



Teach For Bangladesh's Recruitment Strategies in Campus

Report on
Teach For Bangladesh's Recruitment Strategies in Campus

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Subject: Submission of Internship Report

Dear Sir,

With due respect, I am submitting my internship report on “**Teach For Bangladesh’s Recruitment Strategies in Campus**” for your kind evaluation as a part of my requirement of completing the BBA program.

I have been working as a “Fellow” at Teach For Bangladesh during my whole Internship Tenure. During my 10 weeks of work with this organization I was able to attain a wide range of information about the model of Teach For Bangladesh. While going through this paper you will come across an extensive overview of the organization. The report talks about the numerous strategies Teach For Bangladesh applies to recruit their Fellow Talents. You will also see a research depicting the effectiveness of the strategies mentioned and also a set of areas of improvement for Teach For Bangladesh and some additional pointers on how their best practices can be duplicated in similar organizations in Bangladesh.

Therefore Sir, I sincerely hope that you accept my internship report. Although, there were many challenges that need to be overcome in the making of this paper, I have tried to make it as informative and as research driven as possible. I sincerely hope that my paper stands true to the expectations of your quality benchmark. I thank you greatly for your wise guidance and support.

Sincerely Yours,

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Acknowledgement

This paper is the product of extreme persistence, relentless effort and an uncountable amount of time invested. Considering the number of unique challenges that came it is really a wonder that this paper took the form that it took finally. However, all this would not have been possible without the considerate support of some extraordinary people. To start with, I would like to express my deep appreciation for my academic supervisor Mr. Ariful Ghani, Lecturer – II, BRAC Business School, BRAC University; for his guidance, direction, counseling, and support. Without him this paper would not have taken its present form.

I would also like to thank Ms. Maimuna Ahmed the CEO of Teach For Bangladesh for her valuable time and her depth of knowledge of the Model. Along with her comes Ms. Mashrifa Islam, Talent Recruitment Manager of Teach For Bangladesh for her constant support and monitoring at the making of the paper.

In addition to this I would also like to show my great gratitude to the current campus ambassadors working for Teach For Bangladesh in various universities for taking time out of their busy work and class schedule to fill out the survey that gave this paper a root level perspective.

Executive Summary

Education inequity is a major problem in our country. Socio economic class determines one's availability of quality education and opportunities of life. To address these issue, Teach for Bangladesh has introduced a model in country which is also a globally recognized model for mitigating educational disparity. The organization has a 2 year Fellowship program where individual from diverse background will commit to serve as a full time teacher in a low income school. The organization believes, the Theory of Problem can be replaced with the Theory of Change.

For Recruiting the Fellow, the Recruitment team of the organization works intensely each year. They follow different strategies to recruit the Fellows from university campuses in Bangladesh. The recruitment strategies also vary from year to year which shows different data for each year. After analysis of the findings, the recommendations can be used for the upcoming years for implementing recruitment strategies.

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1. Introduction of the Report

1.1. Foundation of the Report

This report is prepared as a mandatory requirement of the Internship program under the BBA program at the BRAC Business School, BRAC University. This report was done on the organization Teach For Bangladesh. The Internship program at TFB started from September 01, 2014 and ended on December 31, 2014, a total of 16 weeks. The report is a study on **Teach For Bangladesh's Recruitment Strategies in Campus**, supervised by Ms. Mashrifa Islam, Talent Recruitment Manager at Teach For Bangladesh and this paper has been prepared for Mr. Ariful Ghani, Lecturer II at BRAC Business School, BRAC University to meet the Internship requirement.

1.2. Objectives

1.2.1 Broad Objective

The objective of this study is to better understand **Teach For Bangladesh's Recruitment Strategies in Campus** of Bangladesh and assess the impact TFB Recruitment Team has for their vision.

1.2.2 Specific Objectives

- Identify recruitment Teams goal and task
- Identify year to year strategies TFB follow for recruitment.
- Impact of year to year strategies TFB follow for recruitment.
- Comparison and analysis of the impact
- Recommendation of the analysis

1.3. Scope

This report is inhibited to the analysis of past data of the organization's specific part due to time, budget and confidentiality.

1.4. Research Methodology

To prepare the Internship paper both primary and secondary data from different sources were incorporated. A general overview of the data collection and data using process is given below.

1.4.1 Primary data

- Study of TFB recruitment strategies- Studying the recruitment strategies related documents of Teach for Bangladesh (TFB) to understand their approach.
- Interview of Lead Recruitment and Selection Manager with findings from the study of strategies and reflection about the recruitment of TFB.
- Survey of Campus Ambassador, on campus students, Social media- Survey Campus Ambassadors from BRAC University and Jahangirnagar University to find out actual scenario at the campus. Talk to final year students to find out their knowledge about TFB. Lastly, look at TFB's social media engagement for recruitment purpose on campuses.

1.4.2 Secondary data

- Website- The official TFB website will be a major source for secondary data.
- Published papers- Any paperwork of the department to enrich the report.

1.5. Limitations

- Teach For Bangladesh has started recruitment for 2 years. The data received are very minimal to form numerous conclusions.
- The information received from different sources could have been more enriched if the sources were more aware of the whole recruitment process.

2. Company Overview

2.1. Teach For Bangladesh

Teach For Bangladesh is a part of a global organization, Teach For All. Teach For America is the founding organization of Teach For All. Total 36 countries around the world is part of the Teach For All network. Teach For Bangladesh is the 27th partner organization of Teach For All.

As a similar model of Teach for America, Teach for Bangladesh addresses educational inequity in Bangladesh. For this purpose, they recruit young professionals for a 2 year Fellowship program. Though the organization understands the contextual differences of the different geographic area, the core other the organization, both in Teach For America and in Teach For Bangladesh is to remove educational disparity regardless all the differences for all children. For that, the 2 year Fellowship is to place teacher who will lead in a low income schools of the country.

Teach For Bangladesh first started its organizational activities as an organization in October, 2012. Their first recruitment for the Fellowship started from December 2012 and went on till July 2013. From January 2014, the first cohort of the recruited fellows started teaching in the classroom.

2.2.Theory of Problem

TFB talks about the Theory of Problem that responsible for our current education scenario. The Theory of problem is shown in the chart below.

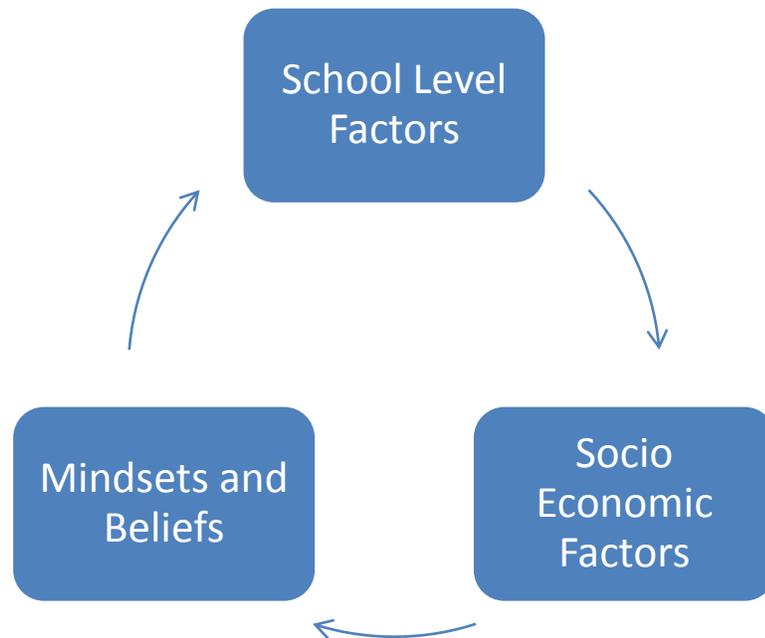


Figure 2.1: Theory of Problem

The Theory is the reflection of the 3 major areas that are happening in reality. These are elaborated below:

2.2.1. School Level Factors

- Number of schools and students
- Number and quality of teachers
- Teacher training, support and evaluation structure
- Government fund allocation and distribution
- Management of the education system
- Education policy implementation at school level
- Monitoring and evaluation of the school system: School Management Committee, Teachers etc.

2.2.2. Socio Economic Factors

- Financial factors
- Cost of education: financial cost and opportunity cost

2.2.3. Mindsets and Beliefs

- Social class division
- Lack of understanding of the problem
- Urgency
- Different expectation from different group of children in terms of education
- Social view about the Educators
- Different medium in education

2.3. Theory of Change

In oppose to the Theory of Problem, the Theory of change talks about the solution to the problems. 3 major factors of the Theory of Change are:

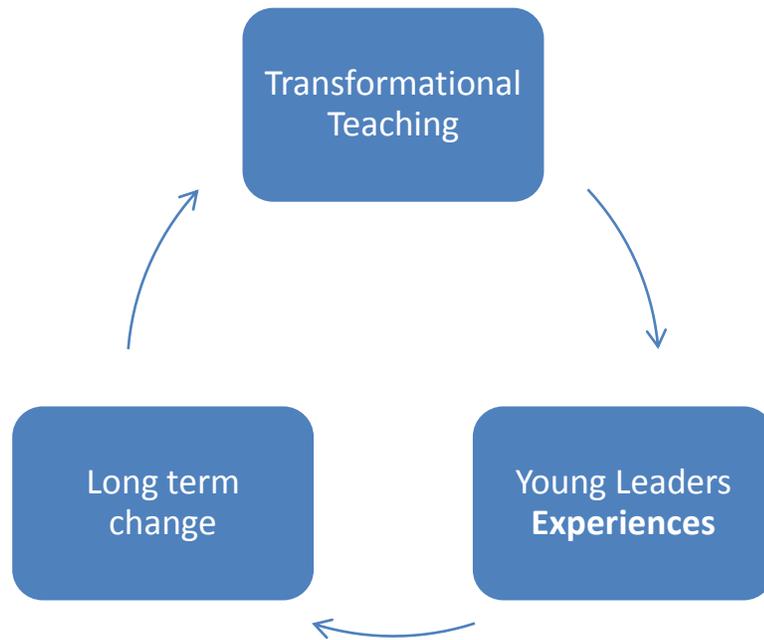


Figure 2.2: Theory of Change

2.3.1. Transformational Teaching

- Providing high quality teaching in classroom
- Provide quality training to the teachers
- Continuous training, support and evaluation

2.3.2. Young Leaders Experiences

- Intensive 6 week training; known as Academy
- Closely work with different stakeholders

2.3.3. Long Term Change

- For the students in the classroom: each year a Fellow teacher
- For the Fellow in the classroom and outside classroom for 2 years

- After Fellowship, work for better education system

2.4.Vision

Teach For Bangladesh vision is:

“We hold a deep conviction that education in equity is a solvable problem. We envision a society in which all children receive an excellent education that empowers them to shape their own future through talent and hard work.”

Teach For Bangladesh. Available from:

<http://www.teachforbangladesh.org/about-us/the-challenge-and-vision/> [Accessed 25/2/2015]

The vision will impact in different stage:

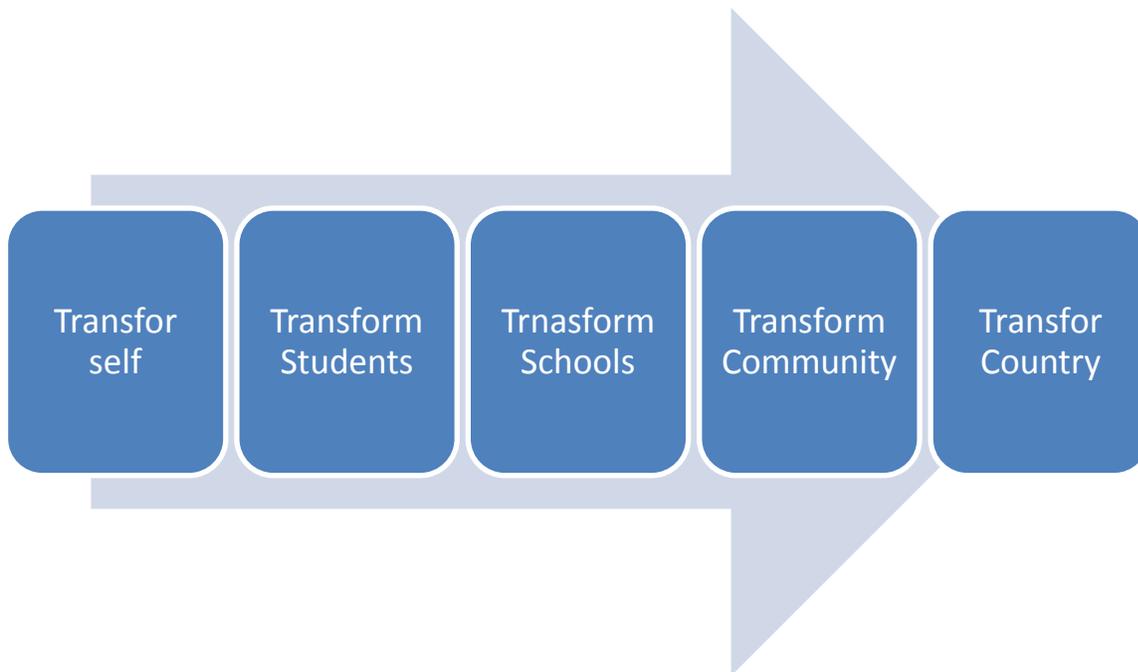


Figure 2.3: Vision Impact

Every individual Fellow will be closely working with different stakeholders (school, other teachers, trainer etc.) very closely to learn from them. They will apply their learning in classroom

while teaching the students. They will also use their knowledge and experience for bringing positive change in the whole school. As school plays a major role in the community, the community will have impacted as a result of the changes in the school. And when the community will change, the whole country will have the impact of the changes from the community.

2.5. Core Values

TFB hold 5 core values that upholds the organizations image for every individual the organization is working with. They are:

Ownership: responsibility of action and results.

Integrity: act with honesty.

Sense of Possibility: seek for excellence and hold high expectations.

Respect and Empathy: Seek to understand first then to be understood.

Continuous Learning: Continuous reflection for growth aligned to the vision.

Teach For Bangladesh. Available from:

<http://www.teachforbangladesh.org/about-us/core-values/> [Accessed 25/2/2015]

2.6. The Fellowship Program

Teach For Bangladesh offers a 2 year long Fellowship program to the young graduates. The program plan is to place the committed Fellow into a low income school as a full time teacher. The reason behind this program for being 2 years is the time required for long term impact for both the Fellow and the students of the classroom. The fellow will go through intensive training and practice for the whole time to develop the leadership skills through innovation and challenges and rigorous evaluation. And the students will benefited from Fellow's learning and action in the classroom.

Teach For Bangladesh. Available from:

<http://www.teachforbangladesh.org/> [Accessed 25/2/2015]

For the Fellowship Program, fresh graduates with high achievement record is considered to be potential candidate, as it shows the resilience and commitment of the Fellow helps the person in the long run to complete the program with success.

2.7. Organization Structure

The whole organization has different parts that are working collaborate to bring the Theory of Change into reality. They are:

- **Recruitment and Selection:** Recruiting young professionals and select Fellow from the candidates.
- **Leadership Development:** Training and support Fellows for teaching and professional growth
- **Placement:** Place Fellows in government and nongovernment schools for full time teacher positions.
- **Partnerships:** Partner with global and local organizations both in public and private sector to support school, Fellow and Alumni.
- **Alumni Support:** To support the Alumni for their future career paths.
- **Finance:** To monitor the overall financial transitions inside the organization.

3. Literature Review

The education sector is highly engaged with all the sectors of a country. Though it is such an influential stage of making a positive impact in a country's holistic improvement, lack of proper care and management can lead this to a huge problem. This one problem of one sector then reflects on the other sectors that are interlinked. So, Lack of educational growth result in lack of growth in social life, economic sector etc.

Teach For Bangladesh Fellowship program offers a chance to make an impact in the education sector and gives opportunities to the individuals to grow as a leader. The Recruitment team is working on recruiting Fellow for the Fellowship. The team follows certain strategies to recruit Fellows. They have certain targets and goals that they want to achieve each year. It has been seen form the recent data of the organization that the targeted goals and achieved goal has some negative gap [TFB; 2015].

From an organizational perspective, this situation can be improved which planned out strategies and execution of the planned strategies. Thus, the literature study motivated to look into the strategies and find out possible solutions for that.

4. Findings and Analysis

4.1. Recruitment Team's Goal and Task

Teach For Bangladesh aims for recruiting high achievers into their Fellowship program. While recruiting, they set goal for each year's cohort. Each year, the goal is set for recruiting the next year's cohort. They recruit in 3 phase, which combines in 3 recruitment cycle each year:

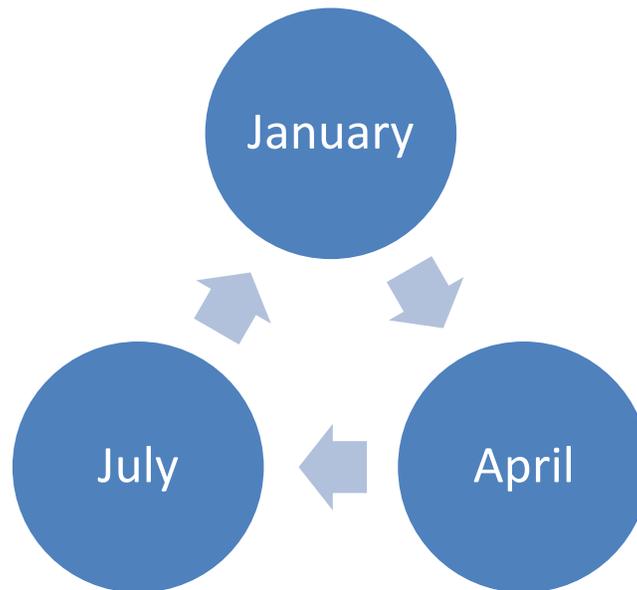


Figure 4.1.1: Recruitment Cycle

The recruitment team breaks down the goal in smaller chunks to meet the goal in each phase. The smaller chunks made equal in number regardless of university campus. The reason behind 3 recruitment cycles is to reach to all potential candidates, in other words, fresh graduates, who complete graduation at different timeline of a year. [TFB, 2015]

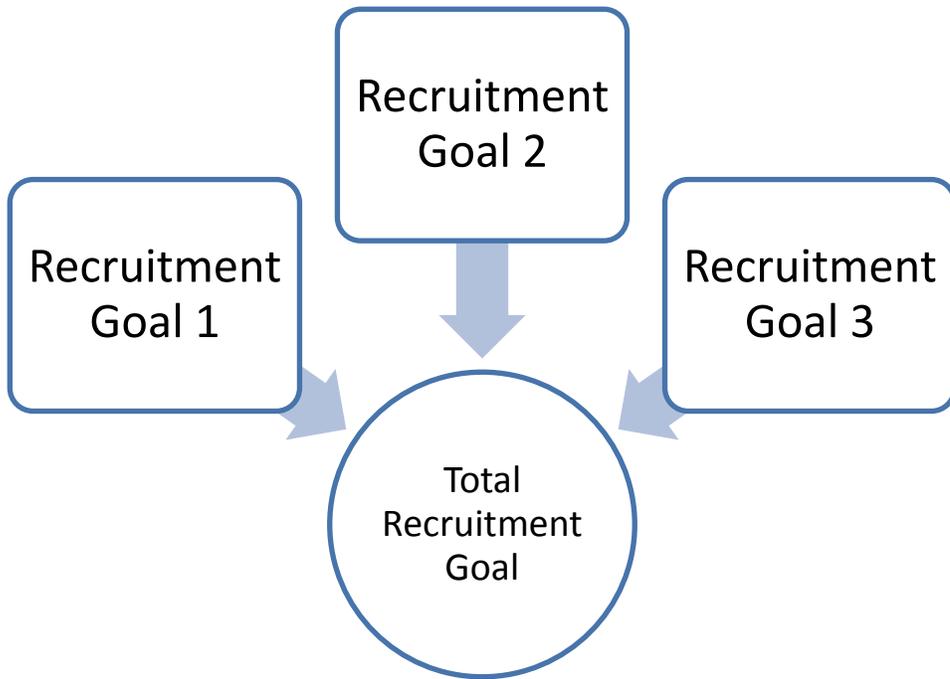


Figure 4.1.2: Recruitment Goal

Both private and public universities are targeted for each recruitment goal.

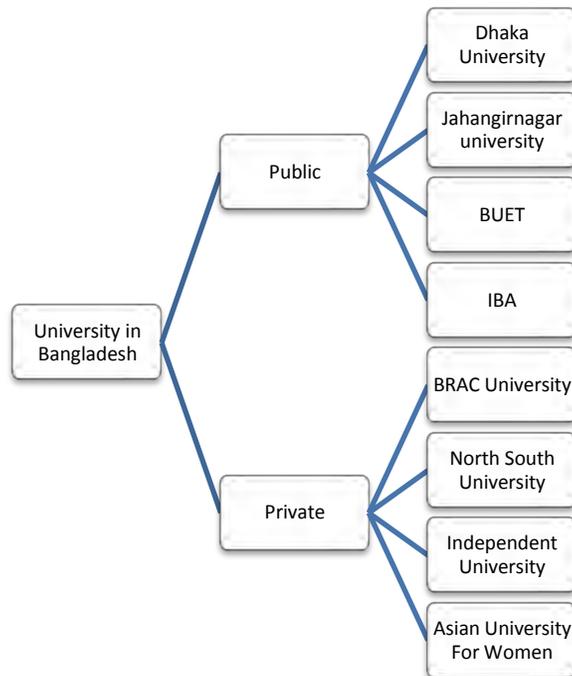


Figure 4.1.3: Target Universities of Bangladesh

The target set for each year for Recruitment is:

Year	Recruitment Target of Fellows
2013	35
2014	45

Table 1

[TFB, 2013]

As Teach For Bangladesh started recruiting Fellows from 2013 for their first cohort of Fellows of 2014. So far, Teach for Bangladesh have 2 cohorts of Fellows: 2014 cohort and 2015 cohort.

The task of recruitment team is to -

- Promote Teach For Bangladesh on Campuses: set up recruitment Booth, Participate in Career fair, Distribute Recruitment posters etc. Most of these activities are for mass people.
- Gather a pool of Registration: through connecting with the mass people, they create a pool of registration. The purpose of these is to connect with large number of future potentials.
- Reaching out potential candidates: phone call, one on one meeting are done for reaching out to potential candidates. Potential candidates are given several opportunities to get to know about the organization through these activities.
- Arrange Recruitment events: through the career service offices of different university campuses, the recruitment team organizes recruitment events for particular university students.
- Get potential candidates for applying to the Fellowship.
- Promote TFB and develop brand value and good will. As the organization is in its early stage, the recruitment team is also focusing on developing its own brand value by participating in different national fairs, organizing seminars with experts and general etc.

At the organization growth with timeline, the Recruitment team's goal and task changes to keep resemblance with the organization's need and future plan.

4.2 Strategies by Year

The company is recruiting for 2 years- 2013 and 2014. The strategies for each year is given below.

4.2.1 Strategies for 2013

Teach For Bangladesh first gets its information out in public in 2013. It was the first time they introduced themselves to the target group. Some of the strategies they followed to reach to the target group are:

- **Campus Ambassador:**
Recruiting Campus Ambassador was one of the uniqueness of Teach For Bangladesh. The Campus Ambassador's act as a spoke person on behalf of the organization at the campus of the target universities. This highlights Guerilla marketing where they were focusing on reaching out to most number of people rather than focusing on recruiting. The campus Ambassador's had to go through rigorous selection process. They work as a volunteer for the organization. They are given specific goals and tasks to conduct their work.
- **Introductory Campaign:**
Reach to mass people to get the buzz around about the organization, its global connections and its activity, Leadership skill development program etc. both in public and private universities. They attended fairs in
 - National Career fair at North South University
 - Particular university campus centered career fair; such as in BRAC University career fair.
- **Focus Group Discussion:**
 - Faculty- With university faculties, they conducted focus group discussion.
 - Final year students- to get more registration and also to introduce the organization to them.
 - Potential candidate- The registered applicant can join „Coffee Chats“ with a staff member to have an elaborate conversation about the program and the organization. This was not university specific. [TFB, 2013]

4.2.2. Strategies for 2014

In 2014, the Recruitment team had their knowledge and experiences of recruiting from 2013. From their knowledge and experience, they modified their strategies for the year 2014.

- **Smaller Target Group**

In 2014, the Recruitment team tried to concentrate on a concentrated group rather than a mass group of people. So, their interaction with mass population was less in number.

- **Increase Number of Campaign at University campuses**

As introducing to the campus were already done in the last year, this time, the Recruitment team focused on increasing number of recruitment campaigns. They maintained a regularity of the campaign this time for each recruitment cycle. They continued conducting seminars, attended fairs etc. both in public and private universities.

- **Focus Group Discussion:**

- Faculties of different universities were contacted on their respective university.
- Final year students- More interaction opportunities were given to the final year students through seminars, booth etc.
- Potential candidate- „Coffee Chats“ were conducted this year as well. But it was not that focused this time. This was not university specific.

- **Campus Ambassadors:**

The role of campus Ambassadors were important this time as well to reach to the university premises. Their task and goals were now focused on helping people to register rather than introducing the organization in the campus. [TFB, 2013]

4.3. Impact of the Strategies Taken

At the end of each year's recruitment Cycle, the numbers of fellows are given below:

Year	Number of Actual Fellows
2013	12
2014	23

Table 2

[TFB, 2013]

From the table, we can see that the targeted goal and the achieved goal has negative gap for the year 2013.

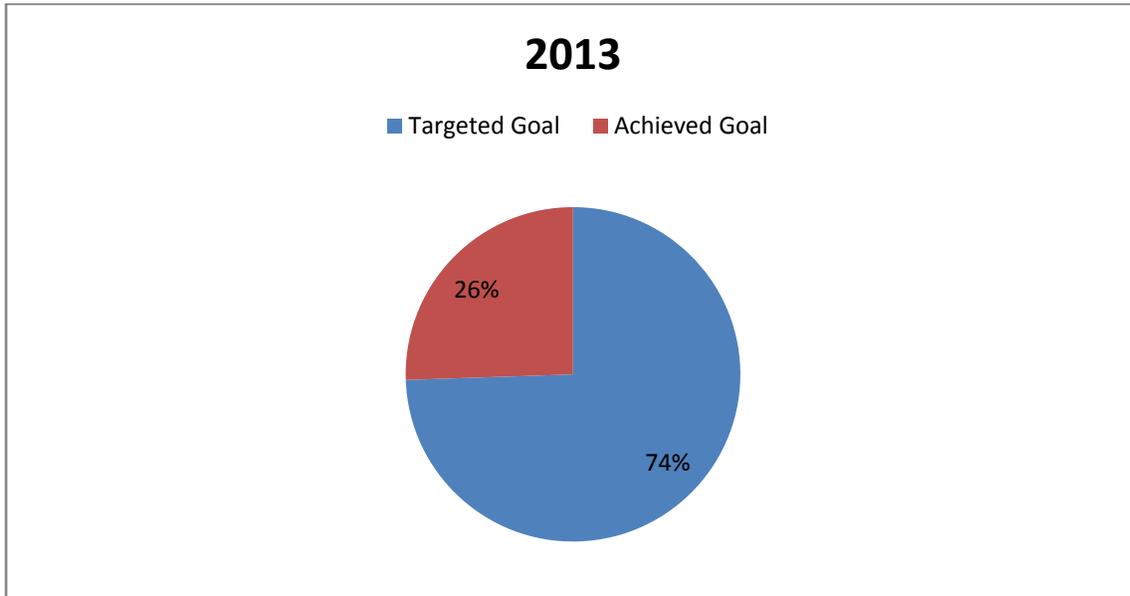


Chart 1

From the table, we can see that the targeted goal and the achieved goal has negative gap for the year 2014 as well.



Chart 2

4.4. Comparison and Analysis

In year 2013, 26 % of the target was achieved. Some of the reasons that were found behind this data are-

- The new concept of leadership program was hard to make sense for many potential candidates. As the Fellowship program was a completely new concept for the target people, the necessity of the program being this long was questioned.
- The longevity of the Fellowship program discouraged some potential candidates in the long run. There were questions about the necessity of the program being a 2 year long program.
- Lack of social recognition for working in the education sector was one of the reasons. In our country, there are perceptions which set minimal desirability for working in the education field. Lack of social acceptability was another reason for many candidates for not considering the Fellowship.
- Mass marketing took up some space for concentrated marketing.

In year 2014, 34 % of the target was achieved. Some of the reasons that were found behind this data are

- More recognition of the program. As the previous cohort was already on the field, it was relatively easy to show results of the Fellowship Program.
- More concentration on target group was another reason behind the result. As the strategies took place was for getting the target group of people, the interested people were easy to connect with the details of the program.

4.4.1. 2013 and 2014 Data Comparison:

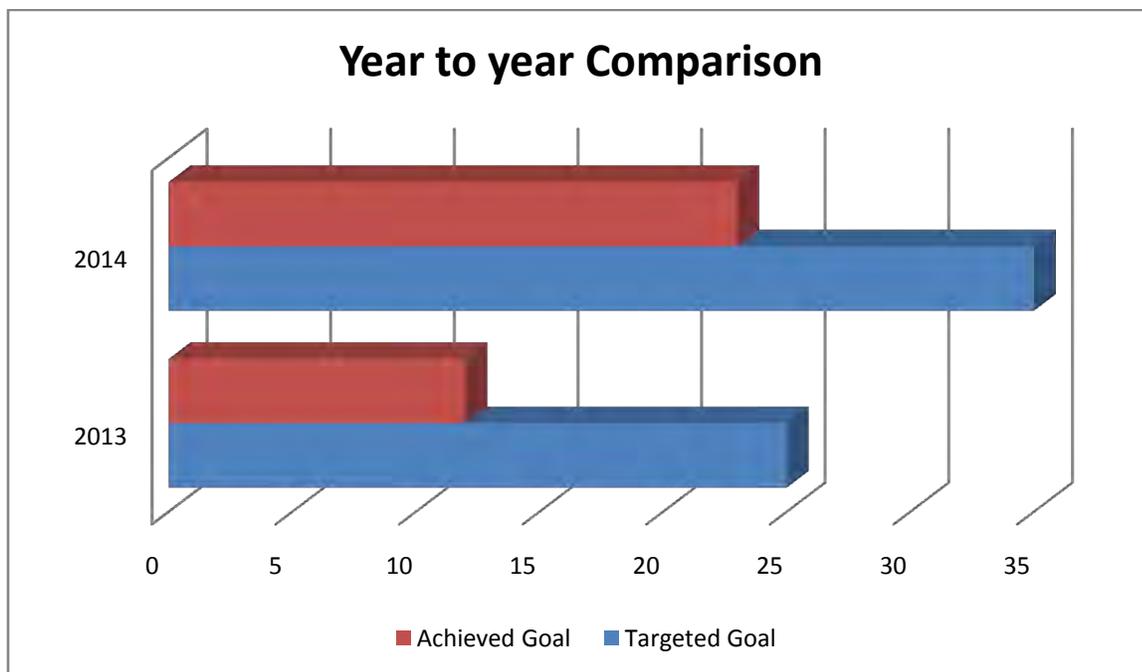


Chart 3

Though the number of Fellow recruited in 2014 was more than 2013, it shows lack of efficient of the strategies taken while recruitment. Some of the reasons behind this might be-

- Presentation of the outcomes of the first cohort. The outcomes may not be relevant for the potential candidates. As the program has unique features, the outcome of the features may set a different understanding for the candidates.
- The organization is still very new to the university students. Concentrated marketing might have missed out some of the potential candidates outside the concentrated group.
- The university campaigns may have lacked in messaging to the attendees. As there are more organizations looking for fresh graduates, the campaign strategies may lack in competition with other organizations.
- Focus Group Discussions may need to be designed according to the type of attendee. These discussions may set the expectations for the candidates in a different tone.

5. Recommendation

For growth in terms of efficiency, the recruitment team may consider few steps such as-

- Consider the existing cohorts experience as an asset to showcase the outcome to the potential candidate. This will enrich the uniqueness of the program as well as the brand image.
- Focus on both mass marketing and concentrated marketing. Mass marketing can keep the buzz on the market and create future potentials. Concentrated marketing can gather potential candidates. In this circumstance, proper resource and time management will be necessary.
- Take a step back to look for what the university campaigns are actually resulting into for the recruitment goal. There can be measured goals step for such activity. Also, look for how these campaigns can stand out from other organization regardless what they offer to the fresh graduates.
- Focus Group Discussion can be done differently. It can be university specific, so that candidates feel more comfortable, because this is a career decision to make and a little help for understanding the program from peers can make the discussion more engaging.
- Campus Ambassadors are a great resource for achieving recruitment goal. Motivated candidates can bring better results for the team. They can also be involved in different parts of the recruitment process.
- Consider the necessity of 3 Recruitment Cycle. And through thorough analysis, ensure the best way to use the resources and time for each recruitment Cycle individually and as a whole.

6. Conclusion

The Fellowship program that Teach For Bangladesh offers is unique and challenging. To recruit Fellow for such program is a critical task. That is why; SMART goals can help the recruitment team to achieve their goal. For the goals to be achieved efficiently and effectively there must be an explicit backward plan and careful execution of the backward plan.

With properly thought out change, the organization will be able consider the recruitment strategies as a strength of the Recruitment. Thus, it will be helpful for meeting the recruitment goal and eventually the organization vision.

Appendix

TFB- Teach For Bangladesh

SMART- Specific, Measurable, Ambitious, Relevant, Time bound

Questionnaire for Recruitment Manager

1. What is the role of Recruitment in TFB?
2. What will be recruitment team's impact for achieving the organization's goal?
3. What is the target group for TFB while recruiting?
4. What are the criteria of the target group? What was the rationale for considering these criteria? Is there any change in the target group selection criteria from 2013 to 2014?
5. What are the main purposes for bringing different background people into an education based leadership program?
6. What are the impacts you are looking for the movement from them? What shift in mindset they will bring in the education system? What sorts of mindset change you are expecting the fellows to go through coming from different educational background?
7. What can be the reasons for taking high achievers into the program?
8. What are the approaches recruitment teams is following to reach the target group in Bangladeshi universities?
9. What are the goals TFB has for their target group?
10. How recruitment team is working for achieving the goals? How different the process is from the last year?
11. What is the novelty of TFB in the marketplace?
12. What kind of strategies TFB follows for recruitment?
13. What are the other roles recruitment team has to play other than recruiting fellows?
14. After recruitment, what other responsibilities recruitment has for the fellows?
15. What role recruitment team plays for retaining fellows?
16. After the fellowship, what will be alumni and recruitment team's relation?

Questionnaire for Campus Ambassador

1. What was your role as Campus Ambassador?
2. What characteristics of a student will make her/him a potential candidate?
3. What kind of activities you were involved with during your ambassadorship?
4. What was your goal during your work?
5. What sort of communication you had to maintain with Teach For Bangladesh and your university?

References

1. Teach For Bangladesh, 2015, The Model and Theory of Change, WWW, <http://www.teachforbangladesh.org/about-us/the-model/> [Accessed on – February 9, 2015]
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