

**LINE MANAGERS' OPINION ON THE OUTCOME OF MANAGEMENT  
DEVELOPMENT PROGRAMS OF READY-MADE GARMENTS INDUSTRIES IN  
BANGLADESH**

**Kazi Nazmul Huda**

Email: knhuda@yahoo.com

Department of Business Administration, Southern University Bangladesh, Bangladesh

**Mohammed Rejaul Karim**

Department of Public Administration, University of Chittagong, Bangladesh

**Muhammad Munir Hussain**

Department of Apparel Manufacture & Technology, CBIFT, Bangladesh

---

**ABSTRACT:** *Management Development Program (MDP) is an effective educational intervention to facilitate learning opportunities for the management employees aiming to ensure continued organizational development. This study endeavored to assess the intended outcome of MDP conducted at Ready-made Garments (RMG) industries located inside the export processing zone of Chattogram, Bangladesh. The opinions of 56 senior line managers of five reputed RMGs were collected through a questionnaire survey. The findings of the study were shared with a six-member expert panel for validation of the responses. Results of the first study projects the absolute success of MDP in the area of organizational development. However, the RMG industries should make improvement in the area of management skill development particularly developing leadership skills. Management development is still a less utilized concept in most of the RMGs of Bangladesh. The results of this study may encourage the application of MDP that could be beneficial in overall organizational performance improvement.*

**KEYWORDS:** management development program, ready-made garments, organizational development, leadership, management skills and line managers.

---

## **INTRODUCTION**

The world economy is transforming into a knowledge-based economy (Papulová and Mokros, 2007; Hall &Hirsch, 1982) and in today's corporate world, management development program (MDP) is an inevitable intervention that focuses to attain organizational objectives through human development (Humphreys, 2001). The effectiveness of MDP helps in attaining competitive advantage and addresses the demand for socio-economic changes in the Business world. It is a formal process to facilitate the continuous learning environment in an organization. Effective MDP is an initiative for the white-color employees to enhance different social, emotional, and administrative skills (Brownell, and Chung, 2001). MDP ensures optimal utilization of human resources by engaging employees' to help them occupy greater responsibility at higher positions (Richards, n.d.). It enhances employee productivity, fosters dynamic corporate culture, and

supports the core competency development of an organization (Terrion, 2006). Due to operation excellence, MDP has become immensely popular among the organizations reflecting talent management philosophy (D'Netto, Bakas & Bordia, 2008).

Ready-Made Garment (RMG) sector is the pivotal pillar of Bangladesh economy with respect to employment and foreign currency earning. With a remarkable growth potential, this industry is the second largest sector of Bangladesh in world export statistics (Rahman & Hossain, 2010). According to Latifee (2016), it is the largest employment generating sector (4.2 million) and the supreme source (82%) of foreign earnings (28.09 billion USD FY 2015-16). Despite market success, Bangladeshi RMG factories are exposed to various management and administrative problems and exposed to industrial violence (Rashid & Rashid, 2015). Haider (2007), Khan (2010) and Ahamed (2013) argued that lack of effective management development issues such as lack of effective supervisory training, absence of career progression, poor interpersonal relationship, and inadequate empowerment are some of the root causes of violence in RMGs. To safeguard the greater interest of this highly potential sector, implementing evidence-based MDP can be effective.

As there is a lack of research work on MDP on Bangladeshi RMGs, this study will try to explore the approval of the effectiveness of MDP in attaining the intended outcome of RMG factories located at Export Processing Zone of Chittagong, Bangladesh. More explicitly the performance of MDP towards achieving management skills, leadership skills, and the extent of achievement in organizational development issues.

## LITERATURE REVIEW

### *Concept of MDP*

Management development is concerned with improving the performance of managers in their present roles and preparing them to take on greater responsibilities in the future. It has been described by Mumford and Gold (2004) as an organizational endeavor for improving managerial efficiency through a systematic and well-designed learning process. An MDP program keeps the organizations change-ready through continuous development of the employees (Juhdi, Yazit, Wan Jusoh & Supar, 2015). McGurk (2008); D'Netto et al. (2008); Perin et al. (2009); Islam and Islam (2018) had predicted many variables including leadership skills, self-management, teamwork of MDP in their research work and identified the opportunity to use the skill as an important variable.

Tulbert (1979) had very narrowly defined MDP as a training facility to acquire the necessary knowledge and skills for career progression. Few argued that MDP mainly aids the succession planning function of an organization to create a pool of future leaders among the managers and technical personnel (Khan, 2002). However, 21<sup>st</sup> century MDP looks far beyond individual development issues and focuses on organizational development (McGurk, 2010) and overall performance management (Enga, 2017). It is purely strategic and business-driven (Mabey & Thompson, 2000). Some Australian companies are aligning MDP with talent management programs (D'Netto et al., 2008; Khan, 2002). It MDP ensures advanced professional development and facilitates lifelong learning opportunities for the management of people (Ballou, Bowers, Boyatzis & Kolb, 1999). An effective MDP ensures an attitudinal shift among the employees and

creates a peaceful and productive organizational climate. However, the success of an MDP must be measured on the basis of job performance (Hand, Richards & Slocum Jr, 1973).

Systematic knowledge management may bring efficiency in MDP program (Syed-Ikhsan & Rowland, 2004) and it is mostly conducted through in-house training programs and by using many different methods like case studies, business games, and e-learning (Burke & Day, 1986). Lau & McLean (2013) have also found the ineffectiveness of external training programs in achieving the intended outcome of MDP conducted in Malaysian firms. However, the program must be designed considering adult learning methods (Ballou et al., 1999) and meticulous training needs assessment and attitude of the learners towards learning (Terrion, 2006). Formal instructional methods like coaching, mentoring, job-rotation are useful. Also, action learning could be used to ensure outcome-based learning (Hirsh, Pollard, and Tamkin, 2000; Juhdi et al., 2015). Studies recommended that executives could be sent for different professional certifications and diploma programs for knowledge up-gradation or enhancement (Humphreys, 2001). Brownell & Chung (2001) have advised the business schools to develop competency-based MDP to cultivate critical managerial skills among the learners.

Individual performance assessment of the managers is also an integral part of modern MDP and many organizations are using assessment centers in this regard (Juhdi et al., 2015). However, informal methods like self-development programs could be considered effective to create a flexible learning environment for the senior management officials considering their preoccupation and intensity of operational engagement (Pedler, Burgoyne and Boydell, 1994). Evaluation of performance is a key part of every MDP and the most common method is the Kirkpatrick training evaluation model (MacVarish et al., 2018; Khan, 2002). Hence, Robert Jr & Shipper (1998) have suggested using 360-degree feedback method to evaluate the outcome of MDPs. Transfer of leanings on job performance (Austin et al., 2006; Nuraini et al., 2015) and attitudinal shift (Valiquet, 1968) should be the bottom-line of every MDP.

### ***Dimensions of MDP***

MDP generally aims to develop management skills among white color employees. A well-articulated management development program helps the management employees to develop problem-solving skills, equips them to manage conflicts occurring in the organization and makes them globally competitive to maintain the international standard processes and practices (Khan (2002). It provides managerial skills (Papulová, & Mokros, 2007; Robert Jr & Shipper, 1998; Brownell & Chung, 2001) and helps the employees to accrue the art of collaborative management (McGurk, 2008). According to Hutton (2015), employee's expertise in managerial communication could be taken into a new mark of excellence through an effective MDP which in turn helps the employee to manage the interpersonal relationship, conduct teamwork, and do innovation management (Hutton, 2014). Considering the above findings, the first research question of the study would be:

*Research Question 1: Do the MDP executed in Bangladeshi RMG factories could enhance management skills?*

Leadership quality development among the managers is one of the prime goals of every MDP. It must build confidence among the managers with respect to people's management (Glezos, 2003; Tulbert, 1979; Hand et al., 1973) which obviously would make him/her a good decision-maker to lead the employees (Mintzberg, 2004; Khan, 2002). Simultaneously, every management employee must have the competencies to manage the disorderly personnel too (Lipman, 2014). An effective MDP will build the capacity of self-management through training and counseling interventions (Hirsh et al., 2000). MDP makes the employees more productive at work too (Linman, 2011). However, a strong cognition of mentorship to be inculcated among the managers to guide their employees towards accomplishing the mission of the organization (Klauss, 1981). 21<sup>st</sup>-century organizations demand leaders who create leadership. Therefore, an MDP must groom the managers to be an empowering leader (McGurk, 2008) and who will be comfortable in exercising delegation of responsibilities to develop leadership qualities among the subordinates (McGurk, 2008; Robert Jr & Shipper, 1998). Based on the leadership outcome of MDP, following research question should be addressed:

*Research Question 2: Do the MDP applied in Bangladeshi RMG factories could create/develop empowering leadership among the managers?*

The outcome of an MDP is to ensure organizational development as a whole. One of the key indicators of a well-developed organization is the high level of commitment of the employees towards organizational growth (McGurk, 2008) and their act of professionalism in this regard (MacVarish et al., 2018). Ahmad and Bakar (2003) have found a strong correlation between the executive training program and organizational commitment (Glezos, 2003). It also opens the door of opportunities to utilize their skills (D'Netto et al., 2008) and preferably build the creative thinking skills to encounter the challenges of the ever-changing business environment (Tamkin et al., 2003). However, the morale of the employees should be boosted-up to involve them in creative exercises (Tulbert, 1979). Chamorro-Premuzic (2014) has coined on the contribution of employee engagement programs to fuel the incentive of motivation among the employees. MDPs should help the management employees to develop the art of interpersonal relationship and engage the employees to nurture a culture of teamwork within the organization (Tulbert, 1979; Helmreich, Merritt, & Wilhelm, 1999; Perin et al., 2009; Tamkin et al., 2003). Effective teamwork fosters creativity, encourages risk-taking habits and collective learning attitudes among the employees (Mattson, 2015). According to Perin et al. (2009); Tamkin et al. (2003), MDP should prepare the employees to handle work pressure through stress management to handle occupational stress (Livingston, 2016; Helmreich, Merritt & Wilhelm, 1999). Finally, every MDP must contribute significantly to build a strong workforce (Meola, 2016). Considering the above-mentioned findings, it is important to check:

*Research Question 3: Do the MDPs in Bangladeshi RMG factories are successful in attaining the issues related to organizational development?*

Table 1: List of Variables

Sl no	Items	Code	Reference
<b><i>Development of Management skill</i></b>			
1	Employees have developed problem-solving skills after MDP	Problem Solving	Khan (2002)
2	Employees have obtained global competitiveness skills	Global Competitiveness	Khan (2002)
3	Employees are effective in resolving conflict	Conflict Resolution	Khan (2002); Islam and Islam (2018)
4	Employees have acquired critical managerial skill	Managerial Skill	Papulová, & Mokros (2007); Robert Jr & Shipper (1998); Brownell & Chung (2001); Islam and Islam (2018)
5	Employees have obtained communication skill	Communication	Hutton (2015); Islam and Islam (2018)
6	Employees have developed Collaborative skill	Collaborative	McGurk (2008)
<b><i>Leadership development</i></b>			
7	Employees are confident in managing people after attending MDP	Manage people	Glezos (2003); Tulbert (1979); Hand et al. (1973)
8	Employees feel comfortable to delegate responsibility to the subordinates	Delegation	Robert Jr & Shipper (1998)
9	Employees have a developed mindset to empower their subordinates	Empower	McGurk (2008)
10	MDP had developed the ability to Mentor the subordinates	Mentor	Klauss (1981)
11	They have gained the capacity to manage themselves efficiently	Self-management	Hirsh et al. (2000)
12	After attaining the MDPs they are becoming good decision-maker	Decision-maker	Mintzberg (2004); Rosti Jr & Shipper (1998); Khan (2002); Islam and Islam (2018)
<b><i>Organizational Development</i></b>			
13	MDP helped the employees to be a Professional	Professionalism	MacVarish et al. (2018)
14	They have developed the confidence to take new assignments	New assignments	Glezos (2003)
15	MDP is creating an opportunity to utilize their skills	Utilize skills	D'Netto et al. (2008)
16	MDP is helping the employees to be creative	Creativity	Tamkin et al. (2003)
17	Their commitment towards organization is raising	Commitment	Ahmad and Bakar, (2003); McGurk (2008)
18	Their morale is high	Morale	Tulbert (1979); Tamkin et al. (2003)
19	They have developed the strength to improve Interpersonal Relationship among them	Relationship	Perin et al. (2009); Tamkin et al. (2003)
20	A culture of teamwork is nurtured among the employees through MDP	Teamwork	Tulbert (1979); Helmreich et al. (1999); Perin et al. (2009); Tamkin et al. (2003)
21	They can handle work pressure	Work pressure	Livingston (2016)
22	They can manage job stress	Job stress	Helmreich et al. (1999)
23	MDP of the organization has to build a strong workforce	Strong workforce	Meola (2016)

Source: Literature Review

A significant number of researches have been conducted to check the effectiveness of MDP in different industries such as Aerospace Industries (Humphreys, 2001), Telecommunication (Nuraini et al., 2015), Aviation (Helmreich et al., 1999), Public Health (MacVarish et al., 2018), and hospitality industry (Brownell & Chung, 2001). However, a relevant study on the RMG sector is rare in the existing literature. Research works on different country context particularly in developed countries are also available in the literature. Branine (2005) did the study on Chinese organizations followed by Lau & McLean (2013) on Malaysian firms, D'Netto et al. (2008) on Australian firms, and Klauss (1981) in the USA. However, research related to MDP in developing countries such as Bangladesh is very scarce. Islam & Islam (2018) made a qualitative study on management skill development in the RMG sector of Bangladesh on a limited scale using a limited number of variables. As the study was based on qualitative data, it lacks statistical significance and content validity. It was also found that most of the studies on MDP are outdated and therefore recent development in this important field is still missing. Hence, a quantitative study based on the opinion of the line managers regarding the intended outcome of MDP is neglected in the existing literature. Considering the gaps mentioned above, an intensive empirical investigation on the performance of MDP in RMGs in attaining its projected outcome can add significant value to existing literature. The current study will try to enrich the body of knowledge regarding MDP by addressing the research questions stated above.

## **HYPOTHESES**

*H<sub>a</sub>*: MDP of Bangladeshi RMG factories could attain the outcomes related to management skill development

*H<sub>o</sub>*: MDP of Bangladeshi RMG factories did not attain the outcomes related to management skill development

*H<sub>a</sub>*: MDP of Bangladeshi RMG factories have achieved the effectiveness concerning leadership development

*H<sub>o</sub>*: MDP of Bangladeshi RMG factories have failed to be effective about leadership development

*H<sub>a</sub>*: MDP of Bangladeshi RMG factories are successful in contributing to the aspects relevant to organizational development

*H<sub>o</sub>*: MDP of Bangladeshi RMG factories could not contribute to organizational development aspects

## **METHODOLOGY**

***Variable identification and purification:*** Authors have gone through numerous published sources mostly journals, reports, policy guideline papers, and newspaper articles to explore as many determinants of successful MDP as possible irrespective of the country of study. Research materials were sourced from Google scholars, Scopus database, JSTOR, OSHA web portal, and BGMEA portal. Considering the literature review, authors accumulated 23 variables relevant to success of MDP. These initially sorted items were placed in front of an expert panel consisting of three non-academic members having long experience in working with RMGs. The panel was asked to check the applicability of the sorted variables in the current study considering Bangladesh context. All the variables listed in Table 1 were retained for the study; however, they suggested

few rephrasing. The panel suggested using a 6-point Likert-type scale to capture the opinion of the respondents on the refined items.

**Questionnaire:** The first part of the questionnaire contains demographic questions such as age, duration of the training, and year of experiences. The second segment of the instrument asked about 23 questions relevant to MDP. A 6-point Likert rating scale was used to capture the opinions of the respondents on those 23 items where point 6 represents ‘Strongly agree’ and 1 show ‘Strongly disagree’. The questionnaire was developed in English and then translated into Bangla (local language). An expert was used to make sure that two versions of the questionnaire were identical. In the questionnaire, questions were asked to find the degree to which the MDP is contributing to developing management skills, leadership potentials, and attaining organizational development. An open-ended question was placed at the end to get qualitative comments from the respondents.

**Respondents:** Data were collected from senior and mid-level line managers working in RMG factories. Data collection was controlled because respondents must have vast managerial experience (10-15 years) in the industry and have direct involvement in MDPs. The managerial experience was also a vital consideration as they should have invested a substantial amount of their career in attending and organizing MDP. Moreover, observing and analyzing its impact on the organization and performance of the management employees was considered too. Respondents were chosen randomly considering that they fulfilled the screening criteria. A total of 65 questionnaires have been distributed to collect primary data. However, few questionnaires were discarded due to missing responses and faulty answers (ticked multiple options). Finally, 56 usable responses were considered for data analysis. Samples were decisively chosen from five RMG factories located in the export processing zone (EPZ) area of Chittagong. EPZ factories were chosen as there is evidence to show that most of the factories have a culture of learning and development of management employees. The survey was carried out from November to December 2019.

**Statistical method:** As we considered the whole data as a single sample (Line managers of RMG), one-sample t-test (along with significance value) found to be appropriate to test our hypotheses (as suggested by Malhotra & Das, 2016). Besides, mean values were examined to identify the degree of presence of a particular item in the MDP module. Standard deviation values were reported to check the diversity of opinion among the respondents. The result of the study was shared with the expert panel and their comments were recorded in a notebook. The opinion of the experts was used to express the facts behind the results and to establish the interventions.

## FINDINGS AND DISCUSSION

Results of the study (refer to Table-2)revealed that 16 out of 23 sub null hypotheses(under three broad research hypotheses)have been rejected (with sig. < 0.05 with t-value  $t > 1.65$  at 2 tail test).Table 2 presents the particular values of the statistical evaluation of data for easy understanding to the readers. The findings of the study testify the existence of all those 23 variables of MDP listed in table 2.

The Null hypothesis related to “management skill development” of the management employees, the items competitiveness, communication, collaborative and conflict resolution is found to be accepted with the sig.  $>0.05$  with t-value  $t < 1.65$  at 2 tail test. This means MDP of the sample RMGs has failed to attain the intended outcomes related to the development of management skills among the employees. However, the following items such as problem-solving skills and managerial skills are found to be rejected with sig.  $< 0.05$  and t-value  $t > 1.65$ . The sub null hypothesis achievement of “global competitiveness” by the employees is accepted (sig. = 0.09 with  $t=2.54$ ) with a low mean value 2.47. This indicates the ineffectiveness of the MDP in this regard. This situation occurred due to the failure of the top management of the RMGs in visualizing the global scenario of apparels business. Most of our RMGs operate on a contract manufacturing basis and purely focused on complying with foreign buyers’ requirements. As a result, our MDPs are designed at covering the compliance issues, however by avoiding the strategic matters.

According to the findings, MDP of the sample RMGs also struggling (null hypothesis accepted) to develop “conflict resolution skills” (sig. = 0.06 with  $t=3.27$ ) among the employees though the mean value (3.17) is somewhat favoring the success of the program. According to the experts, there are many dimensions of conflict management and the RMGs have multiple stakeholders. Hence, our MDP mostly focuses on educating the labor law-based conflict resolution process and mostly avoiding the empathic side of conflict management or alternative dispute resolution. As a result, conflict is prolonged due to cumbersome legal procedures and disputes between management and worker are not successfully resolved. On the other hand, our management employees are somewhat improving their skills to deal with only one stakeholder that is the worker. Most of them have lacked in managing conflicts with other stakeholders like buyers, subcontractors, and government agencies. Evidence of this finding is visible in the study made by Islam et al. (2014) and suggested effective human resource development interventions in this regard.

According to the results, MDP of the sample RMGs has also failed to develop communication skills among the employees (sig. = 0.07 with  $t=5.64$ ). The low mean value of this item also gives the testimony of that (2.51). Experts’ argued that most of the organizations in Bangladesh design their MDP without an appropriate need assessment. They also fail to send the right man for the right training and found very reluctant in selecting the appropriate trainer for communication skill development. They also opined that the contents of communication skill development training mostly circle on the traditional idea of English language course. Customized and need based Business English courses could be designed to develop writing and speaking skills. The curriculum should be enriched with email correspondence, legal correspondence, proposal writing, and office custom and etiquettes.

The sample RMGs are found unsuccessful in attaining the projected outcome related to the issue “collaborative skill development” (sig. = 0.11 with  $t=8.676$ ). The mean value of this item is also found to be low (2.23). Experts’ view in this regard is, most of the RMGs design their MDP following the global benchmark which may be hard to fulfill. Case studies and examples of developed countries are used during training. As a result, indigenous operational dynamics and



cases are overlooked during the learning design and learning process. Global benchmarking of MDP related to collaborative skill development or any other skill development may not fit with native culture and systems. Argyris (1980) had found the limitation of such a learning method in his research. On the other hand, the practice of post-training evaluation is very rare in Bangladeshi MDP. Therefore, a stereotype MDP prevails in our corporate practice fully depending on the management practices and examples of first world countries.

However, MDP of the sample RMGs are found somewhat successful in developing “problem-solving skills” (sig. = 0.04 with  $t=92.665$ ) and effective in improving “managerial skills” (sig. = 0.00 with  $t=138.481$ ) among the management employees. The mean values of these two items (4.08 & 4.27 respectively) show the success of MDP at a higher degree. According to the experts, Bangladeshi corporate culture is very much reactive and uses a firefighting approach to problem-solving. Our MDPs are mostly designed on how to find a solution to a problem and our managers are showing better results in this regard. However, an immense gap is observed among our managers in terms of identifying problems. They mostly lack diagnostic skills which are an integral part of managerial skill. Argyris, (1980) also suggested avoiding foreign case studies as an instructional method and advises to use a double-loop learning method to facilitate the management employees to learn from own practices.

The null hypothesis related to “leadership development” of the management employees, the items effective delegation and empowering subordinates is found to be accepted with the sign of sig. < 0.05 with t-value  $t > 1.65$ . It means the MDP has failed to project success in building leadership qualities among the managers related to how to delegate the authority (sig. = 0.13 with  $t=5.466$ ) and ways to empower the subordinate (sig. = 0.08 with  $t=4.954$ ). Hence, the mean values of these two important variables are found low (2.29 and 2.37 respectively). On the contrary, experts are defensive in accepting the result of the study. They do not like to blame the performance of MDP in this regard rather they have blamed the socio-cultural factors of leadership development in Bangladesh. According to them, this part of the world was colonized by many foreign regimes for many decades and the culture of imperialism still prevails in our social system. As a result, the norms of delegation and empowering subordinates are absent in the fabric of our society and the flavor of colonial leadership principles still prevails in our corporate culture. How to maintain followership is the key concern of our leadership instead of how to create leaders and this is common in every sphere of our society starting from small business to politics.

Most of the issues of leadership development are found successful (null rejected) with special reference to effective in managing people (sig. = 0.00 with  $t=129.925$ ), skills of mentoring (sig. = 0.00 with  $t=135.132$ ), self-management (sig. = 0.00 with  $t=115.426$ ) and decision-making skill (sig. = 0.00 with  $t=138.173$ ). The mean value of these items shows a higher degree of effectiveness of MDP of the sample RMGs (4.64, 4.76, 4.45 and 4.68 respectively). Experts also agreed with the opinion of the respondents.

MDP of the sample RMGs has shown a significant amount of success about organizational development issues. Only one out of ten sub null hypotheses is accepted. The result shows the ineffectiveness of MDP concerning "job stress management" with sig. = 0.07 with t value = 7.327

and the mean value of the item is also less significant (2.80). According to experts, occupational stress management is quite uncommon in the curriculums of our MDPs. However, stress management is not been institutionalized in Bangladeshi corporate culture and it is just jargon and practiced seldom in some of the multinational corporations operating in Bangladesh.

Sample RMGs have achieved a remarkable result in the area of developing professionalism (sig. = 0.00 with  $t=136.063$ ) among the employees and the mean value projects a higher degree of success in this regard. According to the experts, 'the top management of most of the RMGs are foreigners and their dedication towards MDP is admirable. A culture of continuous learning & development prevails in many of the RMGs located in the Export Processing Zone Area of Bangladesh by the vibrant leadership of the top management. However, it is very surprising to see the results of raise creative thing skills among the management employees. The data is highly significant (sig. = 0.00 with  $t=153.881$ ) with maximum mean value (4.74) amongst all the items. Though Bangladeshi RMGs are mostly operating on that basis of contract manufacturing the opportunity for creativity and innovation in terms of new product development is very rare. However, the management employees are becoming creative in process optimization and mostly in the area of maximizing production efficiency. Experts' opinion also gives the testimony in favor of the findings.

According to them, most of the samples RMGs are introducing advanced training on modern tools of scientific management like Toyota Production System, Lean Management, Kizen, Industrial Engineering, and ISO Quality Management System, etc. Learning's from such programs is developing competency of the management employees and allowing them to contribute new ideas in time management, managing system loss, minimizing overhead cost and workers capacity building. MDP of the sample RMGs are equally good in developing the employees to take the challenges of new assignments (sig. = 0.00 with  $t=133.300$ ), employees are getting opportunities to utilize their skills (sig. = 0.00 with  $t=121.344$ ) with fullest enthusiasms, they are found committed to their work (sig. = 0.03 with  $t=97.473$ ), their morale is high (sig. = 0.02 with  $t=105.123$ ) interpersonal relationship (sig. = 0.00 with  $t=124.510$ ) is commendable, a strong teamwork exists among them (sig. = 0.00 with  $t=138.958$ ), they are competent to handle work pressure (sig. = 0.00 with  $t=127.241$ ) and finally a strong workforce (sig. = 0.00 with  $t=124.589$ ) is developed within the organization. The mean value of these items is 4.00 on average which shows the high degree of success of the MDP of the sample RMGs.

Table 2: Mean values and hypotheses testing results

	Variable	Mean	Std. Deviation	t-value	Sig.	H <sub>0</sub> Decision
<b>H<sub>a</sub>: MDP of Bangladeshi RMG factories have attained the intended outcome related to management skill development concerning the variables 1- 6</b>						
1	Problem Solving	4.0800	.95591	92.665	0.04	Rejected
2	Competitiveness	2.4700	1.00206	2.54	0.09	Accepted
3	Conflict Resolution	3.1727	1.25222	3.274	0.06	Accepted
4	Managerial Skill	4.2727	1.16453	138.481	.000	Rejected
5	Communication	2.5182	1.03810	5.648	0.07	Accepted
6	Collaborative	2.2364	1.14881	8.676	0.11	Accepted
<b>H<sub>a</sub>: MDP of Bangladeshi RMG factories have achieved the effectiveness of leadership development concerning the issues noted in serial number 7- 12</b>						
7	Manage people	4.6455	1.07162	129.925	.000	Rejected
8	Delegate	2.2909	1.28752	5.466	0.13	Accepted
9	Empower	2.3727	1.30531	4.954	0.08	Accepted
10	Mentor	4.7636	1.09985	135.132	.000	Rejected
11	Self-management	4.4545	1.22389	115.426	.000	Rejected
12	Decision-maker	4.6818	1.06600	138.173	.000	Rejected
<b>H<sub>a</sub>: MDP of Bangladeshi RMG factories are successful in organizational development aspects with special reference to the issues from 13-23</b>						
13	Professionalism	4.6545	1.15287	136.063	.000	Rejected
14	New assignments	4.5364	1.40561	133.300	.000	Rejected
15	Utilize skills	4.3364	1.21366	121.344	.000	Rejected
16	Creativity	4.7450	1.73531	153.881	.000	Rejected
17	Commitment	4.3727	1.03036	97.473	0.03	Rejected
18	Morale	4.3364	1.16743	105.123	0.02	Rejected
19	Relationship	4.1455	1.59608	124.510	.000	Rejected
20	Teamwork	4.3545	1.22352	138.958	.000	Rejected
21	Work pressure	4.2364	1.28454	127.241	.000	Rejected
22	Job stress	2.8000	.95591	7.327	0.07	Accepted
23	Strong workforce	4.4273	1.19984	124.589	.000	Rejected

Source: Compiled by Authors

## MANAGERIAL IMPLICATION AND POTENTIALS FOR FURTHER RESEARCH

An effective MDP is the main apparatus of an organization like RMG to gain a competitive advantage in today's knowledge-based economy. It could play a game-changing role to encounter the challenges of the fourth industrial revolution. At present, the RMGs of Bangladesh are facing lots of challenges and the turbulent situation of the world economy after the pandemic of COVID-19 may make it to a perilous level. The survival of this human resource-intensive sector demands effective and creative utilization of resources which may facilitate this economically and socially

significant industry of Bangladesh to be competitive in the global market. This study has unveiled the facts of the MDP program related to this industry and found effective in attaining most of the intended outcomes of the program and found it highly effective in attaining the organizational development issues.

However, the top management of the RMGs should invest more in MDPs to develop a pool of future leaders who will be visionary and strategic to take this industry to a new height. They must understand the demography of the learners before designing MDP and customize the program that fits with native management practices, culture, and most importantly the teaching & learning methods. The designers of MDP must consider the theories of adult learning and make a shift of instructional method from pedagogy to andragogy to achieve the intended learning outcome. They should also try to minimize dependency on foreign case studies and create an environment of double-loop learning methods. Such practice may allow the adult learners to identify their system errors, learn to challenge the existing practices & policies to foster change, creating a self-help mechanism to minimize the dependency of foreign consultancy and finally to develop their standard of management practice & style. Helmreich et al., (1999) also suggested developing error management skills among the employees for early identification of errors to prevent failure.

Post-training evaluation is vital in achieving the favorable outcome of MDP. Robert Jr & Shipper (1998) had suggested using a 360-degree feedback method to evaluate the performance of MDP. It is a harsh truth that most of our RMGs are dependent on consultancy firms in this regard and that is not cost-effective. To reduce dependency on the external consultants, a self-help mechanism may be developed within the organization using own resources. The concept of Corporate University could be considered as a test case to institutionalize MDP in this sector. However, Bangladeshi scholars and the researchers may lead the research further to explore the truth of MDPs of RMGs operating out of the EPZ area with a larger sample size and using different sample profiles. The impact of MDP on the productivity and profitability of an RMG industry could be tested to identify the most financially significant factor.

## REFERENCE

- Ahamed, F. (2013). Improving social compliance in Bangladesh's ready-made garment industry. *Labour and Management in Development*, 13.
- Ahmad, K. Z., & Bakar, R. A. (2003). The association between training and organizational commitment among white-collar workers in Malaysia. *International journal of training and development*, 7(3), 166-185.
- Ahmad, K. Z., & Bakar, R. A. (2003). The association between training and organizational commitment among white-collar workers in Malaysia. *International journal of training and development*, 7(3), 166-185.
- Argyris, C. (1980). Some limitations of the case method: Experiences in a management development program. *Academy of Management Review*, 5(2), 291-298.
- Austin, M. J., Weisner, S., Schrandt, E., Glezos-Bell, S., & Murtaza, N. (2006). Exploring the

- transfer of learning from an executive development program for human services managers. *Administration in Social Work*, 30(2), 71-90.
- Ballou, R., Bowers, D., Boyatzis, R. E., & Kolb, D. A. (1999). Fellowship in lifelong learning: An executive development program for advanced professionals. *Journal of Management Education*, 23(4), 338-354.
- Brownell, J., & Chung, B. G. (2001). The management development program: A competency-based model for preparing hospitality leaders. *Journal of Management Education*, 25(2), 124-145.
- Burke, M. J., & Day, R. R. (1986). A cumulative study of the effectiveness of managerial training. *Journal of Applied Psychology*, 71(2), 232.
- Branine, M. (2005). Cross-cultural training of managers: An evaluation of a management development program for Chinese managers. *The Journal of Management Development*, 24(5), 459-472.
- Chamorro-Premuzic, T. (2014, November 12). To Motivate Employees, Help Them Do Their Jobs Better. *Harvard Business Review*. Retrieved from: <https://hbr.org/2014/11/to-motivate-employees-help-them-do-their-jobs-better>.
- Cramer, T. (1993). Executive Development Programmes-Requirements and Success Factors. *Journal of Education for Business*, 68(3), 184-189.
- D'Netto, B., Bakas, F., & Bordia, P. (2008). Predictors of management development effectiveness: an Australian perspective. *International Journal of Training and Development*, 12(1), 2-23.
- Enga, E. (2017). The impact of training and development on organizational performance. *Case study: national finance credit bank Kumba*.
- Glezos, S., Weisner, S., & Austin, M. (2003). Developing future leadership: An evaluation of the BASSC Executive Development Program. *Berkeley, CA: Bay Area Social Services Consortium, School of Social Welfare, University of California at Berkeley*.
- Haider, Mohammad. Z. (2007). Competitiveness of the Bangladesh Ready-made Garment Industry in Major International Markets. *Asia-Pacific Trade and Investment Review*, 3(1).
- Hand, H. H., Richards, M. D., & Slocum Jr, J. W. (1973). Organizational climate and the effectiveness of a human relations training program. *Academy of Management Journal*, 16(2), 185-195.
- Helmreich, R. L., Merritt, A. C., & Wilhelm, J. A. (1999). The evolution of crew resource management training in commercial aviation. *The international journal of aviation psychology*, 9(1), 19-32.
- Hirsh, W., Pollard, E., and Tamkin, P. (2000, November 8–12). Management development, *IRS Employee Development Bulletin*
- Humphreys, P. (2001). Designing a management development program for procurement executives. *Journal of Management Development*.
- Hutton, L. (2014, June 2). 6 Reasons Why Effective Communication Should Be a Focus in Your Business, *Australian Institute of Business*. Retrieved from: <https://www.aib.edu.au/blog/communication/6-reasons-effective-communication-focus-business/>
- Hossain, T., & Shirazi, H. (2018). Quality of Work Life among Women Employees Working in

- the RMG Sector of Bangladesh. *Global Disclosure of Economics and Business*, 7(1), 27-40.
- Islam, S., and Islam, T. N., (2018). Insights into the Skill Development Issues of Management Jobs: A Study on RMG and Textile Sectors of Bangladesh. *Asian Social Science*, 14(12).
- Juhdi, N., Yazit, F., Wan Jusoh, W. J., & Supar, N. (2015). Management development programs and the readiness for changes: a study in Malaysia.
- Khan, H. (2002). Effectiveness of a strategic management development program. *Applied HRM Research*, 7(2), 49-52.
- Khan, M. A. (2010). Effects of Human Resource Management Practices on Organisation Performance: An Empirical Study of Oil and Gas Industry in Pakistan. *European Journal of Economics, Finance and Administrative Sciences*, 24: 158-175.
- Malhotra, N. K. & Dash, S., (2011). *Marketing Research: An Applied Orientation* (6th ed.). NJ: Pearson Education.
- Klauss, R. (1981). Formalized mentor relationships for management and executive development programs in the federal government. *Public Administration Review*, 41(4), 489-496.
- Islam, M. S., Faruk, M. O., Khatun, R., & Rahman, M. E. (2014). Conflict between workers and organization in RMG sector where security of sustainable human resource development: A study on Dhaka city, Bangladesh. *International Journal of Business and Management Invention*, 3(4), 52-66.
- Latifee, E. H. (2016). Bangladesh RMG's achievements from APTA, *Textile Today*, August 13.
- Linman, D. (2011, January 10). Self-Management Skills for Employees, or How to Be a Productive Employee, *My management guide*. Retrieved from: <https://mymanagementguide.com/self-management-skills-for-employees-or-how-to-be-a-productive-employee/>
- Lipman, V. (2012, Sep 10). 10 Reasons Why Companies Should Invest More In Management Training, *Forbs*. Retrieved from: <https://www.forbes.com/sites/victorlipman/2012/09/10/10-reasons-why-companies-should-invest-more-in-management-training/#5d8d92d42471>
- (2014, June 9). 6 Tips for Managing People, Who Are Hard To Manage, *Forbes*. Retrieved from: <https://www.forbes.com/sites/victorlipman/2014/06/09/6-tips-for-managing-people-who-are-hard-to-manage/#6a009255345f>
- Lau, P. Y. Y., & McLean, G. N. (2013). Factors influencing perceived learning transfer of an outdoor management development program in Malaysia. *Human Resource Development International*, 16(2), 186-204.
- Livingston, G. (2016, June 10). Four tips for employers to help staff manage stress, *The Globe and Mail*. Retrieved from: <https://www.theglobeandmail.com/report-on-business/careers/career-advice/life-at-work/four-tips-to-help-employees-manage-stress/article18629927/>
- MacVarish, K., Kenefick, H., Fidler, A., Cohen, B., Orellana, Y., & Todd, K. (2018). Practice Full Report: Building Professionalism Through Management Training: New England Public Health Training Center's Low-Cost, High-Impact Model. *Journal of public health management and practice*, 24(5), 479.
- Mattson, D. (2015, February 19). 6 Benefits of Teamwork in the Workplace, *Professional*

- Development, Sandler Training. Retrieved from: <http://www.sandlerfranchising.com/blog/6-benefits-of-teamwork-in-the-workplace>
- McGurk, P. (2010). Outcomes of management and leadership development. *Journal of Management Development*.
- Mabey, C. and Thompson, A. (2000). The determinants of management development: the views of MBA graduates, *British Journal of Management*, 11 (3), 3-16
- Mintzberg, H. (2004). *Managers, not MBAs: A hard look at the soft practice of managing and management development*. Berrett-Koehler Publishers.
- Mumford, A, and Gold, J (2004) Management Development: Strategies for action, CIPD, 2004
- Meola, C. (2016), "Addressing the needs of the Millennial workforce through equine assisted learning", *Journal of Management Development*, 35(3),294-303.
- Nuraini, E., Hermawan, A., Hubeis, A. V., & Panjaitan, N. K. (2015). The impact of management development program to employees, job performances of a telecommunication company in Indonesia. *European Journal of Business and Management*, 7(11), 161-168.
- Papulová, Z., & Mokroš, M. (2007). Importance of managerial skills and knowledge in management for small entrepreneurs. *E-leader, Prague*, 1-8.
- Papulová, Z., & Mokroš, M. (2007). Importance of managerial skills and knowledge in management for small entrepreneurs. *E-leader, Prague*, 1-8.
- Perin, M. G., Sampaio, C. H., Becker, G. V., & Fernandes, B. H. R. (2009). The impact of management development in the organizational performance from the viewpoint of the approach of competencies. *Brazilian Business Review*, 6(1), 100-116.
- Pedler, M., Burgoyne, J., & Boydell, T. (2013). *A Manager's Guide to Self-development*. McGraw-Hill Education (UK).
- Rahman, M. A., & Hossain, M. S. (2010). Compliance practices in garment industries in Dhaka Retrieved from <https://www.textiletoday.com.bd/bangladesh-rmgs-achievements-from-apta/>
- Richards, Leigh. (n.d.). Management & Development Program. *Small Business - Chron.com*. Retrieved from: <http://smallbusiness.chron.com/management-development-program-4816.html>
- Robert Jr, T. R., & Shipper, F. (1998). A study of the impact of training in a management development program based on 360 feedback. *Journal of Managerial Psychology*, 13(1-2), 77-89.
- Rahman, M. A., & Hossain, M. S. (2010). Compliance practices in garment industries in Dhaka city. *Journal of Business and Technology (Dhaka)*, 5(2), 71-87.
- Syed-Ikhsan, S. O. S. B., & Rowland, F. (2004). Benchmarking knowledge management in a public organization in Malaysia. *Benchmarking: an international journal*, 11(3), 238-266.
- Tamkin, P. Hirsh, W. and Tyers, C. (2003). Chore to Champion: The making of better people managers, Report 389, Institute of Employment Studies, Brighton
- Terrion, J. L. (2006). The impact of a management training program for university administrators. *Journal of Management Development*.
- Tulbert, B. A. (1979). An insight into management development programs.
- Valiquet, M. I. (1968). Individual change in a management development program. *The Journal of Applied Behavioral Science*, 4(3), 313-325.

Word: Hall, B. L., & Hursch, D. E. (1982). An evaluation of the effects of a time management training program on work efficiency. *Journal of Organizational Behavior Management*, 3(4), 73-96.