



Improving the Management Development Program to Enhance Graduation Rates, Retention, and Effectiveness (Case Study: MDP Mortgage, Maybank Indonesia)

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ABSTRACT: A robust leadership pipeline is essential for sustained success in the dynamic Indonesian banking sector. Maybank Indonesia's Management Development Program for Mortgage, designed to cultivate future leaders in this critical business area, faces significant challenges. With a graduation rate of just 51.69% and high attrition, the program falls short of its 80% target, impacting the bank's ability to develop internal talent and meet strategic objectives. This study employs the DMAIC methodology to diagnose the root causes of this underperformance and propose data-driven solutions. Utilizing tools such as process mapping, surveys, and statistical analysis, the research reveals key weaknesses within the program.

Analysis indicates that inconsistent mentorship practices, characterized by a lack of standardized guidance and individualized support, account for 40% of participant dissatisfaction. Furthermore, a misalignment between the training curriculum and the actual demands of on-the-job tasks contributes to 60% of performance challenges, leading to frustration and decreased participant engagement. To address these critical issues, this study recommends a three-pronged approach: 1) revising the curriculum to reflect on-the-job requirements better, incorporating real-world case studies and simulations; 2) standardizing mentorship processes, providing clear guidelines and training for mentors to ensure consistent support and guidance; and 3) implementing real-time feedback mechanisms, enabling participants to receive timely and constructive feedback on their performance. These targeted improvements are projected to increase graduation rates by 15%, reduce attrition by 10%, and significantly enhance the overall effectiveness of the MDP Mortgage program, ultimately strengthening Maybank Indonesia's leadership pipeline and contributing to its long-term success in the competitive financial landscape.

KEYWORDS: Banking Strategy, DMAIC, Leadership Development, Program Optimization, Talent Retention, Workforce Adaptability.

INTRODUCTION

The financial services sector in Indonesia has undergone a rapid transformation, driven by technological advancements, regulatory changes, and increased competition. In this dynamic landscape, the demand for skilled professionals, especially in mortgage banking, has increased. Recognizing this need, Maybank Indonesia launched the Mortgage Management Development Program (MDP) which aims to develop future leaders through a combination of theoretical teaching and on-the-job training (OJT).

Despite its strategic importance and comprehensive design, MDP Mortgage's program has faced significant challenges. In 2023, the program's graduation rate is only 51.69%, well below the target level of 80%. High levels of friction and inconsistent quality of guidance further exacerbate these problems, raising concerns about the effectiveness and alignment of programs with organizational goals and industry demands.

Previous studies have highlighted the critical role of mentorship, participant engagement, and program design in the success of talent development initiatives (Wang & Wang, 2004; Graen & Uhl-Bien, 1995). The Human Resource Development (HRD) theory emphasizes the importance of aligning training programs with individual learner needs and organizational goals. In addition, Social Exchange Theory shows that the relationship between mentors and mentees can significantly affect participant commitment and retention (Blau, 1964).

However, there is a gap in the literature regarding the specific challenges faced by management development programs in Indonesia's financial sector, particularly in the context of mortgage banking. The study seeks to fill this gap by investigating the root causes of

MDP Mortgage's poor performance and proposing actionable solutions to improve the program's overall graduation rate, retention, and effectiveness.

LITERATURE REVIEW

The study examines key theoretical foundations, including Kepner-Tregoe Decision Analysis, SWOT and TOWS Analysis, HRD Theory, Social Exchange Theory, Leader-Member Exchange (LMX) Theory, and Employee Engagement Theory, to gain actionable insights to improve the outcomes of the MDP Mortgage program. The framework provides diverse perspectives—from structured decision-making processes to strengthening leader-member relationships and encouraging participant engagement. Each theory offers a unique lens through which to evaluate and refine the program, ensuring its alignment with the organization's goals and the needs of the participants

A. Theory of Human Resource Development Learning Participation

This journal by Wang and Wang, "Toward a Theory of Human Resource Development Learning Participation," provides a foundational framework for understanding employee engagement in HRD programs. We integrate its insights into this research to examine the participation dynamics within the Management Development Program (MDP) at Maybank Indonesia. Wang and Wang identify three primary clusters of factors—individual, learning process, and organizational—mediated by environmental elements, which collectively influence learning participation and completion rates (Wang & Wang, 2004).

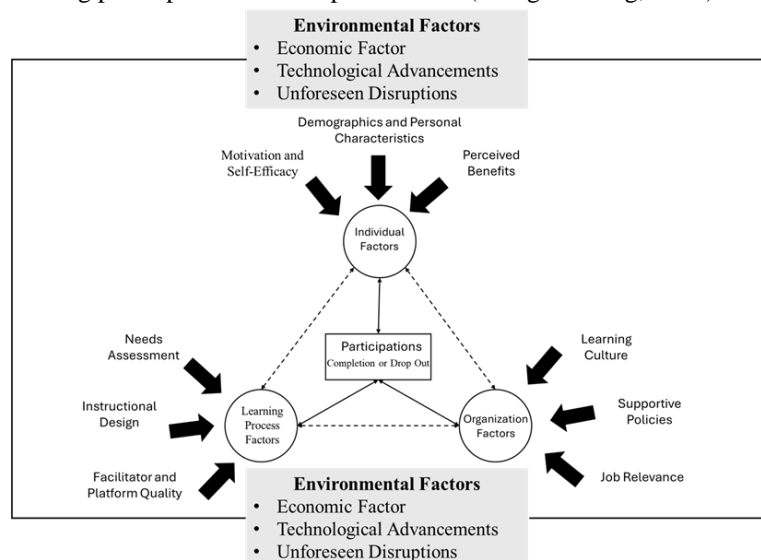


Figure 1. A Conceptual Framework Learning participation and dropping out of Human

Resource Development interventions

In the MDP context, these clusters are critical for exploring the interplay between program design and outcomes. Individual factors, such as participants' self-efficacy and motivation, align with Wang's emphasis on intrinsic determinants. However, this research extends the framework by introducing specific operational variables, including mentorship quality and regulatory influences, which are not explicitly addressed in Wang's study (Maybank Indonesia, 2023).

This integration of Wang's theoretical insights with empirical data from MDP underscores the necessity of tailoring HRD interventions to contextual needs. For instance, Wang's framework broadly addresses instructional design, whereas the MDP findings emphasize the alignment of training content with real-world applications—a gap causing participant frustration and attrition (Wang & Wang, 2004; Maybank Indonesia, 2023).

By applying Wang and Wang's theoretical constructs, this research not only validates their model but also expands its scope to address unique variables observed in industry-specific HRD programs. This dual approach ensures a comprehensive understanding of factors affecting HRD learning participation and provides a roadmap for improving program effectiveness (Wang & Wang, 2004).



B. Theory of Guidance and Social Exchange

Mentorship plays a crucial role in management development programs, bridging the gap between theoretical learning and practical application. Social Exchange Theory (Blau, 1964) shows that high-quality mentor-mentee relationships increase participant engagement, satisfaction, and retention. Effective mentorship not only supports skill development but also fosters trust and commitment, a critical factor for retaining participants in challenging phases of the program.

C. Leader-Member Exchange Theory (LMX)

Leader-Member Exchange (LMX) theory emphasizes the quality of relationships between leaders and their subordinates, suggesting that high-quality exchanges foster mutual trust, respect, and obligation, leading to greater employee engagement and performance (Graen & Uhl-Bien, 1995). In the context of the MDP Mortgage program, mentors function as leaders in mentor-mentee dynamics. This theory highlights that inconsistencies in the quality of guidance—weaknesses identified in this study—can result in differences in participants' experiences and outcomes. Applying LMX Theory to the program underscores the importance of fostering high-quality mentor-mentee relationships through structured mentorship frameworks and regular feedback mechanisms

E. Employee Engagement Theory

Employee engagement theory emphasizes meaningful job roles, psychological security, and managerial support in fostering commitment (Kahn, 1990). Retention strategies in talent development programs often rely on addressing the needs of participants, providing clear career paths, and offering ongoing feedback mechanisms. These elements are crucial in reducing friction and increasing the graduation rate of management development programs.

RESEARCH METHODOLOGY

The research methodology outlines the framework and techniques employed to explore the challenges and propose solutions for enhancing the effectiveness of Maybank Indonesia's MDP Mortgage program. A qualitative approach was adopted, leveraging systematic tools and frameworks to analyze data and generate actionable insights.

A. Research Design

This study utilized a qualitative research design to address the complex issues associated with the MDP Mortgage program. The qualitative approach was selected to deeply explore participant and mentor experiences, organizational practices, and programmatic challenges. The research was guided by the DMAIC methodology (Define, Measure, Analyze, Improve, Control), ensuring a structured and systematic investigation of the root causes and development of targeted solutions.



Figure 2. DMAIC Methodology

Each phase of DMAIC is instrumental in addressing specific aspects of the program:

- Define:** Identify the core problems, such as unclear training objectives, mismatched curriculum, or inadequate support during OJT.
- Measure:** Collect relevant data, including participant feedback, mentor evaluations, and program performance metrics.
- Analyze:** Use data analysis tools like Ishikawa diagrams and Pareto charts to pinpoint root causes of identified problems.
- Improve:** Develop and implement solutions, such as revising the curriculum, enhancing mentor training, or providing additional resources for participants.
- Control:** Establish monitoring mechanisms, such as periodic reviews and real-time feedback systems, to maintain improvements.



B. Data Collection Methods

Data was collected using a triangulated approach that combined primary and secondary sources. The following methods were applied:

1. Interviews

Semi-structured interviews were conducted with key stakeholders, including program participants, mentors, and program managers. These interviews provided qualitative insights into the specific challenges faced during the On-the-Job Training (OJT) phase, mentorship quality, and task relevance. The open-ended nature of the questions allowed respondents to share in-depth perspectives.

2. Surveys

Structured surveys were administered to both participants and mentors to gather perceptions of training alignment, mentorship effectiveness, and overall program satisfaction. The surveys included Likert-scale questions and open-ended responses to capture both quantitative and qualitative data.

3. Document Review

Organizational reports, evaluation data, and feedback forms from previous cohorts were analyzed to identify attrition rates, graduation rates, and participant satisfaction patterns. This secondary data served as a complementary source to validate findings from primary data.

C. Data Analysis Tools

To ensure a comprehensive analysis, the following tools were applied within the DMAIC framework:

1. SIPOC Analysis

Used during the Define phase to map stakeholders, processes, and key inputs/outputs, providing a holistic view of the MDP Mortgage program's structure. This tool highlighted gaps in task alignment and stakeholder roles.

2. Ishikawa Diagram (Fishbone Analysis)

Applied in the Analyze phase to identify root causes of program challenges, such as high attrition and misaligned training content.

3. 5 Whys Technique

Utilized alongside the Ishikawa Diagram to drill down into the fundamental reasons behind identified issues, ensuring a comprehensive understanding of root causes.

4. CTQ Tree (Critical-to-Quality)

Defined metrics to align proposed solutions with participant needs and organizational objectives, focusing on enhancing satisfaction, retention, and graduation rates.

D. Ethical Considerations

The research adhered to ethical standards by obtaining informed consent from all participants involved in interviews and surveys. Data confidentiality was maintained throughout the study to protect stakeholder information.

RESULT AND ANALYSIS

The analysis determined the underlying factors that contributed to the low graduation rate and increased friction during the On-the-Job Training (OJT) phase by utilizing quantitative data (graduation rate, competency score, friction) and qualitative insights (input from participants, mentors, and program managers). This research uses important instruments such as the SIPOC Matrix, Ishikawa Diagram, and 5 Whys Analysis to identify problems and supported by relevant theories such as HRD Theory, Leader-Member Exchange (LMX) Theory, and Employee Engagement Theory, building a solid foundation for the solutions offered.

A. Define Phase

The Define phase utilized a SIPOC analysis to map the MDP Mortgage process and identify key stakeholders, inputs, and outputs. Stakeholder feedback gathered through Voice of Customer (VOC) analysis revealed critical challenges, such as task misalignment during the On-the-Job Training (OJT) phase, inconsistent mentorship quality, and a lack of structured feedback mechanisms. These issues were linked to low graduation rates (51.69%) and high attrition levels, which became the focal points for subsequent analysis.

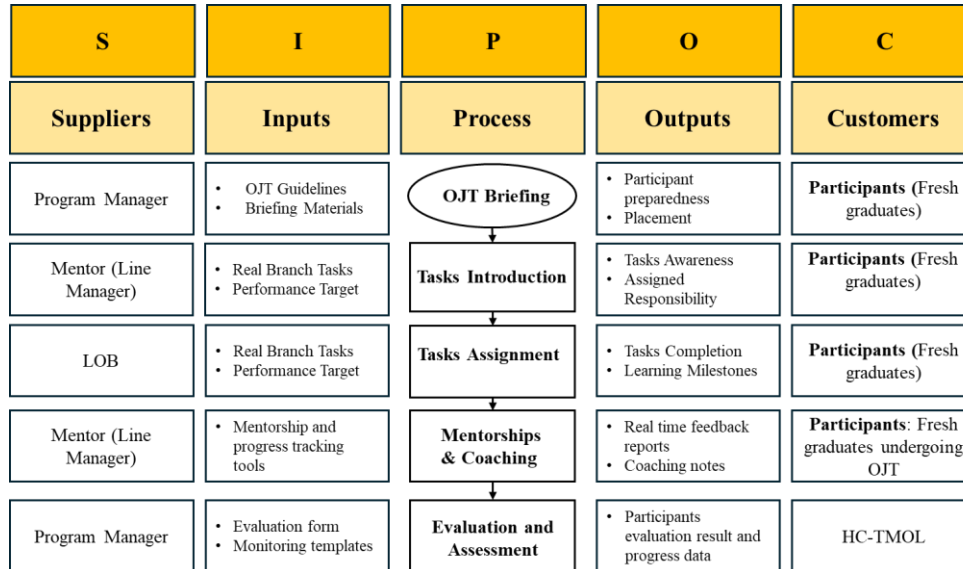


Figure 3. SIPOC Analysis

B. Measure Phase

The Measure phase evaluated quantitative and qualitative data to validate the severity of the identified issues. Surveys indicated that only 60% of participants perceived a strong alignment between training content and OJT tasks, significantly below the 90% target. Attrition data indicated dissatisfaction with task clarity and insufficient support during the OJT phase. Critical-to-quality (CTQ) metrics were established to focus improvements on task alignment, mentorship quality, and real-time feedback.

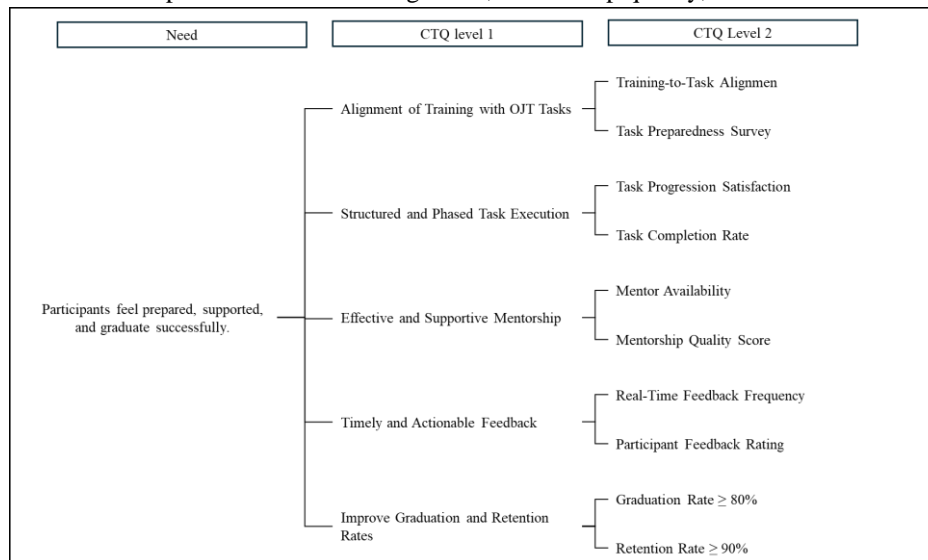


Figure 4. CTQ Tree

C. Analysis Phase

In the **Analyze Phase** of the DMAIC framework, the validated data from the Measure phase is used to uncover the **root causes** of the issues affecting the MDP Mortgage program. The tools employed for this analysis include the **Ishikawa Diagram** (Fishbone Diagram) and the **5 Whys** technique. These tools help systematically analyze the data and identify critical drivers behind low graduation rates and high attrition during the OJT phase.

Root Cause Analysis - Ishikawa Diagram

This Ishikawa diagram illustrates the root causes behind the low graduation rates and high attrition in the MDP Mortgage program, categorized under the 4Ss framework: Suppliers, Skills, Systems, and Surroundings. Under **Suppliers**, inconsistent communication and collaboration among mentors, branch managers, and program administrators undermine the mentorship quality and participant guidance required during the OJT phase. The **Skills** domain highlights competency gaps for both mentors, who lack formal coaching training, and participants, who feel unprepared for real-world job demands. **Systems** expose shortcomings in feedback mechanisms and digital dashboards, which inadequately track participant skill development. Meanwhile, **Surroundings** encompass external factors such as limited support networks, workplace dynamics, and financial constraints imposed by regulations like POJK RI No. 24 of 2022, which collectively hinder participant engagement and performance.

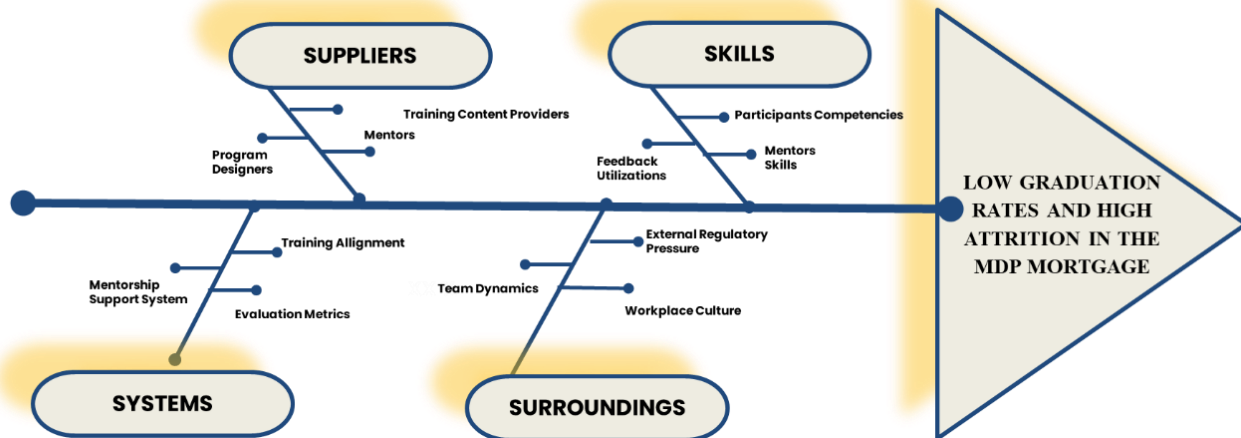


Figure 5. Ishikawa Diagram for MDP Mortgage

This analysis synthesizes insights from interviews, surveys, and focus group discussions, aligning with HRD theory, Social Exchange Theory, and Learning Participation frameworks. These frameworks underscore the importance of mentorship quality, task alignment, and organizational support in HRD initiatives. Addressing challenges across these four categories will enable Maybank Indonesia to implement targeted improvements, fostering higher participant satisfaction, increased engagement, and improved program outcomes.

5 Whys Table: Identifying Root Causes

The 5 Whys method involves asking "why" repeatedly (usually five times) to investigate the root cause of an identified issue

Key Findings from 5 Whys Analysis

1. Misalignment between training and OJT: The Root Cause is that the curriculum lacks alignment with branch-level tasks due to insufficient feedback during program design. There is also a disconnect between training designers and operational managers due to a lack of feedback from business units during curriculum planning.
2. Inconsistent Mentor Support: The Root Cause is that mentors have operational workload constraints and lack standardized training, clear guidelines, and regular assessments.
3. Lack of Feedback Mechanism: The Root Cause is the absence of a centralized feedback mechanism and performance tracking system..
4. Low Graduation Rates: Root Cause: Cumulative effect of misaligned training, task overload, inconsistent mentorship, and delayed feedback.

Pareto Analysis: Prioritizing the Root Causes

The Pareto Principle (80/20 rule) states that 80% of the problems arise from 20% of the causes. By identifying the most impactful root causes, we can focus efforts where they matter most.



Table 1. Pareto Analysis

ROOT CAUSE	IMPACT LEVEL (HIGH/MEDIUM/LOW)	FREQUENCY OF MENTION (SURVEY/INTERVIEWS)	CUMULATIVE IMPACT (%)
Training misalignment with branch tasks	High	60%	60%
Inadequate workplace integration	Medium	7%	97%
Inconsistent Mentorship	High	20%	80%
Lack of feedback mechanisms	Medium	10%	90%

Pareto Chart Interpretation from the Pareto Analysis :

1. Training Misalignment (High Impact, 60%): This is the most frequently mentioned root cause and must be addressed first.
2. Inconsistent Mentorship (High Impact , 20%): This cause represents the second-highest frequency and brings the cumulative impact to 62.5%.
3. Lack of Feedback Mechanisms (Medium, 10%): The lack of structured feedback systems hinders timely identification of issues, impacting the program's effectiveness.

D. Improvement Phase

The Improve Phase focuses on developing and implementing solutions that address the root causes of low graduation rates and high attrition in the MDP Mortgage program. The solutions are designed based on comprehensive analysis from the Define, Measure, and Analyze phases. This phase also emphasizes verifying solution effectiveness through piloting and monitoring, ensuring reduced outcome variations. Below is an exploration of the key aspects of the improvement phase to answer critical questions.

Table 2. Proposed Solutions & Implementation Plan

PROBLEM AREA	PROPOSED SOLUTION	IMPLEMENTATION PLAN	EXPECTED OUTCOME
Training Misalignment	Revise curriculum to include: <ul style="list-style-type: none"> - Input from mentors and managers during curriculum development - Task-specific simulations - Modular training design 	<ol style="list-style-type: none"> 1. Conduct workshops with mentors and branch managers to gather insights for curriculum updates. 2. Introduce simulation exercises for key tasks like loan origination and compliance. 3. Pilot updated training with a select cohort and gather feedback for refinement. 	<ul style="list-style-type: none"> - Alignment of training content with OJT tasks (target: 90% alignment). - Enhanced participant confidence



Ineffective Mentorship	<p>Enhance mentorship framework with:</p> <ul style="list-style-type: none"> - Structured tools (task checklists, progress templates) - Mentor training workshops - Dedicated mentoring hours 	<ol style="list-style-type: none"> 1. Develop standardized mentoring guidelines and tools. 2. Conduct quarterly mentor training sessions focusing on coaching skills. 3. Allocate dedicated mentoring hours in mentor schedules to ensure participant support 	<ul style="list-style-type: none"> - Consistent mentor guidance. - Improved participant-mentor relationship satisfaction (target: 85%)
Insufficient Monitoring	<p>Implement structured feedback mechanisms:</p> <ul style="list-style-type: none"> - Digital dashboard for real-time tracking. - Regular performance reviews - Peer feedback systems 	<ol style="list-style-type: none"> 1. Upgrade the existing dashboard to integrate progress tracking, mentor feedback, and participant evaluations. 2. Schedule bi-weekly performance reviews with participants and mentors. 3. Introduce peer feedback sessions to foster collaboration and learning 	<ul style="list-style-type: none"> - Improved clarity and task progression during OJT. - Increased participant engagement and reduced attrition.
Participant Support	<p>Establish participant support mechanisms:</p> <ul style="list-style-type: none"> - Peer-support groups - Accessible grievance channels 	<ol style="list-style-type: none"> 1. Host regular workshops and forums for participants to share experiences and challenges. 2. Set up confidential channels for participants to report issues and seek help 	<ul style="list-style-type: none"> - Reduced participant stress and disengagement. - Strengthened morale and collaboration

E. Control Phase

The Control Phase, the final level of DMAIC, emphasizes the changes' durability. Program outcomes are assessed using real-time dashboards, quarterly program evaluations, and mentor performance KPIs. This phase also emphasizes mentor and program participant feedback to improve on the job process and ensure long-term success. Below is a table of key components in the control phase.



Table 1 1 Key Components The Control Phase

METRIC	DEFINITION	TARGET	FREQUENCY OF MEASUREMENT	RESPONSIBLE PARTIES
Graduation Rate	The percentage of participants successfully completing the program.	≥80%	Annually	Human Capital Division, Program Managers
Attrition Rate	The percentage of participants leaving the program before completion.	≤20%	Quarterly	Program Managers, Mentors
Participant Satisfaction	Average satisfaction score from participant surveys regarding program structure and outcomes.	≥85%	Quarterly	Human Capital Division, Digital Team
Mentor Engagement	Average satisfaction and engagement score from mentor surveys regarding program involvement.	≥85%	Quarterly	Program Managers, Human Capital Division
Training-OJT Alignment	The percentage alignment between classroom training content and OJT task requirements.	≥90%	Annually	Program Managers, Mentors
Grievance Resolution Time	Average time taken to address participant grievances.	≤5 business days	Quarterly	Program Managers
Feedback Timeliness	The percentage of feedback sessions conducted on schedule.	≥95%	Bi-weekly	Mentors, Program Managers
Task Completion Rate	The percentage of OJT tasks completed within the designated timeline.	≥90%	Monthly	Mentors, Program Managers

THE HUMAN RESOURCE DEVELOPMENT (HRD) THEORY ANALYSIS, IDENTIFYING NEW VARIABLES

The MDP Mortgage program at Maybank Indonesia uncovers additional variables that extend beyond Wang and Wang’s HRD learning participation framework. These variables highlight specific operational and contextual challenges influencing program



effectiveness. Mentorship quality stands out as a critical issue, with inconsistencies in guidance and support due to the absence of standardized training and clear guidelines. This gap hinders participants' ability to navigate OJT tasks effectively, underscoring the importance of structured mentorship (Wang & Wang, 2004; Maybank Indonesia, 2023).

Another key challenge is the misalignment between classroom training and OJT tasks, with only 60% of training content directly applicable to participant roles. This disconnect leads to frustration and disengagement, emphasizing the necessity for dynamic, contextually relevant curricula. Similarly, the absence of structured feedback mechanisms limits opportunities for participants to receive actionable insights, affecting their ability to improve and progress. The need for robust systems, such as digital dashboards, is critical to bridge this gap (Maybank Indonesia, 2023).

Regulatory constraints, such as POJK RI No. 24 of 2022, add complexity by restricting budget flexibility for program improvements. Additionally, unclear career progression pathways diminish participant motivation, further contributing to high attrition rates. These findings align with Wang and Wang's emphasis on perceived benefits but extend to highlight the direct impact of regulatory and structural barriers (OJK, 2022; Wang & Wang, 2004).

Cultural dynamics unique to the Indonesian banking sector and the lack of modern digital tools further complicate program outcomes. Local work ethics and customer expectations require tailored approaches, while robust digital platforms are essential for enhancing engagement and learning experiences. These variables illustrate the need for HRD programs to go beyond general frameworks and adopt customized solutions addressing organizational and cultural contexts (Maybank Indonesia, 2023).

CONCLUSION AND RECOMMENDATION

The MDP Mortgage program at Maybank Indonesia is critical in developing future leaders within the organization. However, challenges such as low graduation rates, high attrition, and participant disengagement have hindered its effectiveness. Using the DMAIC methodology, the study identified key areas for improvement, including training misalignment, inconsistent mentorship, inadequate feedback mechanisms, and participant support deficiencies.

The analysis revealed that aligning classroom training with OJT tasks, standardizing mentorship tools, implementing feedback mechanisms, and establishing support systems are essential for addressing these challenges. Pilot testing of the proposed solutions demonstrated promising outcomes, including improved participant satisfaction, better task alignment, and increased mentor engagement. These improvements align with the critical-to-quality (CTQ) metrics, ensuring the program's success and sustainability. The findings underscore the importance of structured and data-driven approaches to leadership development programs. By addressing the identified gaps, Maybank Indonesia can enhance its MDP Mortgage program and achieve its goals of higher graduation rates, reduced attrition, and a robust leadership pipeline.

To sustain and build upon the improvements made, the following recommendations are proposed:

- Institutionalize the Proposed Solutions:**
 - Integrate the revised curriculum, structured mentorship tools, and feedback systems into the program's standard operating procedures (SOPs).
 - Regularly update training modules to reflect evolving business needs.
- Enhance Monitoring and Accountability:**
 - Continuously track key metrics using the digital dashboard, such as graduation rates, satisfaction scores, and task alignment.
 - Conduct quarterly reviews with program managers, mentors, and participants to ensure adherence to the solutions.
- Strengthen Mentorship:**
 - Expand mentor training programs to include advanced coaching techniques and emotional intelligence skills.
 - Introduce mentor recognition programs to incentivize consistent and high-quality support.
- Foster a Supportive Environment:**
 - Scale up peer-support groups and grievance channels across all branches to ensure consistent access to participant support.
 - Organize regular stress-management workshops to address participant well-being.
- Promote Continuous Improvement:**
 - Establish a dedicated improvement team to analyze program outcomes and recommend adjustments.
 - Pilot new tools or methods periodically to ensure the program remains innovative and effective.



6. Engage Stakeholders:

- Involve mentors, branch managers, and participants in the program's design and evaluation to ensure relevance and buy-in.
- Communicate the program's success and impact to executive leadership to secure ongoing support and resources.

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