

# A CRITICAL REVIEW OF RESEARCH ON SOCIAL CAPITAL-BASED ON-THE-JOB TRAINING PRACTICES FOR DEVELOPING MANAGERIAL SKILLS: EVIDENCE FROM BANGLADESH

Syed Monirul Hossain<sup>1</sup>, Vichayanan Rattanawiboonsom<sup>2</sup>

<sup>1</sup>PhD Candidate, Faculty of Business, Economics and Communications, Naresuan University, Thailand.

E-mail: syed.monirul@gmail.com

<sup>2</sup>Associate Professor, Faculty of Business, Economics and Communications, Naresuan University, Thailand.

E-mail: vichayananr@nu.ac.th

Received: 22.04.2020

Revised: 23.05.2020

Accepted: 20.06.2020

---

**ABSTRACT:** This paper aims to explore the effectiveness of social capital-based-on-the-job training practices behind developing managerial skills in organizations. Given the fact that there is paucity in prior research to use social capital as a crucial theoretical lens involving structural, relational and cognitive dimensions and show how they influence on the job training practices that enhance material skills in organizations. Hence, empirical data was collected using in-depth interviews with semi-structured questions from 12 managers of three telecommunication MNCs in Bangladesh. We found that relational and cognitive dimensions of social capital were the basis for enhancing managerial skills in organizations. We employed qualitative investigation with cross case analysis over homogeneous group structure at the upper and mid managerial echelons to identify level of effectiveness generated by social capital based on the job training that facilitate managerial skills development rather than structured training & development process. Therefore, the paper unveils the important theoretical findings and managerial implications. First, our findings revealed that on the job training was essentially designed for homogenous groups to develop managerial skills based upon the trust, obligations and identification of relational as well as shared narratives, codes & languages of cognitive dimensions. Second, social capital dimensions enormously engage on the job training for developing managerial skills set in terms of Up-skilling pro-activities, change handling skills, technology application skills, pressure management skills, oral & written communication and team player ability required for organizations to attain growth. From the managerial viewpoint, by facilitating social capital-based on the job training, organizations can obtain sustained competitive advantage and create value for themselves in the long run.

**KEYWORDS:** Social capital-based on-the-job training practices, On-the-job training practices, Managerial skills, MNCs (Multi-national Corporations), HR (Human resource), HRM (Human Resource Management), ULM (Upper Level Managers), MLM (Mid-Level Managers).

---

© 2020 by Advance Scientific Research. This is an open-access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>) DOI: <http://dx.doi.org/10.31838/jcr.07.14.187>

## I. INTRODUCTION

In today's uncertainty, organizations have immensely emphasized the need for managerial skills development (Chen, Liu, Song, & Zhou, (2020). This is perceived as part of solution towards ongoing HR (Human resource) challenges that contribute to person-organization fit (Van Maanen, 1977). At present, the perception of person-organization fit has become an absolute truth for all jobs in organizations (Dreikurs, Grunwald, & Pepper, 2013). To attain this objective, organizations need to employ in-house training programs which are focused towards skills development for managerial employees whilst doing job performance and thus ensure person-organization fit (Van Maanen, 1977). It has been argued that managers are subject to ensure their business operating smoothly in order to achieve organizational and social goals (Mehralian, Peikanpour, Rangchian, & Aghakhani, 2020). Accordingly, Augoustinos, Walker, & Donaghue (2014) argued that on the job training practices must contain social embeddedness with capital based on closer relationships among employees that ensure skills development. More specifically, managers who possess social traits are very keen to tie up together to obtain managerial skills (Rothstein and Jackson, 1980). Similarly, Louis, Posner, & Powell (1983) argued that social interaction is getting

priority mostly in innovative organizations especially training for job design. In this light, an on-going debate highlights the importance of how social capital-based on-the-job training practices can be shaped to enhance managerial skills related to person-organization fit (Chen et al., 2020; Van Maanen, 1977). Despite a review of related literature unveils the priority of managerial skills development in organizations but the socially driven on-the-job training practices that develop managerial skills have not been implicitly articulated in the HRM (human resource management) literature from the viewpoint of developing country's context. Therefore, the gap remains unaddressed how social capital-based on-the-job training practices enhance managerial employees with the skills, qualities and attitudes for which the organizations need most. Moreover, organizational studies somehow lack in involving social capital theory; the question has not been taken into account yet despite the multinational corporations (MNCs) require from managers to acquire managerial skills through socially embedded –on-the-job training practices for achieving desired outcome. Subsequently, it is evidently of great need for an empirical research to investigate the effectiveness of social capital-based on-the-job training practices for developing managerial skills that ensure person-organization fit (Van Maanen, 1977). However, there are some studies conducted in line with European scenario, putting forward the notion as to how social capital-based on-the-job training practices of HRM system involving relational and cognitive dimensions to increase managerial skills of telecommunication MNCs in Bangladesh as a developing country's context. To address this gap, the aims are (a) to explore the effectiveness of on-the-job training practices from relational and cognitive social capital through formalized HRM system and (b) to examine how social capital-based on-the-job training practices develop managerial skills in the telecommunication MNCs of Bangladesh. Social capital as theoretical lens has been used to justify the association between social capital-based on-the-job training practices and managerial skills development.

The remainder of the paper is structured as follows: the next section reviews social capital: An integrated view of structural, relational and cognitive dimensions, potentials for on-the-job practices, the relationship between social capital and on-the-job training practices, the managerial skills development encapsulated, the relationship between social capital and managerial skills; then we move to research methodology, epistemological approach and research design, cross-case and participants, sampling and data collection, data analysis process, analysis and results: findings for the ULM and MLM related to managerial skills; and we conclude with discussion, conclusions, limitations and future research.

## **II. LITERATURE REVIEW**

### **1. Social capital: an integrated view of structural, relational and cognitive dimensions**

According to Adler & Kwon (2002), there are two perspectives namely bridging and bonding relationships stemmed from social capital. These perspectives possessed in bonding relationships advert to shared norms, values and cooperation where strong ties are found multiplex that profoundly perform in frequent manner (Granovetter, 1973; Coleman, 1988; Fukuyama, 2003). Consequently, these three facets have further streamlined in terms of three clusters: structural dimension, relational dimension and cognitive dimensions.

### **2. Structural dimension**

The structural dimension of social capital embedded in social networks encompasses both informal and formal networks identified by scholars like (Nahapiet, & Ghoshal, 1998; Kaasa, 2009). These informal networks are developed through interpersonal relationships and become reciprocal among friends' relatives, colleagues, and neighbours, club members etc. On the contrary, formal networks provide access to participation in associations and voluntary organizations such as professional groups, religious bodies, cultural groups, alumni associations, consulting service providers and so on. Both networks are actively involved in providing support and communication channels for exchanging information between groups of mutual interest (Kaasa, 2009). Therefore, apart from unusual exceptions or mild differences these networks including informal and formal positively persuade to form contextual setting in the environment for capturing the edge of organizational advantage in terms of superior performance, economic growth that trigger towards sustained competitive advantage.

### **3. Relational dimension**

It explains the sort of personal relationships are developed gradually through interactions with one another focusing specifically on respect and friendship which has a reflexion over behaviour. This is obviously built on personal relationships that can fulfil social motives such as sociability, approval and prestige (Nahapiet, & Ghosal, 1998). For instance, one actor (an employee) Mr. X may consider to stay with the existing firm owing to an attachment

with fellow colleagues albeit having economic advantage elsewhere either by a new employment opportunity or start-up of business. But another employee Mr. Y chooses to leave for a better career move somewhere because of not having such personal bonds.

#### **4. Cognitive dimensions**

Those resources that exhibit shared codes and language, shared narratives and shared goals (Nahapiet, & Ghosal, 1998). For example, company X and company Y have a common goal to achieve but they are unable to do so unilaterally because of the distinct nature of capabilities and expertise each possesses. Therefore, shared view will enable them to achieve their objectives. Scholars such as (Leana, & Van Buren, 1999; Liang, 2006) argue that the origin or sources of social capital are embedded with trust. For building trust, key mechanisms are nested to develop communication and cooperation and therefore they are interdependent and mutually reinforcing (Putnam, 1995; Inkpen, & Tsang, 2005). Without trust, either a firm is unable or it goes beyond its reach to make the most of its human capital.

Scholars like (Granovetter, 1982; Taylor, 1982; Elster, 1989) argue that informal social contracts including reputation effects, shared myths, and expectations can be sources of social capital. In addition, they found that social interactions are the basis of social capital. Resources contained in a socially embedded structure are mobilized or accessed in purposive actions can be underlying source of social capital. Other scholars like (Lovas, & Ghoshal, 1998; Liang, 2006) pay their attention over the role of social capital that facilitates to build relationships with stakeholders. In this era of mass global connections among interdependent nations, people and community, relationships turn out to be more essential, especially with outside stakeholders as they could facilitate for attaining intelligence regarding changes in the marketplace scenario involving preferences of customers during emerging competition. The popular definitions of social capital in terms of external vs. Internal as well as both (integrative) will help us to capture the core concept hidden behind since inception initially introduced by Pierre Bourdieu in 1986. Afterwards, authors such as Coleman (1990); Putnam (1995); Portes (1998); Nahapiet, & Ghosal (1998) consecutively defined social capital as multidimensional concept.

Social capital provides assistance for resource exchange and product innovation between inter-departments (Tsai, & Ghoshal, 1998; Hansen, 1998; Gabbay, & Zuckerman, 1998), the creation and mobilization of intellectual capital (Hargadon, & Sutton, 1997; Nahapiet, & Ghoshal, 1998) and assuring effectiveness for the cross-functional team (Rosenthal, 1996). Social capital encourages inter-firm training and learning (Kraatz, 1998).

#### **5. Potentials for on-the job training practices**

Several studies unraveled that jobs are designed for fostering autonomous motivation (Hackman, & Oldham, 1976) and sharing knowledge (Foss, Minbaeva, Pedersen, & Reinholt, 2009; Gagné, 2009). Precisely, job design has two significant dimensions in relation to autonomous motivation which are namely job variety and autonomy (Lado, & Wilson, 1994; Mahmud et al., 2012). When and how to carry out specific tasks depend on the degree of freedom to the extent a job has provided to an employee (Hackman and Oldham, 1976). In this perspective, employees obtained a sense of responsibility and volition by the means of job autonomy and variety (Fuller, Marler & Hester, 2006). Eventually jobs are made further multifaceted and interesting to drive the autonomous motivation which is found crucial for the organization (Gagné, & Deci, 2005). Moreover, management shows confidence to the employees by granting autonomy for their motivation to carry out the focal tasks. In essence, job design which is shaped by the level of autonomy and variety thus strengthens employees to feel more confident and self-determined (Bénabou, & Tirole, 2003). On the job training session offers employees opportunities to acquire task-specific knowledge and skills in work area (Lado, & Wilson, 1994). Those knowledge and skills are pertinent for job requirements presented during on-the-job training session. The common forms of on-the-job training methods are idiosyncratically job instruction technique, job rotation, coaching and apprenticeship training. However, theoretically total on-the-job training sessions do not pervade farther any activity off-the job (Alipour, Salehi & Shahnava, 2009).

The systematic placement of employees to different job positions from one to another followed by revolving processes within an organization. This movement is directed towards achieving several human resources objectives such as: simply staffing jobs, orienting new employees, preventing job boredom or burnout, rewarding employees, enhancing career development, exposing employees to diverse environments (Woods, 1995). On-the-job training practices program is seen an excellent hand on experience that reduces the training costs and on the other hand increases the impact of training (Bénabou, & Tirole, 2003). Particularly, it drives individuals to become more self-motivated, flexible, adaptable, innovative, eager to learn and able to communicate effectively. Nevertheless, cost appears to be one of the possible problems associated with rotation programs in which if it takes longer time to

spend on lower level employees. In other words, if more time is spent to manage lower level employees, so the more cost will incur (Alipour et al., 2009). At times, it may elevate workload and descend the desired level of productivity for the reason of revolving managers and the employees. Job rotation is found to be valuable whenever firm-specific skills are needed to provide an incentive to organizations (Jerris, 1999).

### **6. The Relationship between social capital and on-the-job training practices**

Galbraith (1973) describes that social capital theory is useful to reduce uncertainty and take actions whenever organizations need to provide job training to boost up performance. In terms of learning systems, this theory is vital in exchanging information flow within the organization. This also facilitates employees to get access to reliable sources or bases of information and provides quality of relevance, information and timeliness. Precisely, it helps to provide channel of information through on-the-job training within the network structure (Camps, & Marques, 2014). Şendoğd, & Erdirençelebi (2014)'s analysis unveils that promotion opportunity is facilitated by successful execution of on-the-training practices in organizations and it is associated with social networks of executives. Khodabakhshi, & Abbasi (2015) unfolds significant relationships between social capital and job training practices of HRM system. Managers should include social capital in their planning for job training practices in order to create social relationships. Clark (2003) showed a link between on-the-job training practices of HRM system in terms of high commitment and organization's social capital that contains an increase in common bonds, trust and common codes of languages. Chuang, Chen, & Chuang (2013)'s study revealed that an organizational social capital (OSC) increases whenever a focus is conferred to building good relationships among employees through implementation of firm's HRM system including job training practices. Baughn, Neupert, Anh & Hang (2011) explored a significant relationship that exists between social capital and HR functions in formulating international joint venture. Their study mostly claimed that the influence of social capital by involving shared decision making allows the venture to establish greater control over HR practices especially on-the-job training, compensation, and evaluation decisions. Choudhury (2011)'s study examined whether the existing HR practices including on-the-job training and procedure were conducive to create, nourish and influence social capital of the organizations in which its role can contribute to the organization performance. Njagi (2012)'s study explained the relationship between social capital and on-the-job practices in terms of employee promotion. In particular, social capital perspectives through on-the-job training practices provide a bonding and bridging relationship among network members that make upward movements in organizations. Saha, & Banerjee (2014) found that SMEs (small and medium enterprises) can facilitate job-training and up-gradation program by using their formal networking ties and the social capital. Thus significantly impact employee on-the-job training for firms having membership in formal networks.

### **7. The Managerial skills development encapsulated**

Currently, adaptive responses are vital to managing organizations through job tasks in terms of technical and socio-economic changes (Agut, Grau & Peiró, 2003). Under these phenomenal changes, traditional management approach has shortcomings to fit managers with these transformations in which KSAs to be included in the managerial competency (Kanungo, & Misra, 1992; Lawler, 1994). Skills are associated with verbal, mental and work-related proficiency during application of data and information with manual. Skills are subject to measurements in terms of quantity and quality of performance within stipulated time limit (Katz & Krueger, 2019)). Contrarily, skills are regarded as more of behavior-based. In particular, it is viewed that managerial competency (Martin, & Staines, 1994; De Ansorena, 1996; Levy-Leboyer, 1997) certainly encompasses knowledge, skills and ability in the generic and technical competency needs of managers. HRM functions give emphasis on designing job structures of the organizations involving traits of skills and ability and other characteristics, where employees' performance are required to conduct successfully in specific job positions (Eric Soderquist, Papalexandris, Ioannou, & Prastacos, 2010). Rowe (1995) identified those managerial skills as peoples' role that involves job specifications to employ quality people against team and organizational requirements.

Managerial skills are associated with interpersonal interaction that builds the context for action management, coordination, planning or motivation (Eric Soderquist et al., 2010). In particular, Goleman, Boyatzis & McKee(2002) found that managerial skills are generic because they are related to self-management and relations management for any managerial job, or organization-specific task. Simultaneously, managerial skills are in conjunction with managerial responsibilities presented in the organizational behavior literature in the form of five categories such as planning, organizing, controlling, motivating, and coordinating (Quinn, & Hilmer, 1994; Parry, 1998). Skills are deemed as person-oriented qualities and talent that demonstrate interpersonal aptitudes such as the ability to communicate and to cooperate with others ((Eric Soderquist et al., 2010)). In this regard, Alderson

(1993) proposed five categories of managerial skills in the organizational context. These are interpersonal relationships; openness; trust; approachability; discipline and cohesion.

### **8. The Relationship between social capital and managerial skills**

To understand the relationship between social capital and managerial competencies, it is necessary to identify the dynamics of managerial competencies that emerge indirectly from the different dimensions of social capital. Initially, cooperation and synergy are the sources for raising collective competencies particularly in an individual context (Macke, Sarate & Vallejos, 2010). According to Boyatzis (1982), competencies are the attributes of an individual network that combines a motive, trait, skills, aspect of one's self-image or social role, or a body of relevant knowledge to execute superior performance. In a similar vein, Catano, Cronshaw, Wiesner, Hackett & Methot (2001) described groups of related behaviors or the required knowledge, skill and ability (KSA) to perform a task or role. Several studies unravel that networking relationships between the top managers of one firm to another enable them to acquire resources, valuable information and exchange knowledge in order to mitigate uncertainties and enhance managerial performance (Acquaah, 2007). There are a few empirical studies about the effects of social capital examining the relationship between managerial networking and social ties on firm's activities in emerging economics. Data of such studies were drawn from Asia (e.g. Park & Luo, 2001; Peng, & Luo, 2000; Lee, Lee & Pennings, 2001). Specifically, Peng, & Luo, (2000)'s work contributes immensely to the theoretical and managerial implication by examining between managerial networking relationships and ties with top managers at other firms and government officials help improve organizational performance. This study is conducted in China showing a micro-macro link in an emerging economy. Therefore, it is obvious for organizations to leverage managers' competencies that assist to contain employees forge productive relationships within workplace networks (Lengnick-Hall, & Lengnick-Hall, 2003).

## **III. RESEARCH METHODOLOGY**

This study is driven by a qualitative research method and particularly a case study with cross-case research analysis. Basically qualitative investigation entails exploratory nature of study which is very useful to capture unforeseen elements through cross case analysis of case study research (Stebbins, 2001). Our research design was exploratory in case study and focused towards identifying the effectiveness of social capital-based on-the-job training that enhances managerial skills in organizations being drawn upon replication (Yin, 1989; Glaser & Strauss, 2009). According to (Eisenhardt, 1989; Lewis, Bryman, & Liao, 2003), the important part of replication logic does not only confirm the emerging evidence independently but also validates the generalization of contextual research (Yin, 1989). However, research method pursued in-depth interviews pertaining to insightful understanding of the participants drawn from the context. To obtain an insightful understanding, in-depth interviews played a crucial role that contained life stories, experiences, feelings and contextual information (Hennink, Hutter, & Bailey, 2020). In fact, we have been able to utilize self-reflection and introspection due to in-depth interviews during data analysis (Patton, 2002). Therefore, three MNCs from the telecommunication industry for cross-case analysis have been considered for qualitative approach due to not for factual truth but also for useful truth where quantitative method is limited to only mathematical objectivity.

The reasons are many folds for doing this research: first, the rise of MNCs telecommunication organizations over the years from 2000 to 2020 led the increase of the numbers mobile subscribers to 165.337 million at the end of March (BTRC, 2020) in this industry. Second, it is absolutely necessary for managerial employees to attain required skills to meet up expectations of vast mobile subscribers (Lucini and Hatt, 2014). Third, as Bangladesh has become an important hub for telecommunication MNCs to operate, it significantly lacks skilled managerial employees (Lucini and Hatt, 2014). Therefore, person-organization fit has become a challenge for managerial employees because of their shortage of required skills for the industry (Van Maanen, 1977; Rima & Islam, 2013). Lastly, this study requires to explore unforeseen aspects where qualitative approach is the best choice to extract the phenomena (Creswell, 2018).

### **1. Epistemological approach and research design**

For the purpose of fact finding, cross case analysis with a study research is very useful to explore unforeseen aspects (Yin, 2017). Similarly, it has been argued that deeper understanding of the actors' thoughts, feelings, behaviors, interactions and sentiments can be determined through cross-case analysis (Borghini, Diamond, Kozinets, McGrath, Muniz & Sherry, 2009). However, we explored how three dimensions of social capital: structural, relational and cognitive integrating on-the-job training in order to enhance managerial skills. Our research clearly pointed out the groups' heterogeneity embedded with organizational social capital. For that reason,

our research questions pursued to espoused interpretative paradigm involving i) a relativist ontology where reality is perceived to be made intersubjective and ii) subjectivist epistemology recognizes that any conceptual understanding cannot be separated from ourselves (Morgan,1980). It is seen that qualitative approach drives exploratory research with unforeseen aspects (Creswell, 2018).

**2. Cross-case and participants**

Eisenhardt & Graebner (2007) mentioned that a theoretical sampling method is useful to determine particular cross-case analysis. Since the purpose of our research is to determine level of managerial skills required from the divergent groups’ heterogeneity of social capital within formal structure, we needed to select managers from top and middle echelons within telecom MNCs in Bangladesh as context. Accordingly, we chose 12 managers from both top and middle level with equal split of 6 members for each to reduce response bias. Therefore, managers were chosen from two groups containing 6 members for each. Our in-depth interview reached to saturation point at 9 participants but extra 3 members have been considered to determine validity of data.

**3. Sampling and data collection**

Snowball sampling technique has been used to obtain data from the managerial echelons in this study. (Suri, 2011) mentioned that snowball sampling is very crucial as it reduces biasness for collecting detailed information from different stakeholders. It is very useful for capturing phenomenological experience that contains real life context while conducting in-depth interviews of the participants. Particularly, Patton (2002) claimed that snowball sampling in qualitative research acts precisely to reveal unforeseen opportunities during the empirical data collection though field study.

We collected data during 2018-2019 from some of departments in telecommunication MNCs in Bangladesh where we were given access (e.g. finance, human resources & administration, corporate affairs, IT, sales, infrastructure development, procurement, commercial division and network quality). Participants were being furnished with interview schedules and apparently interviews were held around 1 hour 40-45 minutes; with the permission of the interviewees (which was granted in all cases).

Later they were tape-recorded, and subsequently transcribed during the period from 2018-2019. In addition, shorthand notes were also taken during interviews. The interview sessions were conducted only in English; therefore there was no necessity for back or forward translations.

The transcriptions were then sent to the interviewees and subsequently amended via physical meetings in office premises based upon appointment over telephone and emails. Thus, we gradually approached to managers on the basis of their consent to participate in the interview.

Table 1 in the next part represents managers from both levels selected on the basis of the following profile such as age, level of education, years of work experience, length & language used for each interview.

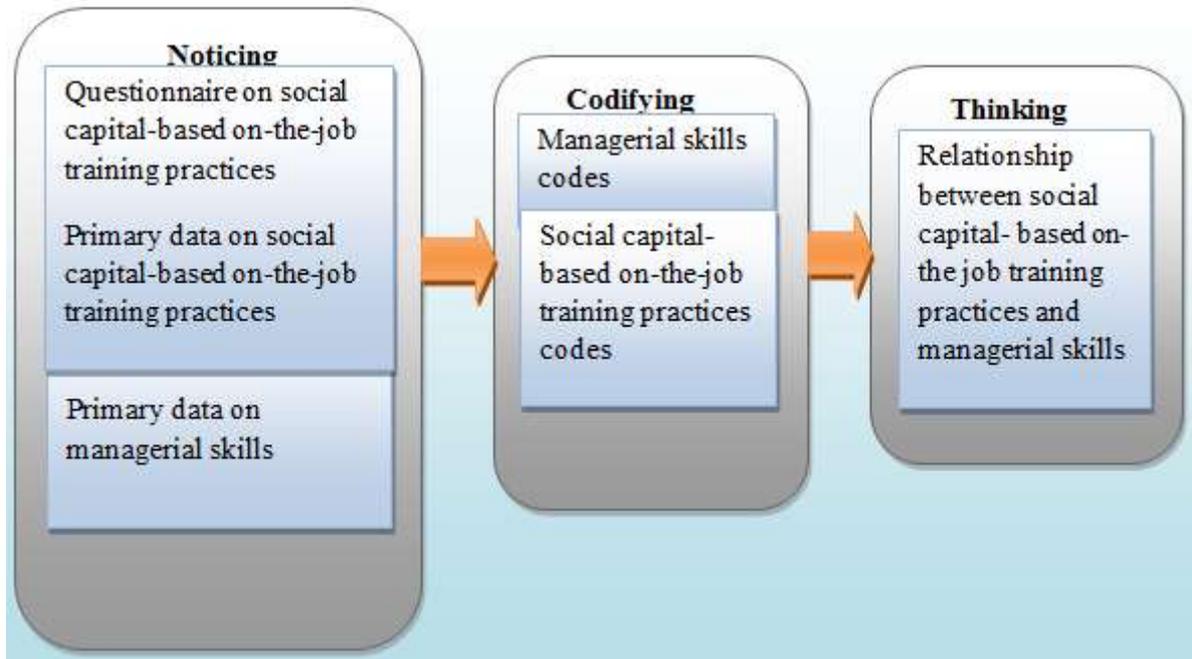
**Table 1: Demographic Information of Managers and & Language and Duration Mobilized for Interviews**

<b>Group of managers</b>	<b>ULM (Upper level managers)</b>	<b>MLM (Mid-level managers)</b>
Number of managers	6	6
Designations	Chief Executive Officer (CEO) HR & Administration Director Head of Information Technology (IT) Sales Director (SD) Chief Financial Officer (CFO) Chief Commercial Officer (CCO)	Senior Manager (Human Resources) Senior Manager (Network Quality) Senior Manager(Procurement) Senior Manager (Infrastructure Development) Senior Manager(Corporate Affairs) Senior Manager (Revenue Assurance)
Range of ages	53-62 years	40-52 years
Education level	Masters	Masters
Years of work experience	14-19 years	7-13 years
Length of interview	1 hour 40-45 minutes	1 hour 40-45 minutes
Language of interview	English	English

Source: Own elaboration

**4. Data analysis process**

Qualitative data analysis (QDA) model has been adopted in this study(Seidel1998;2010;Camps and Maques,2014) This model is based upon an iterative, recursive and holographic process comprised of noticing, codifying and thinking related to important factors. Methodological process is described figure 1. For the purpose of data processing, the study has used NVivo version 11.4 as qualitative software.



**Figure 1: Qualitative Methodological Process**

Source: Own elaboration

**IV. ANALYSIS AND RESULTS**

On-the-job training is a kind of HR practices involved in performance for jobs in a planned and systematic way. The purpose is to enhance managerial skills to complete task efficiently. Members of ULM on few occasions are merely involved in job training. In this light, HR & administration director from ULM opined,

*“Our motives are to provide job specific training to individual managerial groups who are privileged resource persons and future leaders of the organization. They are few people who would be enabled to contend with the rival organizations considering the cost competitiveness”.*

On the flip side, members of the MLM are the organizers involved in arranging and executing training on-the-job sessions at mass level. They are simply considered as actors of implementation in which the target is set by the ULM members where HR department conducts those job trainings according to the requirements of the various departments. About on the job training, it was observed that network members of ULM were not directly involved to provide training while doing job. Subsequently, Chief executive officer (CEO) mentioned:

*“On the job training offers practical orientation to employees. Certainly, it enables employees to learn practically and enhances all sorts of skills conducive to job responsibility. On the job training fosters self-learning and leads to grow skills”.*

**1. Findings for the ULM and MLM related to managerial skills**

With reference to values, ULM are obligated to develop their skills through professionalism which is still a far cry. In this light, members are intensely rooted in informal obligations within reference group that make them encouraged complying in relation to their jobs or tasks. For instance, head of IT shared his experience in this manner:

*“if someone gives his or her shoulder to you when you need and you must do the same to reciprocate or lend your shoulder when they need. This is your obligation”.*

However, the change handling skills have adopted a lofty extent of associability owing to their commitment for network members. That commitment was rendered in order to ameliorate change handling skills by the reference group from among the network ties who mostly concern for the perfect awareness. Accordingly, commitment influences people to form sacrificial minds and keep them focused to enrich skills.

*“We stick to our commitment to help each other especially members from reference group for managerial skills development. We (indicating to reference group members) have a long way to go in this organization. Because, we are the brainchild and built for the company”* (Chief commercial officer, CSO).

Hence commitment associates network members jointly with reciprocal trust that facilitates opening up flexible work schedules for this group on one side and deters all possibilities that might emancipate alternative control mechanism on the other side. Members of the ULM also recognize technology application, pressure management, both oral and written communication were related to identification, obligation norms & values, commitment, shared narratives and most importantly trust. With this view, the CEO(Chief executive officer) claimed:

*“Technology application skills are associated with the process of implementation where these possess static control which is connected towards shared narratives. In case of pressure management, network members were perfectly capable of organizing work under pressure of the essence of obligation and identification”.*

*“Communication appeared intense in both forms facilitates network members for showing empathy in order to mitigate the worries of colleagues and subordinates. Subsequently, intense form of communication embraces robust trust that plays a pivotal role in making them feel comfortable during impasses of job insecurity and risk-taking situation”* (Chief financial officer).

Concerning the importance of value is the pillar of amassing employees together to achieve common objectives. According to Sales director,

*“Values shape individual character to expand its spirit of togetherness rather than to focus only on specific reference group. Absence of values within network configuration concerns for dismay towards professionalism”.*

However, team player skills are eventually developed through shared vision, codes & language and narratives. These create an affable ambiance conducive to innovations generated through ideas by means of brainstorming sessions supported by largely trust stemmed from relational social capital. Trust also contributes to strengthen up skilling pro-activities . Moreover, trust is so important dimension of relational social capitals that is associated with building sustainable relations among intra and inter groups network members. Accordingly Sales director claimed:

*“We have seen foolish ideas proposed many times. “Djuce” was one of those considered as dull and foolish. But this was eventually qualified and later turned out to be most amazingly successful from revenue perspective. This happened due to close collaboration with other units and trust was so effectual among network members in which shared vision, codes & language and narratives contributed colossally that widened our limited scopes”.*  
*He also quoted as saying, “Jeering at those innovators in the beginning lasted with round of applauses for impossible mission possible”.*

Mostly relational and cognitive dimensions embedded with the MLM reveal a logical indirect associability with managerial skills. Firstly, concerning communication skills with regards to customer retention via bridging relationship aligned in terms of reasonable acceptance or partial awareness by this group to obtain organizational goals. As stated by Senior manager, human resource:

*“if you have better technical skills and can communicate better, you can create knock-on effects over customer for sustainable relationship”.*

This provides us an impression of shared codes & language and narrative that simulate interests among network members of this group to gain change handling skills. Secondly, MLM have moderate awareness about up-skilling pro-activities because of their low participation in preparing budget. In fact, they are well informed about cost competitiveness that concerns all employees in the organization. As for example, the senior manager for revenue assurance expounded:

*“There are many issues we need to address other than poking nose deep into budget approval. Our job is to carry on what we are told to do. Hehe haha heehee (jeering) Ginger merchant needs to focus on export and shipment only but not the grapevine of the ship”.*

This implies shared narratives only pass on information but actually it does not create any kind of effect among the network members of this group.

As regards to obligations and commitment of relational dimension, they were adhered to team player skills bestowed to organizing and implementing work. The level of obligations and commitment gave the impression of weak associability symbolizing reasonable engagement among network members of this group in relation to team player skills. For instance, when discourse was going on with senior manager for infrastructure development about obligations and commitment he stated:

*“We work as support service in an event for them and the main organizer is the top tier who would facilitate us to get the job done. We just walk through the bridge built by them”.*

About technical competence, shared narratives and mutual trust prompt people to acquire this skill. Notwithstanding individual’s qualifications, technical competence is espoused by means of social connections and enriched in exchanges of coordination and cooperation through shared narratives and mutual trust. According to senior manager for network quality,

*“if you need to do your best, please hand on with your nearest cohorts with good faith to help each other. You will see you are shining like a new penny”.*

This statement shows that technology application cannot be improved without mutually accorded cooperation and trust within the network.

As regards to pressure management, MLM are highly aware due to embedded values and high norms that concern the members of this group. For example, senior manager for infrastructure development mentioned:

*“Handling pressure management for all is one of the main focuses of our organization. My department squanders millions of dollars to create a secured environment which would remain under 24 hour’s surveillance, because we share our sorrows and joys to ease ourselves”.*

MLM depend on certain level of their individual capacity to obtain state of complete knowledge in specific task or function. Consequently, identification and commitment of relational dimension are associated with enhancing technology application skills in specific area in the workplace. But differing views have been revealed from the statement of senior manager, corporate affairs as such:

*“My unit people are jack of all trades but master of none. When they are called to reach to a consensus about any burning issue, they end in fiasco owing to difference of individual perspectives”.*

The result produced can be due to the lower individual identification and weak commitment with network members and some kind of vacillations put barrier among network members to utilize shared codes & language and narratives for successful implementation.

MLM recognized creativity as potential which requires long term focus. Apparently, the organization needs to employ a long-term shared vision among network members to encourage creative thinking. MLM’s cognitive dimension in terms of shared vision, codes & language and narratives unveils the inevitable association with creativity skills. With regards to Senior manager, procurement cited:

*“Everyone has to keep shoulder to shoulder relationships together so that new ideas of talk time services might be innovated. Retaining customers with new ideas of talk time innovation will keep you alive otherwise permanent departure from the organization”.*

Therefore, MLM strongly believes that collective concern can simulate creativity among its network members. The next is about up-skilling pro-activities focus that demonstrates better performance attained from intellects of individual.

This group exposes the reasonable concern about quality that shapes traits of people to result better outcome. To focus on up-skilling pro-activities is strongly influenced by high commitment and identification. According to senior manager for network quality,

*“Our talk time penetration is lower in the market along with our competitors compared to those of Thailand and Malaysia. But we have larger customer segment because of vast population which needs to be tactfully served and handled by specialized professionals who know their responsibilities very well”.*

Network members of MLM have high awareness in fostering coaching skills. According to senior manager for human resources,

*“A tiny plant will never grow further and bear fruits without nurturing and nursing and so as people. We need to inject people with vitamin ingredients continually for human resources development”.*

Therefore, it appears that the organization has moral and ethical obligations to foster people development at every level. On the job training offers employees an opportunity to acquire task-specific knowledge and skills in the work place. ULM are the unique planners and implementers of strategic decisions.

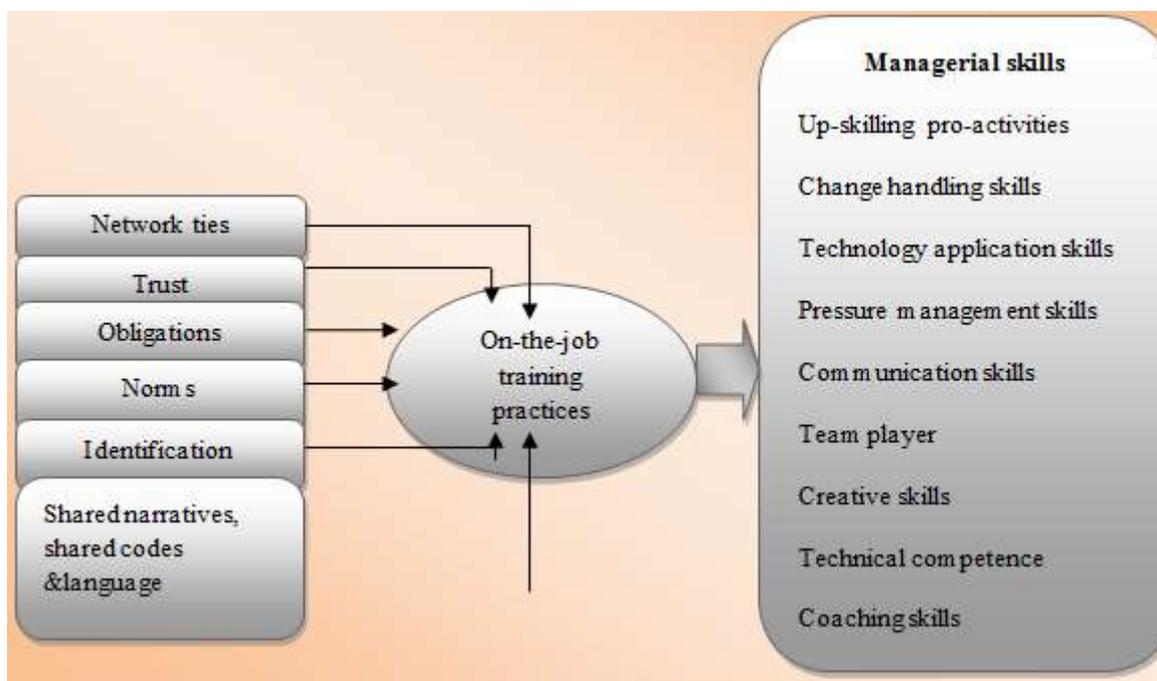
They don’t have any involvement in executing on-the-job training for the employees. For the case of MLMG, it is revealed that members have assigned people on-the-job training in order to be oriented and adapted with tasks-specific skills in the work place.

**Table 2:** Social Capital Dimensional Elements and Managerial Skills Set

Dimensional elements	Managerial skills	Definition	ULM	MLM
Network ties	Up-skilling pro-activities	The sense of feeling to have an advanced skill to meet technical standard for newly evolved	High awareness	High awareness
Trust	Change handling skills	The adoption of new technological evolutions which enable individuals to tackle all kind of challenges up front.	Perfect awareness	Perfect awareness
Obligations	Technology application skills	The skills are associated with implementation of new technology and its operational functions.	Possesses static control	Possesses exponential control
Norms	Pressure management skills	The capacity of individual who has the art to organize work under pressure.	Perfectly capable	Capable but has some margin of limitations
Identification	Communication skills (Written & Oral )	The exchange of ideas or information through discourse. At times interchange of thoughts and opinions occur among groups <b>(Oral skills)</b> . Instruction or approval is passed or transferred through the channel in written order <b>(Written skills)</b>	Naturally intense communication <b>(Written &amp; Oral skills)</b> .	Weak and need instant improvement <b>(Written &amp; Oral skills)</b> .
Shared narratives,	Team player	A skilled individual who can work efficiently as part of a team.	High engagement	Moderate engagement
Shared codes & language	Creative skills	The art of intellectual inventiveness.	Short-term focus	Long term focus
	Technical competence	The knowledge acquired by practical skills and methods which are used to do such activity and considered as an exceptional quality possessed by individual.	Naturally espoused	Espoused by socialization or social connections
	Coaching skills	The act of training given to people in order to facilitate them to carry out better performance.	Not observed	Reasonably engaged

**V. DISCUSSION AND CONCLUSION**

This research contributes to SHRM (strategic human resource management) literature through contemplating social capital-based on-the-job training practices that enhance managerial skills in organizations. Findings clearly indicated that on-the-job training of HR practices were useful behind improving skills at middle and upper managerial levels in telecommunication MNCs. Specially, relational and cognitive dimensions were found to be related to facilitate the process for job training which in fact influences managerial skills development. In particular, relational and cognitive social capital involving the network ties of structural dimension were found to be connected to the development of up-skilling pro-activities, change handling skills, technology application skills, pressure management skills, communication skills, team player, creative skills, technical competence and coaching skills at managerial levels through job training practices. Moreover, this research recognized two groups of managers (e.g ULM & MLM) who were heterogeneously linked to each other informally within the formal structure of organizations. Therefore, our research explicitly differentiates from prior studies that focused on HR practices in terms of job-hunting opportunity, recruitment and career progression. In addition, some prior studies also concentrated executive compensation (Belliveau, O'Reilly III, & Wade, 1996; Burt, 1997a), relationships between social capital and employee promotion (Njagi, 2012), building effectiveness for the cross-functional team (Rosenthal, 1996), reduces employee turnover & termination rates (Krackhardt & Hanson, 1993; Pennings, Lee & Van Witteloostuijn, 1998) and encourages inter-firm training and learning through training & development (Kraatz, 1998). Contrarily, no significant support was found for the relationship among social capital and on-the-job training practices and eventually leads towards managerial skills development in organizations. But we have extended prior studies by introducing a model of social based on-the-job training practices that contributes to improve managerial skills (see fig.2).



**Figure 2:** An Empirical Framework of Social Capital-based on-the-Job Training Practices and Managerial Skills

Source: Own elaboration

As our major findings revealed informal intra organizational groups heterogeneity within the formal structure of the organization, the data reflected on the analysis that confirms the originality and novelty of our empirical evidence. Network ties of structural dimension through on-the-job training practices largely involved increasing managers' up-skilling pro-activities, technology application skills and team player building. The factors of the relational dimension being aligned with on-the-job training practices were related to many skills. For instance, trust raises confidence and broadens scope for managers and involved them to engage for on-the-job training practices which were linked to creative, technical and coaching skills and espoused together with team player. Then obligations greatly pursue managers which were connected to on-the-job training practices in order to associate with pressure management skills that address on organizational goals. Intra-organizational norms were

connected towards on-the-job training practices and eventually associated with communication skills within heterogeneous groups. Identification was linked towards on-the-job training practices leading to change handling and technology application skills and thus improve strategic team player building. Finally, the cognitive dimension comprised of shared narratives and codes & language were immensely related towards on-the-job training practices because of improving communication (both written & oral) skills, and apparently eased pressure management skills within intra-organizational informal heterogeneous managers. In this paper, we explored how on-the-job training practices immensely embedded with multidimensional social capital within telecom organizations that enabled especially MLM towards developing managerial skills. By doing so, we aim to identify the relationships among heterogeneous mid-level managers despite having intra-organizational differences in which on-the-job training practices plays a vital role in developing managerial skills. We examined mostly managers' job performing skills using social capital dimensions through on-the-job training practices both formally and informally. Data were obtained from both ULM and MLM for conducting intra-organizational study which creates scope to reveal heterogeneous managerial disparities in naturalistic setting. Although each participant was interviewed in similar industry environment, data revealed difference of opinions from the heterogeneous managers.

Firstly, this study contributes to the intra-managerial heterogeneity within the formal structure of organization. It provides evidence of how relational and cognitive social capital shaped on-the-job training practices with the purpose to strengthen the importance of informal relationships built on trust among network ties at the managerial level. This novel approach driven by relationship builds social capital despite complexities at managerial level. Therefore, trust is found so pervasive that allows network ties to influence on-the-job training practices and enhance managerial skills.

Secondly, the study contributes to the balanced assessment of three dimensions of social capital, although many studies paid little attention to the essential role of cognitive dimension along with the integration of relational dimension that mostly focuses on trust and obligations. The relational dimension includes trust as most important element as well as obligations were developed through soft variables of cognitive dimension such as shared narratives and shared codes & language within network ties of structural dimension of social capital. From the theoretical standpoint, the last contribution uncovers the essential integration of on-the-job training practices with social capital theory. Basically, on-the-job training practices mediated the effect of social capital on managerial skills development.

From the angle of practical implications, the study underlies the significance of social capital linked to informal relationships with heterogeneous managers within the formal structure of organizations, the variables of social capital had been enormously useful to act upon on-the-job training practices and the manner in which together contribute to enhance managerial skills.

This research is embedded with many limitations. First, data was collected through in-depth interviews from a specific sample of three telecommunication firms based on Bangladesh as developing country context. These findings are inadequate for generalizability but may be useful for individual case study solution. As Aycan (2005) claimed that cultural differences often impact job training practices in different workplaces of the world, further in-depth investigations are needed to verify in other firm populations stemmed from other cultures based on individual country's national context. Second, data was derived from a single sector. Hence, multiple sectoral effects through panel data could not be examined due to small sample size of this study. Further studies could concentrate on several industries to examine the collective effects. Third, the sample size comprised of 12 participants' in-depth interviews of three telecom organizations is another limitation. Further studies can supplement to organizational competences that can be explained by social capital-based on-the-job training practices.

## VI. REFERENCES

- [1] Acquah, M. (2007). Managerial social capital, strategic orientation, and organizational performance in an emerging economy. *Strategic Management Journal*, 28(12), 1235-1255.
- [2] Adler, P.S., & Kwon, S.W. (2002) 'Social Capital: Prospects for a new Concept', *The Academy of Management Review*, Vol. 27, No.1, pp. 17-40.
- [3] Alderson, S. (1993). Reframing management competence: focusing on the top Management team. *Personnel Review*, 6(22), 53-62.
- [4] Alipour, M., Salehi, M., & Shahnava, A. (2009). A study of on the job training effectiveness: Empirical evidence of Iran. *International Journal of Business and Management*, 4(11), 63.
- [5] Augoustinos, M., Walker, I., & Donaghue, N. (2014) 'Social cognition: *An integrated introduction*', Sage.
- [6] Agut, S., Grau, R., & Peiró, J. M. (2003). Individual and contextual influences on managerial competency needs. *Journal of Management Development*, 22(10), 906-918.

- [7] Aycan, Z. (2005), 'The Interplay between Cultural and Institutional/Structural Contingencies in Human Resource Management Practices,' *The International Journal of Human Resource Management*, 16, 1083–1119.
- [8] Baughn, C. C., Neupert, K. E., Anh, P. T. T., & Hang, N. T. M. (2011). Social capital and human resource management in international joint ventures in Vietnam: a perspective from a transitional economy. *The International Journal of Human Resource Management*, 22(05), 1017-1035.
- [9] Belliveau, M. A., O'Reilly III, C. A., & Wade, J. B. (1996). Social capital at the top: Effects of social similarity and status on CEO compensation. *Academy of management Journal*, 39(6), 1568-1593.
- [10] Benabou, R., & Tirole, J. (2003). Intrinsic and extrinsic motivation. *The Review of Economic Studies*, 70(3), 489-520.
- [11] Borghini, S., Diamond, N., Kozinets, R. V., McGrath, M. A., Muniz Jr, A. M., & Sherry Jr, J. F. (2009). Why are themed brand stores so powerful? Retail brand ideology at American Girl Place. *Journal of Retailing*, 85(3), 363-375.
- [12] Boyatzis, R.E. (1982). The competent manager: A model for effective performance. USA: John Wiley & Sons.
- [13] Bourdieu, P. (1983/1986). The forms of capital. In Handbook of theory and research for the sociology of education (pp. 241–258), edited by J. G. Richardson. Westport, CT: Greenwood.
- [14] Burt, R. S. (1997a). The contingent value of social capital. *Administrative Science Quarterly*, 42, 339-365.
- [15] BTRC (2020), Retrieved from <http://www.btrc.gov.bd/content/mobile-phone-subscribers-bangladesh-march-2020>.
- [16] Catano, V.M., Cronshaw, S.F., Wiesner, W.H., Hackett, R.D., & Methot, L.L. (2001). Recruitment and Selection in Canada, Nelson, Scarborough. N.P.: n.p.
- [17] Camps, S., & Marques, P. (2014). Exploring how social capital facilitates innovation: The role of innovation enabler. *Technological forecasting & social change*, 88, 325-348.
- [18] Chen, J., Liu, X., Song, W., & Zhou, S. (2020). General managerial skills and corporate social responsibility. *Journal of Empirical Finance*, 55, 43-59.
- [19] Choudhury, J. (2011). HR Configuration, Social Capital & Organisation Performance- Theoretical Synthesis & Empirical Analysis. *The Journal of Commerce*, 3(3), 1.
- [20] Chuang, C. H., Chen, S. J., & Chuang, C. W. (2013). Human resource management practices and organizational social capital: The role of industrial characteristics. *Journal of Business Research*, 66(5), 678-687.
- [21] Clark, M. (2003). Academics tout 'social capital' as latest thing in strategic HR. *HR Magazine*, 48(2), 38.
- [22] Coleman, J. S. (1988) 'Social capital in the creation of human capital', *American Journal of Sociology*, Vol. 94, pp. S95-S120.
- [23] Coleman, J. S. (1990). Foundations of social theory. Cambridge: Harvard University Press.
- [24] Creswell, J. W. (2018). Research Design, Qualitative, Quantitative, & Mixed Methods Approaches, 5th edition, SAGE.
- [25] De Ansorena, A. (1996). 15 Pasos para la Selección de Personal con Éxito: Métodos e Instrumentos (15 Steps for Successful Personnel Selection: Methods and Tools). *Paído's, Barcelona: n.p.*
- [26] Dreikurs, R., Grunwald, B. B., & Pepper, F. C. (2013) 'Maintaining sanity in the classroom: Classroom management techniques', *Taylor & Francis*.
- [27] Eisenhardt, K. M. (1989). Agency theory: An assessment and review. *Academy of management review*, 14(1), 57-74.
- [28] Eisenhardt, K. M., & Graebner, M. E. (2007). Theory building from cases: Opportunities and challenges. *Academy of management journal*, 50(1), 25-32.
- [29] Elster, J. (1989). The cement of society: A study of social order. Cambridge: Cambridge University Press.
- [30] Eric Soderquist, K., Papalexandris, A., Ioannou, G., & Prastacos, G. (2010). From task-based to competency-based: A typology and process supporting a critical HRM transition. *Personnel Review*, 39(3), 325-346.
- [31] Foss, N. J., Minbaeva, D. B., Pedersen, T., & Reinholdt, M. (2009). Encouraging knowledge sharing among employees: How job design matters. *Human resource management*, 48(6), 871-893.
- [32] Fukuyama, F. (2003) 'Social capital and civil society: Foundations of social capital', Cheltenham: Edward Elgar Pub.
- [33] Fuller, J. B., Marler, L. E., & Hester, K. (2006). Promoting felt responsibility for constructive change and proactive behavior: Exploring aspects of an elaborated model of work design. *Journal of Organizational Behavior*, 27(8), 1089-1120.
- [34] Gabbay, S. M., & Zuckerman, E. W. (1998). Social capital and opportunity in corporate R&D: The contingent effect of contact density on mobility expectations. *Social Science Research*, 27, 189-217.

- [35] Gagné, M., & Deci, E.L.(2005). Self- determination theory and work motivation. *Journal of Organizational behavior*, 26(4), 331-362.
- [36] Galbraith, J. R. (1973). Designing complex organizations. *Addison-Wesley Longman Publishing*.
- [37] Glaser, B. G., & Strauss, A. L. (2009). The discovery of grounded theory: Strategies for qualitative research. *USA: Transaction publishers*.
- [38] Goleman, D., Boyatzis, R.E., & McKee, A. (2002). Leadership and Emotional Intelligence. *Boston, MA.: Harvard Business School Press*.
- [39] Granovetter, M. S. (1973). The strength of weak ties. *American Journal of Sociology*, 78, 1360-1380.
- [40] Granovetter, M. (Ed.) (1982). The strength of weak ties: a network theory revisited, in: P. MARSDEN and N. LIN. *Social Structure and Network Analysis* (pp. 105–130). Beverly Hills, CA: Sage.
- [41] Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational behavior and human performance*, 16(2), 250-279.
- [42] Hansen, M. T. (1998). Combining network centrality and related knowledge: Explaining effective knowledge sharing in multiunit firms. *N.P.: Division of Research, Harvard Business School*.
- [43] Hargadon, A., & Sutton, R. I.(1997).Technology brokering and innovation in a product development firm. *Administrative Science Quarterly*, 42, 716-749.
- [44] Hennink, M., Hutter, I., & Bailey, A. (2020). Qualitative research methods. *SAGE Publications Limited*.
- [45] Inkpen, A. C., & Tsang, E. W. (2005) ‘Social capital, networks, and knowledge transfer’, *Academy of management review*, 30(1), 146-165.
- [46] Jerris, L. A. (1999). Human resources management for hospitality. *New Jersey: Prentice Hall*.
- [47] Kaasa, A. (2009) ‘Effects of different dimensions of social capital on innovative activity: Evidence from Europe at the regional level’, *Technovation*, Vol. 29, No. 3, pp. 218-233.
- [48] Kanungo, R. N., & Misra, S. (1992). Managerial resourcefulness: A reconceptualization of management skills. *Human Relations*, 45(12), 1311-1332.
- [49] Katz, L. F., & Krueger, A. B. (2019). The rise and nature of alternative work arrangements in the United States, 1995–2015. *Industrial and Labor Relations Review*, 72(2), 382–416.
- [50] Khodabakhshi, F., & Abbasi, B. (2015). The relationship between HRM practices and social capital via the moderating role of organizational performance in Islamic Azad universities of Gilan province, Iran. *Research Journal of Recent Sciences*, 4(3), 52-62.
- [51] Kraatz, M. S. (1998). Learning by association? Interorganizational networks and adaptation to environmental change. *Academy of management journal*, 41(6), 621-643.
- [52] Krackhardt, D., & Hanson, J. R. (1993). Informal networks: The Company behind the chart. *Harvard Business Review*, 71(4), 104-111. Retrieved from [http://www1.ximb.ac.in/users/fac/Shambu/Sprasad.nsf/23e5e39594c064ee852564ae004fa010/04e8064a732a65b7652570a900232f31/\\$FILE/krackhardt%20hanson1993%20HBR.pdf](http://www1.ximb.ac.in/users/fac/Shambu/Sprasad.nsf/23e5e39594c064ee852564ae004fa010/04e8064a732a65b7652570a900232f31/$FILE/krackhardt%20hanson1993%20HBR.pdf)
- [53] Lawler, E. E. (1994). From job-based to competency-based organizations. *Journal of organizational behavior*, 15(1), 3-15.
- [54] Leana III, C.R., and Van Buren, H.J. (1999) ‘Organizational social capital and employment practices’, *Academy of Management Review*, Vol. 24, No. 3, pp. 538-555.
- [55] Liang, T. W. (Ed.). (2006). Social capital in Asia: an exploratory study. N.P.: n.p.
- [56] Lado, A. A., & Wilson, M. C. (1994). Human resource systems and sustained competitive advantage: A competency-based perspective. *Academy of management review*, 19(4), 699-727.
- [57] Lee, C., Lee, K., & Pennings, J. M. (2001). Internal capabilities, external networks, and performance: a study on technology-based ventures. *Strategic management journal*, 22(6-7), 615-640.
- [58] Lengnick-Hall, M.L., & Lengnick-Hall, C.A. (2003).HR’s role in building relationship networks. *Academy of Management Executive*, 17(4), 53–63.
- [59] Lewis-Beck, M., Bryman, A. E., & Liao, T. F. (2003). The sage encyclopedia of social science research methods. *London: Sage*.
- [60] Levy-Leboyer, C. (1997). Gestio´n de las Competencias (Competences Management), *Gestio´n 2000, Capellades. N.P.:* n.p.
- [61] Lovas, B., & Ghoshal, S. (1998). Strategy as guided evolution. *N.P.: INSEAD*.
- [62] Louis, M. R., Posner, B. Z., & Powell, G. N. (1983) ‘The availability and helpfulness of socialization practices’, *Personnel Psychology*, Vol. 36, No. 4, pp. 857-866.
- [63] Lucini, B.A., & Hatt, T. (2014). GSMA Intelligence Country overview: Bangladesh, 3-39, Retrieved April 20, 2016, from <https://gsmaintelligence.com/> and <https://gsmaintelligence.com/m4d>.
- [64] Macke, J., Sarate, J. A. R., & Vallejos, R. V. (2010). Collective competence and social capital analysis in collaborative networks. *Journal of Systemics, Cybernetics and Informatics*, 8(3), 18-23.
- [65] Mahmud, K., Billah, M. M., & Chowdhury, S. M. R. (2012). Human resource outsourcing: A study on telecommunication sector in Bangladesh. *International Journal of Business and Management*, 7(10), 74.

- [66] Martin, G., & Staines, H. (1994). Managerial competences in small firms. *Journal of Management Development*, 7(13), 23-34.
- [67] Mehralian, G., Peikanpour, M., Rangchian, M., & Aghakhani, H. (2020). Managerial skills and performance in small businesses: the mediating role of organizational climate. *Journal of Asia Business Studies*.
- [68] Morgan, G., & Smircich, L. (1980). The case for qualitative research. *Academy of management review*, 5(4), 491-500.
- [69] Nahapiet, J., & Ghoshal, S. (1998). Social capital, intellectual capital, and the organizational advantage. *Academy of management review*, 23(2), 242-266.
- [70] Njagi, L. K. (2012). Relationship between social capital and employee promotion. *International Journal of Business & Commerce*, 1(10), 1-13.
- [71] Park, S. H., & Luo, Y. (2001). Guanxi and organizational dynamics: Organizational networking in Chinese firms. *Strategic management journal*, 22(5), 455-477.
- [72] Parry, B. S. (1998). What is a Competency? *And Why Should You Care*, 58-64.
- [73] Patton, M. Q. (2002). *Qualitative research and evaluation method: Integrating theory and practice* (3rd ed.). *Thousand Oaks, Calif, Sage Publications*, xxiv, 598.
- [74] Peng, M. W., & Luo, Y. (2000). Managerial ties and firm performance in a transition economy: The nature of a micro-macro link. *Academy of management journal*, 43(3), 486-501.
- [75] Pennings, J. M., Lee, K., & Van Witteloostuijn, A. (1998). Human capital, social capital, and firm dissolution. *Academy of management Journal*, 41(4), 425-440.
- [76] Portes, A. (1998). Social capital: its origins and application in contemporary sociology. *Annual Review of Sociology*, 24, 1–24.
- [77] Putnam, R. D. (1995) ‘Tuning in, tuning out: The strange disappearance of social capital in America’, *PS: Political science & politics*, 28(4), 664-683.
- [78] Quinn, J.B., & Hilmer, F.G. (1994). Strategic outsourcing. *Sloan Management Review*, 4(25), 43-55.
- [79] Rima, A. R., & Islam, M. R. (2013). A case study on compensation system practices in the perspective of telecom industries of Bangladesh. *American International Journal of Research in Humanities, Arts and Social Sciences*, 4(1), 1-5. <https://www.semanticscholar.org/paper/A-Case-Study-on-Compensation-System-Practices-in-of-Rima/eee7220620f9f12b7d1e7459aeea1a961fda25c3>
- [80] Rothstein, M., & Jackson, D. N. (1980) ‘Decision making in the employment interview: An experimental approach’, *Journal of Applied Psychology*, Vol. 65, No. 3, pp. 271.
- [81] Rosenthal, E. A. (1996). Social networks and team performance. *University of Chicago Press*, 3(4), 288-294.
- [82] Rowe, C. (1995). Clarifying the use of competence and competency models in recruitment, assessment and staff development. *Industrial and Commercial training*, 27(11), 12-17.
- [83] Saha, M., & Banerjee, S. (2014). Training and development of employees of SMEs: A social capital perspective. *Review of HRM*, 3, 196.
- [84] Seidel, J. (1998). *The ethno graph: A user’s guide* (Version 5.0). N.P.: n.p.
- [85] Seidel, J. V.(2010). *Qualitative data analysis*, Available at: <ftp://ftp.qualisresearch.com/pub/qda.pdf>1998
- [86] Şendoğdu, A. A., & Erdirencelebi, M. (2014). *Organizational social capital and its importance in human resources management*. N.P.: n.p.
- [87] Stebbins, R. A. (2001). *Exploratory research in the social sciences* (Vol. 48). Newbury Park, CA: Sage.
- [88] Suri, T. (2011). Selection and comparative advantage in technology adoption. *Econometrica*, 79(1), 159-209.
- [89] Taylor, M. (1982). *Community, Anarchy and Liberty*. Cambridge: Cambridge University Press.
- [90] Tsai, W., & Ghoshal, S. (1998). Social capital and value creation: The role of intrafirm networks. *Academy of Management Journal*, 41, 464-478.
- [91] Van Maanen, J. (1977). Organizational careers: Some new perspectives. *New York: John Wiley & Sons*.
- [92] Woods, R. (1995). *Human Resources Management*. Michigan: AHMA.
- [93] Yin, R.K(1989). *Case study research: design and methods* (vol.5). Newbury Park, Calif.: Sage.
- [94] Yin, R. K. (2017). *Case study research and applications: Design and methods*. Sage publications. [https://scholar.google.com/scholar?hl=en&as\\_sdt=0%2C5&q=Yin%2C+R.+K.+%282017%29.+Case+study+research+and+applications%3A+Design+and+methods.+Sage+publications&btnG=](https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Yin%2C+R.+K.+%282017%29.+Case+study+research+and+applications%3A+Design+and+methods.+Sage+publications&btnG=)