant experience on organizing and conducting training to the poor group and literates. Knowledge on BI country context and knowledge & skill to apply participatory techniques for the staff and program participants is necessary.	Country Focal in Afghanistan, Pakistan, Sri Lanka, South Sudan, Tanzania, and Uganda
Associates/ Program Trainers (MF & SEP Education Health Agriculture Poultry & LS ELA (TUP)	1-4 in each Country for each Program	BI Countries Afghanistan Pakistan Sri Lanka Philippines Myanmar Liberia Sierra Leone South Sudan Tanzania Uganda	Minimum Masters in Social Science, Education, or other relevant field of study At least 3-5 years relevant experience on organizing and conducting training to the poor group and literates. Knowledge on BI country context and knowledge & skill to apply participatory techniques for the staff and program participants is necessary.	Currently there are Program Trainers in Afghanistan, Pakistan, Sri Lanka, South Sudan, Tanzania, and Uganda

Training Process

The training process is done into 4 steps:



Since its inception, BRAC always considered development is a complex process requiring a strong dedication to learning, sharing of knowledge and being responsive to the needs of the poor, places a strong emphasis on continuous capacity development of the employees, program participants and different level stakeholders. Thus training is an integral part of all development programs of BRAC.

As BI's main purpose is to run the country program, the trainings are given also from this perspective. There are some area where the process collaborates between BI country offices and Head Quarter (HQ). The whole training process is represented in a way that it covers both the T & D of countries and also for HQ.



Need analysis

To cultivate this principle into the implementation it has set up 27 learning centers in Bangladesh. Similarly, BRAC international has considered setting up training facilities in all its operational countries. Currently it has training professionals in almost all the countries and main training centers in four countries. To support the capacity building initiatives of all BI countries in line with the organisational change implements at BRAC International, a Capacity Building and Training at BI-HQ is established. This unit provides guidance and technical support to all BI countries and ensures that continuous capacity building initiatives are provided to in-country staff for continuous professional development.

In the BI countries, capacity building requires continuous efforts are to be able to provide programmatic and generic skills. Thus the capacity building initiatives should include both elements. The BI-HQ Capacity Building and Training Unit is operated through an evolving process strategy, which will require continuous review of evolving capacity building needs in BI-HQ and the needs from the BI countries. Considering the issues, BI-HQ Capacity Building and Training Unit is coordinating and supporting to train the in-country training teams to develop need based knowledge, attitude and skills for implementing country based capacity building initiatives. Here is the consolidated staff position (as at July 2014) of BI countries. All the training process is done for these employees.

Sl	Name of Country	Total Staff	National Staff	Expatriate Staff	Female Staff	Male Staff
1	Afghanistan	1,212	1,143	69	396	747
2	Pakistan	1,496	1,471	25	1,155	341
3	Tanzania	1,429	1,354	75	1,024	405
4	Uganda	2,302	2,233	69	1,947	355
5	South Sudan	239	212	19	88	124
6	Liberia	418	381	37	250	168
7	Sierra Leone	492	439	53	319	173
8	Philippines	45	37	8	14	31
9	Myanmar	43	37	6	31	12
	Total	7,676	7,307	361	5,224	2,356



The trainings in BI countries are mainly for program development. There are some specific programs in all the countries. In order to understand which trainings are taking place in a country, it is a must to understand the programs of that country because most of the trainings are done for the programs.

In the branch office there are training facilities and the branch offices are showed in the map. The trainings are based on programs mainly. Employee focus group discussion sometimes takes place. If the supervisor feels any gap he/she also request for training for subordinates. In addition, if any employee wants specific training, it is also taken into consideration. The TNA (Training Need Assessment) is done every year.

Here needs assessment occurs at two levels – group and individual. An individual obviously needs when his or her performance falls short of standards, that is, when there is performance deficiency. The problem of performance deficiency caused by absence of skills or knowledge can be remedied by training, in this situation the interested employee talks with the supervisor and let him/her know the need. Moreover, Individuals may also require new skills because of possible job transfers. Although job transfer common as organizational personnel demands vary, they do not necessarily require training efforts. Employees commonly require only an orientation to new facilities and jobs.

Assessment of training needs occurs at the group level too. Any change in the organizations strategy necessitates training of groups of employees. For example, when BI decides to introduce a new program division and facilities in any country, many employees need to be trained.

There are other issues also taken into consideration:

- ✎ **Organizational Analysis:** Prior to training, BI examines the goals of the organization (short-term and long-term) and the trends that are likely to affect these goals.
- ✎ **Task and KSA Analysis:** After organizational analysis, BI identifies what tasks are needed on each job and which knowledge, skills and abilities (KSAs) are necessary to perform these tasks.
- ✎ **Person Analysis:** Which KSAs are learnt by employees already and which are not, it is defined in this stage. Also, who needs to do training are identified at this stage.



- ✎ **Performance assessment:** How the employees are performing in the field is a very important factor to assess the training need because that is how supervisor can do gap analysis.
- ✎ **Development plan:** In each country the supervisors identify the program and departmental needs. At the time of planning the development plan, supervisor identifies the specific training for specific employee.
- ✎ **Formal issue:** In case of the formal issue, a survey based questionnaire is developed. There are 3 types of questionnaire - Whom will receive the training, they have one type of questionnaire and the other two are for first, second supervisor and for the recipients of the program.

After this assessment, the supervisor collaborating with country representatives, propose the training need to BI-HQ. Then necessary steps are taken and in the next year these trainings are included in the training offerings.

In addition to that, BI-HQ training has something more. It is done with the collaboration of BLD (BRAC Learning Division) and BLD meet with every department with every year and discusses with senior management that is there is any special need. If there is any, BLD arranges that – these trainings are called tailor made training.

Instructional design

After TNA, it is time to develop plan. This stage of the training process includes determining the objectives of the training; selecting an evaluation method; and determining and developing the cost-benefit analysis of the program or the ROI (Return On investment).

Firstly, BI determines training objectives. In order to do that, they analyze the training influence on intellectual skill, behavior, cognitive skills, knowing laws, technical skills, and current events etc. how much trainee will be involved, how the trainer will give training, the physical environment are normally work as objectives. How should the programs be run and what outcomes it should provide are also taken into consideration. To make it more clear in this stage the Company expects the outputs out of their inputs. While developing the objectives they generally consider some issues. Those are:



Learning & Development: BRAC International

- ✧ The present level of performance
- ✧ The desired level of performance
- ✧ The benefits of the success of the training
- ✧ Methods of Training
- ✧ Time Allocation
- ✧ How Many Trainees to Train at the Same Time
- ✧ Different Training for Managers And Subordinates
- ✧ Appropriate Locations

BI organizes training in a way employees become motivated to have the training. Also, the infrastructure and learning environment are checked to have a proper training. After doing the 3 types based questionnaire survey, the content of the training is developed. In addition to that, BLD has planning and capacity building unit where there are many tools to train the new and existing trainer. In every year in a quarterly basis some generic need assessment also take place. Through training calendar each participant knows the upcoming training.

The budget of the training is determined by a policy. For each program, there is 10% of budget is for the capacity building budget. The program uses 5% because each program undertake some training own their own. For generic training no additional costing is required, this expense will be incurred on BRAC overall budget. The other 5% is used by BLD for other training. For example, if the budget of BRAC is 10 thousand million, then its 10% will be the budget of training and capacity building. The registration sheet goes to BLD accountant; he/she fills up the cost of every department. . For external training, the authorization process has to be done separately because of budget issue.



Implementation

After all the planning and designing issues are taken care of, now the organization has to decide what type of trainings have to be implemented. BI does internal training as well as external training. There are program specific training and generic training take place. Flexibility is maintained in case of inopportune changes to work schedules or economic conditions. In-house classes, internal/external seminars, learning via videos or manuals, external training etc are some of the generally accepted training and development methods applied in BI. The training method and types will be presented later for the ease of analysis. There are specific training of 5 days for field level staff in BLC (BRAC Learning Center), staffs take some necessary trainings and then go to the country. HQ supports different countries in implementation process as well. HQ send resource person (trainer) to the country or hire trainers from the county. There is TOT (Training of Trainer) takes place if necessity arises. For an example, in November 2012 there is a training requirement arises. Currently Srilanka has only MF (Microfinance) program and the Area manager; Branch Managers were given training in 3 batches. After the need arises, MF of Srilanka communicated with BI-HQ based MF. Then BI has done some necessary steps and later on BLD had to directly implement the training. The content was designed in Bangladesh and then in 3 areas of Srilanka (Batticaloa, Galle, Matara) the training took place. **[Appendix 1]**

In case of HQ based training, different programs do some training on their own and the other necessary training is conducted by BLD in BLCs (BRAC Learning Center). Sometimes it also happens that BLD organizes some training for BRAC Bangladesh, there BI nominates some employees and send them to that training. In case of external training, programs directly communicates with external sources like HR Kites, Grow n Excel in Bangladesh and other renowned training and resource centre of foreign country. There are some customized training which is required from the program and department. There are 27 BLCs allover Bangladesh and many trainings take place there. 80% training is program specific and 20% trainings are from BLD. Sometimes pilot projects take place if the training is done in a huge scale. For example, recently a customer service assessment course has been designed upon the request for the training from management requirement. Then BLD has visited the field and analyzed job nature, limitation and management requirement. Upon the analysis the content has prepared. Then a pilot testing has done because 900 people will attend the training. Also a training pool is required, for that purpose TOT (Training of Trainer) has taken place where 14 have been



selected among 32. The objective of TOT was to keep the good trainers and to maintain the standard for everyone. Then the training has implemented in 36 batches where each batch contained 25 people.





Evaluation

Conducting post training evaluation and making appropriate changes as soon as possible is the ultimate key to success for employee developmental activities. Evaluation of training helps BI know who needs what training in the future and where to invest more. Before assigning employees for training, the company creates some expectations from the employees and then they analyze the performances of those employees. After analyzing they try to find the gaps from the performances compared to the standards. It also helps the company to make a forecast of their future training planning. There are 2 types of evaluation – reaction level and community and senior management level.

In community level, based on the gaps company starts planning the training needs for employees. For collecting the feedback on the training from the participants, a feedback form is given to the participants after each training. In the form there are 10 points.

The ROI (Return on Investment) evaluation is not conducted for every training, which trainings are done in a large scale for long term, ROI has done for that trainings. As ROI is a qualitative measure here, there are budget and time constraints to do it. RED (Research Evaluation Department) helps to do ROI. RED setting with BLD does an assessment of whole program. Then a final report is submitted to the senior management.

Normally there is monthly report assessment for every country. In case of BI-HQ based training, the Kirkpatrick evaluation model is used:

-  Reaction level
-  Learning level
-  Effect on individual level
-  Effect on organizational level



Level one - Reaction

It offers some useful insights into the early experiences of trainees and it is concerned with feelings and first reactions.

Measurements are:

Reaction sheets: Questions about the achievement of course objectives, course material, presentation, activities used, venue and pre-course material.

Group discussion: Build in time at the end of the course for how they will take the learning forward.

Level Two- Learning

This is the level at which “new learning” is generated and which requires evaluators to try to establish individual’s progress towards the learning of specified skills and competencies.

Measurements are:

Reaction sheets: Questions about what participants’ feel they have learnt during the course can be included on the reaction sheets.

Post-courses review: Delegates meet with their line manager soon after the course to discuss what learning has taken place and how this will be applied. They should then meet at agreed intervals to review how much progress is being made.

Action plans: By requiring delegates to complete action plans at the end of course, it is expected that the trainees have improved their level of work and implemented the learning at their work.

Level Three – Effects on Individual Performance

Recognizing that the purpose of training is to create new job capabilities means that evaluation must be extended to the working environment. Above all, this level of evaluation draws attention to the fact that training does not end at the completion of the training program, but has to embrace issues such as the transfer of training, support for the use of new skills and competences and the support provided by line managers.

Measurement can be done through:

 Post- course review with line manager



- ✧ Follow-up questionnaire
- ✧ Follow-up calls
- ✧ Re-testing

This level of evaluation is not done regularly in BLD. If program requires, they do it then.

Level Four – Effects on Organizational Performance

The ultimate level and one that represents an attempt to establish what is often described as the impact of training on the bottom line must be measured.

Examples of such measures are:

- ✧ Staff attitude surveys
- ✧ Profit levels
- ✧ Wastage
- ✧ Levels of consumables used'
- ✧ Accidents and damage rates
- ✧ Customer complaints
- ✧ Working rates
- ✧ Error rates
- ✧ Work outstanding
- ✧ Task completed per hour/day/week
- ✧ Self-assessment of performance by team members

This evaluation also is not done for the time and budget constraints.



List of the training programs

Training List (for example)

Area/Subject	Name of the Course
Microfinance and Accounts	Micro Finance Management Course
	Operations Management Course
	Financial Management Course
	Small Business Analysis
	Small Enterprise Management
	Small Enterprise Management
	Group Dynamics Savings and Credit Management
	Financial Management for MNCH
	BRAC Orientation Prior to Joining(05 days)
	Best practices of Progoti Program Management
	Customer services for customer satisfaction
	Entrepreneurship Development & Business Planning
	Financial Management for other organization
	Share Market Investment
	Youth Inclusive Financial Services
	Basic Microfinance Course
	Situation analysis of Micro Finance Program
	Micro Finance Management Refresher
	Financial Analysis
	Basic book-keeping and Accounts Management
	Basic Micro Finance Operation Course
	Financial & Administrative Management
	Accounts Management
	Micro Enterprise
	Basic Training on TB
	Pregnancy Related Care
	TB Program Management Course
	Health Operation Management Course
	Development Management Course
	Traditional Birth of Attendance
	Basic Training WASH
	Disaster Management
	Basic Malaria
	Health and Development Course
Early Childhood Development	
Community Based Health Program Management	
Community Based Nutrition Program Management	
Community Based Disaster Risk Reduction	



Area/Subject	Name of the Course
	Weather and Climate Change
	Adolescent Reproductive Health
Education	Foundation Training
	Operation Management Course
	Subject Based Training (Math)
	Subject Based Training (English)
	Subject Based Training (Science)
	Subject Based Training (S. Science)
	Subject Based Training (S. Studies)
	Foundation Training
	Training of Trainers (TOT)
	Operation Management Course 2
	Basic Training
	Leadership (advance Adolescent)
	Emergency / Disaster training
	Cultural Competition
	Beautician
	Photography
	Parents Meeting (Maa & Baba Shova)
	Emergency/ Disaster training
	Sports development training
	Training of Trainers
	Program Orientation
	General TOT
	Effective School Supervision
	Subject based Training
	School Activity Plan
	Workshop-
	Management-1
	Management-2
	Librarian Basic
	ICT Basic
	ICT Advance
	ICT Refreshers
	Basic Teachers Training
Basic Teachers Training (EEC)	
Basic Teachers Training	
Basic Teachers Training (Pre-Primary)	
Replace Teachers Basic Training	
Special Teachers Training grade	
Special Teachers Training grade	
Refreshers	
School Organization	
Program operation, Classroom instruction and Classroom Management	
Training	



Area/Subject	Name of the Course
Development and Management	Polly Shomaj Leaders Training
	Union Samaj Leaders Training
	Capacity Development of UP Female Members
	Fact Finding
	Intensive Course for Staff Lawyer
	Social Awareness
	Confidence Building
	Participatory Rural Appraisal (PRA)
	Social Awareness
	Capacity Building Training (UP Chairman)
	Capacity Building Training (UP male members)
	Basic Training on Popular Theater
	Agri and Social Forestry
	Leadership Skills Development
	Monitoring and evaluation
	Social Mobilization
	Strategic Planning
	BRAC Approach to Comprehensive Development
	Enhancing Social Capital
	Inter Cultural Communication and Diversity
	Logical Frame Work Approach
	Managing Organizational Change
	NGO Management and Leadership Development
	NGO's and Sustainable Development
	Policy Advocacy: The Rights Based Approach
	Development Management Course
	Development Approaches and Strategies
	Broader Development Perspective
	Globalization and Sustainable Development
	Organizational Development
	Advance Management Course
	Good Governance in Local Government
	Community Mobilization
	Development Communication
Training of Trainers (TOT)	
Development Management Course (DMC)	
Lead Program	
BRAC Orientation prior to joining	
Human Communication	
BRAC Orientation prior to joining	
Fish Culture	



Area/Subject	Name of the Course
	Poultry Raring/Cow Raring
	School Organization
	Computer Internet and Email Usages
	Computer Literacy Course
	Situation Analysis
	Management Skills Development
	Organizational Culture and Values
	Effective Meeting Conduction
	Managerial Excellence Course
	Performance Assessment System
	Human Communication Skills Development
	Communication and Presentation Skills Development
	Course on Supportive Supervision
	Public Speaking
	Project Planning and Management
	Result Based Management
	Conflict Mediation and Negotiation Skills
	Counseling and Confidence Building
	Report Writing
	Training Need Assessment
	Curriculum Designing
	Case Writing
	Human Resource Management & Institutional Development
	Management Information System
	Managing High Performing Team
	Managing Institutions and Centre of Excellence
	Project Proposal Writing
	Problem Solving and Decision Making
	Creative Thinking
	Essential Habits of Managers
	Management Skills Training
	Marketing and Sales Promotion
	Basic Sales Promotion
	Mastering Selling Promotion
	Supply Chain Management
	Entrepreneur and Business Planning
	Basic Computer and Internet



List of Generic Courses

(Included in the BRAC HRPP as common course for BRAC staff)

SL. #	Course Name	Duration	Suitable for
01	Organizational Culture and Values (OCV)	03 days at TARC 05 days at Field	All BRAC staff
02	Course on Supportive Supervision (CSS)	05 days	BM, UM, AM and equivalent level
03	BRAC Approach to Comprehensive Development (BACD)	05 days	PO (Program officer) and equivalent
04	Development Approaches and Strategies (DAS)	11 days	BM, UM, AM, RM and equivalent level
05	Individual and Group Behavior (I&GB)	05 days	All BRAC staff
06	Human Communications Skills Development (HCSD)	05 days	BM, UM, AM and equivalent level
07	Effective Meeting Conduction (EMC)	03 days	BM, UM, AM, RM and equivalent level
08	Management Skills Development (MSD)	05 days	Potential PO, BM, UM, AM and equivalent level
09	Development Management Course (DMC)	11 days	AM, RM and equivalent level
10	Essential Habits for Managers (EHM)	02 days	AM, RM and equivalent level
11	Creative Thinking	03 days	AM, RM and equivalent level
12	Gender Sensitization Training (GST)	04 days at Field	BM and below
13	Gender Awareness and Analysis Course (GAAC)	04 days at TARC	AM, RM and above
14	BRAC Orientation Prior to Joining	05 days	Newly recruited staff (Field Office)
15	BRAC Orientation		Newly recruited staff (Head Office)
16	Performance Assessment System (PAS)	02 days	All level managers



A brief description of all the trainings is provided in the training brochure:

<http://learning.brac.net/training-brochure>

All the upcoming news of training is circulated through the training calendar.

Record keeping

There is HRMS system where all the tracks are recorded. Training schedule, how many participants will attend, how many attended etc. For example, from the registration sheet the track record for the participants goes to BLD, from there it goes to HRD and then HRD inputs in the system. This is how BI keeps the record.

Types of training

In BLD there are 2 types of training conducted in broad perspective:

1. **Academic:** It is conceptual and knowledge based training. It develops necessary concepts of particular learning area
2. **Operation:** It is work and service related training. It develops the service quality and improves the skill of the trainee in the field.

Other types

- ✦ **Orientation:** The orientation training is given to employees as soon as they join in BI. The purpose of this training is to orient the employee to the organization with its culture, values and tasks; also to link his/her in the organization. There are 2 types – one for HO and another for field office. There are different modes like 5 days, 3 hours etc.
- ✦ **On the job:** On-the-job training is another way of training employees. This type of training is given to employees who are new to a given job (not necessarily to the organization). The purpose of this kind of training is to equip the employee with the capabilities required to perform various tasks of his job. For example, job rotations, internships, coaching and counseling.
- ✦ **Off the job:** It requires the workers to undergo training for a specific period away from the work place. Off-the-job methods are concerned with both knowledge and skills in doing certain jobs. The workers are free of tension of work when they are learning.



In house training: In-house training programs are programs offered exclusively for the employees of BI.

Also, there are external training for higher level management, training for them who will go to the other country soon (expatriate training), human skill development training (soft skill, hard skill) etc.

Methods of training

Some of the training methods are:

Brainstorming	Role play	Pair discussion
Small group discussion	Structured experience	Panel discussion
Exercise (individual & group)	Social lab	Presentation
Case study	Video show	Question – answer
Story telling	Simulation	Lecture followed by discussion

Findings & Analysis

Young professional (YP) program

There are young professional program in BRAC Bangladesh which is been done 6 times in Bangladesh.

In countries, this is the first time the YP program has conducted. In many countries it is difficult to find skilled and qualified people so the experts from Bangladesh go to the countries. It is a special training program to make skilled young professionals so that they will be in the hire positions in countries and the Bangladeshi expatriate can come to their motherland.

There are 17 YPs, 5 from Uganda, 4 from Tanzania, 1 from South Sudan, 2 from Sierra Leone, 2 from Liberia, 3 from Pakistan. There are 9 male and 8 female so the ratio is 51-49%.

At first the advertisements are published and there are some criteria to participate the program. The applicants have to be qualified enough in the academic background (4.5 out of 5/ 3.5 out of 4). They have to be nationals of respective countries, fluent in English and local language, age up to 30 etc. From more than 8000 CVs they are selected through the recruitment exam held in same time in all the 6 countries. Then 200 were shortlisted through Skype interview. In the final stage there were panel interview, presentation in the country office then the final 17 YP has selected.









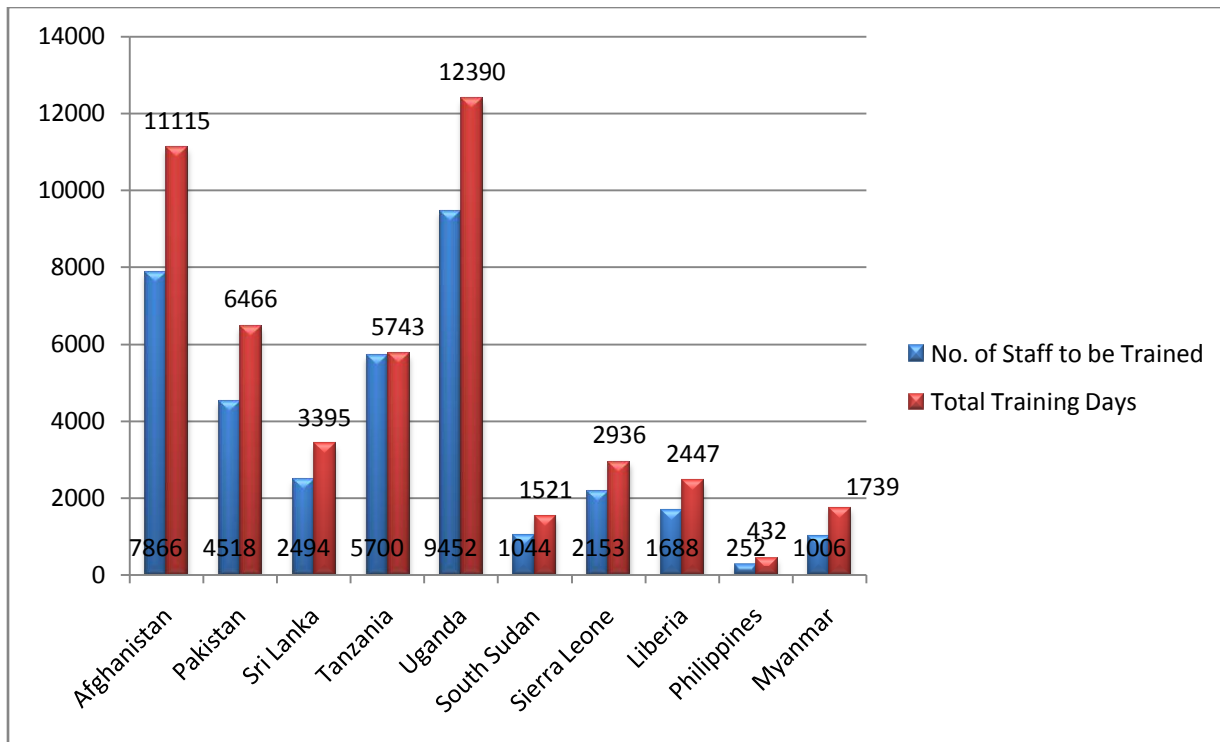
Learning & Development: BRAC International

After selection they were in the field operations of BI in own country for 2 months to learn from BM (Branch Manager) and AM (Area Manager). Then they come to the Bangladesh for 4 month. They got \$600 stipend per person; with air ticket and with residential cost. The first 2 month in Bangladesh they got different trainings (mainly classroom based) organized by BRAC University. In the next month they visited all the programs of BRAC. In the last month they first chosen a program which they found more appropriate for them, then from their opinion along with their supervisors and class teacher they were assigned in specific program. The reason behind this is that they can understand the vast program in Bangladesh and then when they will return to their country, they will become high level personnel gradually and upgrade the programs of their country. After that they are in continuous monitoring. They have 2 supervisors, 1 mentor who monitor them and there are different evaluations like supervisor evaluation, mentor evaluation, presentation evaluation etc, all the documents are recorded in BI. The goal of this program is to build capacity building manager in every countries BI has operations.

Training plan for 2014

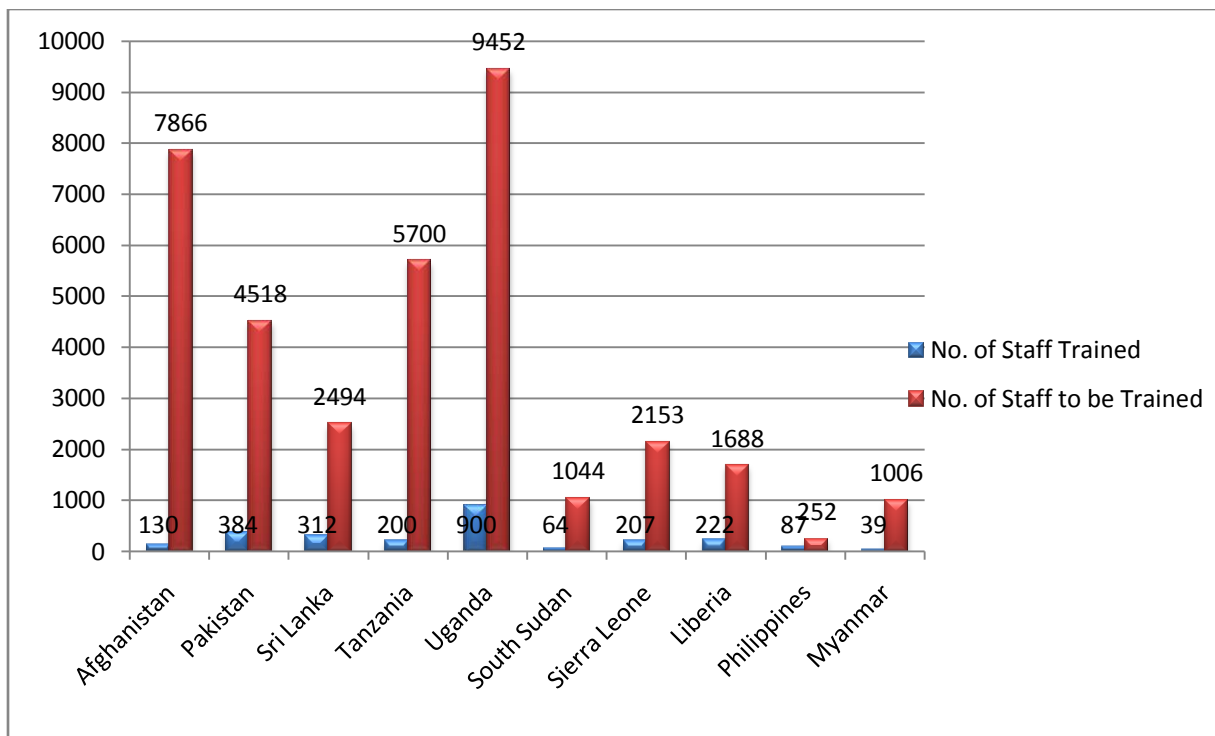
Here is an example is represented to have the understanding of current situation. The statistics is presented on following trainings –

-  BRAC Orientation
-  Organizational Culture & Values
-  HRPP Orientation
-  Performance Management System
-  Multicultural Team Building
-  Managerial Competency Development



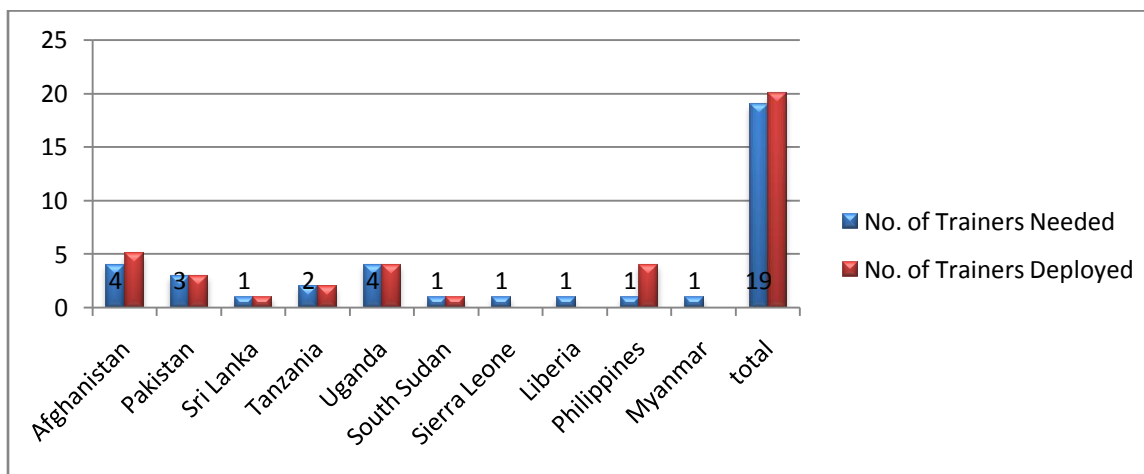
No. of staff to be trained and no. of total training days (as on February 2014)

Here the comparison is showed among the number of staff to be trained and total training days. Both the numbers are highest in Uganda because as the staff number is higher so the training days are higher also. In Philippines there is only education program is running and it started on January 2012, so the staff is lowest there and also for that reason the training days are lowest.



No. of staff trained and no. of staff to be trained (as on February 2014)

The highest number is in Uganda but the gap between number of staff trained and number of staff to be trained is huge because in African countries it is difficult to find resourceful and qualitative person. Moreover, the information is on February 2014 so they have done 9.53% work in 2 months, so it is expected that they can do 100% work by the end of the year.



No. of trainers needed and no. of trainers deployed



One trainer can train 3600 persons in a year. Here we can see in total number comparison that the trainer needed is 19 and deployed is 20 which is good situation. On the other hand if we carefully notice we can see that in Philippines and Afghanistan there are more trainers deployed than needed. Moreover, in Myanmar, Liberia and Sierra Leone there is no trainer deployed.

Level of employee satisfaction on training & Development (Head Office)

Currently there are 60 employees in different positions. To meet the standard level and accuracy of the survey, 80% (48 people) of the population is considered as sample. Simple random sampling is used where margin of error will be around 5% and level of confidence will be around 90%. There are 58% male and 42% female in the population. In the sample of 48 persons, 58% male is 28 male and 42% female is 20 person.

The following table shows the total number of male and female participants in the survey:

Gender

Statistics

gender

N	Valid	48
	Missing	0

gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	28	58.3	58.3	58.3
female	20	41.7	41.7	100.0
Total	48	100.0	100.0	



1. **Hypothesis 1₀** : Employees are not satisfied about the physical environment of the training

Hypothesis 1_a: Employees are satisfied about the physical environment of the training

The frequency table showing satisfactions level of the employees about the physical environment of the training:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	4	8.3	8.3	8.3
	neutral	4	8.3	8.3	16.7
	agree	32	66.7	66.7	83.3
	strongly agree	8	16.7	16.7	100.0
	Total	48	100.0	100.0	

The table shows that 8.3% of the respondents are dissatisfied while also 8.3% are neither satisfied nor dissatisfied. On the other hand 66.7% agreed that they are satisfied and 16.7% strongly agreed that the physical environment is satisfactory.

To determine the satisfaction level upon gender, cross tabulation of gender and physical environment is done below:

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
gender * physical environment	48	100.0%	0	.0%	48	100.0%



gender * physical environment Cross tabulation

Count

		physical environment				Total
		disagree	neutral	agree	strongly agree	
gender	male	0	1	20	7	28
	female	4	3	12	1	20
Total		4	4	32	8	48

Out of 28 male respondents a majority of 20 respondents agreed that they are satisfied about the physical environment. Similarly out of 20 female respondents a majority of 12 also agreed.

One Sample T-test is conducted for hypothesis testing to reach a distinct decision:

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
physical environment	48	3.92	.767	.111

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
physical environment	8.278	47	.000	.917	.69	1.14

The mean and standard variation of the 48 observations are 3.92 and .767 respectively. The test value is taken as 3 because the judgment by each respondent is taken on a 5-point scale. It is taken as a standard to measure whether majority of the test output supports the null hypothesis or not. The significance level, Sig. (2-tailed) or p value for a two-tailed significance test is .000 and that is lower than 0.05 (the level of significance usually used for the test). Thus we can reject the null hypothesis and accept the alternative hypothesis. So we can say that, employees are satisfied about the physical infrastructure of the training.



They are satisfied about the training because BLCs are now established in 27 places are properly constructed for training and follows standard procedures for training process.

2. **Hypothesis 2₀** : BI training is not adequate

Hypothesis 2_a: BI training is adequate

Frequency distribution table is shown to reflect the total number or percentage of respondents opinion about BI training is adequate or not

BI training is adequate

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	3	6.3	6.3	6.3
disagree	17	35.4	35.4	41.7
neutral	8	16.7	16.7	58.3
agree	13	27.1	27.1	85.4
strongly agree	7	14.6	14.6	100.0
Total	48	100.0	100.0	

This table shows that 27.1% and 14.6% of the respondents respectively agree and highly that BI training is adequate. The level of disagreement comes to 35.4% and a neutral of 16.7%.

Gender

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
gender * BI trining is adequate	48	100.0%	0	.0%	48	100.0%

gender * BI training is adequate Cross tabulations

Count



		BI training is adequate					Total
		strongly disagree	disagree	neutral	agree	strongly agree	
gender	male	1	4	8	10	5	28
	female	2	13	0	3	2	20
Total		3	17	8	13	7	48

Out of 28 male respondents a majority of 10 respondents agreed that BI training is adequate. On the other hand out of 20 female respondents a majority of 13 disagreed.

In Bangladesh, female persons are generally discouraged to travel outside, so few women can go when the opportunity of training comes. Moreover, BI mainly focuses on country operation, so the HO based training is the 2nd priority.

One Sample T-test is conducted to reach a distinct decision:

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
BI training is adequate	48	3.08	1.217	.176

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
BI training is adequate	.474	47	.638	.083	-.27	.44

The mean of the test is 3.08 and standard deviation is 1.217. The significance level or p value is .638 which is higher than .05. Thus the null hypothesis cannot be rejected and alternate hypothesis is rejected. As a result we can conclude that the majority of the respondents feel that BI training is not adequate.



BI-HQ hires highly qualified people in different positions, so to offer the training which would be adequate for them is difficult. Moreover, 80% training is program based in BLD, so until the program feels the gap, the program may not be so interested to give everyone a vast range of training.

3. Hypothesis 3₀: HO training should not be increased

Hypothesis 3_a: HO training should be increased

HO training shouldn't be increased

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	27	56.3	56.3	56.3
	disagree	13	27.1	27.1	83.3
	neutral	4	8.3	8.3	91.7
	agree	4	8.3	8.3	100.0
	Total	48	100.0	100.0	

This table shows that the level of strong disagreement comes to 56.3% and disagreement is 27.1%. 8.3% of the respondents agreed and also 8.3% are neutral.

Gender

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
gender * HO training shouldn't be increased	48	100.0%	0	.0%	48	100.0%

gender * HO training shouldn't be increased Cross tabulation

Count

	HO training shouldn't be increased				Total
	strongly disagree	disagree	neutral	agree	



gender	male	14	11	2	1	28
	female	13	2	2	3	20
Total		27	13	4	4	48

Out of 28 male respondents a majority of 14 respondents strongly disagreed that BI training is adequate. Out of 20 female respondents a majority of 13 strongly disagreed.

One Sample T-test is conducted to reach a distinct decision:

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
HO training shouldn't be increased	48	1.69	.949	.137

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
HO training shouldn't be increased	-9.584	47	.000	-1.313	-1.59	-1.04

The mean of the test is 1.69 and standard deviation is .949. The significance level or p value is .000 which is lower than .05. Thus the null hypothesis can be rejected and alternate hypothesis is accepted. As a result we can conclude that the majority of the respondents feel that HO training should be increased.

As we see the trainings are not adequate for the employees, from that point of view they feel that HO based training should be increased.



4. **Hypothesis 4₀** : After the training the level of motivation did not increase

Hypothesis 4_a: After the training the level of motivation increased

Increase in motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	4.2	4.2	4.2
	neutral	8	16.7	16.7	20.8
	agree	18	37.5	37.5	58.3
	strongly agree	20	41.7	41.7	100.0
	Total	48	100.0	100.0	

This table shows that the level of strong agreement comes to 41.7% and agreement is 37.5% in majority that they are motivated after the training. 16.7% of the respondents are neutral and 4.2% strongly disagreed.

Gender

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
gender * Increase in motivation	48	100.0%	0	.0%	48	100.0%

gender * Increase in motivation Crosstabulation

Count

		Increase in motivation				Total
		strongly disagree	neutral	agree	strongly agree	
gender	male	2	4	11	11	28
	female	0	4	7	9	20
Total		2	8	18	20	48



Out of 28 male respondents a majority of 11 respondents strongly agreed and agreed also that they are motivated after the training. Out of 20 female respondents a majority of 9 strongly agreed.

One Sample T-test is conducted to reach a distinct decision:

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Increase in motivation	48	4.13	.981	.142

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Increase in motivation	7.944	47	.000	1.125	.84	1.41

The mean of the test is 4.13 and standard deviation is .981. The significance level or p value is .000 which is lower than .05. Thus the null hypothesis can be rejected and alternate hypothesis is accepted. As a result we can conclude that the majority of the respondents feel that they are motivated after the training.

BI training is qualitative and thus once a trainee receives training, they are being motivated.



5. **Hypothesis 5₀** : People are willing to participate the training

Hypothesis 5_a: People willingly participate the training

willingness to participate

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	12	25.0	25.0	25.0
agree	18	37.5	37.5	62.5
strongly agree	18	37.5	37.5	100.0
Total	48	100.0	100.0	

This table shows that the level of strong agreement comes to 37.5% and agreement is 37.5% in majority that they are willing to participate the training. 25% of the respondents are neutral.

Gender

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
gender * willingness to participate	48	100.0%	0	.0%	48	100.0%

gender * willingness to participate Cross tabulation

Count

		willingness to participate			Total
		neutral	agree	strongly agree	
gender	male	8	9	11	28
	female	4	9	7	20
Total		12	18	18	48



Out of 28 male respondents a majority of 11 respondents strongly agreed that they are willing to participate the training. Out of 20 female respondents a majority of 9 agreed

One Sample T-test is conducted to reach a distinct decision:

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
willingness to participate	48	4.13	.789	.114

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
willingness to participate	9.880	47	.000	1.125	.90	1.35

The mean of the test is 4.13 and standard deviation is .789. The significance level or p value is .000 which is lower than .05. Thus the null hypothesis can be rejected and alternate hypothesis is accepted. As a result we can conclude that the majority of the respondents are willing to participate the training.

BLD training is qualitative and employees are eager to develop their skills, thus they are willing to participate the training.



6. **Hypothesis 6₀** : Level of work did not improve after the training

Hypothesis 6_a: Level of work has improved after the training

work improvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.1	2.1	2.1
	disagree	2	4.2	4.2	6.3
	neutral	9	18.8	18.8	25.0
	agree	26	54.2	54.2	79.2
	strongly agree	10	20.8	20.8	100.0
	Total	48	100.0	100.0	

This table shows that the level of agreement comes to 54.2% and strong agreement is 20.8% in majority that their working level has improved after the training. 18.8% of the respondents are neutral where 4.2% disagreed and 2.1% strongly disagreed.

Gender

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
gender * work improvement	48	100.0%	0	.0%	48	100.0%

gender * work improvement Cross tabulation

Count

		work improvement					Total
		strongly disagree	disagree	neutral	agree	strongly agree	
gender	male	1	0	5	16	6	28
	female	0	2	4	10	4	20
	Total	1	2	9	26	10	48



Out of 28 male respondents a majority of 16 respondents agreed that their working level has improved after the training. Out of 20 female respondents a majority of 10 agreed.

One Sample T-test is conducted to reach a distinct decision:

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
work improvement	48	3.88	.866	.125

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
work improvement	7.000	47	.000	.875	.62	1.13

The mean of the test is 3.88 and standard deviation is .866. The significance level or p value is .000 which is lower than .05. Thus the null hypothesis can be rejected and alternate hypothesis is accepted. As a result we can conclude that the majority of the respondents feel that their working level has improved after the training.

BLD training is qualitative and there is performance evaluation also. So the employees are getting benefit of it.



7. **Hypothesis 7₀** : Employees are not given appraisals to motivate to attend the training

Hypothesis 7_a: Employees are given appraisals to motivate to attend the training

appraisal to motivate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	6.3	6.3	6.3
	disagree	14	29.2	29.2	35.4
	neutral	16	33.3	33.3	68.8
	agree	12	25.0	25.0	93.8
	strongly agree	3	6.3	6.3	100.0
	Total	48	100.0	100.0	

This table shows that the 33.3% are neutral and disagreement is 29.2% in majority that they are given appraisals to motivate to attend the training. 25% of the respondents agreed where both strongly agreed and strongly disagreed are 6.3%.

Gender

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
gender * appraisal to motivate	48	100.0%	0	.0%	48	100.0%

gender * appraisal to motivate Cross tabulation

Count

		appraisal to motivate					Total
		strongly disagree	disagree	neutral	agree	strongly agree	
gender	male	2	5	9	9	3	28
	female	1	9	7	3	0	20
Total		3	14	16	12	3	48



Out of 28 male respondents a majority of 9 respondents agreed and 9 are neutral that that they are given appraisals to motivate to attend the training. Out of 20 female respondents a majority of 9 disagreed.

One Sample T-test is conducted to reach a distinct decision:

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
appraisal to motivate	48	2.96	1.031	.149

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
appraisal to motivate	-.280	47	.781	-.042	-.34	.26

The mean of the test is 2.96 and standard deviation is 1.031. The significance level or p value is .781 which is higher than .05. Thus the null hypothesis cannot be rejected and alternate hypothesis is rejected. As a result we can conclude that they are not given appraisals to motivate to attend the training.

It is a weak point of BI training that in many cases they do not give appraisals to motivate the employees to attend the trainings.



8. Ranking components for a successful training

To analyze that currently which component of successful training was of the highest importance to employees the author gave the employees to rate the following on a scale of 1 to 5 with 5 representing the highest importance and 1 being the lowest. They are:

- ✦ Content
- ✦ Qualification of the trainer
- ✦ Infrastructure
- ✦ Free transport
- ✦ Free refreshment/lunch

Statistics

		content	trainer qualification	infrastructure	free transport	free lunch
N	Valid	48	48	48	48	48
	Missing	0	0	0	0	0

content

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.1	2.1	2.1
	3	4	8.3	8.3	10.4
	4	15	31.3	31.3	41.7
	highest importance	28	58.3	58.3	100.0
Total		48	100.0	100.0	



infrastructure

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid lowest importance	3	6.3	6.3	6.3
2	1	2.1	2.1	8.3
3	3	6.3	6.3	14.6
4	25	52.1	52.1	66.7
highest importance	16	33.3	33.3	100.0
Total	48	100.0	100.0	

trainer qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid lowest importance	5	10.4	10.4	10.4
2	5	10.4	10.4	20.8
3	31	64.6	64.6	85.4
4	5	10.4	10.4	95.8
highest importance	2	4.2	4.2	100.0
Total	48	100.0	100.0	

free transport

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid lowest importance	15	31.3	31.3	31.3
2	24	50.0	50.0	81.3
3	7	14.6	14.6	95.8
4	1	2.1	2.1	97.9
highest importance	1	2.1	2.1	100.0
Total	48	100.0	100.0	








free lunch

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	lowest importance	25	52.1	52.1	52.1
	2	17	35.4	35.4	87.5
	3	3	6.3	6.3	93.8
	4	2	4.2	4.2	97.9
	highest importance	1	2.1	2.1	100.0
	Total	48	100.0	100.0	

The above tables show content of the training received rating with a total of 58.3% respondents marking it has highest importance. It was followed by 52.1% of rating 4 on qualification of the trainer. Then the level of importance of infrastructure facility was rated 3 by 64.6% followed by 50% for Free transport and last came free lunch with 52.1% respondents rating it lowest importance. This result shows that for employees the most important is the content of the training.

9. Ranking method of training

To analyze that currently which requirement for a successful training method was of the highest importance to employees the author gave the employees to rate the following on a scale of 1 to 5 with 5 representing the highest importance and 1 being the lowest. They are:

-  Classroom
-  Video
-  Online
-  Workshops
-  Web conferencing



Statistics

		classroom	video	online	workshop	web conference
N	Valid	48	48	48	48	48
	Missing	0	0	0	0	0

classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	lowest importance	4	8.3	8.3	8.3
	2	8	16.7	16.7	25.0
	3	6	12.5	12.5	37.5
	4	21	43.8	43.8	81.3
	highest importance	9	18.8	18.8	100.0
	Total	48	100.0	100.0	

video

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	lowest importance	5	10.4	10.4	10.4
	2	1	2.1	2.1	12.5
	3	25	52.1	52.1	64.6
	4	9	18.8	18.8	83.3
	highest importance	8	16.7	16.7	100.0
	Total	48	100.0	100.0	



online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	lowest importance	11	22.9	22.9	22.9
	2	25	52.1	52.1	75.0
	3	7	14.6	14.6	89.6
	4	4	8.3	8.3	97.9
	highest importance	1	2.1	2.1	100.0
	Total	48	100.0	100.0	

workshop

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	lowest importance	3	6.3	6.3	6.3
	2	2	4.2	4.2	10.4
	3	4	8.3	8.3	18.8
	4	13	27.1	27.1	45.8
	highest importance	26	54.2	54.2	100.0
	Total	48	100.0	100.0	

web conference

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	lowest importance	25	52.1	52.1	52.1
	2	12	25.0	25.0	77.1
	3	6	12.5	12.5	89.6
	4	1	2.1	2.1	91.7
	highest importance	4	8.3	8.3	100.0
	Total	48	100.0	100.0	

The above tables show workshop received rating with a total of 54.2% respondents marking it has highest importance. It was followed by classroom of 43.8% of rating 4. Then video was rated 3 by 52.1% followed by 52.1% for online and last came web conferencing with 52.1%



respondents rating it lowest importance. This result shows that to employees the most effective method for training is workshop.

10. To whom the training is given more to the organization

Statistics

		senior staff	junior staff	new staff	requirement
N	Valid	48	48	48	48
	Missing	0	0	0	0

senior staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	7	14.6	14.6	14.6
	no	41	85.4	85.4	100.0
Total		48	100.0	100.0	

junior staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	2	4.2	4.2	4.2
	no	46	95.8	95.8	100.0
Total		48	100.0	100.0	

new staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	9	18.8	18.8	18.8
	no	39	81.3	81.3	100.0
Total		48	100.0	100.0	



requirement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	30	62.5	62.5	62.5
no	18	37.5	37.5	100.0
Total	48	100.0	100.0	

From the above tables we can see that 62.5% responded yes that the training has given upon the requirement. The reason is 80% of the training is program specific.

11. Time duration for the training

Statistics

	sufficient	manageable	to be extended	to be shortened
N Valid	48	48	48	48
Missing	0	0	0	0

sufficient

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	15	31.3	31.3	31.3
no	33	68.8	68.8	100.0
Total	48	100.0	100.0	

manageable

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	17	35.4	35.4	35.4
no	31	64.6	64.6	100.0
Total	48	100.0	100.0	

**to be extended**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	13	27.1	27.1	27.1
no	35	72.9	72.9	100.0
Total	48	100.0	100.0	

to be shortened

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	3	6.3	6.3	6.3
no	45	93.8	93.8	100.0
Total	48	100.0	100.0	

From the above table we can see that 35.4% responded yes that the time duration for the training is manageable.

Recommendation

- ✎ BI country specific training should maintain an automated training calendar
- ✎ When the tailor made (customized) training request comes from management/ program, on that time BLD cannot do TNA. That respective program/department should assign an experienced trainer to do the TNA.
- ✎ BI-HQ based training has some gap and more areas to improve. BI-HQ training should be handled with much care, because all the country operations depend at a level on HO. According to the research, employees are not satisfied with the number of training. So BI should increase the number of training and can start with department wise training.
- ✎ BI-HQ should create a training portal/hub where all the external trainers can easily update the upcoming trainings, thus the wastage of time can be reduced.



- ✎ In the research it is seen that for BI-HO based training, sometimes employees were not given appraisals in order to motivate them to attend the training. So BI should look into this area.
- ✎ BI should hire more employees in HR Team because the operations are getting spreaded day by day.
- ✎ Many employees get theoretical training but they want more action based learning. So BI can arrange more workshop type training.

Conclusion

In overall point of view the Learning & Development of BI is running in a good scale. Although there are more areas to improve and the transformation has begun already because the author has also received at least 6-7 trainings from BI within 2 month. As BI focuses on country operations and in countries it is difficult to find skilled person so the skilled persons (including trainers) are sent to the countries from Bangladesh. For example, recently the program manager of Training & Capacity Building had promotion and went to Afghanistan. The YP program has been introduced first time among 6 countries of operation. The goal is to put them in high position in their countries and bring back the expatriates from there.

BRAC International is developing new practices and improving themselves day by day. Most of the country operations are based on training so it is expected that in future the Learning & Development operation will grow in vast range than it is now.



Glossary

- ✦ **Employee:** Any person who receives remuneration for services rendered to the state under an employer-employee relationship
- ✦ **IHRM:** IHRM is a set of organizational activities aimed at effectively managing and directing human resources/labor towards achieving organizational goals
- ✦ **Job description:** A summary of the most important features of a job, including the general nature of the work performed (duties and responsibilities) and level (i.e., skill, effort, responsibility and working conditions) of the work performed.
- ✦ **Microfinance:** A type of banking service that is provided to unemployed or low – income individuals or groups who would otherwise have no means of gaining financial services.
- ✦ **Performance management:** A managerial process that consists of planning performance, managing performance (through observation and feedback), improving performance through development, appraising performance, and rewarding performance.
- ✦ **Subordinate:** Any person holding a subordinate position subject to appointment, removal, promotion or reduction by an appointing officer
- ✦ **Supervisor/Supervisory:** “Any individual whose principal work is different from that of the individual’s subordinates and who has authority, in the interest of the employer, to hire, transfer, suspend, layoff, recall, promote, discharge, assign, reward or discipline employees, or to adjust their grievances, or to authoritatively recommend such action, if the individual’s exercise of such authority is not of a merely routine or clerical nature but requires the use of independent judgment.
- ✦ **Trainee:** An employee appointed to a permanent position for which a structured program of job related training and on the job experience is required, and the position is not being filled at the objective level. Special probationary period and pay provisions apply to employees appointed as trainees.



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Appendices

Appendix 1

Training Infrastructure and Training Staff Information in BI Countries

Country: Afghanistan

Sl. #	Particulars	Quantity	Remarks
01.	No. of training centre	01	Rented
02.	No. of classroom	02	
03.	Capacity per class (no. of participants)	20	
04.	No. of seats in the dormitory	-	no accommodation facilities for participants
05.	No. of trainers/faculty members	05	Expatriate: 01 (Male) Local: 04 (F- 02, M- 02) (Mf 01+Mgt 02+Edu&Gen+01+Fin&Acct 01)

Country: Pakistan

Sl. #	Particulars	Quantity	Remarks
01.	No. of training centre	-	
02.	No. of classroom	-	
03.	Capacity per class (no. of participants)	-	
04.	No. of seats in the dormitory	-	
05.	No. of trainers/faculty members	04	Expatriate: 02 (Male) Local: 02 (F- 01, M- 01) (Mf 03+ Fin&Acct 01)

Country: Sri Lanka

Sl. #	Particulars	Quantity	Remarks
01.	No. of training centre	-	
02.	No. of classroom	-	
03.	Capacity per class (no. of participants)	-	
04.	No. of seats in the dormitory	-	
05.	No. of trainers/faculty members	01	Expatriate: 00 Local: 01 (Female) (Mf 01)

Country: Liberia

Sl. #	Particulars	Quantity	Remarks
01.	No. of training centre	01	Own set-up
02.	No. of classroom	01	
03.	Capacity per class (no. of participants)	25	
04.	No. of seats in the dormitory	25	
05.	No. of trainers/faculty members	01/SDU	Expatriate: 00 Local: 01 (Female) (Mf 01/SDU)

**Country: Sierra Leone**

Sl. #	Particulars	Quantity	Remarks
01.	No. of training centre	-	
02.	No. of classroom	-	
03.	Capacity per class (no. of participants)	-	
04.	No. of seats in the dormitory	-	
05.	No. of trainers/faculty members	01/SDU	Expatriate: 00 Local: 01 (Female) (Mf 01/SDU)

Country: South Sudan

Sl. #	Particulars	Quantity	Remarks
01.	No. of training centre	-	
02.	No. of classroom	-	
03.	Capacity per class (no. of participants)	-	
04.	No. of seats in the dormitory	-	
05.	No. of trainers/faculty members	01	Expatriate: 01 (Male) Local: 00 (Mgt 01)

Country: Tanzania

Sl. #	Particulars	Quantity	Remarks
01.	No. of training centre	01	Rented
02.	No. of classroom	01	
03.	Capacity per class (no. of participants)	25	
04.	No. of seats in the dormitory	25	
05.	No. of trainers/faculty members	01	Expatriate: 01 (Male) Local: 00 (Mf 01)

Country: Uganda

Sl. #	Particulars	Quantity	Remarks
01.	No. of training centre	02	Rented 01 and Own Set-up 01
02.	No. of classroom	02	
03.	Capacity per class (no. of participants)	25	
04.	No. of seats in the dormitory	50	
05.	No. of trainers/faculty members	04	Expatriate: 01 (Male) Local: 03 (Female) (Mf 02+ ELA 02)



Appendix 2

Level of Employee satisfaction on Training & Development

I am a student of BRAC University and I'm conducting this survey to derive information for my internship report.

Your response will be kept confidential and will be used for the academic purpose only.

Age: _____

- | |
|---------------------------------|
| <input type="checkbox"/> Male |
| <input type="checkbox"/> Female |

Please rate the following in the likert scale:

1= strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
Training infrastructure/physical environment is satisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training provided by BI is adequate for you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BI head office based training should not be increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase in the level of motivation after training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of willingness to participate the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After receiving the training, your level of work has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employees are given appraisals in order to motivate them to attend the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Rank the requirement level of the following components for a successful training: (on a scale 1 to 5; lowest importance = 1 highest importance = 5)

- Content
- Qualification of the trainer
- Infrastructure
- Free transport
- Free refreshment/lunch



2. Please rank the method of training you feel would be most effective to achieve your learning goals:

- Classroom
- Video
- Online
- Workshops
- Web conferencing

Please choose the most appropriate answer from the following:

a. To whom the training is given more to your organization?

- Senior staff
- Junior staff
- New staff
- Based on requirement

b. The time duration given for the training session is –

- Sufficient
- Manageable
- To be extended
- To be shortened

c. **If you have any compliant/ suggestion/ comment about training programme please mention:**

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THANK YOU VERY MUCH FOR YOUR TIME & SUPPORT!!! ☺



Appendix 3 (Questionnaire for interview)

1. What is the overall process of training of HO?
2. What is the overall process of training of countries?
3. In which categories the trainings are given?
4. What is the method of TNA?
5. How the record keeping of the trainings are done?
6. What is the payment process of trainings?
7. What are the external trainings?
8. How the performance appraisal is done?
9. Feedback is taken or not after the training?
10. How HO relates its trainings with countries?
11. How the infrastructures are developed?
12. ROI is done or not?
13. Is there any training calendar?