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ROLE OF TRAINING INSTITUTES IN HUMAN RESOURCE DEVELOPMENT - A STUDY ON BANGLADESH INSTITUTE OF MANAGEMENT

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Abstract

Human Resource Development is one of the major issues of present world. It is very important for the economic development as well as total development of a country. Training institutes provide a variety of programs to develop human resources. This paper emphasizes on identifying the role of training in human resource development, role specially played by Bangladesh Institute of Management, evaluation of its programs and exploring its underlying problems. It also provides some recommendations for the betterment of performance of this institute in imparting training so that they can play a more significant role in human resource development for the country.

1. Introduction

Human resource is the most important asset for any country. A country may become able to develop in every sphere of its sectors only by developing its human resources. Every organization also wants to attract the most qualified employees and match them to jobs for which they are best suited. In an effort to enhance morale and productivity, limit job turnover, and help organizations increase performance and improve business results, training and development of workers also help the firms effectively use employee skills and increase employees' satisfaction with their jobs and working conditions (BLS 2008-09).

This study demands an overview of the demographic scenario of Bangladesh regarding its population before going for an in-depth analysis of its human resource base. Bangladesh is the 9th largest country of the world in terms of population size of more than 140 million while her unchangeable rank is on the 90th considering the land area occupied. 77% of our people live in villages and 23% got abode at towns. Comparing to other countries our literacy rate is very low. At present, 44% people of Bangladesh are literate and 68% of them are male and 32% are female. Again, only 35% people of our total population are employed. Of them, 90% are male and the rest are female. Another statistics is worth mentioning here. 85% of the employed people are working at the agricultural sector while the rest are engaged in services, businesses, industries and factories (Statistical year book: 2005). But, the unemployed people can also be used as resources through some well thought steps. Proper training programs may turn an unskilled person to a skilled one. This paper will draw attention on the role of government training institutes like Bangladesh Institute of Management, which is playing a significant role in country's human resource development.

2. Research Objectives

HRD is the most illuminated and discussed matter in the present world. Human are the most important resources for the organization and also for the country. The development and the progress of a country fully depend on the proper utilization of human resources. Bangladesh Institute of Management (BIM) is a government owned and operated training institute working for developing a sound base of human resources for Bangladesh. This article will explore the theoretical and practical aspects required from training needs for HRD and try to evaluate the role of BIM to this end. The main objectives of this research will also encompass the following aspects:

- To learn about the theoretical aspects of the role of training in HRD
- To know different programs of training institutes;
- To evaluate the programs of training institutes like BIM;

- To explore various problems of training institutes of Bangladesh facing in human Resources development.
- To suggest solutions to the identified problems.

3. Research Methodology

This paper is developed on both primary and secondary data. Primary information has been collected from the discussion with different students, learners, trainees and trainers of BIM. Observation method has also been adopted with care in this stage. Secondary sources consulted for this purpose are different journals and publications of BIM and their annual reports. Data were also collected from online sources, newspaper and references are taken from some books too. Collected data were, then, organized, analyzed and interpreted for determining the actual and potential role of training institutes like BIM in Bangladesh.

4. Statement of the Research Problem

To meet the present and future manpower requirements an organization needs to identify, train and develop its human resources continuously. Apart from attracting and retaining high caliber personnel training acts as a premium in ensuring versatility and flexibility of skills within the company. While the need for training has gained ground, research in training and its evaluation are few far between (Verma: 98). The periodic training and development of existing employees and pre-service training for the fresh entrants is a challenge for public enterprises. Besides this, to meet international competition, enterprises have to adopt newer techniques and resort to in-house training as a matter of necessity (Bhatia: 98). The government of Bangladesh has emphasized human resource development as the key area. If we have to reach our goal in upcoming days with self-confidence, self-reliance and balanced growth, we shall have to do much in this key area of human resource development and meet the challenges of this century.

It is perhaps realized that unless humans are trained and developed, changes on other areas and technological

advancement, marketing and diversification etc. will not be effective. Training is expected to influence the working situation, which in turn influences the human behavior in an industry (Arya: 98). A relationship of training with some of the industrial relation variables always shows that employees with no training had not only lower interest in the job but also a higher level of militancy. It also shows that employees with training had higher work satisfaction than those without training. Similarly employees' satisfaction with supervisory behavior becomes higher if they remain trained. Thus there is a proposition that training before or after joining the organization had a positive influence over the industrial relations.

5. Human Resource Development

Human Resource Development (HRD) is well thought-out learning activities approved within an organization in with a view to improve performance and/or personal development for the purpose of improving the job, the individual, and/or the organization (Gilley and Egglund 1989). It includes the areas of training and development, career development, and organization development. This is related to Human Resource Management — a field which includes HR research and information systems, union/labor relations, employee assistance, compensation/benefits, selection and staffing, performance management systems, HR planning, and organization/job design (McLagan 1989). HRD can give the tools required to manage and operate organizations. Everything of production, management, marketing, sales, research and development may be more productive if people are sufficiently motivated, trained, informed, managed, utilized and empowered (Rouda and Kusy 1995-96). Hence, HRD can be termed as a set of processes for developing people at work, which should be linked to business strategy and integrated with other major business processes. In Bangladesh there are various types of training institutes and NGOs that help human resources of our country to become skilled persons. All the institutes are playing similar role. But their training procedure and subject of training are different from each other (Mohiuddin: 95).

6. Types of Training Required for HRD

Organizations have no other option but to develop their human resources. They must provide training and development programs to groom the next generation leaders. Without training and development programs, organizations will lose talent. There are seven types (Heller 1999) of training and development programs: 1) technical training, 2) quality training, 3) skills training, 4) professional training, 5) functional training, 6) team-bonding training and 7) managerial training.

Technical training can take place in the classroom. But, most technical training sessions are practical training. Hence, on-the-job training is a part of the technical training. The benefit of providing technical training is to improve on work performance. Many organizations provide in-house technical training. Quality training includes customer service training. Quality training in a manufacturing plant involves knowledge of total quality management. Quality training involves finding solutions to improve processes and products. Quality training is an on-going effort to instill the attitude of incessant improvement. Skill training involves presentation, selling, languages, public speaking, negotiation, and languages. Many organizations realize the potential of soft-skills training (Heller 1999). They spend money to develop in-house soft-skills training program. They want their employees to develop creative-thinking skills, communication skills, and other skills essential to the long-term survival of the organization. Another type of training and development program is the professional training. An organization needs professionals in various departments. However, organizations generally do not have the expertise to provide professional training. They send their employees for courses to obtain professional qualifications. Functional training can take place as part of on-the-job training. It includes diplomas or degrees in the respective field of expertise. For example, a diploma program in purchasing and material management is a part time academic program. The next type of training and development program is team-bonding activity. The organization pays money to engage employees in team-bonding activities. The purpose of this training is to develop leadership

and teamwork. Team-bonding activity usually took place outdoor. Organizations use rock climbing, canoeing, and other outdoor activities as part of a team-bonding program. The last type of training and development program is managerial training. Some organizations encourage their managers to attend expensive seminars as part of managerial training. The purpose of managerial training is to learn from the best practices in the industry. The organizations want their managers to widen their networks, and steal ideas from the associates (Heller 1999).

7. Features of a Good Training Program

It is hard to decide which one can be termed as the best training method (Kreitner 1995). Variables like interpersonal differences among trainers and trainees, budget limitations and instructor capabilities appear to be the decisive mix of the success of a training program (Conkright 1993). To get the best possible outcome, every training program may be designed along the lines enumerated below in order to maximize retention and transfer learning (Martocchio 1992) to the job:

- a. Maximizing the similarity between the training situation and the job situation.
- b. Providing as much experience as possible with the task being taught.
- c. Providing a variety of examples while teaching concepts or skills.
- d. Identifying important features of a task.
- e. Ensuring that general principles are realized before expecting much transfer.
- f. Ensuring that the trained behaviors and ideas are rewarded in the job situation.
- g. Designing the training content so that the trainees can see its applicability.
- h. Using adjunct questions to guide trainees' attention. (Wexley and Latham 1981)

8. Brief History of Bangladesh Institute of Management (BIM)

The origin of what today is known as the Bangladesh Institute of Management (BIM) can be traced back to 1961 when its precursor, the Management Development Center, East Pakistan, was established. It is the outcome of a tripartite project known as ‘East Pakistan Management Development, Supervisory and Instructor Training Center. To establish this project, a plan of operation was signed by the then Government of Pakistan, the United Nations and ILO in 1960. The Project came into being on 1-1-1961 under the administrative control of the Ministry of Health, Labor and social Welfare (Labor and Social Welfare Division) of the then Pakistan (BIM 2006).

In 1966, apart from offering short term, subject specific training programmes, a specialized, year long Post Graduate Diploma in Personnel Management was introduced by the Center. After the liberation of the country in 1971, the institute was vested with the responsibility of building up human resources of the newly independent country. The public sector was the predominant sector of the economy and the majority of the clients of the institute were drawn from the public sector enterprises at that time. With gradual shift in development focus and liberalization of the economy from around 1975 there was distinct shift in focus of the activities of BIM. The client base also changed from a predominantly public sector to a mix of public and private sector client base. During the late 70’s to mid 80’s the institute was recipient of major Technical Assistance projects, which resulted in a major transformation of the institute. It became a hub of management training with participants being drawn from public, private and NGO sectors. In the year 1981, another year long, Post Graduate Diploma in Industrial Management was introduced (BIM 2006).

To be successful in the current rapidly-changing world, we need to maximize the productivity of all of our resources — physical, financial, information, and human (Rouda and Kusy 1995-96). Conceiving this call of the time during early nineties and in the context of opening up of the market, structural changes and private sector driven growth strategy for rapid development,

requirement for qualified human resources was anticipated. Against that backdrop the Bangladesh Management Development Center (BMDC) started the process of restructuring itself so as to enable it to offer academic programmes designed to create professionals. In that line of development the Bangladesh Management Development Centre (BMDC) was converted into an institute, the Bangladesh Institute of Management (BIM), on August 04, 1997 for opening up opportunities to offer post graduate degree programmes in Business administration like, executive MBA, Masters in Human Resource Management etc.

9. Exploratory Findings

9.1. Different Programs of BIM

The goal of HRD is to improve the performance of organizations by maximizing the competence and performance of people (Rouda and Kusy 1995-96). BIM, in accordance with this goal adopted by its target organizations, has chalked its plans and programs (BIM 2005-06). These programs are detailed below:

Training

BIM offers two types of training courses, Short courses of one to four weeks long and Diploma courses of one-year duration.

a. Short Courses

In the last decade, BIM has organized over 80 courses and seminars annually of varying duration ranging from one to four weeks, sometimes of longer duration for request programs. The courses offered by BIM covers the whole gamut of management studies viz. General Management, Financial Management, Project Management, Rural Development, Entrepreneurship Development, Marketing, Industrial Engineering etc. Till the year ending June 2006, the total number of short courses organized by the institute has been 2,413 and the total number of executives trained numbered over 35,000.

No. Of Short Courses Organized by BIM	2,713
No. Of Participants Attended in the Short Courses	35,678

Source: Annual report BIM, 2007-08

b. Diploma Courses

Presently, BIM offers the following five post graduate diploma courses of one year each (i) Personnel Management, (ii) Business Management (iii) Marketing Management, (iv) Financial Management and (v) Computer Science. As can be seen from the table the total number of students enrolled in the different diploma courses till date is:

No. Of Participants Enrolled in Diploma Courses	6,509
No. Of Participants Graduated in Diploma Courses	4,621

Source: Annual report BIM, 2007-08

Consultancy

BIM has vast experience in consultancy services and has rendered services to various national and international agencies and organizations. The clientele include Bangladesh Chemical Industries Corporation (BCIC), Bangladesh Agriculture Research Council (BARC), Civil Aviation Authority, Dhaka WASA, Bangladesh Steel and Engineering Corporation (BSEC), Bangladesh Textile Mills Corporation (BTMC), Bangladesh Jute Mills Corporation (BJMC), Chittagong Port Authority, United Nations Industrial Development Organization (UNIDO), Asian Development Bank (ADB), United Nations Population Fund (UNFPA) etc. In-house services are also provided to various organizations on need basis.

Research

BIM also undertake research projects. Such research projects deal with training needs analysis, choice of technology, incentive schemes, managerial motivation, quality circles, recruitment and selection, performance appraisal etc.

Publication

Management Development, a quarterly journal, carrying articles and research findings of eminent national and international teachers and professionals has been a regular publication of BIM.

9.2. Resources of BIM

BIM has developed a resource base (BIM 2007-08) worth mentioning here:

Faculty

BIM can rightly boast of multi-disciplinary faculty who brought not only academic distinction with them but also professional competence of a high degree. BIM has taken particular care to train up its faculty both at home and abroad so that they become able to discharge their duties to the best of their potential and to the completed satisfaction of their clientele. Most of the faculties have had some experience in the industry, which enables them to better, empathies with the participants, who are mostly drawn from the trade and industry. This also adds to the effectiveness of the courses offered by BIM.

Physical Facility

The main campus of BIM is located on five acres of land at 4, Sobhanbag, Mirpur Road, in the center of Dhanmondi, Dhaka. There are sixteen fully equipped, air-conditioned classrooms, five of which are of international standard. 360 participants can be accommodated at a time. There are two auditoriums-one with a seating capacity of 100 and the other with a capacity of 250 persons. There are two hostels at Dhaka having a total of twenty-five twin beds, including ten air-conditioned rooms and dining facility for 100 individuals. BIM has similar, though smaller facilities in the two other major cities of Bangladesh, Chittagong and Khulna.

Library Facility

The fully air-conditioned library at Dhaka has a rich collection of books on various aspects of management and modern business practices as well as a large number of national and international journals. Library facilities are available to all participants and other readers interested in management education.

Computer Labs

BIM has two computer labs equipped with the latest state of the microcomputers numbering over 100. The computer labs are

suitably designed to provide effective learning environment to the participants of computer related courses. Latest software is available for running database, spreadsheet and word processing applications. Computer Facilities are also available to the participants at the Chittagong and Khulna campuses.

9.3. Technical Co-operation with International Agencies

The Institute has received assistance from a number of international institutions and agencies including the World Bank, USAID, UNDP, ITC/GATT/UNCTAD, UNIFEM and others. It has collaborated with agencies such as the ILO, ITC, UNICEF, IFAD, AARRO and with institutions such as the Asian Productivity Organization (APO), International Center for Public Enterprises (ICPE) and Asian Regional Training and Development Organization (ARTDO) (BIM 2007-08).

9.4. Pricing and Fees Charged by BIM

BIM follows a discriminatory pricing policy (BIM 2007-08). It can be summarized in the following way:

(a) Bangladesh Nationals

For the Post Graduate Diploma Courses in Personnel Management, Business Management, Financial Management and Marketing Management the course fee is Tk. 12,000/- (Taka Twelve Thousand) only per participants for the full course, payable at one time. For the Post Graduate Diploma in Computer Science the course fee is Tk. 25,000/- (Taka Twenty Five Thousand) only per participant payable at one time.

(b) Foreign Nationals

For the foreign nationals, the course fees for the Post Graduate Diploma in Personnel Management, Business Management, Financial Management and Marketing Management is US \$ 500 (Five hundred only) while for Computer Science it is US \$ 2,000 (Two thousand) only per participant for the full course, payable at one time.

Tuition fee covers the cost of lecture sessions, use of BIM's computer facilities (when required) local visits to business institutions (if any) and examinations.

9.5. Residential Accommodation and Living Expenses

BIM has limited hostel facility, which is ordinarily in great demand. The rooms are usually shared with another candidate and are adequately furnished. All rooms have an attached bathroom. The charges are currently Tk. 50 per day (BIM 2007-08) payable in advance.

Foreign students may avail single room. The rate is US \$ 100 per month (BIM 2007-08). A similar amount may cover expenses for food. This facility is available only at the Dhaka Campus.

10. Evaluation of Programs of BIM

Bangladesh Institute of Management (BIM) provides a lot of Programmes for the human Resource Development. A Person can choose his necessary programme from the wide spectrum of programs. The program of BIM has been evaluated with discussion with trainers and trainees who have been trained from.

Good sides of BIM program

a. Career opportunity for the youth: Practical knowledge and training is very much important for any human being. One can be able to build up his career in his targeted place through proper training. Training Institutes of Bangladesh like BIM provide a wide range of training programs and training facilities to the youths. Most of the students come here to get special certificate course after completion of some institutional degree on which (s)he intends to build up his/her career. They get practical knowledge and training facilities from BIM.

b. Providing planned courses: Bangladesh Institute of Management offers a lot of necessary and well planned courses for the students. The courses are very much relevant to the current global context. With keeping pace with the advancement in modern business and technology they are giving practical

knowledge and imparting training to its students. From these courses the learners get much information required for their professional life.

c. Increase knowledge: Different courses offered by Bangladesh Institute of Management increase knowledge of the learners. The students and learners can choose courses from an array of courses to study. He can gain knowledge on Accounting, Management Information Technology, Marketing, Marketing Information System, Finance, Personnel Management, Health Care etc. in a wide range practically.

d. Career development of the employees: As there are some evening courses and as most of courses are for short time the employees of different organizations can attend these courses. The employees can attend in the training program and thus they may increase their skill.

e. Help in job selection: BIM helps its students and learners in selecting jobs. All the jobs are not proper for all persons. The jobs have levels and merits. A fresher have to select the correct job to build up his/her career. BIM provides training for the learner which is relevant to his target job and also concentrate in the major subjects he had studied.

f. Change the behavior of the personnel: Training helps in changing the behavior of the personnel. BIM provides training to the personnel to help them increase productivity and profitability for their organizations. It also increases the affectivity and efficiency of the workers.

g. Extra qualification for the Job seekers: The training attended at the training institutes like BIM is considered as an extra qualification for the job seekers. This training help the job seekers to a great extent in designing and enhancing their careers.

Criticism against the BIM programs and facilities

a. The course period is very short: According to many learners the course period provided by the BIM is very short. Hence, their learning does not become fruitful enough to cope with the ever changing and turbulently challenging needs of the modern organizations.

b. Costly Training Program: - The training programs provided by the training institutes of Bangladesh like BIM is very costly. For a short period course they ask for an amount ranging from Tk.1700 to Tk.7000. It appears costly for the participants of the course in most cases.

c. Dissatisfaction with the service: Satisfaction of the trainees is the main thing that can be imparted by a center like BIM. It also becomes the source of confidence for the graduates from these types of institutes like BIM. It also causes the inspiration for these institutes to perform better. Satisfied trainees usually play the role of an enthusiast promoter for such organizations. Unfortunately, the trainees passing out from most of these institutes are not fully satisfied with the programs and lessons imparted.

d. Unavailability of Internet facilities: Most of the government organizations of our country have no Internet facilities. Internet facilities are very important for research and development. Bangladesh Institute of Management is also lacking proper internet facilities for students who may wish to get necessary data from the websites. BIM should arrange for these facilities and subscribe to leading relevant online journals regularly. It should also launch distance and internet-based training programs (Dessler 2005).

e. Lack of sufficient trainees: BIM faces a great problem for lack of sufficient number of trainees. Again, the trainers are not fully qualified for the training program chalked to offer. Hence, the principal objectives of the training are often found to remain unattained.

f. Lack of composite modes of training: BIM could not arrange all the types of training so far. They are yet to become capacitated to impart various forms of technical and quality training like the forms of on-the job training in an adequate extent. Many small organizations of Bangladesh cannot afford such types of training what BIM could initiate by creating dummy working environment of various types.

g. Negligence in developing soft-skills: Soft-skills are increasingly regarded as one of the most important business tools. It is specially carrying a huge importance for service providing organizations. It is also providing considerable level of competitive advantage for the organizations over others who are indifferent of its necessity. Regrettably, BIM is also quite indifferent to its necessity.

h. Lack of specialization: Every industry should be supported by an organization which will be in charge of imparting specialized training for the personnel of that industry (Denyer and Shaw 1980). Bangladesh, being a poor country, and its industries, being at budding stage, could not arrange for such industrial training organizations. So, BIM should play that role until such an arrangement becomes available. But, BIM is providing almost generalized training for all the industries ignoring their differences and uniqueness.

11. Problems of Training Institutes in Human Resources Development of Bangladesh

Human Resources Development is now a widely discussed issue in the business world. Human are now thought as resources and a human being can be a precious resource only through meaningful training. So, training institutes are very much important for this very purpose. Training Institutes provide a lot of programs for the improvement of the quality and skills of the personnel. But, like all other aspects the training institutes of Bangladesh are facing some considerable problems. These problems are enumerated and detailed below:

a. Lack of co-operation and planning: - Most of the human resource development organizations are operated and controlled by different ministries of the government. But, in most cases, these respective ministries are found reluctant to provide necessary cooperation to these institutes. Again, a well thought plan is a must for a smooth management of these organizations. Unfortunately, most of these training institutes have no proper planning system. Government hardly thinks for making any plan for these institutes.

b. Lack of priority: The main function of the training institutes is to make a person qualified or skilled. A skilled man can contribute a lot for the development of the country. But there is lacking in government policy for giving due priority to the training and development activities.

c. Lack of investment in HRD: Human Resource Development is very necessary for the total development of a country. But the government is not providing required budget for this very purpose. There are a few of such training institutes in the private sector. These ones are also, by and large, lacking equipments and quality and, therefore, failing to deliver up to the desired standard. Government is neither developing its own institutes nor providing any proper support to these institutes developed by private initiatives.

d. Lack of sufficient institutions and training centers: There are a few training institutions and centers in Bangladesh. The total numbers of these institutes and their capacity is not enough at all for such a populated country like Bangladesh.

e. Lack of employment opportunity and proper placement: Bangladesh is one of the least developed countries. One of the most important problems of Bangladesh is the unemployment problem. After completing the academic life a lot of students do not get any suitable job here. But, most of them are also unwilling to go for training programs designed for specific professional needs. Again, the students who take training do not get a suitable

job in many cases. It is also a major problem for Bangladesh that she is not getting the right person at the right place.

f. Lengthy decision-making: Quick Decision making in business is very much important and it makes the business fast, profitable and effective. But, the government organizations of Bangladesh have to take a decision after completing a long procedure, which pushes these organizations lagged far behind. Since most of the training institutes' decision-making process is very long and full of bureaucratic procrastination they cannot take any effective decision whenever it is needed for the betterment of the institute. When a decision becomes made at last it often finds to loose its time or place utility.

g. Unavailability of skilled trainers: For any training activities trained and skilled trainers are very important. But most of our training institutes do not have such kind of trainers.

h. Lack of proper promotion policy: Promotional strategy is very much important for any organization or institution. The need for a sound and objective promotional policy is easily understandable for betterment and progression of any institution. But most of the training institutions of Bangladesh do not have any concept of such promotional activities in practice. It is, therefore, generating peoples' ignorance or misconception about the service being provided from there. Besides, people have to struggle to get the proper institution for them.

i. Lack of Library facilities: Training without a sound academic knowledge cannot be completed. And, there is the necessity of library facilities. But, most of the training institutes are running with libraries without available required books.

j. High cost of courses offered: Most of the middle class and poor people are not getting service from the training institutes because of the high tuition fee charged against the programs offered. This should be minimized or subsidized in a country of low level of earning people like Bangladesh.

12. Recommendations

The development of a country is largely dependent upon the contribution of its human resources. Again to develop the human resources, it is very important to develop the training institutes and make these training institutes free from all types of problems. Analyzing the problems of different training institutes of Bangladesh, especially those of BIM, following recommendations can be forwarded:

- a. The training institutes should have to improve quality of training.
- b. They should plan and implement comprehensive training programs covering all of its forms developed.
- c. Investment on human resource training institutes should be increased.
- d. Exclusive promotional policy should be taken.
- e. Govt. can introduce a separate ministry for the human resource development of the country.
- f. More institutes and training centers should be encouraged in public and private sector.
- g. More skilled trainers should be developed.
- h. Course fees should be minimized and subsidized, if necessary.
- i. Library facilities should be updated.
- j. Internet facilities should be available.
- k. Decision making process will have to be made faster and timely.
- l. Course planning should be done very carefully.
- m. Government should increase employment opportunities for the trained persons.
- n. Trying to increase the public awareness for training.
- o. Creating an intrapreneurial zeal among the faculties to devise newer and more effective modes of training and development.
- p. Planning for scopes to reduce rigidity of programs and creating avenues for injecting innovative ideas.
- q. Using various forms of distance and internet-based training methods (Dessler 2005). Distance learning

methods include traditional paper-and-pencil correspondence courses, as well as teletraining, videoconferencing, and internet-based classes (Blotzer 2000).

- r. Providing differentiated and specialized training for different types of industry personnel.
- s. Ensuring that training is considering and reflecting the original scenario of working conditions, realities, challenges and hazards.
- t. Organizations should make necessary arrangements so that the trained employees can implement what they learn from a training program.
- u. The object of training is learning (Kraiger, Ford and Salas 1993). And, learning means the change in behavior. If the trainees do not find their changed behavior, caused by learning, rewarded, then they will not find any worthiness of the training programs. Expenses in this regard will appear as wastages. So, employers should reward any change in behavior of employees caused by an imparted training.

13. Conclusion

Human Resource Development is usually designed with longer term programs in accordance with the demand of skilled persons prevailing in the economy. Now-a-days, government cannot do everything necessary for a nation. Today, a country or an economy has to depend upon the initiatives, entrepreneurship and ideas generated, nurtured and implemented independently in a private manner. But, the development of such persons should be promoted from both of private and public sectors. Training institutes developed under both of these sectors will have to play the major role to that end. Bangladesh Institute of Management, a government-training institute, is undoubtedly playing an important role in human resource development. But, this study identified several problems of the institutes like BIM and identified the potential ways out of these problems. However, this study found a minimum level of satisfaction among the persons trained in BIM. But, other institutions working for the same purpose are

not definitely maintaining the same standard and drawing the same level of feedback from their clients. By reducing the limitations, BIM and these institutions will be able to provide their best services towards human resource training programs.

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