

Internship Report
on
**“Customer Relationship Development: A Case Study on Academy of
Business Professionals-ABP”**

Submitted by
Mohammad Omar Sani
ID: BBA2202026009

Program: Bachelor of Business Administration (BBA)

Major: Marketing

Semester: Spring 2026

Submitted to
Department of Business Administration
Sonargaon University (SU)
Dhaka-1215



Sonargaon University (SU)

Date of Submission 02/05/2026

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Submitted to

Shakila Yesmin

Lecturer

Department of Business Administration

Sonargaon University (SU)

Dhaka-1215



Sonargaon University (SU)

Date of Submission: 02/05/2026

Letter of Transmittal

May 02, 2026

To,

Shakila Yesmin

Lecturer

Department of Business Administration

Sonargaon University.

Subject: Submission of internship report on “Customer Relationship Development: A Case Study on Academy of Business Professionals- ABP”.

Dear Ma’am,

With due respect, I would like to inform you that it is indeed a great pleasure for me to submit my internship report titled “Customer Relationship Development: A Case Study on Academy of Business Professionals (ABP)”, which has been prepared as a partial requirement for the completion of my BBA program.

Throughout the study, I have tried my best to incorporate as much relevant information and practical insights as possible based on my working experience at ABP. I have followed your valuable instructions and guidelines carefully while preparing this report. However, there may still be some unintentional errors due to oversight, for which I sincerely apologise. I would be grateful if you kindly consider those mistakes.

I am truly thankful for your continuous guidance, support, and cooperation at every step during the preparation of this report. It would be a great help for me if you kindly take some time to go through the report and evaluate it.

Sincerely Yours

Mohammad Omar Sani

ID: BBA2202026009

Program: BBA

Major: Marketing

Sonargaon University (SU).

Student's Declaration

This is Md. Omar Sani, a student of Bachelor of Business Administration, ID No: BBA2202026009 from Sonargaon University (SU) would like to solemnly declare here that this internship report on “Customer Relationship Development: A Case Study on Academy of Business Professionals-ABP” has been authentically prepared by me under the supervision of Shakila Yesmin, Lecturer, Department of Business Administration, Sonargaon University.

I didn't breach any copyright act internationally. I am further declaring that I did not submit this report anywhere for awarding any degree, diploma, or certificate.

Mohammad Omar Sani

ID: BBA2202026009

Program: BBA

Major: Marketing

Sonargaon University (SU).

Letter of Authorization

I, Shakila Yesmin, Lecturer, Department of Business Administration, Sonargaon University (SU) hereby certify that the internship report entitled as “Customer Relationship Development: A Case Study on Academy of Business Professionals- ABP” has been prepared by Mohammad Omar Sani, ID No: BBA2202026009, Department of Business Administration, Sonargaon University (SU) and submitted as a requirement for the partial fulfillment for the degree of Bachelor of Business Administration (BBA) with major in Marketing. To the best of my knowledge, the above mentioned work has been conducted by the student himself. Any option and/or suggestion made in this study are entirely that of the author of this internship report.

I wish him every success in life.

Shakila Yesmin

Lecturer

Department of Business Administration

Sonargaon University (SU).

Acknowledgement

Nothing can be accomplished alone. Without the help of the number of persons the success remains silent. I am very much fortunate to get the sincere guidance and supervision from a number of people. First of all, I am very much grateful of Almighty Allah who gave blessings, courage and ability to prepare this report.

I am very much grateful to Shakila Yesmin, Lecturer, Department of Business Administration, Sonargaon University (SU) for guiding me to complete my internship report. I am also highly indebted to her for the scholarly and constructive suggestion, which was of much assistance to prepare this internship report on “Customer Relationship Development: A Case Study on Academy of Business Professionals- ABP”. I am deeply grateful to all concerned persons who provide valuable guidance, suggestions and advices in collecting information, analyzing and preparing the internship report. I am particularly indebted to them whose efforts and cordial cooperation of this report.

My humble gratitude’s goes out to each and every one at the Regional Office of Academy of Business Professionals and specially my supervisor Mostafa Sajal, whose constant guidance and feedback on my entire internship journey made it a unique learning experience.

Executive Summary

In today's competitive and rapidly evolving world, professional education and skill development have become essential for career growth and organizational success. Academy Of Business Professionals- (ABP) has been contributing to this sector since its establishment on 2nd May 2017, by offering industry-relevant postgraduate diploma (PGD) programs and professional training. This report focuses on assessing the level of participant satisfaction across different programs and services offered by ABP. The study is based on primary data collected from 50 respondents, identifying key participant touchpoints such as course content, trainer effectiveness, administrative support, and overall learning experience. In an increasingly competitive training and development sector, maintaining high participant satisfaction is crucial for ABP's sustainability and growth. With the advancement of technology and growing reliance on digital platforms, there is a strong need for ABP to enhance its online learning environment, digital engagement, and accessibility of services. At the same time, ensuring inclusivity by reaching learners from diverse backgrounds remains a priority. Although ABP has established a strong reputation through quality training and professional conduct, the report highlights certain areas where improvements can be made, particularly in digital infrastructure and online service delivery. Overall, ABP maintains a professional, supportive, and learner-friendly environment. The organization is committed to continuous improvement, aligning its programs with industry demands and ensuring quality standards in education and training. The study highlights that effective customer relationship development is a key driver of success for ABP. By adopting more systematic and customer-focused strategies, the organization can enhance customer satisfaction, build long-term relationships, and achieve sustainable growth.

List of Acronyms

Symbol/Abbreviation	Description
ABP	Academy Of Business Professionals
PGD	Postgraduate Diploma
PM	Project Management
HRM	Human Resource Management
LSCM	Logistics & Supply Chain Management
RCM	Risk & Compliance Management
DSBA	Data Science & Business Analytics
SBM	Strategic Branding & Marketing
IBF	Islamic Banking & Finance
PM (DEV)	Project Management (NGO & Development Sector)
MEAL	Monitoring, Evaluation, Accountability and Learning
CPD	Continuing Professional Development
LMS	Learning Management System
CRD	Customer Relationship Development
PCC	Professional Certificate Course
NGO	Non-Governmental Organization
UK	United Kingdom
FAQ	Frequently Asked Questions
CRM	Customer Relationship Management

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Chapter 1

Introduction

1.1 Preface

In today's highly competitive business environment, organizations increasingly recognize that maintaining strong relationships with customers is essential for long-term success. Customer Relationship Development (CRD) focuses on creating, maintaining, and enhancing interactions with customers to ensure satisfaction, loyalty, and retention. Rather than viewing transactions as isolated events, modern organizations adopt a relationship-oriented approach that emphasizes continuous engagement and value creation.

With the growing importance of service-based industries, particularly in professional training and education sectors, institutions must prioritize customer-centric strategies to sustain growth. The Academy of Business Professionals (ABP), as a training and development organization, operates in a dynamic environment where customer expectations are constantly evolving. Therefore, developing effective customer relationship strategies is crucial for attracting new participants and retaining existing clients.

1.2 Background of the Study

Customer relationship management has evolved significantly over the past few decades. Traditionally, businesses focused primarily on product quality and pricing. However, with increased competition and globalization, the focus has shifted toward delivering superior customer experiences.

In the context of Bangladesh's growing professional training sector, institutions like ABP play a vital role in developing skills and enhancing employability. These organizations depend heavily on customer trust, satisfaction, and word-of-mouth promotion. As a result, maintaining strong relationships with participants, corporate clients, and stakeholders becomes essential.

During the internship period at ABP, practical exposure to customer handling, communication strategies, service delivery processes, and feedback mechanisms provided valuable insights into how customer relationships are built and maintained. This study is conducted based on those real-world observations combined with theoretical knowledge of customer relationship development.

1.3 Rationale of the Study

Customer Relationship Development (CRD) has become a critical function in service-based organizations globally, and educational institutions in Bangladesh are no exception. As competition among private training institutes intensifies and learner expectations rise, ABP's long-term growth depends not only on the quality of its academic offerings but also on the quality of its relationships with every stakeholder in its ecosystem from first-time inquirers to long-standing alumni and

corporate partners.

Despite being a leading training institute with strong UK affiliations, ABP, like many institutions in Bangladesh, faces challenges common to the sector: inconsistent follow-up with prospective learners, limited structured alumni engagement, and the absence of a formal Customer Relationship Management (CRM) system. This report attempts to shed light on these gaps and propose evidence-based recommendations that can help ABP deepen its relationships with learners at every stage of their journey from inquiry and enrolment through to program completion and post-graduation engagement.

1.4 Objective of the Study

The objective of this report can be viewed from two perspectives.

a) Primary Objective

This internship report is primarily prepared to meet the partial requirements for completion of the degree of BBA program from Sonargaon University (SU).

b) Specific Objective

The Specific objectives are given bellow-

- To understand the current CRM and learner engagement practices employed by ABP Bangladesh.
- To identify the key factors that drive learner satisfaction and long-term loyalty at ABP.
- To analyze the strengths, weaknesses, opportunities, and threats of ABP's customer relationship strategy.
- To assess learner satisfaction across critical touchpoints including enrolment, course delivery, communication, and alumni relations.
- To provide actionable recommendations for improving ABP's customer relationship development framework.

1.5 Limitations of the Study

On the way of my study, we have faced some problems that termed as the limitations of the study. In all respect following limitation and weakness remain within which we failed to escape by any means. These are follows-

- The study is limited to ABP's Dhaka operations and may not fully reflect practices at other delivery points.
- A sample size of 50 respondents, though sufficient for a qualitative-quantitative mixed study,

may not capture the full diversity of ABP's learner population.

- Some respondents showed hesitation in sharing candid feedback, particularly regarding service shortcomings, which may have introduced a degree of social desirability bias.
- Time constraints during the internship limited the depth of engagement with senior management and corporate client relations activities.
- As a relatively new intern, access to certain internal data and CRM-related records was restricted.

Chapter 2

Organizational Overview

2.1 Background of ABP Bangladesh

The Academy of Business Professionals (ABP) is one of Bangladesh's most reputable professional skills development institutes, headquartered in Dhaka. Founded in 2017, ABP was established with the mission to bridge the gap between academic education and the practical demands of the modern workplace by offering industry-relevant postgraduate and professional certificate programs.

ABP has built strong international partnerships, most notably with Edupro UK, whose qualifications ABP awards, and with the CPD Certification Service in the United Kingdom, which endorses ABP's programs. These partnerships lend ABP's certificates and diplomas significant credibility in both domestic and international job markets. ABP has further strengthened its academic standing by establishing a direct master's entry pathway to Solent University in the United Kingdom for holders of its PGD in Project Management and PGD in Logistics and Supply Chain Management.

ABP also operates 'Sector 99', its e-learning platform (education.abpbd.org), and maintains a dedicated payment and student portal (app.abpbd.org and abpstudy.org respectively), reflecting its commitment to accessible and technology-enabled learning.

2.2 Vision, Mission & Values

Vision:

“Transform career into profession” to be the most trusted and impactful professional skills development institute in Bangladesh, empowering individuals to succeed in the global knowledge economy.

Mission:

To deliver globally recognized, industry-relevant, and practically oriented professional education that equips learners with the knowledge, skills, and credentials to advance in their careers and contribute meaningfully to their organizations and society.

Values:

- Excellence: Commitment to the highest standards of academic and service quality in every program delivered.
- Global Relevance: Ensuring that qualifications and curriculum remain aligned with international industry standards and best practices.

- **Learner-Centricity:** Placing the learner’s success, experience, and long-term development at the heart of every decision.
- **Integrity:** Conducting all operations with transparency, accountability, and ethical responsibility.

2.3 Products & Services of Academy Of Business Professionals- ABP

ABP offers a comprehensive portfolio of programs designed to serve professionals at multiple career stages. Its flagship Postgraduate Diploma (PGD) programs cover the following specializations:

PGD Program	Key Target Audience	Duration
Human Resource Management	HR Officers, Managers, Professionals	6 Months
Logistics & Supply Chain Mgmt.	Supply Chain, Procurement Staff	6 Months
Project Management	Project Managers, Team Leaders	6 Months
Data Science & Business Analytics	Analysts, IT Professionals	6 Months
Strategic Branding & Marketing	Marketing, Brand Professionals	6 Months
Risk & Compliance Management	Compliance Officers, Auditors	6 Months
Project Mgmt. (NGO & Development)	NGO Staff, Development Workers	6 Months
MEAL	M&E Officers, Development Sector	6 Months
Islamic Banking & Finance	Banking, Finance Professionals	6 Months
Professional Accounting & Finance	Accountants, Finance Officers	6 Months

In addition to PGD programs, ABP offers Professional Certificates in areas such as Warehouse and Inventory Management, Project Risk Management, Fair Labor Standards, Smart HR Skills, and several others, making it a one-stop provider of professional development for Bangladeshi working professionals.

2.4 Organizational Structure

ABP is governed by a Board of Governance that provides strategic oversight and institutional direction. Day-to-day operations are managed by a professional management team overseeing academic delivery, learner services, marketing and enrolment, finance, and digital operations. The institute maintains close coordination with its UK partners for curriculum quality assurance and certification processes. A dedicated learner support team handles admission, communication,

payment, and post-enrolment services, forming the frontline of ABP's customer relationship function.

- To provide high-quality, industry-relevant professional education and training that equips learners with practically applicable skills for real-world work environments.
- To bridge the gap between academic qualifications and professional competency by designing curriculum in collaboration with industry practitioners and internationally recognized accreditation bodies.
- To expand access to globally recognized certifications including programs endorsed by CPD UK, certified by Edupro UK, and registered under AAOIFI Bahrain for professionals across Bangladesh.
- To enhance learner employability and career growth through structured placement support, career counselling, and an active alumni network.
- To enhance learner employability and career growth through structured placement support, career counselling, and an active alumni network.
- To continuously innovate and expand program offerings into emerging professional domains such as Data Science, Risk and Compliance Management, Islamic Banking and Finance, and Monitoring, Evaluation, Accountability and Learning (MEAL).
- To develop and sustain corporate training partnerships and institutional relationships that allow ABP to serve the workforce development needs of both public and private sector organizations.

2.5 Subsidiaries and Associates

While ABP operates as a focused professional training and consultancy institute rather than a diversified corporate conglomerate, it maintains a robust ecosystem of affiliated platforms, partner institutions, and associate bodies. These relationships collectively strengthen ABP's operational capacity, international credibility, and service reach. The key subsidiaries and associates of ABP are described below.

a) FRIEND (Parent Foundation)

The Academy of Business Professionals operates under the Foundation for Research, Innovation, Environment, and Development (FRIEND), which functions as its parent organizational body. FRIEND provides the governance structure, institutional mandate, and broader social development orientation that underpin all ABP activities, ensuring that the institute's work

contributes to national research, innovation, and capacity-building goals beyond commercial training.

b) ABP Global (International Headquarters)

ABP maintains a global headquarters at 71-75, Shelton Street, Covent Garden, London, WC2H 9JQ, United Kingdom, operating as ABP Global (contact@abpglobal.org). This international office facilitates cross-border institutional partnerships, supports UK-linked certification programs, and positions ABP as a globally connected professional education institution with reach beyond South Asia.

c) Sector 99 (Digital Learning Platform)

Sector 99 (education.abpbd.org) is ABP's proprietary online education platform and serves as the digital delivery arm for ABP's program portfolio. It enables learners to access course materials, live sessions, recorded lectures, assignments, and assessments remotely. This platform has been instrumental in expanding ABP's geographic reach beyond its Dhaka campus and supporting continuity of learning during periods of disruption.

d) Edupro UK (Certification and Awarding Partner)

ABP is a recognized Learning and Exam Centre for Edupro, United Kingdom. Through this partnership, learners completing designated ABP Postgraduate Diploma programs receive internationally recognized qualifications certified by Edupro UK. This affiliation is central to ABP's value proposition, as it ensures that graduates hold credentials with demonstrable international standing.

e) AAOIFI, Bahrain (Registration Centre)

ABP is an approved Registration Centre for the Accounting and Auditing Organisation for Islamic Financial Institutions (AAOIFI), headquartered in Bahrain. This affiliation enables ABP to enroll and support candidates pursuing AAOIFI's globally respected qualifications in Islamic Banking and Finance, and reflects ABP's commitment to the Islamic finance professional development sector.

f) CPD Certification Service, UK (Endorsement Partner)

ABP's professional development programs carry endorsement from the Continuing Professional Development (CPD) Certification Service, United Kingdom. CPD endorsement independently

certifies that ABP's training activities meet high standards of educational quality and contribute meaningfully to a learner's ongoing professional development — a mark of quality that carries weight with employers across industry sectors.

g) NSDA Bangladesh (National Accreditation)

ABP is registered under the National Skills Development Authority (NSDA), Bangladesh. This domestic accreditation ensures that ABP's programs are aligned with the national qualifications framework and carry formal recognition from relevant government regulatory bodies, strengthening their credibility for learners seeking nationally acknowledged credentials.

h) Solent University, UK (Academic Progression Partner)

ABP has established a direct master's degree entry pathway with Solent University, United Kingdom, for holders of ABP's PGD in Project Management and PGD in Logistics and Supply Chain Management. This progression partnership allows ABP graduates to complete a UK master's degree efficiently, adding significant long-term value to the ABP qualification.

2.6 SWOT Analysis

Strength

- ✓ UK-awarded qualifications (Edupro, CPD) carry strong brand value
- ✓ Experienced industry-practitioner faculty
- ✓ Diverse program portfolio
- ✓ Digital learning platform (Sector 99)

Weakness

- ✓ No formal CRM system in place
- ✓ Limited post-completion alumni engagement
- ✓ Inconsistent follow-up with prospective learners
- ✓ Relatively limited marketing presence outside Dhaka.

Opportunities

- ✓ Growing demand for professional upskilling in Bangladesh
- ✓ Expansion into corporate training partnerships (B2B)

- ✓ Online program delivery for outstation learners
- ✓ NGO and development sector as a fast-growing market

Threats

- ✓ Increasing competition from local and online training providers
- ✓ Economic uncertainty affecting training budgets
- ✓ Dependency on UK partner relationships
- ✓ Digital disruption from global MOOC platforms

Chapter 3

Research Methodology

3.1 Research Design

This study adopts a mixed-methods research design, combining quantitative survey data with qualitative observations gathered during the internship period. The primary research instrument was a structured questionnaire administered to 50 ABP learners. Qualitative insights were drawn from direct observation of ABP's learner engagement workflow, informal conversations with staff, and participation in enrolment and communication activities. The mixed-methods approach was chosen because CRM and learner satisfaction are multi-dimensional constructs that benefit from both numerical data and contextual interpretation.

3.2 Sources of Data

The Primary Sources of Data include the followings:

- Structured questionnaire survey conducted with 50 current or recently enrolled ABP learners.
- Direct observation of ABP's daily learner engagement activities during the internship.
- Informal interviews and conversations with ABP administrative staff and faculty.

The Secondary Sources of Data include the followings:

I have elaborated different types of secondary data in my report. Sources of secondary information can be defined as follows:

- ABP's official website (abpbd.org) and published program materials.
- Academic literature on Customer Relationship Management in educational institutions.
- Industry reports and journals on CRM best practices in the service sector.
- Relevant books and publications on relationship marketing and learner satisfaction.

3.3 Sampling Technique

The population for this study consists of all current and recent learners enrolled in ABP's Postgraduate Diploma and Professional Certificate programs. A convenience sampling technique was employed to select 50 respondents who were accessible during the internship period. Efforts were made to include learners from diverse programs and professional backgrounds to ensure a reasonably representative sample. The sample size of 50 is consistent with similar internship-level studies in the education sector.

3.4 Methods of Data Collection

First of all, a structured questionnaire was developed based on established CRM and learner satisfaction frameworks, covering key relationship touchpoints including initial inquiry handling, enrolment experience, course quality, communication and support, faculty engagement, facilities and digital tools, alumni relations, and overall satisfaction. The questionnaire was administered via both face-to-face interaction and digital distribution through ABP's learner community channels. Respondents were assured of the confidentiality of their responses.

3.5 Analytical Technique and Tools

Data collected through the questionnaire were analyzed using simple percentage analysis and tabular presentation. Charts and visual representations were used to illustrate key findings. Microsoft Word and Microsoft Excel were the primary tools used for data processing, analysis, and presentation. Qualitative observations were synthesized thematically and integrated into the analysis chapters to provide context to the quantitative findings.

Chapter 4

My Internship Tasks

4.1 Internship Program

My three-month internship at ABP Bangladesh offered a deeply practical and immersive experience within a professional training institution. I was placed within the learner services and administrative team, where I was exposed to the full learner lifecycle from initial inquiry through enrolment, program support, and follow-up communication. ABP's operations are closely intertwined with its UK partners' quality assurance processes, which gave me exposure to international standards of professional education delivery alongside the realities of the Bangladesh market.

The internship was structured to give me both observational and hands-on experience. I attended team meetings, assisted with learner onboarding, participated in the management of the student communication pipeline, and supported the organization of workshops and program sessions. This breadth of exposure allowed me to develop a holistic understanding of how ABP builds and manages its relationships with learners at every stage.

4.2 Job description

During my internship at ABP Bangladesh, I was assigned the following responsibilities:

- Responding to learner inquiries received via phone, email, and social media, and directing them to the appropriate program information or staff member.
- Assisting with learner enrolment processes, including verification of application documents and coordination with the payment portal (app.abpbd.org).
- Preparing and distributing program schedules, class notifications, and assignment reminders to enrolled learners via WhatsApp groups and email.
- Supporting the organization of workshop sessions, including preparation of materials, coordination with trainers, and management of attendance records.
- Maintaining and updating learner records and tracking enrolment status for ongoing program.
- Assisting in drafting communication materials such as follow-up emails, program brochures, and social media content for ABP's learner community.
- Administering the learner satisfaction questionnaire that forms the primary data basis for this report.
- Observing and documenting ABP's learner engagement and CRM-related workflows for the purposes of this study.

4.3 Benefit from the practical work from various sections

Actually, this was great opportunities for me to work practically in a corporate sector and I have benefited in ways. I have been able to understand the practical work and how these are difference from the text how to adopt with practical work. Some points of them are given below:

Understanding of CRM in an Education Context

- This internship gave me firsthand exposure to how a professional training institute manages its relationships with a large and diverse learner base. I observed how every interaction from the first inquiry call to post-completion feedback either strengthens or erodes the learner's sense of connection to ABP.

Communication and Professional Correspondence

- I developed strong professional communication skills through drafting learner-facing emails, preparing program announcements, and engaging with students and prospective learners in a courteous, informative manner.

Enrolment Process and Data Management

- I gained practical experience in managing enrolment documentation, coordinating with the payment portal, and maintaining accurate learner records.

Event and Workshop Coordination

- Assisting in the logistics of ABP's training workshops enhanced my organizational and time-management skills, and gave me insight into the operational complexity of delivering high-quality professional training events.

Teamwork and Adaptability

- Working within a small, dynamic team at ABP taught me to be flexible, initiative-driven, and responsive to the needs of colleagues and learners alike. The experience of working across multiple functions within a three-month window was a strong test of adaptability.

4.4 Difficulties faced during Internship

The internship was not without its challenges. The primary difficulty was the fast-paced, multi-tasking nature of ABP's operations. As a relatively small team manages a large volume of learner interactions, there were periods when response times were stretched and guidance from senior staff was limited

due to workload. Additionally, as a new intern, I initially lacked the full institutional knowledge needed to answer some of the more detailed learner queries independently, which required close observation and gradual learning before I could contribute confidently.

Access to certain internal records and CRM-related data was also restricted, as is standard practice in most organizations, which placed some limitations on the depth of this study. Finally, coordinating survey completion among busy working professionals required considerable patience and persistence.

Chapter 5

Findings & Analysis

5.1 Findings of the Survey Results

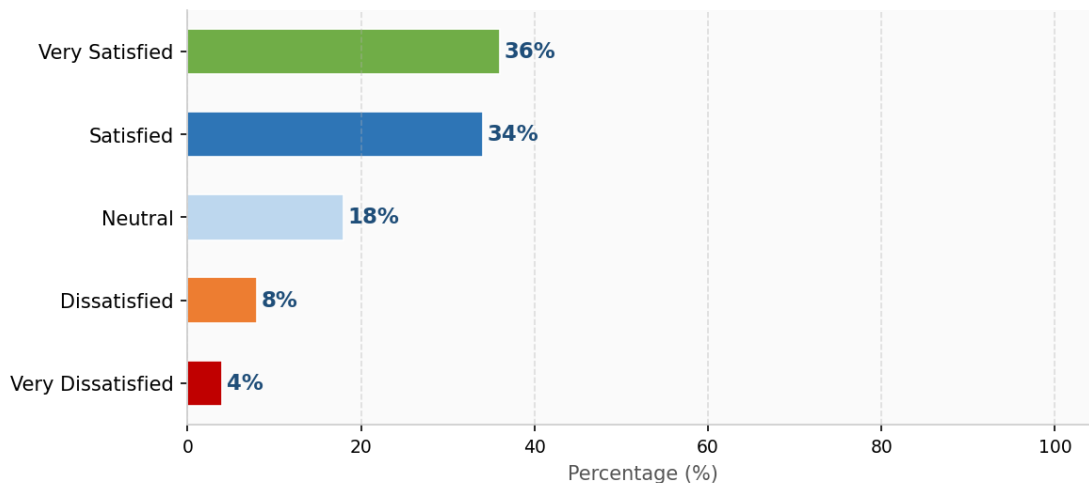
A structured survey was administered to 50 ABP learners to assess satisfaction across key customer relationship touchpoints. The findings are presented below, question by question, followed by an integrated analysis of the major themes emerging from the data.

Question 1: Initial Inquiry Experience

Respondents rated their experience of ABP's initial inquiry handling, covering response time, helpfulness, and clarity of information provided.

Response Category	Respondents	Percentage
Very Satisfied	18	36%
Satisfied	17	34%
Neutral	9	18%
Dissatisfied	4	8%
Very Dissatisfied	2	4%

Figure 5.1 — Initial Inquiry Experience (n=50)



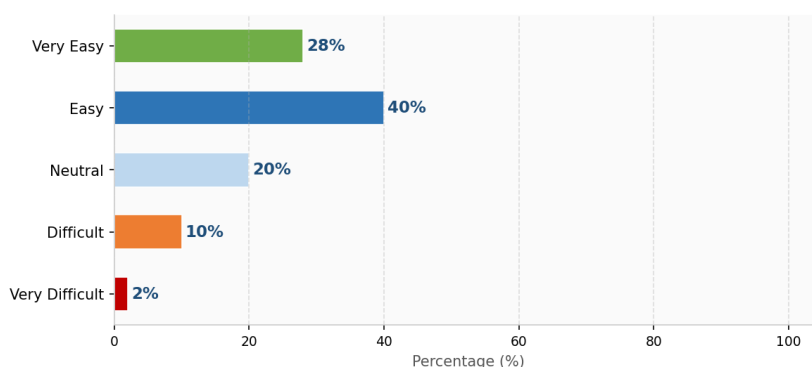
Analysis: 70% of respondents expressed satisfaction or high satisfaction with ABP's initial inquiry handling, indicating a strong frontline communication team. However, 12% dissatisfaction signals a need for consistency improvements, particularly during peak enrolment periods.

Question 2: Ease of Enrolment Process

Respondents assessed the smoothness and support experienced during enrolment, including documentation, payment, and orientation.

Response Category	Respondents	Percentage
Very Easy	14	28%
Easy	20	40%
Neutral	10	20%
Difficult	5	10%
Very Difficult	1	2%

Figure 5.2 — Enrolment Process Ease (n=50)

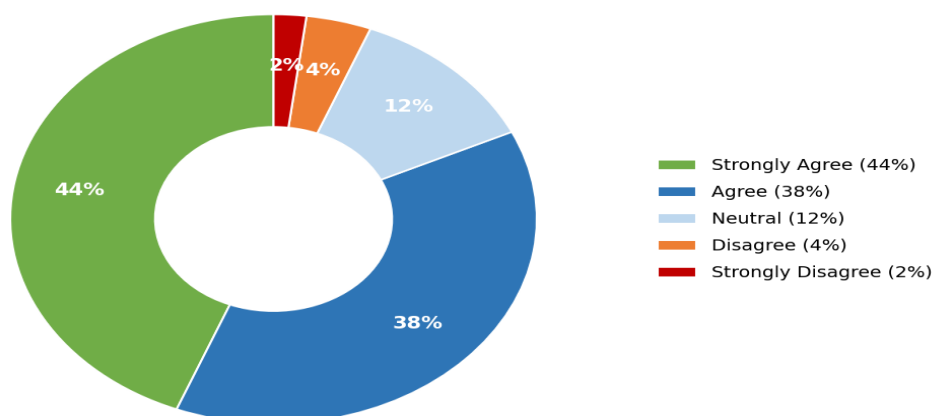


Analysis: 68% of learners found enrolment easy or very easy. The 12% who experienced difficulty point to pain points in documentation complexity or limited online self-service options that warrant attention.

Question 3: Course Content & Quality

This question assessed whether course content met learner expectations in relevance, depth, and practical applicability.

Figure 5.3 — Course Content & Quality (n=50)

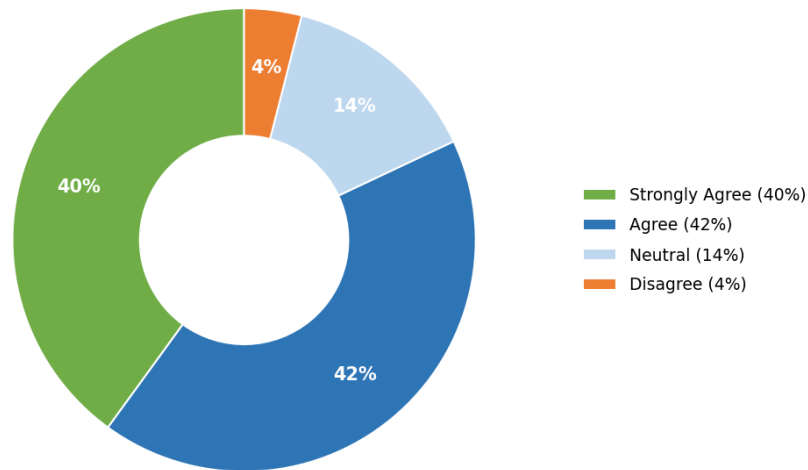


Analysis: An impressive 82% agreed or strongly agreed that ABP's course content is relevant and high-quality and this is the institute's most powerful driver of learner loyalty and word-of-mouth referral.

Question 4: Faculty Knowledge & Engagement

Respondents rated whether ABP's faculty demonstrated sufficient subject expertise and engaging delivery.

Figure 5.4 — Faculty Knowledge & Engagement (n=50)



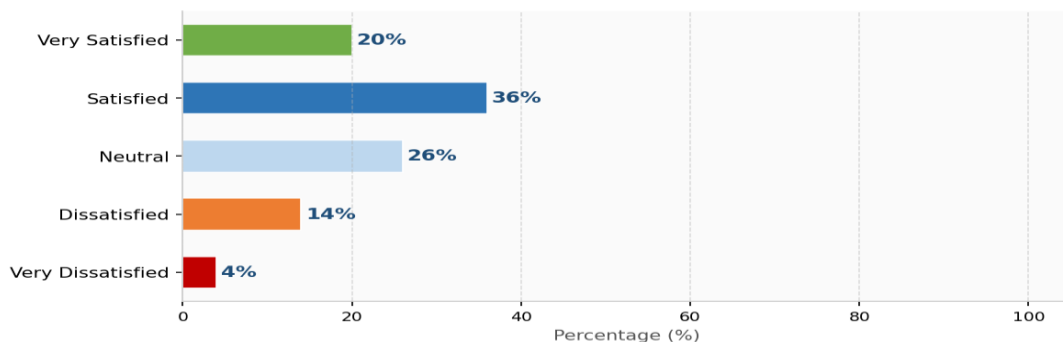
Analysis: Faculty performance is a clear strength, with 82% expressing agreement or strong agreement. ABP's practitioner-faculty model is evidently well-received and should be maintained as a key differentiator.

Question 5: Communication and Support during Program

Learners assessed whether ABP maintained adequate and timely communication throughout the program.

Response Category	Respondents	Percentage
Very Satisfied	10	20%
Satisfied	18	36%
Neutral	13	26%
Dissatisfied	7	14%
Very Dissatisfied	2	4%

Figure 5.5 — Communication & Support During Programme (n=50)



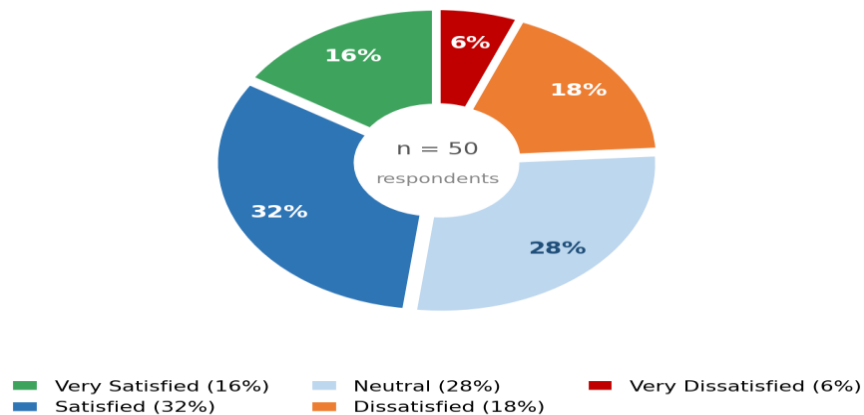
Analysis: While 56% expressed satisfaction, a combined 44% neutral and dissatisfied segment highlights a significant gap in communication consistency.

Question 7: Digital Tools and Online Learning Platform

This question assessed satisfaction with ABP's digital infrastructure, including Sector 99, the student portal, and the payment portal.

Response Category	Respondents	Percentage
Very Satisfied	8	16%
Satisfied	16	32%
Neutral	14	28%
Dissatisfied	9	18%
Very Dissatisfied	3	6%

Figure 5.6 — Digital Tools & Online Learning Platform Satisfaction (n=50)



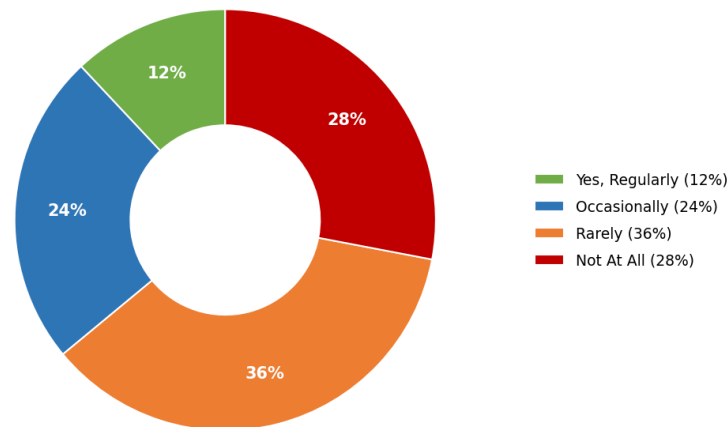
Analysis: Digital tools showed the highest dissatisfaction rate, with only 48% satisfaction. The 24% dissatisfied segment reflects learner expectations of seamless digital experiences that ABP's current platforms have not fully met.

Question 8: Alumni Relations and Post-Completion Engagement

Respondents assessed whether ABP maintained meaningful contact and offered value after program completion.

Response Category	Respondents	Percentage
Yes, Regularly	6	12%
Occasionally	12	24%
Rarely	18	36%
Not At All	14	28%

Figure 5.7 — Alumni Relations & Post-Completion Engagement (n=50)



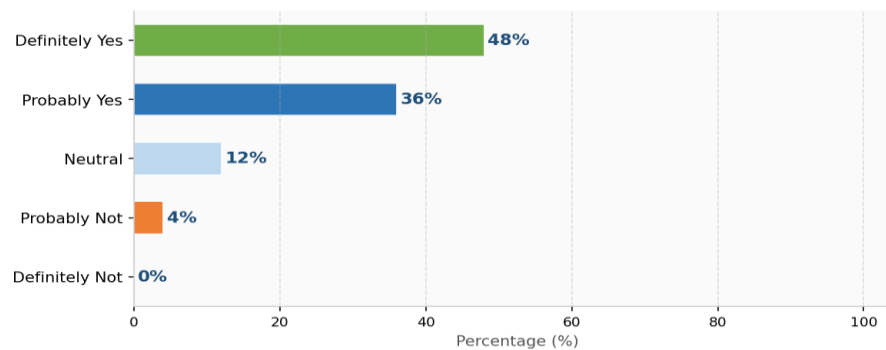
Analysis: Only 12% report regular post-completion engagement from ABP, while 64% say contact is rare or entirely absent. Alumni relations represent ABP's largest untapped CRM opportunity; strong alumni networks drive referrals, corporate partnerships, and institutional credibility.

Question 9: Likelihood to Recommend ABP

Respondents indicated whether they would recommend ABP programs to colleagues, friends, or family members.

Response Category	Respondents	Percentage
Definitely Yes	24	48%
Probably Yes	18	36%
Neutral	6	12%
Probably Not	2	4%
Definitely Not	0	0%

Figure 5.8 — Likelihood to Recommend ABP (n=50)



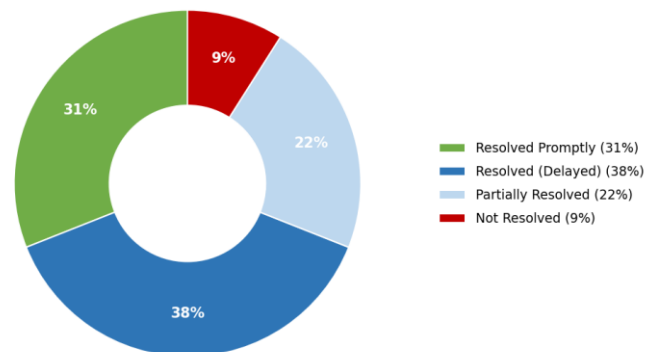
Analysis: An outstanding 84% would recommend ABP to others, signaling strong underlying relationship equity and a high Net Promoter Score. ABP must build systematic structures to capitalize on this goodwill.

Question 10: Complaint Resolution

Respondents who had raised a complaint were asked how effectively and promptly it was resolved.

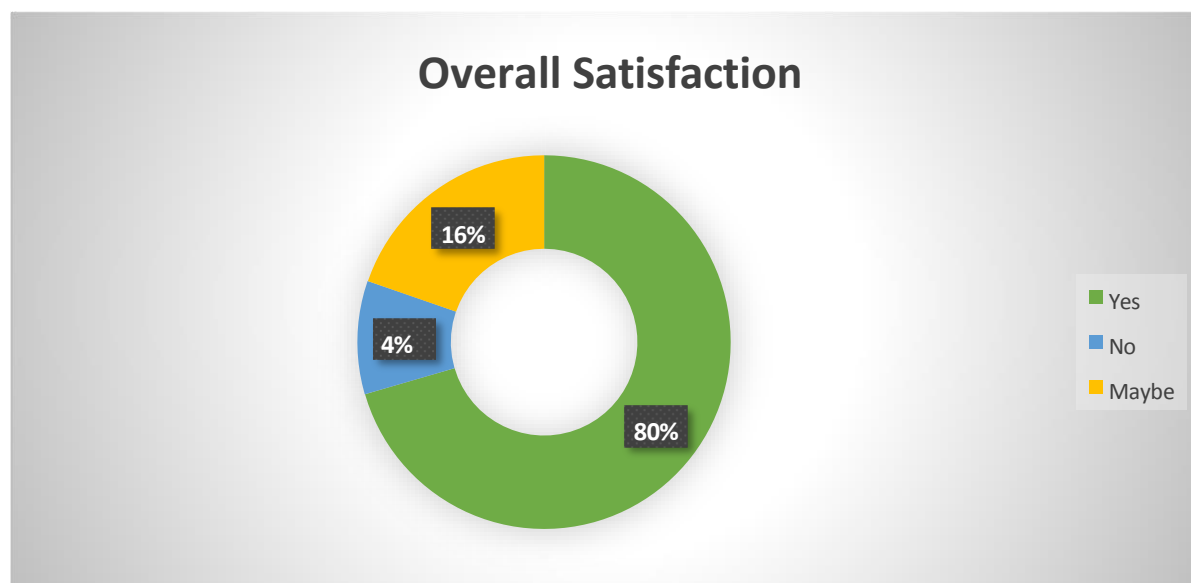
Response Category	Respondents	Percentage
Resolved Promptly	10	31%
Resolved (Delayed)	12	38%
Partially Resolved	7	22%
Not Resolved	3	9%

Figure 5.9 — Complaint Resolution (of 32 respondents who raised concern)



Analysis: Among 32 respondents who raised concerns, only 31% felt their issue was resolved promptly. This is a critical CRM gap, total 69% experienced delayed, partial, or no resolution, undermining the relationship trust that ABP's strong academic product builds.

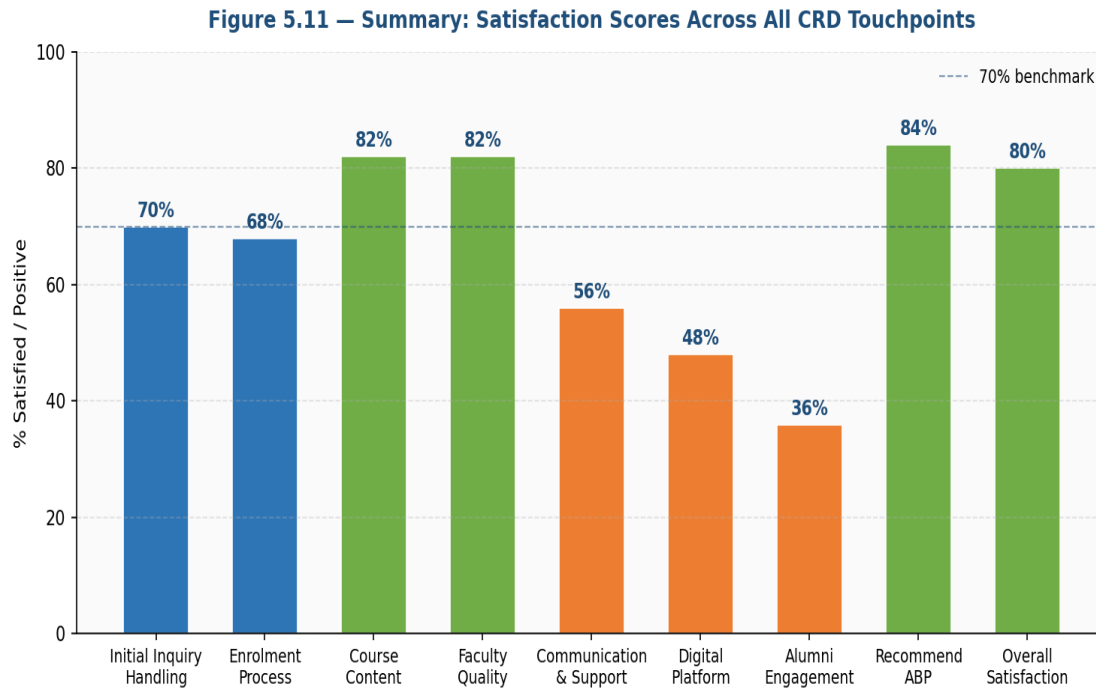
Question 11: Overall Satisfaction with ABP



From the survey result it can be said that, 80% of learners are satisfied or very satisfied overall; a strong outcome reflecting ABP's academic and operational standards. The 16% dissatisfied segment deserves targeted outreach and feedback initiatives.

5.2 Summary Overview: Satisfaction across All Touchpoints

The figure below presents a consolidated comparison of positive satisfaction scores across all ten survey dimensions, providing a holistic view of ABP's customer relationship performance.



Chapter 6

Recommendations & Conclusion

6.1 Recommendations

Based on the findings and analysis of customer relationship development practices at the Academy of Business Professionals (ABP), several recommendations can be made to enhance customer satisfaction, engagement, and long-term loyalty.

➤ **Implement a Formal CRM System**

ABP should invest in a suitable CRM platform — even a lightweight one such as HubSpot CRM (which offers a free tier) or Zoho CRM — to centralize learner data, track interaction history, automate follow-up communications, and manage the full learner lifecycle from first inquiry to alumni engagement. A CRM system would eliminate the inconsistency currently observed in follow-up and communication, and provide management with actionable data for relationship improvement.

➤ **Establish a Structured ABP Alumni Network**

Given the survey finding that 64% of past learners receive little or no post-completion contact, ABP should establish a formal alumni program. This could include a dedicated alumni LinkedIn group, an annual alumni summit, a monthly alumni newsletter featuring industry insights, and a system for connecting alumni with current learners for mentoring. Alumni engagement not only generates referrals but also creates a community of professional advocates that can dramatically enhance ABP's brand credibility.

➤ **Improve In-Program Communication Protocols**

ABP should develop and implement standardized communication protocols for all stages of the learner journey, covering onboarding communications, weekly schedule notifications, assignment reminders, mid-program check-ins, and end-of-program feedback collection. These communications could be semi-automated through a CRM or email marketing platform, ensuring consistency without placing additional burden on staff.

➤ **Enhance the Digital Learning Experience**

The relatively high dissatisfaction rate with digital tools (24%) warrants a structured review of the Sector 99 platform and learner-facing portals. ABP should conduct a focused usability review with a small group of active learners, identify the most common friction points, and prioritize their resolution. Improvements to mobile usability, assignment submission workflows, and progress tracking would significantly enhance the learner relationship.

➤ **Develop a Structured Complaint Resolution Framework**

ABP should establish a clear, time-bound complaint resolution process with defined escalation pathways. A simple learner-facing complaints portal or dedicated email channel, combined with a commitment to first-response within 24 hours and resolution within 5 business days, would address the current dissatisfaction with complaint handling and signal to learners that their concerns are taken seriously.

➤ **Expand Corporate and B2B Relationship Development**

Given ABP's strong program portfolio and UK accreditations, there is significant untapped potential in corporate training partnerships. ABP should develop a dedicated B2B sales and relationship management function, targeting HR and L&D departments of major corporations and NGOs in Bangladesh. Offering customized in-house training packages, group enrolment discounts, and corporate membership schemes would open a significant new revenue channel and deepen ABP's institutional relationships.

➤ **Leverage NPS and Regular Learner Feedback**

ABP should institutionalize a short Net Promoter Score (NPS) survey at the midpoint and end of every program, with results reported to management monthly. This would provide a consistent, trackable measure of relationship health and allow ABP to identify and respond to emerging dissatisfaction before it escalates.

6.2 Conclusion

Customer relationship development plays a vital role in the success of service-oriented organizations, particularly in the professional training sector. ABP is well-positioned to become not only Bangladesh's leading professional training institute but also a model for learner-centred relationship development in the region. The path there runs through consistent, genuine, and structured investment in every relationship it builds. By adopting more systematic and customer-centric approaches, ABP can further strengthen its relationship with clients, enhance service quality, and gain a competitive advantage in the market. Continuous improvement in customer relationship strategies will not only increase customer retention but also contribute to the organization's long-term development and success.

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Report

ABP Annual Report

“Customer Relationship Development at Academy Of Business Professionals- (ABP)”

Dear Respondent,

I am conducting a survey to study the customer relationship development practices at ABP Bangladesh as part of my internship research. This survey will take approximately 3–5 minutes to complete. Your responses will be kept strictly confidential and used only for academic purposes. I sincerely appreciate your time and candid feedback.

Section A: Personal Information (Optional)

1. Program enrolled in: _____
2. Duration of association with ABP: __ Under 6 months __ 6–12 months __ Over 1 year
3. Mode of study preferred: __ Offline __ Online __ Both

Section B: Customer Relationship Touchpoints

Please rate your level of satisfaction or agreement for each statement below.

4. How would you rate your experience of ABP’s initial inquiry handling (response time, helpfulness, clarity)?

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very Dissatisfied

5. How easy did you find ABP’s enrolment process?

- ☐ Very Easy
- ☐ Easy
- ☐ Neutral
- ☐ Difficult
- ☐ Very Difficult

6. ABP's course content meets my expectations in terms of relevance and practical applicability.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

7. ABP faculty demonstrate strong subject expertise and engaging delivery.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

8. ABP maintains adequate and timely communication throughout the program.

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very Dissatisfied

9. How satisfied are you with ABP's digital tools and online learning platforms?

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very Dissatisfied

10. How frequently does ABP engage with you after programme completion (alumni engagement)?

- ☐ Regularly
- ☐ Occasionally
- ☐ Rarely
- ☐ Not at all

11. Would you recommend ABP program to a colleague or friend?

- ☐ Definitely Yes
- ☐ Probably Yes
- ☐ Neutral
- ☐ Probably Not
- ☐ Definitely Not

12. If you raised a concern or complaint, how would you rate ABP's resolution?

- ☐ Resolved promptly
- ☐ Resolved but slow
- ☐ Partially resolved
- ☐ Not resolved
- ☐ N/A

13. How would you rate your overall satisfaction with ABP?

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very Dissatisfied

Section C: Open-Ended Feedback

14. What is the one thing ABP does best in its relationship with learners? -----

15. What is the one improvement you would most like to see in ABP's learner engagement? -----