

Report On

The Talent Gap in Training: Addressing the Limited Pool of Specialized Soft Skills and Behavioral Trainers at Scholastica/SPEED

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

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Declaration

It is hereby declared that

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

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Letter of Transmittal

Nusrat Hafiz
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Subject: The Talent Gap in Training: Addressing the Limited Pool of Specialized Soft Skills and Behavioral Trainers at Scholastica/SPEED

Dear Ma'am,

I am happy to append my internship report in the name of “Bridging the Gap: How To Deal With Trainer Shortage within the soft skills industry in Bangladesh: a Case Study of SPEED (Ascent Group)”. This report is compiled as the representation of my undergraduate course requirement of doing an internship. What the research looks into is the central dilemma of operations that I did face during my internship at SPEED, namely, the fact that there is only a finite number of practitioners who can provide behavioral and soft skills training programmes.

The report examines the major cause, organizational implications and possible solution to this shortage. It is constructed by use of qualitative data collected in semi structured interviews and first hand observation. Hopefully the analysis and recommendations of the paper will help train-based organizations with developing informative perspectives about strategic capacity-building.

I would like to thank you, because until the end of the internship you guided me. We will highly appreciate your reviews and suggestions.

Sincerely yours,

Azmeri Rumman Tashrif

Student ID: 20204047

Non-Disclosure Agreement

As a person who has worked and learned in SPEED (Scholastica Program for Education, Empowerment, and Development) under the Ascent Group, I, Azmeri Rumman Tashrif, state that the information presented in the internship report is true to life and reflects what I have

experienced and learned. In my internship, I was engaged in the activities of training coordination, development of marketing content and their support.

The information that has been utilized in this report on the organization has been done with the highest degree of confidentiality. Internal information that is sensitive like financial information, HR indicators, and unpublished training material have not been exposed. Any organization mentioned in this report has been disclosed according to the principles of the SPEED ethics and in connection with the rules of confidentiality.

It is written only as a role of academic purpose and therefore it shall not be disseminated or printed without prior consent of the right authorities.

Acknowledgment

I would like to show my heartfelt thank you to every person who helped me with completing this report of the work called Bridging the Gap: Addressing Trainer Scarcity in Bangladesh, the soft-skills sector - A Case Study on SPEED (Ascent Group).

Above all, I would like to express my gratitude to SPEED and Ascent Group that allowed me to go through my internship in such a thriving and result-oriented learning organization. It is a journey that was both enriching and rewarding through the mentorship and the trust of my corporate supervisor Ms. Nadia Zamal Chowdhury, Deputy General Manager.

I would like to thank my academic supervisor, Ms. Nusrat Hafez, with the help of whom it was possible to realize this project, with whom I am going to be grateful to the end, and who was very helpful in encouraging me, making valuable suggestions, and supporting me in many ways. Her critical review and guidance were useful to me as to polish my research dimension and stay in clean and clear presentation.

I would also wish to acknowledge all the trainers, officers, and members of teams in SPEED, who enabled my learning, engaged with me in interviews, gave me access to training operations, and strategic planning.

The family and friends to whom I want to express gratitude in inspiring me to pursue this journey through continuous encouragement and patience.

Their contribution as well as faith in what I would achieve culminates in this report.

Azmeri Rumman Tashrif

Executive Summary

In this internship report I discuss an immediate working crisis in SPEED which is a sister concern under Scholastica and the Ascent Group: lack of training in specialized soft skills and behavioral trainers. As requests rose concerning leadership, communication, and emotional intelligence training in Bangladesh, SPEED has turned out to be an essential part of the training environment. Nevertheless, its reliance on a few high-quality trainers has led to its inability to vary the content of its sessions, bottlenecks in schedules, and burnout.

Guided by a qualitative research framework, this report uses semi-structured interviews with four careers who have comprehensively been involved in the training, operation and strategy at SPEED. It is also a reflection of the experiences that I was able to collect during my internship with the company on training organization and material creation lasting three months.

Among the most essential findings, there are deficient official systems of trainer onboarding, excessive dependence on just several reliable trainers, and institutional inability to nurture new facilitators. Such restrictions limit the scalability of SPEED, involvement of participants, and creativity of content delivery.

The report suggests a systematic Trainer Incubation Program such as mentorship program, rubrics of performance and digital tracking systems to enhance the capacity of the organization. It also recommends the use of in-house interns and junior officers who would serve as potential facilitators to minimize the risk and maximize the resilience of the organization.

Owing to the shortage of trainers, one way through which SPEED can optimize its training provision and meet the increasing demand in the market is through alleviating the shortage of trainers.

Keywords: Trainer Shortage, Soft, Skills, HR Development, Behavioral Training, Capacity Building, SPEED, Ascent Group

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List of Acronyms

- PLC Private Limited Company
- HR Human Resource
- CV Curriculum Vitae
- SME Small-Medium Enterprises
- NBFIs Non Banking Financial Institution
- CRM Credit Risk Management
- MFS Mobile Financial Services
- EMI Equal Monthly Installments
- WEL Women Entrepreneur Loan

Chapter 1

Introduction

1.1 Student Information

Name: Azmeri Rumman Tashrif

ID: 20204047

Program: Bachelor of Business Administration (BBA)

Major: Human Resource Management

University: BRAC Business School, BRAC University

1.2 Information on Internship

1.2.1

To fulfill the academic need of doing an internship to earn my BBA degree, I got an offer to work at Scholastica/SPEED, which is one of the most influential education and training projects of Ascent Group, as an Operations Intern. Internship was a three-month affair, with the intern at work between February 15, 2025 to May 15, 2025. I was directly supervised by the Deputy General Manager of the Scholastica/SPEED who is Ms. Nadia Zamal Chowdhury. I had an experience in a head office near Dhaka, where I communicated with diverse internal stakeholders, trainers, and cross-functional team agents.

The internship experience was giving me a chance to have a first-hand look at training programs, planning professional development programs, content development, and management of stakeholders. I was able to get involved in both second-tier planning and the first line delivery support.

1.2.2 Internship Company Supervisor's Information Name and Position

Name: Ms. Nadia Zamal Chowdhury

Position: Deputy General Manager

1.2.3 Job Scope: Job Description/Duties/Responsibilities

When I worked as Operations Intern with SPEED, my job responsibilities were varied to encompass both marketing communications and training administration. The main duties are:

Training Design & Planning: Helped design the training modules through matching of the content to the objective of the training session. I attended brainstorming sessions and prepared communication, grooming, and leadership outline sessions.

Session Organization: Aided the planning and conducting of face-to-face as well as virtual training. I was able to do session logistic such as registration of the participants, printing of resources and setting up of the equipment.

Creating Visual Content: Designed posters to be shared on social media, flyers about events, highlights with feedback cards of the post-session, etc by using Canva. These images were shared on the online media of SPEED.

Event Support: Helped as the major support staff during the provision of trainings. I collaborated with trainers when it was necessary to control breakout sessions, interactive assignments, and question-answer sessions.

Documentation and Assessment: Gathered and summarized feedback responses of participating individuals, completed the training assessment forms, and stored recordings and products of the sessions.

Social Media Engagement: Facebook, Instagram, LinkedIn, and YouTube channels of SPEED were observed in regard to engagement statistics. Also had written captions, planned posts and coordinated with communications officer in campaigns such as #SkillUpWithSPEED.

1.3 Internship Outcomes

1.3.1 Contribution to the Company

My internship with Scholastica/SPEED- a sister concern of Ascent Group has helped me contribute in a few significant ways in the training activities and the marketing operations of the organizations. A major part of my role was to help with the design and development of training programs and I helped to work up session plans, evaluation forms, and learner interaction activities. This activity helped to sustain content consistency, as well as enhance session structure.

I was also engaged in the design of sessions and logistics, which allowed organizing training programs, providing communication with trainers and trainees. I was also assistive in the live sessions, either by organizing digital supplies, assisting with the registrations, and coordinating the instant receipt of feedback. Such endeavors helped to improve smooth personal and virtual training operations.

The contribution of a big chunk was in the marketing and visual contents. I utilized Canva and other tools in making promotion graphics, creation of session reels, and scheduling publishing of the material across Facebook, Instagram, LinkedIn and YouTube. I also participated in planning and implementing a campaign plan and campaign schedule as well as measuring campaign response.

I assisted the goal of SPEED to increase the digital presence and create awareness of the brand to the educators, students, and professional learners. I was involved in the in-house debate over the development of a trainer incubation model, too, and I made my contribution to the discussion of the directions in terms of which the interns, similar to me, could develop into the future trainers.

1.3.2 Benefits of the Students

I got considerable growth in my careers in many areas during my internship experience. I gained a practical knowledge about how the operations of training are conducted such as how to prepare the sessions, how to manage the trainers, how to collect feedback and how to write up about the trainings. This exposure further equipped me with the knowledge of running an educational program in the dynamic and mission driven world.

Through joint creation of visual content and implementation of campaigns, I boosted my technical expertise with marketing tools such as Canva, Google Workspace, and programmed that schedule content. This also contributed towards the enhancement of my story telling skill using visual and written means. The experience in creating timelines of my campaigns and tracking engagement helped me learn about time management and the digital marketing strategy as well as performance analysis.

With the help of working closely with trainer, senior officers, and interns, as well as different backgrounds; interpersonal communication, teamwork, and adaptability were enhanced. I also learned to work under pressure and have multiple tasks at one go and still remain a professional as I played real roles. The SPEED work culture which is fast-paced and hardworking made me more proactive and meaningful in my thought process.

I also got familiar with training design, particularly, the development of behavioral learning content, adaptation, and facilitation of the same. This assisted me in building my interest towards learning facilitation and has realized future ventures in HRD and soft skills teaching.

1.3.3 Problems \ Difficulties (experienced during the internship)

Although I enjoyed my internship, there were a couple of challenges which challenged my ability to adjust and adapt to the challenges and solve them. Management of several roles at the same time as well as the balance between training operations and marketing proved to be one of the greatest challenges. Occasionally, I had responsibilities such as designing, editing reel, communicating, or supporting continuous sessions, yet I had to do so within strict deadlines. That involved urgent prioritization and coordination of the tasks.

The second issue of particular concern was operating in the context of a low proportion in trainers present, which would permit changing the scheduling on a regular basis and at the last moment of time. My role as a part of the support team required me to respond to requests of updating the communications, resending the invitations, and making logistic arrangements with a short notice. It was this changeability that helped me know how to stay calm, adaptive and creative under pressure.

There were also certain challenges in documenting the event and visual marketing. To collect relevant images, create valuable captions, and edit the content to a specific brand tone, all within a set of content deadlines, a combination of both creativity and efficiency was required. I used to be challenged to pick up new tools and formats, usually without training.

Also, cross departmental working involved adapting to other work styles and styles of communication. There are also certain times where there was mismatch in expectation across the departments which required more aggressive communication and coordination skills.

Nevertheless, in spite of these challenges, I understood how to ask assistance when it is necessary, collaborate with peers, and view issues concerning challenges as possibilities to develop. The experiences made much progress in enhancing my professional maturity and confidence of administering cross-functional roles.

1.3.4 Recommendation (to the Company on future internship)

As per my experience of the internship period at SPEED, I would like to make some recommendations that would enlighten the internship program further and add more weight to the program in terms of benefits of the interns and lateral benefit to the organization:

Nuanced Orientation and Onboarding: Future interns are expected to have a well-organized orientation which will be used to acquaint them with the mission, the operating model, the program structure and tools used in SPEED. This will minimize the learning process and enhance efficiency at the initial stages.

Designation of Special Mentors: The interns are to have a common mentor or supervisor who will offer him/her continual guidance, clarification of assignments and even assessing the work. It will be a mentorship program that will guide the interns on how to move out of the role of observers to active participants.

Defined Learning Outcomes and Evaluation Metrics: As an intern, he or she will have a clear picture of what the internship should impart in terms of skills and knowledge. Assessment of learning can be conducted regularly and at the end of learning periods to foster motivation to reach the goals.

Practical Laboratory Exposure to Various Teams: Interns are to be posted to various locations so that they get maximum exposure within the different functions, such as training coordination, marketing, and reporting in order to find out their field of specialty.

Feedback and Reflection Mechanism: At the time when you will be doing intern feedback, this will be of great value to your management team and will help interns learn about their personal development and share any difficulties or proposals.

Recognition and Visibility: Morale can be boosted and a sense of accomplishment can be achieved by giving interns recognition through certificates, team praise or posts about them on social media pages of SPEED.

With the adoption of the given recommendations, SPEED will be able to improve the work with the interns, help them to develop their careers, and maintain a high-performing pipeline, introducing future HR and training-related professionals.

Chapter 2: Organization Overview

2.1 Introduction

SPEED (Scholastica Program for Education, Empowerment, and Development) is an advanced diploma organization that is launched under the banner of the Ascent Group. It has been operating to hand over life skills, behavioral development as well as professional growth programs in the country of Bangladesh. Being a sister concern to Scholastica, one of the most prestigious institutional learning organizations in the country, SPEED reflects the mission of the Ascent Group to empower the youth and professionals with tools they need to succeed in increasingly complex social and economic environment.

Since its inception, SPEED has ensured that the skill gap that exists between academics and practical applications has been closed. It develops courses of training selected according to school and university students, teachers, and young specialists. Having communication skills as well as leadership development, emotional intelligence, problem-solving, teamwork, and digital literacy under its curriculum, SPEED verges to be a dynamic and adaptive platform of learning.

The organization adheres to the principle of the hybrid training model which means that it provides virtual or in-person training depending on the clients and their contextual considerations. With time, SPEED has established healthy relations with schools, NGOs, universities and corporate partners to expand its reach. The engagements and partnerships through their community-based learnings have further helped SPEED to remain relevant and constantly grow in the soft skills education industry in Bangladesh.

The mission of SPEED is based on providing learners with such behavioral skills as encouraging self-awareness, leadership, collaboration, and social responsibility. Its values entail innovation, inclusivity, people-based facilitation, integrity, and a lifelong learning learner. The organizational culture fosters empathy, innovativeness, and excellence.

SPEED, as a member of Ascent Group, as well, shares the company ethos of the organization in the form of corporate responsibility, transparency of operation, and customer-focused service delivery capacity. SPEED: The wide range of business interests of the Ascent Group such as, Scholastica and other educational ventures, offer an effective ecosystem to the group in terms of curriculum design, faculty cooperation and incessant learning.

Having a vision to emerge as one of the most powerful training organizations of Bangladesh, SPEED keeps transforming in accordance with the new demands posed by society to its future leaders, professionals, and changemakers through its innovative education.

2.2 Overview of the Company

2.2.1 Parent Organization: Ascent Group

Ascent Group is a well-known multidimensional business standing in the yellow in Bangladesh. As a multipurpose business company with business interests in education, retail, logistic, food and beverage and enterprise developments, Ascent Group has been seen to adhere to the principles of excellence, innovation and value-based entrepreneurship. Focus on quality service delivery, employee interest, and service to the society has enabled the organization to establish a good reputation.

Scholastica and SPEED are two of the biggest projects that the company has been involved in over many years of educational contributions and skill based trainings. Although Scholastica is catered towards school-going children, SPEED is a youth and professional capacity building asset delivery platform founded on soft skills, grooming, leadership, and occupation-beginning based training opportunities.

2.2.2 Scholastica: an Educational Legacy

Scholastica is a well renowned English-medium institution in Bangladesh and provides higher academic instruction starting with a background of the Cambridge International Syllabus. Scholastica was founded in 1977 and today it has become one of the reference points to quality educational standards through to the A-Levels.

It has many campuses in Dhaka city and has an effective organization of both academic and administrative structure. The school promotes a well rounded education with the right combination of studies, extra-curriculum and community service.

Notable features:

1. Focus on English speaking skills, and thinking skills
2. Consistent involvement in Model United Nations (MUN), Olympiads, debate competitions and expositions
3. Leadership, Mental health, and creativity programs
4. Academic staff with professional training of high level of experience

Scholastica has always acquired qualified graduates who are both nationally and internationally achievers. It believes in academic integrity, student-based pedagogy and contemporary learning environments.

2.2.3 SPEED: Empowerment Training

SPEED (Services for Professional Education and Enterprise Development) is a professional training arm of Ascent Group. It is focused to develop practical competencies in youth, educators, and professionals so that they can cope with personal and professional issues. The most popular thing about SPEED is its soft skills training, effectiveness in conducting leadership development programs as well as its one-on-one grooming programs.

Its main area of programs are:

- Communication and Presentations Skills
- Emotional intelligence and Leadership
- Personal Branding and Etiquette at work
- Write a CV, Interview Preparation and Career Counseling

2.2.4 Parenting and Teach Development Workshops

The courses are provided face-to-face, online and in a hybrid way. SPEED partners with other institutions, development organizations, and corporate firms in order to reach out more. The main aspect of its communication strategy is that it is youth-friendly, visualized storytelling that happens on digital channels.

2.3 Vision, Mission, Values and Strategic Objective

Mission: It is to impart skills and ethics that are practical in the real world in the persons who can use these and become successful both as human beings and as professionals.

Vision: To be a national provider of skills training and innovative education, confident, capable and ethical people.

Core Values:

- Excellence - in curriculum development and practices
- Caring, especially empathy to learners of diverse background
- Integrity- relating to relationships and operations
- Innovation - in methods and in equipment
- Sustainability - through program impact Sustainability - through program impact

2.4 Organization structure and organizational culture

The company follows a project based and dynamic business model as SPEED under the Ascent Group is best suited to the rapidly changing and fast paced nature of the training and development industry. The structure of the organization is slim, yet simultaneously it is adaptable, which helps the cross-functional collaboration and fast decision-making. At leadership level, this is led by Deputy General Manager who oversees the operation at a strategic level, makes programs and so on.

The next list of subordinates reporting to the Deputy General Manager include a team of Senior Officers, Trainers, Program Coordinators, Administrative Support Staff and Interns. All these functions are in line with particular operational objectives such as curriculum planning and logistics, marketing as well as delivery of sessions. The undergraduates are given practical assignments and are incorporated to the main functional teams, leading to practical learning environment.

The culture of organizations at SPEED can be described as a set of ease combining professionalism, inclusivity, and mentorship. There is also open communication and collaboration where frequent team huddles and strategy meetings promote sharing of information, constructive criticism and group problem-solving. The leadership maintains a developmental culture in which creativity is encouraged, and any new idea can be tested repeatedly.

Close supervision is given especially to the interns where they are regarded as contributing partners rather than observers. They are assigned jobs like event organization, design planning, social media work and even campaigning but done under the supervised care. Cell-based team culture promotes an ownership, swiftness, and flexibility. The trainers who form the major part of the academic, corporate and development industries are not just the subject matter experts but also are sensitive facilitators willing to transform their learners. The culture of SPEED is always stimulating innovation, professional growth, and human-directed leadership.

2.5 Services and Training Programs of SPEED

SPEED is a company engaged in development and transformation training services to students, teachers and emerging personnel. The services of SPEED do not focus on the financial providers, as they convey the shift towards behavioral, emotional, and professional growth. The organization designs its services to be aligned with its mission of cultivating self-awareness, leadership, communication, collaboration and creativity problem solving.

Some of the main services that are provided by SPEED are:

Soft Skills Training: Sessions about emotional intelligence, speech, working in a team, and leadership, as well as growth mindset, are created to be offered to school and university students.

Teacher Training Programs: These are practical sessions aimed at assisting the teacher in developing rapport with students, formulating inclusive classrooms and student centered strategies of teaching.

Employability and Career Skills: Training on resume building, skills in interviews, communication at work place, and time management specific to university graduates and persons seeking employment.

Life Readiness Programs: Goal setting, stress management, self confidence and digital literacy.

Tailor Made Institutional Programs: Do-It-Yourself packages designed for the NGOs, academic institutions and corporate members.

These are provided both as face-to-face as well as online services and sometimes are interactive activities, role playing, mentoring and analysis of real life cases.

2.5.1 SPEED operations

Under the direction of the Deputy General Manager, SPEED works on the project-based operating model. The body separates its main activity into content building, training, services, promotion, and appraisal.

Training Operations: The staffs organize logistics, clarify the entire schedule of the trainers, organize the registration of the participants, and make the rollout of the sessions flawless.

Content and curriculum development: This includes collaboration between training individuals and training designers to develop, revise and customize training content. They consist of such learning models as theory-based and activity-based experiential aspects.

Trainer Management: It is one of the most important details in terms of the functioning of SPEED. The training schedule is well thought out and the coordination team strives to have as little overlap and burnout as possible. But, the available number of trainers usually results as bottlenecks at present.

Intern and Volunteer Engagement: Interns work in various segments of the industry such as content, design, marketing, operations, and documentation. Their participation is what brings swiftness to program implementation.

Evaluation and Reporting: Digital forms will be used to evaluate feedback at the end of each session to not only determine trainers and participant satisfaction but also evaluate the effectiveness of the trainer.

SPEED is in constant development that aligns its operations with trends and focus corresponding with the aspects of the education and development spheres, i.e., adheres to the principles of architectural flexibility, scalability, and learner-driven outcome.

2.5.2 SPEED/Ascent Group Community Engagement and CSR

Although the primary aim of the SPEED is education and training, the project falls within the bigger corporate social responsibility (CSR) of the Ascent Group. The scope of this is within the social impact agenda particularly within the education sector.

Education Equity: SPEED has on their platform need-based scholarships available to students attending Scholastica and partner schools. It organizes free or subsidized training programs to unprivileged communities with NGOs as well.

Youth Development Initiatives: SPEED also holds training camps and leadership programs among the school students and young women so as to enhance the character of self-confidence and personal agency.

Mental Health awareness campaigns: SPEED hosts seminars and trainings together with NGOs and educational institutions on such topics as emotional well-being, anti-bullying, and positive mental health.

Digital Literacy Workshops: These are available to both the youth in the urban and rural areas so as to narrow the digital gap and also make them responsible digital citizen.

Green Policies: SPEED follows friendly environmental policies in its operations i.e. paper less registration, recyclable training kit, and web based lessons in order to reduce travelling carbon emissions.

These are the CSR activities as represented by SPEED mission of comprehensive approach to development and community empowerment through education.

2.6 Practices in Management

The SPEED company is located within a more high-level administration of the Ascent Group and has a flat and collaborative management style. Below the post of Deputy General Manager work different Senior Officers, Trainers, Coordinators, Interns and Support Staff. Huddles among the team, free communication, and the delegation of tasks are the common work processes.

Work culture focuses on independence, cross functional teamwork and result oriented management. The teams assume temporary roles on projects and in this way individuals get exposure to functions outside their area of operation, such as training logistics, content design and event coordination.

2.6.1 Practices and Policy of Human Resource

SPEED is an evolving training platform, and thus, the HR department is not a conventional one. Nevertheless, its internship and general operation control adhere to a solidly organized people management tradition in the light of the HR beliefs of the Ascent Group.

Recruitment and On boarding process: Hiring of interns and junior members of staff will be done on a systematic recruitment process, which involves screening of their CVs, interviews, and demonstration of their skills. The chosen interns complete an onboarding experience, which is a practical session, where they are being exposed to the mission, tools at SPEED, and a team culture.

Mentoring and Task-Based Supervision: Task-based supervision cannot be equated with strict hierarchical supervision such that interns and junior staff members work with team leads, get frequent feedback, get significant responsibilities entrusted to them, and they are also exposed to reflective learning.

Internship Learning Framework: Interns are made privy to a variety of functions that is, content creation, marketing, training coordination, documentation, visual communication this enables them to learn entirely.

Diversity and Inclusion: SPEED supports gender-friendly policies and in most cases, encourages the entry of female students and professionals in learning and training roles.

2.6.2 Performance Management and Talent Development

SPEED assesses interns and other team members by constant observations, outputs assessments and incremental feedback mechanisms. Although it does not have a formal HR software system, the performance is monitored through the use of deliverables, session support logs, and metrics on initiatives by supervisors.

Performance Evaluation: The interns undergo evaluation on the basis of completion of task, creativity, punctuality, communication and ownership. There are verbal and written feedback by supervisors.

Training Abilities: The interns will be trained in Canva, session flow planning, Google tools, and digiblogging. They shall also be encouraged to attend live sessions as a way of getting exposure to training delivery and facilitation.

Workshops and Peer-Learning: Workshops are occasionally and internally organized, on e.g. branding, tips on how to facilitate, visual storytelling, and designing a campaign.

Succession Planning: Potential interns are recruited to take up future vacancies as junior officers or part time associates. The decision to introduce a trainer incubation program in SPEED is the direct response to the awareness of the internal potential.

2.7 Marketing Sheets

SPEED as part of its marketing strategy uses a youth oriented, story telling based marketing strategy to capitalize on the digital platform to market its learning programs. As opposed to the traditional promotional model, SPEED incorporates current visuals, feedback, as well as stories of participants into promoting itself as a people-focused brand.

Social Media Engagement: SPEED also actively operates Facebook, Instagram, LinkedIn and YouTube campaigns. These comprise of event poster, testimonial reels, and behind-the-scenes stories, trainer highlights and countdowns to events.

Content Planning: Marketing officers and interns plan the campaigns on a weekly manner by coming up with a campaign calendar. With every program we use teaser visuals, registration promotion, and post event wrap-ups.

Live Event Documentation: The top quality photos, imaginative video clips, and interactive Q&A pictures are distributed as the media follow-up of every session.

Brand Tone/Voice: The visual identity of SPEED is positive, inclusive and progressive. It has a tone of voice that highlights expansion, inclination, and authority.

Rating System: At the end of every meeting, SPEED sends out Google Forms where the participants rate the activities, give a testimonial, and their suggestions, which are all translated to finetuning content and delivery in future meetings.

With such an ecology of marketing, not only will SPEED market its sessions, but also establish lifelong community and learner trust.

2.8 Activity in marketing

The marketing strategy employed by SPEED has been very contemporary and fortified through the incorporation of digital platforms, content stratagem and storytelling to persuade and maintain the audience. Its promotion appears to be so visual, emotional, and centered on the success stories and human relations.

Important marketing strategies are:

Using the Content Creation with Canva: Interns and marketing officers work together to create posters, infographics, registration links, and program teasers through design tools such as Canva given that the planning is out. Each of the events boasts a young active graphic image.

Event Photography and Visual Chronicles: Every sitting is visually presented by taking professional photographs and minute recap videos. They are applied to keep the engagement in real-time or post event campaigns.

Short-form Video marketing (Reels): Short videos of learners, facilitators, and Providing responses in real-time are the focus of the Facebook and Instagram reel in the SPEED storytelling strategy. Cases of credibility and emotional identification are created with testimonial snippets of coaches and competitors.

LinkedIn Branding and Thought Leadership: SPEED uses LinkedIn to post regularly with the aim of reaching out to early professionals and HR leaders. Relevant topics are related to

employability, soft skills and personal development, and strengthen the brand of SPEED as the thought leader in training.

YouTube Presentations and Brochures: SPEED also posts promotional videos, training and session highlights in YouTube channel. Institutional partners are also provided with visual brochures and overview video.

As an intern, I got closely connected to the marketing projects. The following is what my team of interns was working on:

- Coming up with a weekly content schedule and marketing plans
- Composing titles and slogans that fitted the brand tone
- Organization and delivery of social media advertisements
- Measure the promotion of post-performance by an activity (likes, shares, reach)

SPeEd brand voice is dynamic, principled and inclined towards young people. The visual language is optimistic, pleasant, professional, and it appeals to students, educators and young professionals. It is a good combination of informative and emotional appeal to the story, which will assist in building trust and loyalty within the environment of competition in the digital training world.

2.9 Financial and accounting practices

Being a privately owned training wing of the Ascent group, the finance and accounting functions of SPEED are centralized to the Finance and accounts department of the group. Direct financial processing sales are not done in the training operations. Instead, every single transaction such as remuneration of trainers, event budgeting, handling sponsorship and payment of participants are monitored via a centralized, digitized system of financial management.

Because of confidences procedures, interns and other non-related staff such as non-finance employees are not exposed to sensitive financial records and real-time budget dashboards. Nevertheless, through internal communication with the staff members and leaders, the following system processes were realized:

Standardized Invoicing/Payment Processing: Invoices go to digital vendors, partners and trainers. Enterprise system is a software-based system of tracking and managing payments.

Financial reporting: The system comes with the inbuilt report tools to prepare and monitor the budget on monthly and quarterly basis. A generated warning and reviewing cycles together with budget compliance and ongoing payments.

Central Record Keeping and audit: financial records are stored in digital archives located in clouds. The finance team of the parent company conducts the audit of all the receipts, contracts, and financial reports at regular intervals.

Enterprise Resource Planning (ERP) Software: The finance department uses proprietary or licensed enterprise resource planning (ERP) software to make things accurate, scalable, and compliant. The tools facilitate the auto report generation, payroll, taxation, routine, and outside audit needs.

In general, the structure of the financial governance model is very strict at SPEED. Even though the program staff members, including me, were not directly involved in the finance backend aspect, it looked simplified, technology-led, and professional managed, making the process transparent, compliant, and controllable.

2.10 Porters 5 Forces Analysis of Training Industry of Bangladesh (Applicable to SPEED)

This part will examine the competitive situation that SPEED faces through Porter Five Forces Model and will identify the competitive environment that is of importance to the training and development organizations in Bangladesh, especially in the soft skills and behavioral training industry.

1. Threat of New Entrants (Medium)

Entry Barriers and Brand Trust: Establishment of a training company is easy in terms of cost in comparison with regulated industries, even so, establishing a trustworthy brand in education and training should be long and involves credibility. Employment in established institutions such as Scholastica and SPEED has first-mover advantage, high brand recall and client loyalty. These render it hard to want to partner with high quality schools, universities, or corporations as a new entry.

Trainer Credibility and Content Development: Building a cluster of competent trainers and content format that is credible is a resource consuming activity. Competition in quality is a costly affair since new entrants cannot be competitive without adequate investment in content design, monitoring and human resource.

Licensing and Accreditation: Government regulation is less elaborate than the financial sector, but training providers allied with schools and overseas donors are usually required to attain ethical, safeguarding and content standards, which complicates entry of new companies.

2. Supplier Bargaining Power (There is none)

Trainers and Facilitators as Suppliers: Trainers form one of the fundamental suppliers in the business model of SPEED. Nevertheless, this makes their value high due to the few numbers of the good trainers. Suppliers (trainers) can possess more bargaining power in the cases of over-dependence. This has been the problem of SPEED and the company intends to curb this by conducting internal training on trainers.

Technology Providers and Venue Vendors: Third Party Platforms (Zoom, Canva, Google Workspace) are used by SPEED. These are readily accessible and can be substituted and thus the supplier bargaining power of software and venue suppliers are also low.

3. Buyers Bargaining Power (High)

Institutional Clients and Donors: The big customers including schools, NGOs and donor-funded projects usually require tailored training at fair rates. They have high bargaining power particularly in making decisions to settle on more than one training vendor.

Individual Learners and Parents: In the case of the open enrollments, learners make a comparison of offerings in terms of the price paid, trainer profile, time-line and the perceived results. The repeat users might be expecting discounts, or new material, they require constant innovation.

Digital Accessibility and Substitutes: Expansion of free or cheap online alternatives has made learners less cost-insensitive which strengthens their bargaining power.

4. Competition among the industries (High)

Increasing Number of Training Providers: The industry is hugely fragmented with several small- and medium-sized companies, independent trainers as well as online providers. Competition is also heightened by similar content containment which has been provided by other entities such as BYLCx, 10 minute school and simply donor sponsored projects.

Undifferentiated Offerings: There is a lot of homogenization on what training companies offer in terms of modules and facilitation especially on soft skills. Such uniformity of offering results in deadly price wars and skinny margins.

Brand Loyalty and Session Experience: Despite the high level of competing services and products, session experience, branding, and institutional trust offered by Scholastica are one of the strengths that SPEED can enjoy. Nonetheless, to sustain this advantage, one has to be innovative and be able to deliver something on a personalized level.

5. Threat of Substitution (M-H)

Free or Low-cost training: online learning platforms, such as Coursera, Udemy, learning channels on YouTube, or local apps, like 10 minutes school, offer inexpensive or free training on communication, leadership, and professional development. They are availed at any time and minimize the need to use live sessions.

In-House Corporate Trainers: Others prepare their own facilitators and thus there is no need of contracting other companies such as SPEED.

Free programs: In lieu of paid training sessions, volunteer or NGO-Based programs are often provided free, particularly where underserved groups exist.

Notwithstanding such threats the SPEED has a unique value proposition which consists of interactive delivery, local content and mission driven.

Conclusion of five forces analysis

There is existent competition in the training and development industry in Bangladesh. The already developing brand recognition, organized programs, and beneficial affiliation provide SPEED with a clear advantage. Nevertheless, issues of trainer availability, excessive buyer demands, and increased substitutes demand adaptive courses of action, i.e., internalization trainer development, program diversification, and enriched institutional relationship.

2.10.1 SWOT Analysis

Strengths

Brand Reputation via Scholastica: SPEED is able to ride on the excellent academic track record of Scholastica which is one of the most reputed English-medium schools in Bangladesh. Such a connection generates a high degree of credibility in the ranks of clients, parents, educators and young participants. The credibility of the brand enables the quicker introduction of new programs and promotes the image in the society.

Competent Trainers: The trainers in SPEED are competent and have great experience in the field of education, psychology and professional development. These facilitators are equipped with knowing theory and also theory put into practice, thereby aiding them in delivering content that is appropriate to the age groups and also specific needs of the participants.

Creative Marketing and Increasing Social Media Presence: The marketing team makes good use of such social networking tools as Facebook, Instagram, and LinkedIn to promote programs, post testimonies of participants, and connect with more people. Their logo is attractive and it does not alienate youth as students towards the field of education and training. SPEED stands out as a popular brand.

Hybrid Training Model (Face-to-face + Online): SPEED is also able to run face-to-face and web-based classes. This hybrid solution is much more flexible to the needs of the participant and trainers and guarantees training continuity without geographical and even health-related limitations.

Weaknesses

Basic Lack of Specialized Soft Skills Trainers: There are not many trainers who would be able to deliver behavioral and communicative-oriented modules having the quality needed. The speed has not come up with their own system to expand their own trainers.

Repeated Utilisation of a Narrow Trainers Pool: There will be repetition of trainers and usage as a small pool is available and the content becomes redundant and the participants are unable to connect.

Scheduling of Programs Completely Reliant on Availability of Trainers: The availability of trainers of the training programs is irrelevant with regard to the most appropriate scheduling of such trainings; the trainers have a say when programs have to be held, probably not when they are needed. Such reactive planning decreases the efficiency of a program.

Opportunities

Increasing Need of Behavioral Skills Education and Job Market: There is an increasing demand for behavioral skills in the education and employment markets whether in schools, universities, or in the job market. This trend can be utilized in setting specific programs that SPEED can take advantage of.

Diversifying Transaction Partners to more Universities, NGOs, and Corporates: SPEED is also in a highly viable position to partner with academia, non-government service organizations, and business enterprises. These collaborations have the ability to increase coverage, influence and sales.

Potential to Develop In-House Training Pipeline of Trainers: A well-thought through system of mentoring and incubation will enable SPEED to diminish its reliance on outside trainers and develop a self-sustainable, scalable stage of trainer development.

Threats

Digital-First Training Competition: Regional and low-cost or free platforms such as 10 Minute School, Coursera, and BYLCx provide a competitive market product and undermine their move to Digital-First. They have well-established libraries of content, and they also have a lot of technology infrastructure, which is a threat to the SPEED, which is customized but expensive.

Disruptions in Technology and Infrastructure: This disruption has an impact on SPEED since even though they adopt virtual training they heavily rely on stable internet, devices, and digital literacy of the participants. Interruptions lead to low quality of sessions.

Economic Fluctuations Decreasing Client Budgets: Inflation or job market fluctuations or reductions in donors can impact the budgets of some of the target groups, particularly NGOs, or schools, to participate in paid training sessions.

2.12 PESTEL Analysis

Political: SPEED works under the regulatory policies of Bangladesh in regard to the activities conducted by the private educational and non-profit training institutions. The organization stays in line with the recommendations of the Ministry of Education as well as NGO Affairs Bureau. Program structure might be affected by any changes on national education policy or regulatory limitations particularly on school-based training.

Economic: There is an increasing demand on economic workforce in soft skills and career-readiness training especially the urban students, young professionals, and NGOs. Nevertheless, the demand is very sensitive to price. An increase in inflation rate, or political instability or cessation of donors may impact negatively on the affordability of programs and sponsorship.

Social: There has been a generational change in thinking, which has produced a cultural receptivity to soft skills, mental health and leadership. Communication, collaboration and problem-solving skills are becoming very valuable to the parents, school and the workplaces. The programs of SPEED come in line with such social expectations.

Technological: SPEED seeks to utilize technology such as the use of Zoom to deliver, Canva to design, Google Forms to assess, and Google Drive to document. Although this tech-advanced model provides more efficiency, it also presents obstacles to low-digitally literate participants or those with little access to devices. Moreover, not every trainer is as qualified when it comes to virtual facilitation.

Environmental: SPEED is constantly embracing, and enhancing green environmental trends with paperless entrants, certificates, and remote learning opportunities. Such activities are less carbon-intensive and appeal to environmentally minded audience and, in particular, to young people. Green event management practices are also opportunities to pursue.

Legal: The organization complies to the copyright laws and the content authorship in every training module. It is well in line with the GDPR principles regarding data privacy and aligns with the legal directions of digital marketing, online safety, and content-sharing in Bangladesh.

2.10.2 Competitor Analysis

In Bangladesh, the market of soft skills and behavioral training is growing and fragmented but not very competitive in form. This is because a wide range of both local and international actors provides comparable training solutions, and consequently, it becomes critical that SPEED

distinguishes itself appositely in terms of quality training, involvement, institutional fame, and brand presence. A chartwise comparison of the key competitors of SPEED in this industry is presented just below.

Figure 1: Comparative Analysis of Major Training Organizations in Bangladesh

Institution	Key Strengths	Challenges	Unique Offerings
SPEED (Ascent Group)	Scholastica brand trust, hybrid model, youth-focused programs	Trainer dependency, content repetition	Customized programs for schools, NGOs
BYLCx	Free online courses, international donors	Limited personalization, remote only	Leadership and social impact training
10 Minute School	Massive reach, affordable content, strong tech team	Lack of live training, minimal interaction	Academic + professional development mix
British Council Bangladesh	Global certification, English & soft skills focus	High cost, slow scalability	IELTS, communication & workplace training

EMK Center	Innovation labs, community outreach	Limited to Dhaka primarily	Civic education, entrepreneurship support
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BYLCx: Bangladesh Youth Leadership Center (BYLC) has an online platform, BYLCx where various online training programs are made freely and subsidised on youth leadership, communication, and personal development. They have scalable, tech-based model-supported learning by international donors. Nonetheless, it does not have a live facilitation and interactive aspects.

10 Minute School: 10 Minute School is one of the most popular digital learning tools in the country, which has moved past academic tutoring into soft skills and career development. Their pre-recorded model is associated with affordability and scalability and replaced with a restricted human-oriented delivery, which is the priority of SPEED.

British Council Bangladesh: The British council has a well-structured program with global acceptance in English and other professional skills with qualified British teachers. But the expenses of the programs are very high and the delivery is very bureaucratic and hence may not be accessible to most local institutions.

EMK Center: A cultural and innovation center with free workshops of youth leadership, career readiness, and civic education. Although effective, the geographical reach of the strategy is restricted and does not coincide with the institutional training ability of SPEED.

The competitive advantage of SPEED is a combination of trust, given by Scholastica, local customized, interaction-based activity, and mission-oriented activities. Yet, in order to sustain and even improve its position, SPEED is to deal with the trainers bottleneck, and keep innovating both in the matter of content and delivery.

2.11 Conclusions and Summaries

Under the Ascent Group, SPEED has established a well-known and effective organization in behavioral training, life skills and youth development in Bangladesh with reliability. The affiliation with Scholastica has brought with it an advantage of being credible in the eyes of the brand, where it can extend its services to institutions of learning, non-governmental organizations, and the youth in Dhaka and beyond.

My internship experience was able to bring me to the realization of how SPEED has incorporated the aspects of operational excellence, team work, and creativity in running its projects. The organization is in constant efforts to strike a balance between the quality of the sessions and availability of trainers and market needs. It is robust because it values its participant-centered design; hybrid delivery model, and makes adjustments of client needs.

In order to maintain its impressions and keep the business competitive, SPEED will have to invest in scalable trainer development interventions, expand its range of programs, deepen its digital imprint to reach out to a more extensive audience. When such strategies are followed, SPEED is well able to establish itself as one of the most competitive businesses in the field of training services not only in Dhaka, but the entire field of education and professional development in Bangladesh.

2.12 Recommendations/Implications

Due to the internship experience and research on the SPEED organization and its environment, a few suggestions could offer suggestions to enhance the efficiency, innovation and scalability of the organization. The recommendations made are based on observations and interviews with the stakeholders and are supposed to help solve primary problems including dependency of the trainers, the duplication of content, and the scalability of the work.

1. Increase the size of the Internal Trainer Pool by Structured Incubation: It is a fact that SPEED needs to develop and introduce a structured trainer incubation program where it recruits interns, volunteers or junior professionals and develops them through the various stages of observation, co-facilitation and deliveries under supervision. This will minimize the situation where part of the trainers are overburdened.

2. Optimize Working Process with the Help of Digital Sources: Spending in programs that can automate schedule activities, trainer databases, and digital evaluation dashboards will increase coordination and decrease handwritten mistakes in scheduling and reporting. The tools will also give the management a clearer view and performance measure.

3. Enhance Program Diversification and Customization: SPEED is to further embark on the innovation of design by building specific modules within specific sector like NGOs, school and university. Mental well-being and civic engagement programs, as well as those that revolve around digital literacy, would be able to turn to newer potential funding sources, as well as to reach out to newer segments of the audience.

4. Branding and Web Exposure: Although SPEED is well-exposed on the social media, it could use more structured digital promotions, not least blog posts, video testimonials, and case studies, to ensure that it marks itself as a thought leader in behavioral training. This impact can be increased with the help of collaboration with educational influencers and strategic PR actions.

5. Enhance the Stakeholder Feedback System: Scale-up regular feedback program to clients, and participants that encompass Net Promoter Score (NPS) surveys and semi-annual checks on satisfaction so that SPEED can design programs better and have an ear to the market.

6. Turn Data Analytics into Decision Making: SPEED needs to begin developing a pool of training impact information and employ analytics to gauge with the learner outcomes, session success, and client retention patterns. This intuitive decision bearing method will inform strategic choices.

7. Institute Certification Programs: A SPEED-branded certificate of completion of certain programs on soft skills (e.g., Leadership Essentials, Communication Mastery) may be of value to the participants and further increase the credibility of the organization.

Implementation of these recommendations will not only help SPEED to overcome some of the present pain points of its operations but also establish itself as a pioneer in the field of values-based transformative training of young people and teachers of Bangladesh. These actions will make it sustainable, more satisfactory to the stakeholders and keep it relevant in the long run with the ever competitive environment of learning.

Chapter 3

Project Report

The Talent Gap in Training: Addressing the Limited Pool of Specialized Soft Skills and Behavioral Trainers at Scholastica/SPEED

3.1 Introduction

This chapter deals with a major operation dilemma that I faced during my internship period in one of the vibrant sister concerns of the Ascent Group known as Scholastica/ SPEED. SPEED also focuses on the training on soft skills, behavior development, and life preparedness covering various stakeholders such as schoolchildren, university students, teachers, and postpones professionals. Its training modules aim at imparting on participants of practical competencies

like emotional intelligence, communication, and management, and teamwork. The need of such skills is growing not only within educational framework but also in the professional setting, so the work of SPEED becomes extremely topical.

Yet, as my internship proceeded, an urgent issue was revealed, a long-lasting lack of specialized trainers who could conduct such programs at the same levels of quality and interest. Although the mission is strong and the contents on SPEED are well developed, the main problem is that the organization has a few trainers who provide a vast amount of various sessions. Coupled with a lack of independence, this dependency acts as the cause of a number of structural issues such as repetitive training material, late scheduling, fatigue in sessions, and reduced involvement of the participants.

The current research attempts to perform the systematic investigation of this challenge. It assesses the bottlenecks that have arisen in the operations due to the shortage of trainers, examines what had been the underlying factors driving the problem and indicates what stakeholders had to say when they were directly interviewed. Further, it offers high-level solutions, especially the development of an internal trainer pipeline, which can assist the organization to grow sustainably and ensure that the training quality standard is held to. The qualitative research base of the chapter is supported by the academic literature, thematic coding of the interview data, and practical suggestions directed on making the long-term impact.

3.1.1 Background of The Study

As an Operations Intern at SPEED on a three-month internship program, I actively participated in the various tasks involving designing of training curriculum, program planning, marketing contents, documentation of data, social packet to social media and their coordination. My roles allowed me to be close to the training ecosystem and to meet several stakeholders, such as trainers, program managers, operations officers, and participants.

There was one such common trend that was very much blatant: most instances of behavioral and communication training processes were already in progress using a small group of four to five trainers. These were competent professionals without any doubt. Through this, however, their over-utilization in different programs started being an issue. Classes began to seem lagging, not only rhythmically to studying material, but also by examples, timber, and mode of presentation. The individuals that attended an increasing number of sessions started complaining that the content was rehashed, and some even told the organizers that they were dissatisfied during the post-session evaluation forms.

Trainers were reported as suffering burnout also. Taking the identical modules again with succeeding cohorts, quite frequently in close succession, had a negative influence on motivation

and spontaneity. On the part of coordination, it was getting very hard to organize training dates. The plans of the programs were frequently changed according to the availability of trainers and this created a problem of inefficiencies and lack of communication.

After leading internal consultations among team members, the same people acknowledged that indeed the organization was aware about the problem, but it had never established a proper system of checking the problem. They had no definitive way to accommodate and orient new facilitators. Grooming of the intern or junior officers in order to become trainers in the future was not systematized. This pointed to an urgent need of a strategic change: constructing of a scalable and structured trainer development pipeline. Institutionalizing the system of mentoring, co-facilitation and gradual certification may be a possible solution to SPEED to resolve the dependency issue and guarantee the long-run quality consistency among the programs.

This history laid the basis of my research project which aims not only at diagnosis of the problem, but also proposes practical and evidence-based ideas on how to strengthen organizations.

3.1.2 Literature Review

It is not only SPEED to experience shortage in the number of skilled behavioral trainers. Different researchers have investigated how trainer diversity, competence and availability are essential to influence outcome of learning and credibility of the institutions.

Liyanage (2021) claims that organizations that have problematic bases of trainers are inflexible in their timing and unable to accommodate new demographics of target audiences. The pool of diversified trainers will increase resilience in operations and enable more specialization.

Singh and Kaur (2020) emphasise that pedagogical characteristics, including engagement, empathy, and on-the-spot flexibility, matter a lot more in terms of soft skills delivery as compared to textbook knowledge. Their point is that successful facilitators establish psychologically safe environment, and it is challenging to reproduce it during accelerated sessions or in the conditions of repetition.

Interestingly, a similar conclusion has been reached by Rahman (2019), who conducted research in 12 training institutions in Bangladesh and revealed that more than 65 percent relied on freelancers. This dependency created uneven feedback on sessions, mismatched values and last minute withdrawals.

As recounted by Sultana (2022), BRAC managed to achieve success in the internal trainer incubation system. Shadowing and feedback-based development that BRAC uses to mentor interns and junior employees helped the organization institutionalize its modality of learning and decrease the necessity of exogenous dependence.

Table 1: Literature Review Outline (LRO)

Study	Key Focus	Relevance to Report
Liyanage (2021)	Trainer network diversification	Highlights SPEED's lack of trainer options
Singh & Kaur (2020)	Importance of delivery quality	Supports internal grooming of facilitators
Rahman (2019)	Freelancer dependence	Explains risks in SPEED's current model
Sultana (2022)	Trainer incubation strategy	Suggests roadmap for internal development

3.1.3 Research Questions

1. What can be identified as the main reasons of the lack of proper soft skills trainers at SPEED?
2. What is the effect of this shortage on delivering training and engagement with participants and reputation of SPEED?
3. What are the difficulties of recruiting new trainers, inducting them and making them stay?
4. What is the consequence of repetition of content on the trainers and the participants?
5. What impact does the programming delays and cancellations have on program quality?
6. How can the development of internal trainers be done presently?
7. Can interns and junior officers become trainers in the future?
8. Which mentoring or incubation pattern would be capable of aiding them to grow?
9. What resources are required by organizations to facilitate development of trainers?
10. How will SPEED develop an organised trainer qualification scheme?
11. What is in the long term gain of a diversified internal trainer pipeline?

3.1.4 Methodology

In order to explore in detail the problem of trainer shortage at SPEED, such a research design as qualitative and explorative was implemented in the study since it is the study format that is capable of both analyzing and moving around the organizational dynamics at several levels. Qualitative research can be used to gain more information regarding experienced lives, perceptions and practices within institutions which are not easily measured. The reason to adopt the exploratory approach is because there was scarcity of previous academic studies on the development of internal trainers in Bangladesh training institutions.

Semi-structured interviews were used as the main data collection technique as this approach provides consistency of questions whereas the possibility of follow-ups is high. Such a form made interviewees explain their experience, provide anecdotal evidence, and give possible solutions that could be implemented. The respondents were chosen on ground of their direct involvement in training implementation, coordination or management at SPEED.

The following is the methodological framework of the study:

Design: Qualitative and Descriptive: to obtain rich, narrative and not a numerical summary of the problem.

Respondents: There were four people who were interviewed and all represented each specific level of SPEED training infrastructure:

1. Deputy General Manager (Strategic Leadership International)
2. Top Leader (Operations and Scheduling Point of View)
3. Facilitator Experience Sr. Trainer (Facilitator Experience)
4. Back End (Backend Coordination and Logistics Insight)

Sampling Method: Purposive Sampling The method was aimed at planning and looking for the best people who are most informed and experienced with the issue under study. The respondents had first hand knowledge regarding the shortage of trainers as each respondent was directly engaged in the training programs.

Data Collection Method: The data was using semi structured interviews done virtually (on zoom) and physically depending on availability and convenience.

Time of the Interview: The interviews with participants took 30 to 45 minutes, which gave parties enough time to have an in-depth conversation, but the interviews were not too long, and, consequently, they were not overwhelming.

Research Instrument: A pre-tested interview guide (11 open ended questions) was drawn up. The questions were directly linked to the research objectives and were set to unearth different workings of the issue of trainer shortage (e.g., causes, effects, and possibilities of solutions).

Data Analysis: Manual coding and thematic grouping were used in analysis of qualitative data collected. The investigation allowed the identification of common patterns and themes because of which meaningful results were obtained and are reported in the following sections.

Ethical Considerations: Underlying ethical integrity was observed during the entire research process. All of the respondents gave consent with their words, as well as agreed to take part in the study. They were guaranteed of confidentiality and it was made known that whatever answers they gave would only be utilized in academic sense. The involvement was non obligatory and the respondents had the freedom to refuse or pass any question as they wish.

Such approach allowed making the research results based on the actual experience in the organization and providing this experience with a variety of internal viewpoints, which added profundity and relatability to the study results and solutions.

3.1.5 Interview

This field study has made use of semi-structured interviews in the collection of in-depth qualitative information on the problem of trainer shortage and internal development issues at SPEED. Semi-structured interviews are an amalgamation of prepared survey questions and the ability to pursue the unanticipated topics of discussion (Harrell and Bradley 2009). The technique also allows the researcher and the participant to interact in an active conversation and brings out more information as compared to yes/no surveys.

During my internship at SPEED I could observe the direct consequences of the use of the narrow circle of trainers and this is why having conducted those interviews I tried to examine the spheres of this problem which are working, emotional, and institutional. The interview questions were formulated to help the discussion focus on the availability of trainers and maintenance of delivery and the possibilities of onboarding of new trainers. Such discussions gave intricate insights into domestic HR, operations and capacity-building plans.

3.1.6 Method of sampling

This research conducted through purposive sampling to locate the key informants who have direct experience with the coordination, delivery, and operation of training at SPEED. This sampling method was a non-probability sampling method that enabled the selection of people on the basis of their roles and significance with regard to the research question.

Four SPEED professionals, based on their availability, desire to participate and their critical knowledge based on multiple functional perspectives were interviewed:

1. Deputy General Manager Ms. Nadia Zamal Chowdhury
2. Nihad Jahan (Senior Officer- Operations) Ms.
3. Ms. Arundhuti Munmun Roy Choudhury (Lead Trainer- Schools Program)
4. Mr. Neamul Islam Sun (Junior Officer- Operations)

The above members were selected because they perform vital functions during trainers management, program planning, and implementation therefore providing holistic perspectives in operations.

3.1.6.1 Primary Information

This investigation relied on the first-hand encounter presented during the internship and, as a secondary source, on the semi-structured face-to-face and online interviews. All these interviews were to be done within two weeks in April 2025, and it was the last month of my internship.

The interviews gave an insight into:

1. The paradigm of internal trainers
2. Delivery cycles- repetitive and its effects
3. The emotional burn out of the trainers
4. Training and mentoring new facilitators There were also open doors that allow him to train and mentor new facilitators.
5. Feedback of participants on the repeated sessions

The stories were triangulated against field notes, internal planning documents and live discussions in training logistic meetings to come up with a complete picture of the issue.

3.1.6.1.1 Protocol Case Study

Role of Interviewees Deputy General Manager: Senior Officer, Lead Trainer, Junior Officer Date of Interviews April 5-18, 2025 Location SPEED Office, Zoom (virtual interview where has been made)

Opening Statement:

Assalamu Alaikum and thank you very much, taking time to have this interview. I am Azmeri Rumman Tashrif, a fifth-year undergraduate student of BRAC University and I am an intern at SPEED under Ascent Group. In my internship report, I am undertaking a research with the title:

A research paper sketching the situation of Trainer Shortage in the so-called Soft Skills in the country of Bangladesh a case study of SPEED (Ascent Group)“Bridging the Gap: Addressing Trainer Shortage in the Soft Skills Industry in Bangladesh- A Case Study on SPEED (Ascent Group)”

This report is aimed at discussing the constraints of the existing capacity of trainers at SPEED and how in the long-term terms they can be constructed to create an internal pipeline of trainers. This is why I am conducting interviews with practitioners who have direct experience of training delivery, organization or strategic management.

The interview will be purely of academic nature, and it will be used to complement my report findings. Your identity shall not be revealed to anyone unless you expressly allow it to be so and the answers shall be made anonymous to ensure ethical adherence. In the process of the conversation, you may decide to pull out or miss any question.

“And again, thanks very much of your time and willingness to help in this research”.

Initial Question:

Would you mind explaining how trainer availability would affect your day to day work over the last couple of months, especially session planning or delivery?

Interview Questionnaire:

1. What are the fundamental facts associated with the never-ending lack of niche soft skills instructors in SPEED?
2. What are the quality impacts of over-dependency on small number of trainers on the programs and the learners?
3. Are there cases of cancellation or reschedule due to the lack of availability of trainers?
4. Do you find the existing pool of trainers sufficient in the plans of scaling spearheaded by SPEED? What is the reason, or not?
5. What about the reaction to repetitive assignments by trainers themselves? Have you experienced fatigue or down tuning out?
6. Did the participants provide feedback of repetitiveness in the content or style of presentation of sessions?
7. What do you have right now to hire in or to mentor new trainers at SPEED?
8. What are some of the skills and qualities you would consider recruiting possible trainers within the ranks of interns or junior employees?
9. Do you think a trainer development model (i.e. observation-> co-facilitation -> independent delivery) would be successful in this case?
10. Which type of support (technical, managerial, motivating) would be required to ensure that such system becomes successful?
11. What do you see five years into the future vision of the training team in SPEED, and what has to happen to make it a reality?

The thematic analysis which forms the next section of the report is based on these interviews.

3.1.6.2 Transcriptions

Interviewee 1: Ms. Nadia Zamal Chowdhury

Position: Deputy General Manager, Scholastica/SPEED

Me: Morning Apu. Many thanks again, taking time on this discussion. As an academic internship project, I am conducting a research on a problem that I identified, during my stay here, namely the gap between specialized trainers in soft skill and behavioral training. I think that your strategic thinking could actually assist me in gaining some level of comprehension and how to approach this problem and solutions thereof.”

Ms. Nadia: Ms. Nadia was very open and said in pleasure that expressed gratitude to my initiative and said that I chose a rather actual topic. Okay, this is indeed a very opportune topic that you have chosen. We do have some reliably good trainers, but they are over utilized. Getting

your preferred facilitators is a challenge when they are either busy or overworked to take up your challenging training schedule. It is actually a common problem that we have been encountering, and it impacts practically all the levels of training implementation.”

Me: How do you as a leader view the main causes of this constant lack of trainers?

Ms. Nadia: It has a number of reasons. To begin with, the market of the reputable soft skill trainers in Bangladesh is very restricted. Second, not all of the ones available will correspond to the training philosophy of SPEED because of the interactive, empathetic and engaging delivery. What we are therefore doing is continuously falling back on a few reliable trainers which is not sustainable.

Me: What is the impact of this over-dependence to your scaling or innovating of training programs?

Ms. Nadia: It leaves constraints of flexibility. As an instance, when a trainer is not available or even becomes ill the entire schedule is compromised. We have lost other programs and even had to postpone programs, and this has an influence on our credibility. It also restricts our capability to add new session designs or exchange contents style.

Me: Have the thought of hiring junior professionals or developing interns into trainers?

Ms. Nadia: It is definitely so. We have even talked about having an incubation program. The issue is however about time, structure and evaluation. We would have to match potential trainers with seniors, implement a type of formal mentoring and create a system of performance review. Nevertheless, I think it is a long-term viable option.

Interviewee 2: Nihad Jahan, Ms.

Title: Operations, Senior Officer, SPEED

Me: Apu, Assalamu Alaikum. I want to thank you that you sit with me. I have been lucky enough to be under your supervision in the operations. As a trainer here, I have realized a few issues such as availability of trainers and consistent program. I was curious to learn your viewpoint, in particular operations view. I would be interested in knowing the effect of such lack of trainers on daily scheduling and logistics as far as you are concerned.

Ms. Nihad: Wa Alaikum Assalam Ms. Nihad. Yes, this matter definitely adds an additional strain on the operations. We have booked a place, organized resources and built hype about a session and the trainer says that he or she is not able to attend. Then we are in a rush to change everything.

Me: Have you found an impact on the engagement of the participant related to trainers or content repetition?

Ms. Nihad: Yes, surely. We have members who go to more than one SPEED session. They lose interest by seeing the same trainer delivering the same or similar topics or stories. That is reflected on their feedback. Some even inquired us on whether we have new trainers.

Me: Do you have feelings about building trainers in-house?

Ms. Nihad: It is a wonderful idea. The presentation skills of some interns are very good here. Train them in delivery of content, exercise them in real-time and they will grow. We may begin with short sessions such as icebreaker or activity.

3: Ms. Arundhuti Munmun Roy Choudhury

Trainer (Schools Program)

Me: Munmun Apu, I thank you joining me. I do like to use up your time today. You are one of the lead trainers at SPEED and as such you have run several sessions. As you actually provide training, I would be so much interested to know, how the repetition of information and the high-frequency contacts influences you and the quality of the whole session.

Ms. Munmun: That is okay. I do encounter it rather frequently. It happens that I hold the same session, say on emotional intelligence, several times a week. At the third meeting, I begin to feel as if I am on auto mode. I become non-spontaneous.

Me: That must be a difficult task. So how do you get energy to keep you going in the situations?

Ms. Munmun: I attempt to vary examples or uses of story-telling, yet at times, lack of time does not permit that. I would say a backup or co-facilitator will be useful. It would also be ideal to have a person to whom I could provide mentorship.

Me: I would like to know your opinion about whether SPEED should invest in internal sources of grooming trainers.

Ms. Munmun: Certainly. We have trainees and juniors who are keen and energetic. They can learn and turn out to be wonderful facilitators under organized mentoring and feedback. Additionally, the system of peer observation and feedback may enhance total delivery.

4th interviewee Mr. Neamul Islam Sun

Post: Operations, Junior Officer

Me: Neamul Bhai, I would like to thank you as you have participated. Being on the operational side of planning, myself, I was interested to hear the impact of trainer shortage on the behind the scene work (schedule, communication and coordination, etc.).

Mr. Neamul: That is a massive challenge. We plan it all: posters, the application forms, training packages. However, when a trainer decides to cancel or request new dates, we will require to do it again. It can be tiring and can be frustrating to the participants.

Me: Have you ever had some interns who appeared to have a potential in becoming trainers?

Mr. Neamul: Yes, in fact. Others are extremely well-spoken and assertive. However, as trainers we never had a formal practice to test develop them. I believe that bootcamp or incubation would be awesome.

Me: How would such a program look like in your opinion?

Mr. Neamul: Oh, there could be an eight-week trainer preparation process with some observation and micro-teaching, feedback, and observation of senior trainers. They can begin by taking co-facilitation and develop slowly.

These interviews show similarities in relation to the interest expressed in the prevailing focus in the use of a limited pool of trainers; and the absence of a rational development process. Answers among all respondents were in agreement to the posed idea of establishing an internal incubation and mentorship system, which would diversify the long term strengthening of the training team of SPEED.

3.1.7 Method of sampling

This study was done to make informed and context specific and rich meaningful insights therefore purposive sampling was used. The agreement that these respondents were chosen with was that they were directly involved in training processes of SPEED: program planning, delivery, and logistical implementation. Purposive sampling, unlike random sampling, is best suited in a qualitative study as it concentrates on a depth of learning by informed subjects but not of a statistical generalization.

The four participants to the interviewing sessions were at the top level of decision-making unit (Deputy General Manager), at a middle management position (a Senior Operations Officer), a senior Trainer with prolonged working experience in the company, and a Junior Officer dealing with the backend logistics. This Differentiated Respondent Sampling allowed the study to have a complete picture of the situation right at the top of the leadership to the situation at the ground. Their shared knowledge enabled to learn more about the essence of the challenges in trainer availability and development comprehensively.

3.1.8 Theme Analysis Planning

This research used thematic analysis as the mode of analysis of qualitative data used to measure the primary findings. Upon completion of a transcript of every interview, I carried out line-by-line coding in order to elicit common themes, ideas, as well as issues. These categories were further restated into bigger themes that captured the similarities in the experiences and recommendations of the respondents. There were a number of prevailing themes that were identified by the analysis whose questions were closely aligned to the research questions.

The following are the themes categories elaborated:

Theme 1: Overdependence on Small Trainer Pool All the respondents concurred that the current number of core trainers that SPEED operates under is small. These trainers are quite competent, but they are overworked and will most likely have back-to-back sessions in different modules. This will bring about dependency where the training calendar can be changed or delayed or cancelled at short notice.

Theme 2: Trainer Burnout and Depreciated Quality of Delivery Trainers as well as coordinators noted that they are subject to burnout due to repetitive sessions. Trainers complained that they felt disengaged when they repeated the same content severally within a short span. Because of this they lose some of their energy, creativity and enthusiasm which in the end reflects in the session.

Theme 3: Disengagement of Participants and Feedback on the repetition operations and on training staff in both locations, a pattern emerged in the patterns of participant feedback having ascertained that of those who have come repeatedly there was a surprising? It was also noted by participants more and more that sessions were quite similar, with the same case studies, mode of delivery, examples. This not just has an impact on the perceived value of the training, but is likely to lower the number of successful participants in further sessions.

Theme 4: Imprecise Tailored Trainer Development System There is no system in place in order to train new facilitators in essence within SPEED. Although some of the interns and junior officers were identified to be strong in communication skills, there is no structure that will allow

grooming them, evaluating and sending them to certification. Such a lack of a pipeline is a weakness to the capacity growth.

Theme 5: Promotion of Trainer Incubation and Mentorship Programs All the interviewees proposed the initiation of a systematic internal cultivating framework. Some suggestions were a co-facilitation system, a three-phase incubation model (shadowing, assisting, leading) and the evaluation rubrics of trainers. It was unanimously agreed that not only will such initiatives stop the problem of trainer shortage, it will also up organizational resilience.

3.2 Results and discussion

The qualitative data that was elicited using the interviews gave me clear and consistent understanding on nature, causes and consequences of shortage of trainers at SPEED. In this section, the author makes an interpretation of those results within the principal topics that have been developed in the previous section.

Findings 1: Dependency on Core Trainers Leads to Fragility in Operations As the need to run the programs increases, the SPEED remains dependant on the few trained trainers. Although this model is quality-assuring, it is not scalable. Unforeseen unavailability breaks the schedule and ruins trust among clients. Additionally, the lack of diversity in delivery is also caused by the frequent use of a trainer in multiple sessions.

Findings 2: Repetition will cause Burnout and Trainings will have less impact Trainers indicated that it is more difficult to stay enthusiastic as the repetition causes mental and emotional burnout. They will not be able to engage the participants and interact with them properly, enable dynamic responsiveness, or innovate in the delivery of the training sessions, so their efficacy will be undermined.

Findings 3: Variation and New Horizons It is that same group of people who are attending more than one SPEED session who begin to sing the praises of new faces, new stories and new content. When they are given recycled material even by the very experienced trainers then the learning experience is considered less.

Finding 4: We have the Silverware Ready but Largely Untapped Within the organization, there are people, especially the interns and the junior officers, who have potential facilitation skills. These individuals, however, will not be in positions of development without any development path. This is the potential that has been unutilized with regard to organizational development.

Finding 5: The Idea on Internal Trainer Development has Strong Support The development of a trainer through a well structured, performance oriented program is strongly supported by all

respondents. They gave shadowing ideas, mock sessions ideas, mentoring ideas, and feedback cycle ideas. This common vision deploys a solid base in the policy and structural reform in future.

3.3 Big Issues During Trainer Surplus

Multiple essential operation and strategic issues have been revealed through the interview answers and thematic analysis, which serve as results of the small trainer base at the SPEED organization. The problems are not exceptional, but they are all connected and pose a large-scale threat to the sustainability and recognition of the training wing in the long-term perspective. The main issues are the following ones:

Session Cancellation and Constant Rescheduling: The inability to meet the trainer in sufficient numbers translates to cancellation and constant rescheduling of sessions as delays directive adverse refers to the operational setback that is likely to happen as a result of the shortage. It puts the whole process of planning to paralysis, makes a logistical problem and makes the participants dissatisfied. There have been cases where the training facilities had been reserved, advertisements made, and the trainees registered but the trainee did not turn up because his or her schedule was full. Such a discrepancy will have an adverse effect on the professional image and reliability of SPEED as far as its institutional partners and clients are concerned.

Duplication in Delivery Multiplicity Program: The content of the programs usually becomes boring because it comes out of the same trainers over and over again on similar themes. The duplication of stories, examples, and activities was mentioned by the trainers and by the operations staff. This gives rise to loss of freshness and newness in delivering training. In participants that are exposed to multiple sessions of SPEED there is a tendency that they do not feel like gaining new value each time they join in the training corroding effective performance of the training.

Trainer Fatigue and Low Motivation: It does not matter how passionate a trainer is, after presenting the same material in consecutive successions over a very short period, he/she would start experiencing burnout issues. Interviewees observed that trainers though committed were losing their interest and energy with time. This energy drop influences the capacity of these individuals to communicate with the audience, improvise or vary content to meet the various learning requirements. This causes fatigue to the trainers and not only impairs the quality of the sessions but also exposes the organization to the risk of long-term loss of experienced trainers.

At the core of the mission of the SPEED is participant experience. Nevertheless, sessions may lose their ability to attract learners when they start being predictable and they will then fail to remain in the sessions or encourage others to attend the programs. The report of the past sessions revealed that repeat participants could not find the delivery repetitive and inspiring, which may lead to the decrease in registration rates and brand loyalty destruction.

Inadequate Continuity Planning, Succession Structure One of the strategic risks that are connected to this staffing problem is the lack of a formal succession funnel. What would happen if some of the core trainers left or would be unavailable due to longer time ranges, as the current system has no bench strength that can work on the same level to replace it. Such lack of strategic planning puts the organization in a delicate situation when it aims to develop, grow or maintain training model.

3.4 Summaries Comments and Conclusions

The study of trainer shortage in SPEED shows that it is not only a problem of personnel and inconvenience but a complex matter related to performance, content of the training and strategic growth. Although SPEED has established itself as a reputable organization with a background of meaningful and humanistic training, this pillar is now threatened to collapse because of the excessive reliance on a limited number of facilitators who have limited time to spend.

Delayed sessions, insincerity during subsequent deliveries, dwindling participation of the participants, and burnout of the trainers are all indicators that the capacity planning has systemic gaps. Unless addressed, such concerns may undermine the credibility of the organization and restrain its response capacity to the emerging demand of soft skills training throughout Bangladesh.

Nonetheless, it is not that SPEED is lacking assets. This brand has excellent organizational culture, legacy brand, a motivated group of interns and young professionals. These up and coming professionals would be capable of being shaped as effective facilitators using the correct systems towards comprising a diverse and resilient trainer pool.

The results of the present report are also quite indicative of the necessity to introduce some systematic, strategic intervention into the situation especially as an internal model of a trainer development. Since all of these three aspects address mentorship, co-facilitation, and performance evaluation or assessment, SPEED can reduce its present vulnerabilities and become a more powerful and scalable training organization.

3.5 Recommendations

Regarding the issues raised in the above sections and corroborated by the feedback of internal stakeholders, the following detailed recommendations are forthcoming to resolve the issue of trainer shortage and empower the SPEED training delivery ecosystem:

Trainer Incubation Bootcamp: Initiate a highly-organized quarterly system that scouts out potential interns, junior employees, and volunteers, and places them in structured orientation, and practical exposure facilitation skills. The training of delivering content, speaking in front of the crowd, and engaging the audience should be a part of this bootcamp.

Three-Phase Mentorship System: Bring about a step-by-step development system where interested trainers can be moved through the phases with ease where they only sit in a session, then assist the session to co-facilitate and subsequently facilitate a session alone with supervision. This will guarantee progressive development of skills and quality assurance.

Trainer Performance Rubric: Creation of evaluative system in terms of objective criteria of assessing trainers. This might be in the form of feedback given by the participants, engagement percentages, flexibility, timeliness, and mastery of the contents. Continuous performance review can be done through regular performance review.

Trainer Handbook and SOPs: Develop a handbook detailing some of the best practices within the scope of training effort (facilitation, session design, classroom management, and feedback gathering). It can be used to ensure consistency and quality in training by all new and already experienced trainers with references to such documents.

Trainer Database and Digital Availability Calendar: Construct and keep the centralized electronic-based system that monitors the availability of all trainers including the area of specialization, feedback scores and conducted programs. This will help in minimizing use of manual communication and ease in scheduling.

Incentive and Recognition Model on Internal Trainers: Present monetary and non-monetary incentives to encourage motivation on internal trainers like performance bonus, certificate of excellence, and mentioning on the social media and LinkedIn accounts of the company.

University and Training Academies Partnership: Partner with relevant departments (e.g. Communication Studies, Education, Psychology) at top universities to identify those students with the potential to be facilitators. These associations can be used as talent pools.

Knowledge sharing through annual Trainer Retreat: Make sure that trainers have the chance to gather and reflect on their experiences together, exchange innovative practices, and carry out further training during internal events. This would strengthen peer learning, allegiance as well as teamwork.

These strategic moves will help SPEED to cope with its rising demand, wean itself off hiring external trainers, raise the quality of sessions and create a strong network of talent that adheres to the goals of transformative learning defined by its mission.

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