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SAMARAHAN SARAWAK

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ADS 666 PRACTICAL TRAINING



SECTION 4 HUMAN RESOURCE UNIT

CHIEF MINISTER'S OFFICE SARAWAK

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2009355491

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DECLARATION

I hereby declare that the work contained in this practical training report is original and my own except those duly identified and recognized. If I later found to have committed plagiarism or acts of academic dishonesty, action can be taken in accordance with UiTM rules and academic regulations.



(ABANG ZULKERNAIN BIN ABANG YUSUF)

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CHAPTER 1

INTRODUCTION TO THE ORGANIZATION

1.1 Background and History of the Organization

In the beginning, State Civil Service is divided into two; The Secretariat and the District. The Secretariat was the administrative center. Back in 1937, it was led by two Europeans and they were assisted by a Malay and three Chinese as clerks, and another three office assistants. By the time Malaysia was formed it has 2,599 employees. The number continues to grow. Today, there are about 14,322 civil servants work in various categories and schemes of service.

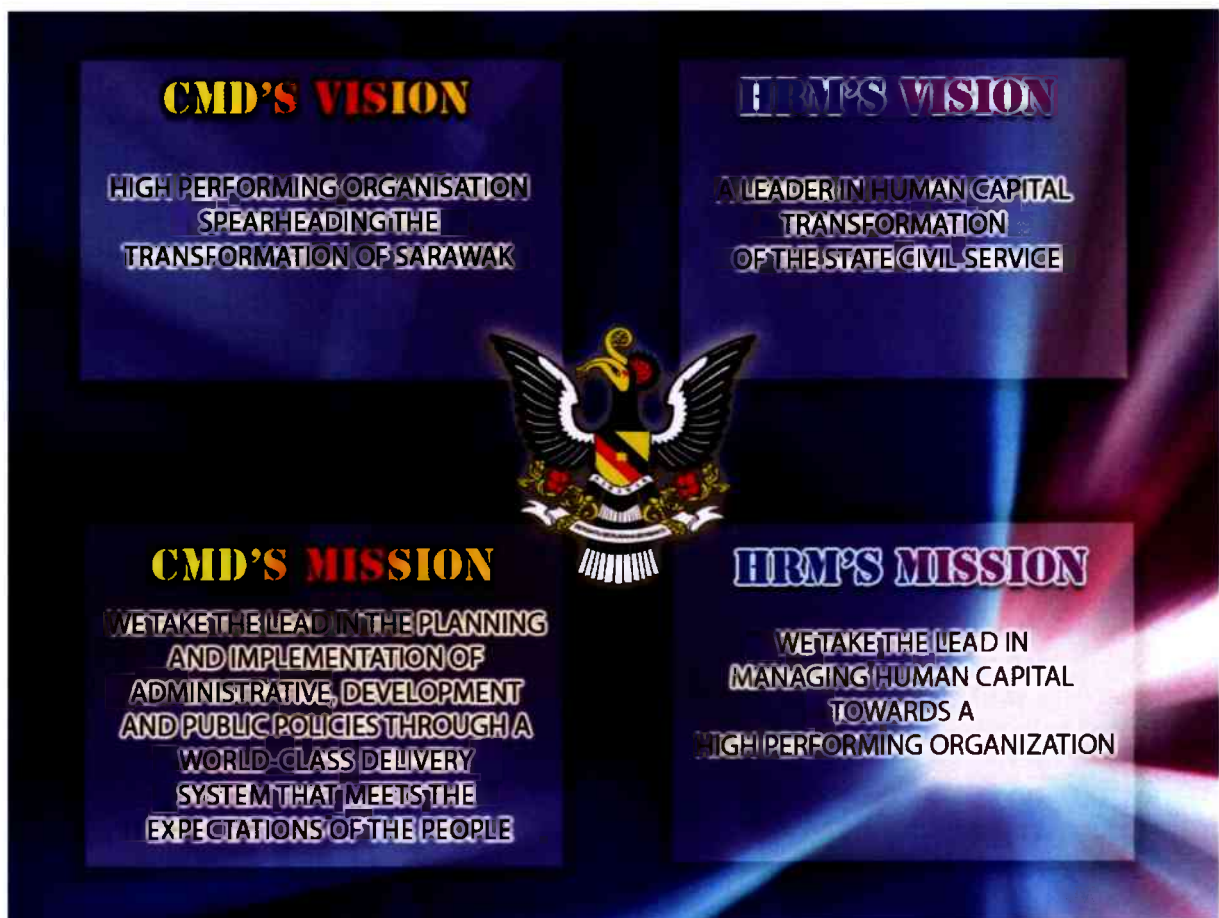
The office then was located in a building adjacent to the Central Police Station. In 1966, it was moved to the Secretariat building until it was taken over by Yayasan Sarawak on 23 November 1976. Simultaneously, the Personnel office began operating in Wisma Bapa Malaysia to this day. Following the restructuring of State Secretary's office on 1st November 1995, the personnel's office was known as the "Human Resource Management Division" headed by a Director and was responsible to TSUK (Human Resources). The dynamism of JKM continues and is reflected in its organizational restructuring five years after that. Then, on 25th August 2001, the Human Resource Management Unit (HRMU) was born.

Human Resources Management Unit was headed by a Director and is divided into eight sections. These sections are:

- Organization Development and Audit,
- Personnel Management Section,
- Management and Career Services,
- Customer Relationship Management,
- Facilities and Privileges,
- Human Resources Research and Information Systems Management,
- Competency Level Assessment,
- Discipline and Integrity.

Each of the respective section is headed by an Assistant Director and hence, the distribution of tasks and work as functions such as distribution of tasks is convenient for the Human Resource Management Unit to achieve its mission, vision and objectives set.

1.2 VISION AND MISSION



1.3 HRMU functions are as follows:

- Review and improve existing organizational structure.
- Planning human resource requirement for each agency.
- Monitor the status of filling the vacancies.
- Manage the recruitment and appointment of State civil servants.
- Maintain and manage budgets, leave, facilities, information, awards and records of civil servants.
- Monitor the establishment and update the Joint Council for the Department of Public Services.
- Maintain and update the State Civil Service, Statutory Bodies and Local Authorities through the Personnel Management System (PMS), HRM and e-office.
- Managing and implementing the examination affairs and the State Public Service Induction Course.

1.4 Customer Charter:

- Vacancies under the jurisdiction of the State Secretary filled during the 30 days after the screening.
- Application for Employee Optional Retirement PANS - 180 Days
- Certificate for Confirmation of Job for PAN Officer-From 14 days to 11 days
- Acknowledgement of the Channel Action Front and Top Customer Complaints 3 days to 30 min
- Compulsory documents of retirement for all Employees PANS 30 days to 14 days of permanent and pensionable.
- Ensure the Vehicle and Equipment Loan Application 30 days -7 days
- Results of the exam/ Practical Gunasama CLA -90 days 180 days

1.5 Quality Policy

- Each department or agency in the State Civil Service has a systematic and planned organizational structure as well as the optimum number of personnel in line.
- Management recruitment and appointment made in a transparent and fair manner to provide professional and quality services.
- All certificates, confirmation, extension of trial and pension status are managed and conformed within the prescribed period.
- Efficient and systematic management of official events.
- Continuous training and coaching for every Human Resource Management Unit personnel.
- Every application and privileges are decided within the prescribed period of time.
- Examinations and practical implementation of well managed and organized and continuous improvement efforts are made.
- Discipline and Integrity Management are implemented accurately in compliance with law.

1.6 Section 4 of HRMU

1.6.1 FUNCTION OF SECTION

1. Quality Management

- Implementation of ISO 9001:2008, 5S, KFA & Balanced Score Card
- Quality and Productivity Improvement Program

2. Customer Relationship (CRM)

- Conduct customer satisfaction surveys.
- Plan, coordinate and monitor efforts to improve customer service delivery.

3. General

- Plan, organize, coordinate and monitor:
 - ✓ Joint Departmental Councils (MBJ).
 - ✓ Liaison Meeting between the Public Service Department and the State Public Service.
 - ✓ Public Service Day.
 - ✓ Sabah / Sarawak Consultative Meeting.

4. Employee Development and Training:

- Training and Development Officers of Human Resource Management Unit
- Guidance and counseling services

1.6.2 QUALITY OBJECTIVES

- Acknowledge receipt of complaints within thirty minutes (30) hours / hours worked.
- Ensure staff receive required training UPSM of Seven (7) days of the year based on Training Needs Analysis carried out.

CHAPTER 2

SCHEDULE OF PRACTICAL TRAINING

2.2 Schedule Practice of Practical Training

DATE	EXACT NATURE OF WORK DONE
Week 1	
16.5.2011	<p>The day starts off with brief introduction to the organization. We were all summoned to the Head of Assistant Directors office for our welcoming briefing which cover matters on nature of work in the workplace, basic conducts and encouragements to try out as many work as we can before we are sent to Supervisor's office, Puan Khamisah to be assigned to specific department and duties. I was assigned under Majlis Bersama Jabatan department or MBJ in short, which deals with preparation of programs such as training, meeting and seminars for the organization.</p> <p>Later we were taken on a tour to introduce us to various departments and staffs throughout the organization that are related and would be essential for our tasks, such as Section 5 on the 10th floor which deals with incoming and outgoing documents.</p>
17.5.2011	-Public Holiday (Wesak Day)-
18.5.2011	<p>The first task for today is to draft invitation letters regarding Etiquette course which will take place tomorrow at state assembly. Participant of the event is a combination of HRM staffs of the Chief Minister Office and the staffs at the DUN itself. Once the letters are ready, I was required to fax them to</p>

	<p>their recipients who are outside of the Chief Minister Office, and deliver by hand for internal staffs.</p> <p>Later in the afternoon I was taken to the DUN to help with final preparations for the events. Tasks include arranging the tables, making sure everything is in place such as the stationeries and laptop and other technical aspects are functioning properly for presentation. The event will take place in the Royal Dining Hall beginning 8.30 am tomorrow. The person giving the talk and seminar would be Datin Sharifah Shawati.</p>
19.5.2011	<p>The seminar begins at 8.30 am. I arrived early for final touch up on the preparations as well as greet and direct the participants upon their arrival. Throughout the events, my tasks were taking photographs, taking attendance of the participants, and finally distribute NKL form which is the documents on the feedback of the participants regarding the event.</p> <p>After the event settled, I collected the NKL forms and help tidied up the place.</p>
20.5.2011	<p>There is a presentation regarding SCORE by MBI for KeTTHa (Kementrian Tenaga, Teknologi Hijau dan Air) from Putrajaya today. I collected the attendance registration, took photos of the event and continue collecting the NKL forms from yesterday's event.</p>

Week 2	
23.5.2011	<p>Continue collecting NKL forms and make phone calls to various departments asking the staff to submit their NKL forms.</p> <p>Later, I prepared an excel statistic report on past DUN meetings. The report records the number of questions asked to the Chief Minister in the meeting, as well as frequency of questions asked from each department. Then I was required to make a photocopy of the statistics and submit it to my superior for analysis.</p>
24.5.2011	<p>Attended monthly meeting between departments, with brief self-introductory section in front of the staffs.</p> <p>Distribute questionnaires on job experience and performance to various departments, and collect them.</p>
25.5.2011	<p>Typed report on suggestions on how to improve effectiveness and efficiency of the HRM departments.</p> <p>Continue collecting distributed questionnaires from yesterday.</p>
26.5.2011	<p>Answered enquiries through phone calls regarding upcoming events and meeting involving MBJ.</p> <p>Prepare envelopes (typing names, printing them and pasting them on envelopes) to deliver documents to key personnel in the organization.</p>

27.5.2011	<p>Prepare power point slides for presentation: "Panduan Pengurusan Perhubungan Pelanggan".</p> <p>In the afternoon, I helped with arranging inventories in the file room to comply with 5S standard.</p>
Week 3	
30.5.2011	<p>Made Power Point presentation and video editing about our department, which cover things such as achievements, work processes, and application of 5S environment to compete against other departments.</p> <p>I also learned to use the Adobe After Effects and Adobe Dreamweaver softwares.</p>
31.5.2011	<p>Organized files and inventories in the file room according to 5S. Sorted out and discarded any unused documents and items.</p> <p>Prepared envelopes with recipients' names for use to deliver documents later.</p> <p>Learned to scan documents and store them in the office digital database.</p>
1.6.2011	-Gawai Holiday-
2.6.2011	-Gawai Holiday-
3.6.2011	<p>Helped with making preparations for Talent Management Labs for various key personnel in the organization. Faxed invitation letters to external recipients (participants) of the Labs.</p>

	<p>Later, made phone calls to all the recipients or their representatives to ensure that they have received the invitation.</p> <p>For participants within the organization I delivered it by hand. Follow-up phone calls are to be made as well to ensure that they have received it.</p>
Week 4	
6.6.2011	<p>Reassigned to 5S section of the department. Was briefed on 5S related task:</p> <ul style="list-style-type: none"> - Ensure the workplace environment is in order. - Record the status of 5S in the workplace: whether it was promptly practiced, or if there are certain areas that need attention. - Prepare report regarding the practice of 5S. Include areas of the workplace and any problems that obstruct the 5S practice. - Submit report to higher ups for rectification of the problem, and execute the solution.
7.6.2011	<p>Helped to prepare the new 5S structure chart, since there was a relocation of personnel to other departments. Thus 5S tasks of personnel in the section had to be reassigned.</p> <p>The chart covers necessary 5S steps</p>

	<p>that are to be taken daily by designated personnel such as ensuring files are in order, transfer of files into digital database and refilling papers into printing machine.</p>
8.6.2011	<p>Made phone calls to every department of the government and enquire whether they have performed departmental meeting for the second quarter. Each year, departments within the government sector will perform two meetings, for the first quarter and second quarter of the year, and we are required to make a follow-up on their progress.</p>
9.6.2011	<p>Attended “Program Bengkel Penyediaan Anggaran Belanjawan Tahun 2012/2013” at Regency Rajah Court Hotel.</p> <p>The program is for all departments within the HRMU together with the accountancy department to calculate and present their budget estimation for the year 2012 and 2013. This includes acquirement of future machineries, inventories as well as planned events and activities.</p>
10.6.2011	<p>Second day of the workshop.</p>
Week 5	
13.6.2011	<p>Helped with relocation of office personnel. Move inventory from old office room to another section of the office.</p> <p>Also stand by in the office to answer incoming calls and redirect them to the appropriate personnel.</p>

14.6.2011	<p>Moved old files and records to the file room. Reorganize the file room, ensure that each files matches the label and 5S are implemented. Then separate files that are no longer used into a section of the room.</p>
15.6.2011	<p>Set up rooms for section meetings in section 5 and 11. The meeting is a platform to mediate for personnel in each section to discuss progress on their tasks which involves collaboration with other section or departments.</p> <p>Borrowed equipment and projector as well as assisted in preparing refreshment area. Ensure all equipments are functioning properly prior to the meeting.</p>
16.6.2011	<p>Most office personnel are away and I was tasked to stay and answer incoming calls.</p>
17.6.2011	<p>Farewell party with office personnel. Was given assessment on overall performance.</p>

CHAPTER 3

ANALYSIS

Chapter 3 ANALYSIST

The analysis is based on my work as a member of MBI and 5S here in Human Resource Department of Chief Minister's Office. The core of our tasks is organizing events, from preparations to follow-up after the events, as well as ensuring the practice of 5S within the department's environment. Throughout my training, I was able to be a part of two important events, the Grooming Session and The 2012/2013 Budget Estimation Workshop.

Section 4 of Chief Minister's Office where I was assigned to is one of the 8 sections under HRMU (Human Resource Management Unit). The tasks that are handled by section 4 are Quality Management, Customer Relations Management (CRM), Secretariat, and Training and Development for staffs. Quality Management main components are the implementation of ISO and 5S as well as various programs relating to improvements of quality and productivity. Customer Relations Management tasks include conducting surveys to evaluate customer satisfaction as well as plan, organize and observe efforts to improve delivery of customer services. The Secretariat is in charge of planning, organizing and observing meetings and programs between inter-departments and various government branches. Training and Development for staffs cover training and development of personnel in the human resource department as well as counseling and guide.

Throughout my training in the Chief Minister's Department Section 4, I have been assigned with tasks mainly under the Secretariat regarding Training and Development of staffs. As a Bachelor in Administrative Science student, I have studied Training and Development of staff as a component of Human Resource Development in Human Resource Management.

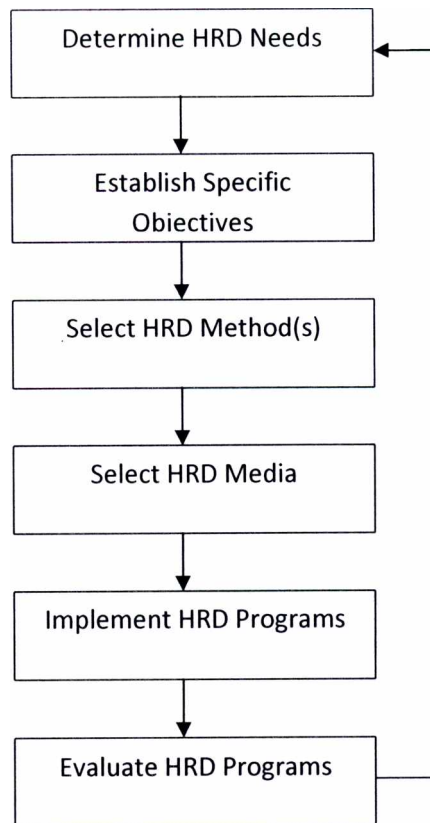
3.1 Human Resource Development Theoretical Aspect

Based on what I have learned in Human Resource Management, Human Resource Development or HRD is a planned, continuous effort by management to improve employee competency levels and organizational performance through training and development programs.

Training is designed to permit learners to acquire knowledge and skills needed for their present jobs. Training is commonly required to assist employees to cope with constant changes in organizational environment. Development involves learning beyond today and today's job and it has a more long term focus. It prepares employees to keep pace with the organization as it changes and grows.

Training and Development often occurs after thorough analysis of the external and internal environments have been made and requirements for training to accommodate change have been determined.

3.2 The Human Resource Development Process



Taken from: *Human Resource Management*, R. Wayne Mondy and Robert M. Noe, Prentice Hall International Edition.

3.3 The Importance of Training

The importances of training are:

i) **Improves morale of employees**

Training helps the employee to get job security and job satisfaction. The more satisfied the employee is and the greater is his morale, the more he will contribute to organizational success and the lesser will be employee absenteeism and turnover.

ii) **Less supervision**

A well trained employee will be well acquainted with the job and will need less of supervision. Thus, there will be less wastage of time and efforts.

iii) **Fewer accidents**

Errors are likely to occur if the employees lack knowledge and skills required for doing a particular job. The more trained an employee is, the less are the chances of committing accidents in job and the more proficient the employee becomes.

iv) **Chances of promotion**

Employees acquire skills and efficiency during training. They become more eligible for promotion. They become an asset for the organization.

v) **Increased productivity**

Training improves efficiency and productivity of employees. Well trained employees show both quantity and quality performance. There is less wastage of time, money and resources if employees are properly trained.

3.3 Types of Training

Several types of training method that are commonly and widely used are:

3.3.1 Coaching and Mentoring

Coaching is an on-the-job approach to management development in which the manager is given an opportunity to teach on a one-on-one basis. Some firms create assistant to positions for this purpose. An individual placed in this type of staff position becomes an understudy to his or her boss. In addition to having the opportunity to observe, the subordinate will also be assigned to significant tasks requiring decision making skills. The relationship between the supervisor and subordinate must be based on mutual trust and confidence for this for this approach to be effective.

Mentoring is an on-the-job- approach to management development in which the trainee is given opportunity to learn on a one-to-one basis from more experienced organizational members. The mentor is usually an older, experienced executive who serves as a host, friend, confidant, and advisor to a new firm member. The relationship may be formally planned, r it may develop informally. For mentoring to work, the parties' interests must be compatible, and they must understand each other psyches.

3.3.2 Business Games

Simulations that represent actual business situations are referred to as business games. These simulations attempt to duplicate selected factors in particular situation which are then manipulated by the participants. The business games involve two or more hypothetical organizations competing in a given product market.

3.3.3 Case Study

The case study is a training method that utilizes simulated business problems for trainees to solve. The individual is expected to study the information given in the case and make decisions based on the situation.

3.3.4 Conference Method

The conference method, or discussion method, is a widely used instructional approach that brings together individuals with common interests to discuss and attempt to solve problems.

3.3.5 In-Basket Training

In-basket training is a simulation in which the participant is given a number of business papers such as memoranda, report and telephone messages that would typically cross a manager's desk. The papers, presented in no particular order, call for actions ranging from urgent to routine handling. The participant is required to act on the information contained in these papers.

3.3.5 Internships

Internship program is a recruitment method whereby university students divide their time between attending classes and working for an organization. From an employer viewpoint, an internship provides an excellent means of viewing a potential permanent employee at work. Internship also provides advantages for the students. The experience they obtain through working enables them to integrate theory learned in the classroom with the practice of management.

3.3.6 Role Playing

In role playing, participants are required to respond to specific problems they might actually encounter in their jobs. Rather than hearing about how problem might be handled or even discussing it, they learn by doing. Role playing is often used in management development. It may be effectively utilized to teach skills such as interviewing, grievance handling and performance appraisal.

3.3.7 Job Rotation

Job rotation involves moving employees from one job to another to broaden their experience. This breadth of knowledge is often needed for performing higher level tasks. Rotational training programs help new employees understand the variety of jobs within their field.

3.3.8 Programmed Instruction

In programmed instruction, information is broken down into small portions (frames). The learner reads each frame in sequence and responds to questions, receiving immediate feedback on response accuracy. If correct, the learner proceeds to the next frame. If not, the learner repeats the frame. Primary features of this approach are immediate reinforcement and the ability of learners to proceed at their own pace.

3.4 Evaluating Human Resource Development

After the training programs have been completed, follow-up procedures are necessary to evaluate the effect and impact of the training on the participants. This is to indicate if there are any improvements among the staffs' and that the programs have contributed to overall improvements of the organization in terms of effectiveness and quality. Common ways of evaluating effects of the programs by HRD are;

i. Participants' Opinions

Evaluating an HRD program by asking the participants' opinions of it is an inexpensive approach that provides an immediate response and suggestions for improvements. The basic problem with this type of evaluation is that it is based on opinion rather than fact. In reality, the trainee may have learned nothing but perceives that a learning experience occurred.

ii. Extent of Learning

Some organization administers tests to determine what the participants in an HRD have learned. The pretest-posttest, control group design is one evaluation procedure that may be used. In this procedure, the same test is used before and after training. It also calls for both control group (which does not receive the training) and an experimental group (which does). Trainees are randomly assigned to each group. Differences in pretest and posttest results between the groups are then attributed to the training provided.

iii. Behavioral Change

Tests may indicate fairly accurately what has been learned, but they give little insight into desired behavioral changes. For example, it is one thing for manager to learn about motivational techniques but quite another matter for this person to apply the new knowledge.

iv. Accomplished of HRD objectives

Another approach to evaluating HRD programs involves determining the extent to which stated objectives have been achieved. For instance, if the objective of an accident prevention program is to reduce the number and severity of accidents by 15 percent, comparing accident rates before and after training provides a useful measurement of success.

3.5 Application

The main training program that was organized whilst I was training with the Secretariat at Section 4 of Chief Minister's Office was the Etiquette Seminar on Image and Grooming. The main purpose for this program is to train the staff regarding necessary etiquettes and formalities at work and improvement of their image and professionalism in correspondence with quality requirements to maintain the standard of the organization.

Prior to the program, there was a need in improving professionalism and appearance of the staff. The Human Resource Management Unit deals with matters such as recruitment hence they have high contact with customers, internally and externally of the organization. Hence, maintaining appearance and etiquette is importance since they represent the Chief Minister's Office and reflect the level of quality in their work. For this, the Secretariat is entrusted to organize a training program that would rectify the problem.

This training program is a mixture of Mentoring, Conference and mainly Role-playing type of training. Participants consist of entire personnel from the Human Resource Management Unit. The program is divided into two sections;

- i) Image and grooming which will train the participants on self-image improvement and teaches them regarding the importance of building good appearance in the workplace.
- ii) Etiquette which will cover on proper formal conducts at workplace and work functions such as formal dinner.

Under the Secretariat, my tasks were to assist with the preparation of the training program, oversee to ensure that the program is according to plan, collect feedback and make follow ups after the program is completed.



The first part of the training program, which is image and grooming works on fixing the appearances of the participants. It explains the right attire one should be wearing in the workplace to reflect the standard of professionalism.



In this session, the type of training used were coaching and mentoring. As explained in Chapter 3, mentoring and coaching is a system where the staff can learn from a more experienced organizational member. In this case, it is the image consultant. Participants are informed on what should be worn and what should not be worn at a formal workplace to the right color that matches ones attire and personality they wish to portray. For example, casual or sport sweater should not be a part of office working attire and that they should wear a proper blazer. Each participant will then be presented forward where their current appearance will be evaluated and tips or suggestions on how to improve will be given. Input from other participants or the audience were also welcomed in this session to determine the best look which suits the personnel and the workplace. The image consultants would then offer free makeover to improve the appearance of the participants.





The second session of the training program which is Etiquette covered on conduct such as basic and proper manner in functions, formal dinners with executives as well as handshakes and proper body language when meeting other people.



For this session, the training method that is used was role playing. As explained earlier in Chapter 3, role-playing is a method of recreating actual situations that personnel might encounter in their job. Each participant involved will react to this situation as they would in real-life. This is so that participant can learn and practice in real time which would be more effective than theoretical learning. Thus, the Etiquette session is conducted within a mini simulation environment of a formal dinner with the executives. Everything is explained from the alignment of utensils on the table to the seating. Volunteers among the participants will then be selected for a role-play where they will re-enact the occasion as the image consultants will provide guide on proper conduct during the dinner as well as the dos and don'ts. Various scenarios are also re-enacted based on questions from the audience so they can see how one should conduct oneself in certain situations for example, when accidentally dropped the handkerchief, the host and the guests conduct or how to excuse oneself properly to the restroom.





After the training program ended, an evaluation form was issued to each of the participants to collect their feedback and responds regarding the event. Through this from, the success of the program are evaluated from participants' opinion and extent of learning where simple test questions and quizzes were included to determine that their level of understanding of the subject. Behavioral change evaluation was also conducted on managerial level where the managers can now observe the changes of the employees' appearance to determine the effectiveness of the training program.

CHAPTER 4

RECOMMENDATIONS

4.1 The Effectiveness of the Training Program

Based on my observation and behavioral change evaluation, the training program definitely has made some impact on the participants. From this program, personnel now have the understanding and knowledge regarding the importance of maintaining the right appearance in the workplace. Not only does this improve the image of the workplace entirely, it also has helped boost the personnel's self-confidence and motivation. With proper appearance, they now have better confidence to meet other people as well as higher executives, which are common in their line of work since it involves tasks such as interviews, recruitment and organization of meeting with the executives as well as other departments within the government

However, there is still room for improvements. From the training, I noticed that many of the personnel have very little concern regarding professionalism in the workplace. They opted to wear attires that are comfortable than actually comply with the standard of the organization. This training is important to expose them to the importance of making their appearance right since they represent the Chief Minister's Office and way they look reflect the organization and as a whole. Thus, this training program should be organized again in the future, perhaps annually and covers wider participations from more units and departments.

Also, some of the participants could have improved their cooperation with the event organizer to ensure that the training program went smoothly, particularly the executives. An executive was present that day, and her refusal to cooperate by filling in the feedback form as well as the attendance made it difficult for us to properly complete the training program since the procedure required every one of the participants to return the evaluation form to be documented later for preparation of report regarding the training program. Therefore in the future it is hoped that in the future, there will be better cooperation among the event organizer and or among the participants, regardless of their position in the organization.

CHAPTER 5

CONCLUSION

5.0 Conclusions

After performing the practical training attachment, students are to complete the practical training report to the supervisor. The practical training report must have all the information that the student learn and obtained during practical training. This practical training report is important as it records all if not, some of the experience and soft skills acquired by the students throughout the practical training in real working environment which will be useful in the future after graduation where it will be applied in real-life working situations.

In Chapter 1, I have provided overview and brief explanations regarding the background of the organization. Knowing the background of the organization is important for the students to understand the Vision and Mission of the organization so that they would know the purpose of the tasks they are conducting which will contribute towards the organizational goals. Knowing the vision, mission as well as the background of the organization is essential to understand the functions of the organization as well as increasing self-belongingness toward the organization. It would unethical to have spent time in the organization without having proper knowledge of their background or functions.

In Chapter 2, I provided the logbook entries on daily activities during my practical training with the Chief Minister's Office. In this chapter, all the work and tasks given by host supervisor are noted in the logbook for the supervisor to see and evaluate. The log book has also assisted greatly in recalling the activities and task made to prepare the report. There are some days in the log book, where the activities may be lacking due to staffs in the office leaving to attend various programs and activities.

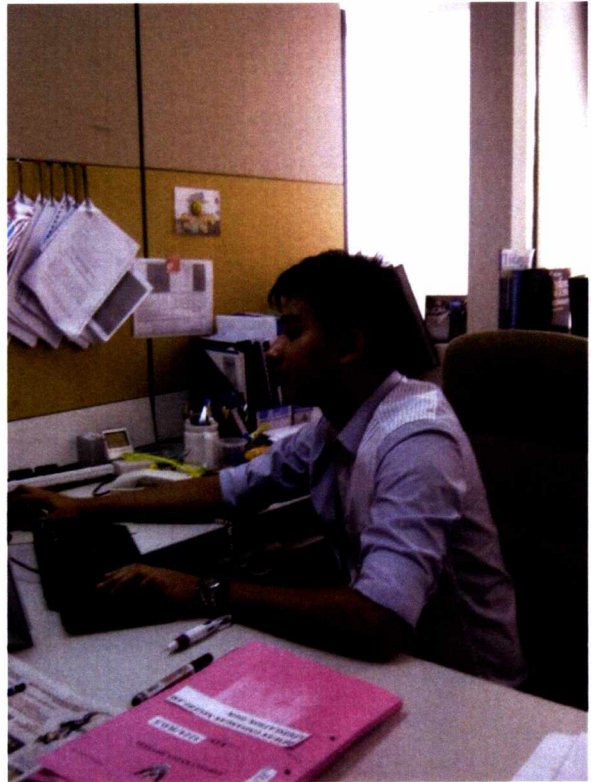
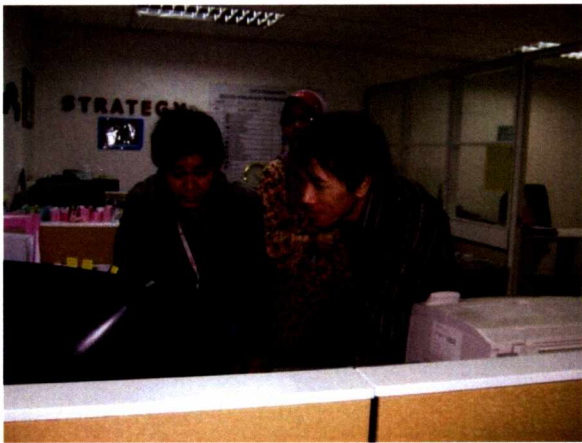
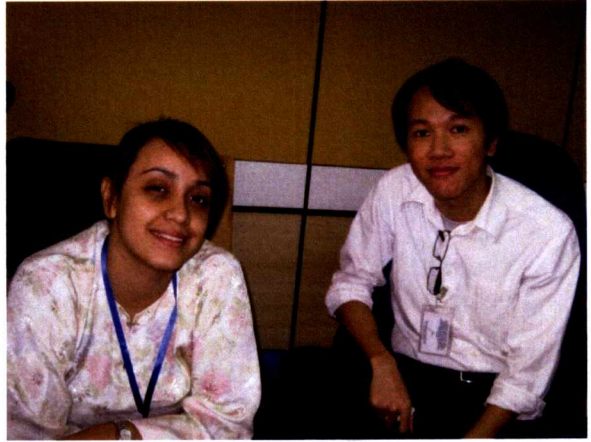
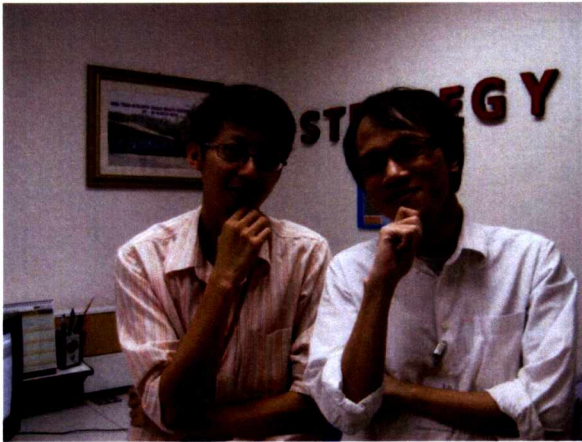
In Chapter 3 I have presented the activity which has been carried out under my work as a Secretariat in the Chief Minister's Office, which is the training program for the Human Resource Management Unit regarding etiquette and grooming. I have also included notes and materials that are used in the training process.

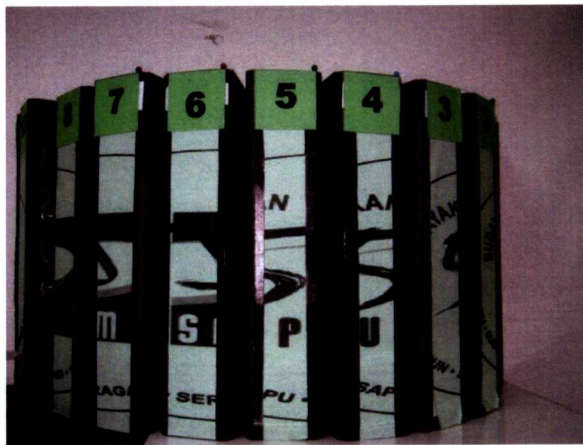
In Chapter 4, I have included recommendations regarding the activities that have been presented in Chapter 3. These recommendations are important as it highlights possible improvements that can be taken to make the training program more effective in the future.

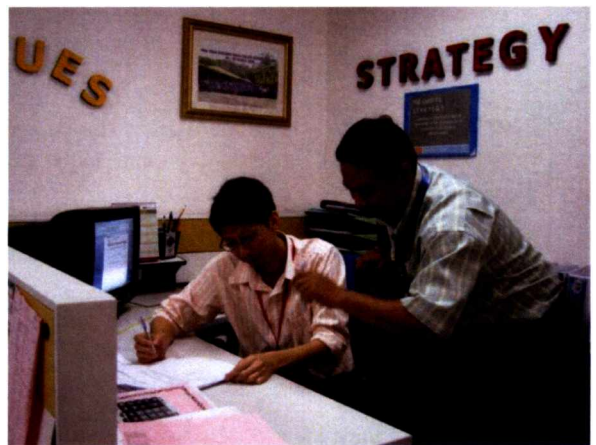
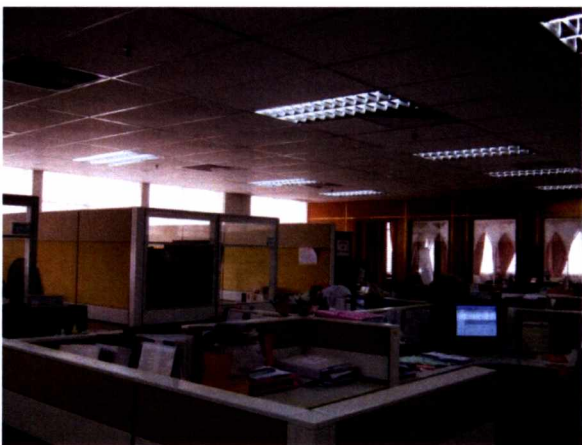
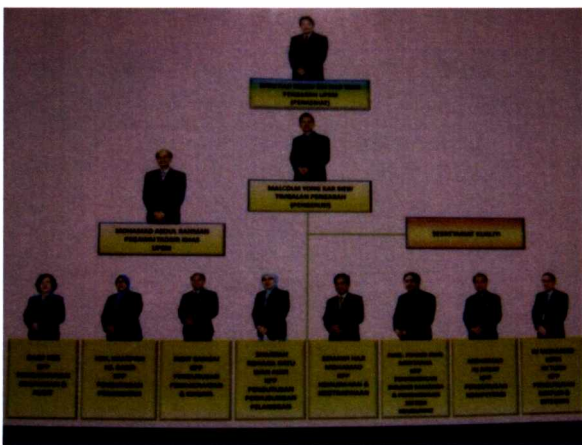
In conclusion, I have gained much experience in working for the public sector throughout my practical training here in the Chief Minister's Office. The staffs here are friendly and welcoming and they were always there and are never shy to share their knowledge with me. They offered useful advices and skills that would be useful for me to strive in the working environment in the future. Each of the staff in the department I worked with know their task very well and they were very skillful. They have also provided positive feedback toward my effort and my work here and even extended their offer for me to work there.

APPENDIX











UNIVERSITI
TEKNOLOGI
MARA

SCHEDULE OF ACTIVITIES FOR PRACTICAL TRAINING (ADS 666)
FOR BACHELOR OF ADMINISTRATIVE SCIENCE (HONS) AND BACHELOR OF
CORPORATE ADMINISTRATION (HONS) STUDENTS*

FACULTY OF ADMINISTRATIVE SCIENCE AND POLICY STUDIES
UNIVERSITI TEKNOLOGI MARA

SESSION 1: JANUARY - APRIL 2011				
WEEK	DATE	ACTIVITY	EVALUATION/TASK TO PERFORM	REMARKS
	21 January 2011	First meeting (COMPULSORY) Briefing by the Faculty Practical Training Coordinator	Fill in Entrance survey form Distribute resume and practical training application form	
	6 May 2011	Second meeting (COMPULSORY) Briefing by the Faculty Practical Training Coordinator	Distribute log book Signing of surat akujanji Distribute other forms	
	16 May 2011	Practical Training Begins	Continuous assessment from host supervisor Log Book	Get the signature from your host supervisor at least once a week
Third week of practical	30 May – 3 June 2011	Visit by the Visiting Lecturer to the Organisation	Continuous assessment from host supervisor Log Book	Get the signature from your host supervisor at least once a week Visiting Lecturer will check your Log Bok as well and getting feedback from your host supervisor
	17 June 2011	Practical Training Ends	Continuous assessment from host supervisor Log Book	Get the signature from your host supervisor at least once a week

SESSION 2: SEPTEMBER – DISEMBER 2011

1	12 – 16 September 2011	Third meeting (COMPULSORY) Briefing by the Faculty Practical Training Coordinator	Log Book to hand over to Practical Training Coordinator Fill in exit survey form	
2	19 – 23 September 2011	1st meeting with supervisor	Discuss and monitor the progress of the practical training report	Student to sign their attendance of the meeting using the special from
3	26 – 30 September 2011	2nd meeting	Discuss and monitor the progress of the practical training report	Student to sign their attendance of the meeting using the special from
4	3 – 7 October 2011	3rd meeting	Discuss and monitor the progress of the practical training report	Student to sign their attendance of the meeting using the special from
5	10 - 14 October 2011	4th meeting	Discuss and monitor the progress of the practical training report	Student to sign their attendance of the meeting using the special from
6	17 - 21 October 2011	5th meeting	Discuss and monitor the progress of the practical training report	Student to sign their attendance of the meeting using the special from
7	24 - 28 October 2011	6th meeting	Discuss and monitor the progress of the practical training report	Student to sign their attendance of the meeting using the special from
8	31 October – 4 November 2011	7th meeting	Discuss and monitor the progress of the practical training report	Student to sign their attendance of the meeting using the special from
9		Mid Semester Break	-	-
10	14 – 18 November 2011	8th meeting	Discuss and monitor the progress of the practical training report	Student to sign their attendance of the meeting using the special from
11	21 – 25 November 2011	9th meeting	Discuss and monitor the progress of the practical training report	Student to sign their attendance of the meeting using the special from
12	28 November – 2 December 2011	10th meeting	Submission of Practical Training Report to their respective supervisors	Student to sign their attendance of the meeting using the special from

*subject to change

MINISTRY OF LABOR, SAFETY AND HEALTH
 DEPARTMENT OF OCCUPATIONAL SAFETY AND HEALTH

KESELAMATAN, KESIHATAN dan KEBAJIKAN PELAJAR DI TEMPAT LATIHAN INDUSTRI

Zamrudah Yeop
 JKKP Sarawak
 15 Apr 2011

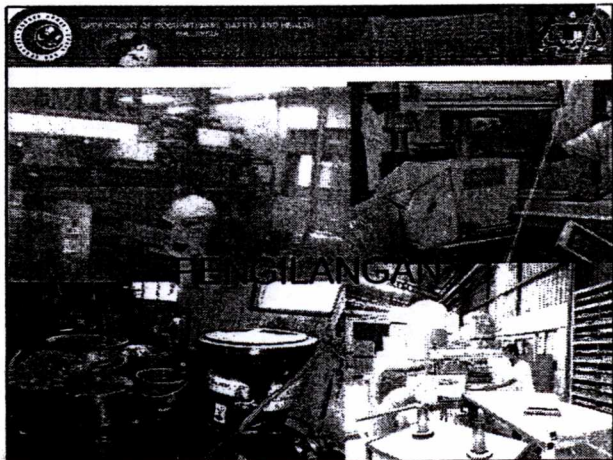
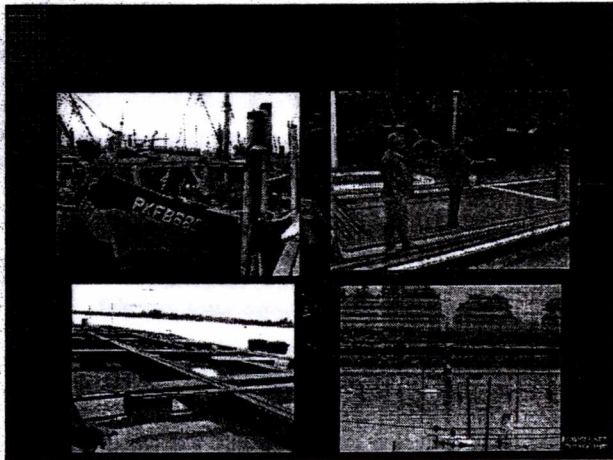
1

MINISTRY OF LABOR, SAFETY AND HEALTH
 DEPARTMENT OF OCCUPATIONAL SAFETY AND HEALTH


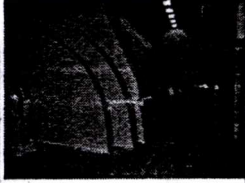
SKOP CERAMAH

- ✓ Kepentingan KKP
- ✓ Kes-kes kemalangan/ penyakit pekerjaan
- ✓ Bahaya-bahaya di tempat kerja
- ✓ Peruntukan utama AKKP 1994
- ✓ Surat arahan KSN bertarikh 20 April 2004
- ✓ Pengurusan KKP
- ✓ Kesimpulan

2



DEPARTMENT OF OCCUPATIONAL SAFETY AND HEALTH
PELAKSANAAN

KEMUDAHAN ELEKTRIK

7

DEPARTMENT OF OCCUPATIONAL SAFETY AND HEALTH
PELAKSANAAN



**PEJABAT/
PEMBINAAN
/ PERDAGANGAN**

DEPARTMENT OF OCCUPATIONAL SAFETY AND HEALTH
PELAKSANAAN

KEPENTINGAN KKP

- ✓ KKP – sains dan seni yang membicarakan perkara mengenai keselamatan dan kesihatan dunia pekerjaan
- ✓ Selamat dan sihat – bebas daripada risiko keselamatan dan kesihatan yang boleh menyebabkan kemalangan/ kecederaan, kejadian berbahaya, dan keracunan/ penyakit pekerjaan
- ✓ Pemeliharaan KKP – menjamin hak individu/ masyarakat/ organisasi

9

DEPARTMENT OF OCCUPATIONAL SAFETY AND HEALTH
PELAKSANAAN

Pemeliharaan KKP – mencegah letupan dan kebakaran




10

DEPARTMENT OF OCCUPATIONAL SAFETY AND HEALTH
PELAKSANAAN

Pemeliharaan KKP – menghalang kecederaan




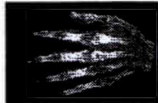

**Power Press
vs
NEW employee hand**

11

DEPARTMENT OF OCCUPATIONAL SAFETY AND HEALTH
PELAKSANAAN

Pemeliharaan KKP – menghalang penyakit pekerjaan

- Arc Eye
- Dermatoses
- Allergy - sensitization
- Noise Induced Deafness
- Pneumoconioses
- Carpal Tunnel Syndrome
- Exposure to radiation, extreme temperatures ...

12

Pemeliharaan KKP – membasmi penyakit pekerjaan



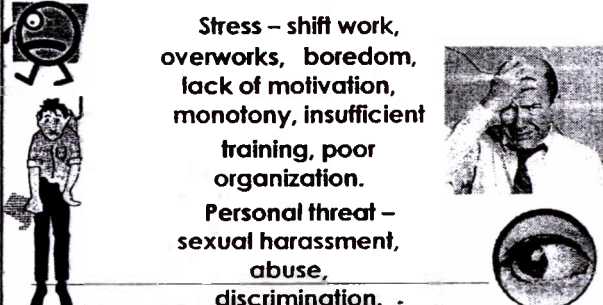
Fig. 21. Coronavirus in human pneumonia

13

Pemeliharaan KKP – membasmi tekanan (stress)


Stress – shift work, overworks, boredom, lack of motivation, monotony, insufficient training, poor organization.

Personal threat – sexual harassment, abuse, discrimination.



14

Pemeliharaan KKP – mengelak kematian



15

Pemeliharaan KKP – menjamin hak individu/ masyarakat/ organisasi

- ✓ Nyawa/ Kehidupan (*Life*)
- ✓ Harta (*property*)
- ✓ Akal/ Minda (*reason*)
- ✓ Keturunan (*generation*)
- ✓ Maruah (*dignity*)
- ✓ Deen/ Agama (*religion*)

16

Kes-kes kemalangan di sektor awam

- ✓ Anggota polis cedera ditembak pengedar dadah
- ✓ Anggota polis maut, motosikal ditendang ketika kejar pencuri
- ✓ Pegawai JPJ patah kaki dilanggar mat rempit
- ✓ Nurse seriously injured in ambulance crash
- ✓ Five injured as copter crashes on landing at Kota Baru Airport
- ✓ Dua parah dirempuh ambulans
- ✓ Dua pelajar cedera, kipas siling jatuh
- ✓ Siling Mahkamah Johor runtuh
- ✓ Tiub bedah tertinggal dalam perut suri rumah

17

Penyakit Pekerjaan (di sektor Awam, dilapor ke JKPP)	Tahun			Pekerjaan
	2006	2007	2008 (Jan-Juli)	
Occupational Lung Disease	18	15	16	Pekerja kesihatan: doktor, physiotherapy, jururawat kesihatan awam, pemandu, pembantu tadbir, pembantu perubatan dll.
Occupational Skin Disease	5	103	1	Kakitangan awam
Noise Induced Hearing Loss (NIHL)	1	8	18	Pekerja am, fogger, pemandu
Disease caused by Chemical	3	2	0	Pekerja am
Disease caused by Biological	2	1	1	Jururawat, jururawat masyarakat
Cancer	0	0	1	Juruteknik

18

Bahaya-Bahaya di tempat kerja

- ✓ Tempat kerja - premis orang bekerja atau premis tempat simpanan loji (tanah, bangunan, kenderaan)
- ✓ Bahaya - keadaan atau situasi yang berpotensi menyebabkan berlakunya:
 - ✓ kecederaan, penyakit, atau maut kepada seseorang
 - ✓ Kerosakan harta benda
 - ✓ Kemusnahan persekitaran tempat kerja
 - ✓ Reputasi negatif seseorang/ organisasi
- ✓ Risiko (keterukan bahaya dan kebarangkalian ia terjadi) yang tidak dikawal adalah punca suatu kemalangan, kejadian berbahaya atau penyakit pekerjaan

19

Kategori Bahaya

- ✓ Premis (bangunan, tanah, kenderaan)
- ✓ Persekitaran tempat kerja
- ✓ Jentera/ loji
- ✓ Bahan Kimia
- ✓ Elektrik
- ✓ Organisma
- ✓ Ergonomik
- ✓ Pengorganisasian (pengurusan/penyusunan/pengaturan)
- ✓ Individu

20

Bahaya Premis

- ✓ Struktur, lantai dan bumbung yg tidak kukuh
- ✓ Permukaan lantai licin/ tidak rata/ curam
- ✓ Laluan masuk dan keluar (jalan/ tangga/ koridor/ lif) tidak selamat
- ✓ Susunatur bilik/ ruang tidak teratur
- ✓ Ruang kerja sempit
- ✓ Sistem pengudaraan 'sakit' (bangunan, tempat letak kenderaan)
- ✓ Kenderaan tidak sesuai dengan kerja

21

Bahaya Persekitaran

- ✓ Pencahayaannya berlebihan/ tidak mencukupi
- ✓ Tegasan haba – terlampau panas/ sejuk
- ✓ Bunyi bising/ getaran berlebihan
- ✓ Pancaran mengion/ tidak mengion
- ✓ Ruang kerja sempit
- ✓ Tempat kerja tidak kemas
- ✓ Bekerja dalam ruang terkurung
- ✓ Bekerja di tempat tinggi (bahaya graviti)

22

Bahaya Jentera/ Loji

- ✓ Rekabentuk tidak selamat
- ✓ Pembuatan/ pembinaan/ pemasangan, pemeriksaan dan ujian tidak mengikut spesifikasi
- ✓ Bahagian yang bergerak/ berputar tidak diadang dengan sempurna
- ✓ Bendalir (fluid) bertekanan tinggi
- ✓ Logam/ bendalir yang terlalu panas atau terlalu sejuk

23

BAHAYA KIMIA

Bentuk fizikal

	GAS	HABUK (PARTICULATES)	
PEPEJAL (SOLID)	WAP	HABUK	WASAP
CECAIR (LIQUID)	WAP	KABUT/ KABUS	SPRAY

Bahaya Bahan Kimia

Jenis

- ✓ *Hydrocarbons*
- ✓ *Solvents*
- ✓ *Acids/ Caustic*
- ✓ *Heavy metals*
- ✓ *Pesticides*
- ✓ *Resins*

Bentuk fizikal

- ✓ Gas
- ✓ Wap (*vapour*)
- ✓ Habuk (*dust*)
- ✓ Wasap (*fume*)
- ✓ Asap (*smoke*)
- ✓ Cecair (*liquid*)
- ✓ Pepejal (*solid*)
- ✓ Fibre (*serat*)
- ✓ Mist (*kabut/kabus*)

25

Bahaya Bahan Kimia

(berdasarkan sifat fizikokimia):

- ❖ Mudah meletup (*explosive*)
- ❖ Pengoksidaan (*oxidising*)
- ❖ Amat mudah terbakar (*extremely flammable*)
- ❖ Sangat mudah terbakar (*highly flammable*)
- ❖ Mudah Terbakar (*flammable*)

26

Bahaya Bahan Kimia

(berdasarkan kesan kepada kesihatan):

- ❖ Sangat toksik (*very toxic*)
- ❖ Toksik (*toxic*)
 - ❖ *Karsinogen (carcinogenic)*
 - ❖ *Teratogenik (teratogenic)*
 - ❖ *Mutagen (mutagenic)*
- ❖ Memudratkan (*harmful*)
- ❖ Mengakis (*corrosive*)
- ❖ Merengsa (*irritant*)

27

Bahaya Organisma

- ✓ **Bakteria**
- ✓ **Virus**
- ✓ **Kulat (spores)**
- ✓ **Serangga**
- ✓ **Haiwan berbahaya (ular, lipan, dll)**
- ✓ **Haiwan liar**
- ✓ **Tumbuh-tumbuhan berbahaya**

28

Bahaya Ergonomik

- ✓ Postur yang tidak sesuai (*Inappropriate posture*)
- ✓ Pergerakan berulang (*Repetitive movement*)
- ✓ Daya yang tidak sesuai (*Inappropriate force*)
- ✓ Hubungan operator-jentera tidak sesuai (*Poor operator - machine interface*)



29

CARA MENGANGKAT BARANG



30

Bahaya Pengorganisasian

- ✓ Tiada Polisi KKP
- ✓ Tanggungjawab dan tugas tidak jelas
- ✓ Struktur pengurusan lemah
- ✓ Tiada/ kurang perancangan
- ✓ Tiada sistem kerja selamat
- ✓ Tiada/ kurang penyelenggaraan
- ✓ Tiada/ kurang latihan, maklumat, dan arahan
- ✓ Tiada/ Kurang penyeliaan
- ✓ Tekanan kerja/ Lama bekerja
- ✓ Diskriminasi
- ✓ Gaji tidak mencukupi?

31

Bahaya Individu

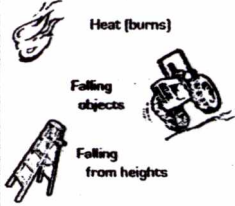
- ✓ Tidak/ Kurang kompeten:
 - ☒ Pengetahuan
 - ☒ Kefahaman
 - ☒ Kemahiran
 - ☒ Bersikap negatif
- ✓ Tidak sihat/ cerdas
 - ☉ HIV/ AIDS
 - ☉ Terlibat dengan dadah/ alkohol/ judi
 - ☉ Berpenyakit kronik
 - ☉ Masalah peribadi/ keluarga

32

Pathways of Exposure

Physical Hazards

Energy is transferred to a worker in a variety of ways:



33

Pathways of Exposure

Biological and Chemical Hazards

Workers are exposed to these hazards by the following means:



CONTOH: TEMPAT KERJA DAN BAHAYA

A Body's Response To Hazards

Temporary versus Permanent

Immediate versus Later in Life

Exposure	Response
Acute	Immediate
Chronic	Delayed
Subacute	Intermediate
Subchronic	Intermediate
Intermittent	Intermediate
Repetitive	Intermediate
Continuous	Intermediate
High dose	Immediate
Low dose	Delayed
High frequency	Immediate
Low frequency	Delayed
High intensity	Immediate
Low intensity	Delayed
High duration	Immediate
Low duration	Delayed
High concentration	Immediate
Low concentration	Delayed
High volume	Immediate
Low volume	Delayed
High frequency	Immediate
Low frequency	Delayed
High intensity	Immediate
Low intensity	Delayed
High duration	Immediate
Low duration	Delayed
High concentration	Immediate
Low concentration	Delayed
High volume	Immediate
Low volume	Delayed

4

PENCEGAHAN DAN LANGKAH-LANGKAH KAWALAN

- Penghapusan (Elimination)
- Penggantian (Substitution)
- Pengurungan (Isolation)
- Pengubahsuaian proses parameter (modification)
- Kawalan Kejuruteraan (Engineering Controls)
- Sistem Amalan Kerja Selamat (Safe Work Practices)
- Kawalan administratif
- Peralatan perlindungan diri (Personal Protective Equipment)

PERUNTUKAN UTAMA AKKP

- ✓ Latar Belakang dan Tujuan
- ✓ Falsafah Akta
- ✓ Bahagian-Bahagian Akta
- ✓ AKKP milik semua
- ✓ Definisi Majikan dan Pekerja
- ✓ Kewajiban Majikan
- ✓ Hak dan Kewajiban Pekerja

36

TANGGUNGJAWAB

SEKTOR-SEKTOR

- PENGKILANGAN
- PERLOMBONGAN DAN PENGUARIAN
- PEMBINAAN
- PERTANIAN, PERHUTANAN DAN PERIKANAN
- KEMUDAHAN-GAS, ELEKTRIK, AIR DAN PERKHIDMATAN KEBERSIHAN
- PENGANGKUTAN, PENYIMPANAN DAN KOMUNIKASI
- PERDAGANGAN BORONG DAN RUNCIT
- HOTEL DAN RESTORAN
- KEWANGAN, INSURAN, HARTANAH & PERKHIDMATAN PERNIAGAAN
- PERKHIDMATAN AWAM DAN PIHAK BERKUASA BERKANUN

Latar Belakang & Tujuan AKKP

- Pelengkap undang-undang KKP (AKJ, AKP, dll)
- Meliputi kebanyakan tempat kerja, kecuali kerja atas kapal perdagangan, dan Angkatan tentera
- Memastikan Keselamatan, Kesihatan dan Kebajikan orang-orang yang sedang bekerja.
- Melindungi Keselamatan dan Kesihatan orang-orang lain di tempat kerja.
- Menggalakan persekitaran pekerjaan yang sesuai dengan fisiologi dan psaiologi orang-orang yang sedang bekerja.

38

Falsafah Akta

“Tanggungjawab memastikan keselamatan dan kesihatan di tempat kerja terletak pada mereka yang mewujudkan risiko dan mereka yang bekerja dengan risiko tersebut”

- Peraturan Kendiri (*Self-Regulate*)
- Perundingan (*Consultation*)
- Penyertaan & Kerjasama pekerja (*Workers co - operation and participation*)

39

Bahagian AKKP

1. Permulaan	8. Pemberitahuan mengenai kemalangan, kejadian berbahaya, keracunan pekerjaan, penyakit pekerjaan, dan Siasatan
2. Perlantikan pegawai	9. Larangan terhadap penggunaan loji dan bahan
3. Majlis Negara bagi KKP	10. Tataamalan Industri
4. Kewajiban am majikan dan orang yang bekerja sendiri	11. Penguatkuasaan dan Penylasatan
5. Kewajiban am perekabentuk, pengitang dan pembekal	12. Liabiliti bagi kesalahan
6. Kewajiban am pekerja	13. Rayuan
7. Organisasi keselamatan dan kesihatan	14. Peraturan-Peraturan
	15. Pelbagai

40

AKKP: Milik Semua

- ❖ OSHA milik kita semua
- ❖ Semua pihak berperanan
- ❖ Semua pihak punya kuasa
- ❖ Pekerja punya Kewajiban dan Hak

41

Keanggotaan MNBKPP: Semua pihak berperanan

```

graph TD
    K[>=3 Kerajaan] <--> M[Majlis Negara Bagi KKP  
12-15]
    M <--> P[3 Pekerja]
    M <--> B[>=3 Badan professional]
    M <--> MA[3 Majikan]
  
```

42

MAJIKAN: Siapakah Mereka?

- Pemunya sesuatu industri pekerjaan,
- Penghuni sesuatu tempat kerja,
- Wakil (di sisi undang-undang) pemunya/ penghuni,
- Mereka yang bertanggungjawab bagi pembayaran gaji/ upah pekerja.
- Majikan boleh meliputi:
 - ✓ Kerajaan, Jabatan, PBT, Badan Berkanun
 - ✓ Lembaga Pengarah Syarikat (*shareholders*)
 - ✓ Pengurus Besar (*MD/CEO*)
- Jenis Majikan:
 - Majikan utama
 - Majikan langsung

43

PEKERJA: Siapakah Mereka?

- Mereka yang mempunyai kontrak perkhidmatan (*contract of service*), sama ada secara bertulis atau lisan dengan mana-mana majikan/ orang
- Pekerja boleh meliputi:
 - ✓ Pekerja tetap
 - ✓ Perantis
 - ✓ Kontraktor Bebas dan pekerjanya (dimana majikan mempunyai kawalan)

44

KEWAJIBAN UTAMA MAJIKAN: Memastikan KKP Pekerja (Sek 15)

- Menyedia dan menyenggara loji dan sistem kerja yang selamat
- Membuat perancangan bagi keselamatan penggunaan, penanganan, pengendalian, penyimpanan dan pengangkutan loji dan bahan
- Memberi maklumat, arahan, latihan dan penyeliaan
- Menyedia dan menyenggara tempat kerja, cara masuk ke dalamnya dan keluar darinya yang selamat tanpa risiko
- Menyedia & menyenggara persekitaran pekerjaan yang selamat, tanpa risiko
- Menyediakan kemudahan kebajikan yang memadai

45

Hak-Hak Pekerja

- Menjadi anggota Majlis Negara bagi KKP [S 9(1)(b)]
- Mendapat jaminan KKK daripada pihak majikan [S15]
- Menganggota Jaw. KK di tempat kerja [SHC R]
- Tidak dikenakan caj bagi benda yang dilakukan atau diadakan oleh majikan [S 26].
- Tidak boleh didiskriminasi oleh majikan atau kesatuan sekerja bila menjalankan fungsi sebagai anggota Jawatankuasa KK [S 27]
- Dirujuk oleh majikan dalam membangunkan langkah-langkah memastikan KKP [S 30(3)]

46

KEWAJIBAN Pekerja (sek 24)

- Memberi perhatian yang munasabah bagi keselamatan dan kesihatan dirinya dan orang lain
- Bekerjasama dengan majikan atau orang lain dalam menunaikan kewajipan, dibawah peraturan atau akta.
- Memakai atau menggunakan kelengkapan atau pakaian perlindungan yang disediakan oleh majikan.
- Tidak mengganggu atau menyalahgunakan benda atau apa-apa yang diadakan untuk kepentingan KKP
- Mematuhi apa-apa arahan atau langkah keselamatan dan kesihatan pekerjaan yang diperlukan dibawah Akta atau mana-mana peraturan di bawahnya

47

Surat Arahan KSN

- ✓ Bertarikh 20 Ogos 2004
- ✓ ARAHAN PEMATUHAN AKTA KESELAMATAN DAN KESIHATAN PEKERJAAN 1994 DAN PELAKSANAAN ARAHAN, PERATURAN, PROSEDUR DAN PERUNTUKAN UNDANG-UNDANG BERKAITAN KESELAMATAN PERLINDUNGAN DI JABATAN-JABATAN KERAJAAN
- ✓ Untuk Semua:
 - ✓ Ketua Setiausaha Kementerian
 - ✓ Ketua Jabatan Persekutuan
 - ✓ Y.B. Setiausaha Kerajaan Negeri
 - ✓ Pihak Berkuasa Berkanun
 - ✓ Pihak Berkuasa Tempatan
- ✓ Dipamer di <http://www.mampu.com.my>

48

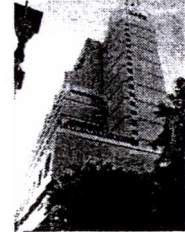
KESIMPULAN

- ✓ Terdapat pelbagai bahaya di tempat kerja yang boleh menjejaskan keselamatan dan kesihatan
- ✓ Majikan berkewajiban memastikan keselamatan dan kesihatan pekerjaanya dan orang awam yang lain (yang mungkin terjejas)
- ✓ Risiko bahaya perlu diurus secara sistematik
- ✓ Pemeliharaan KKP menjamin hak individu/ masyarakat/ organisasi
- ✓ Punca kuasa mengurus diperolehi daripada AKKP 1994 dan Surat arahan KSN

49

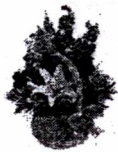
Maklumat Perhubungan

JKKP Sarawak
Tkt. 13 & 14, Bangunan
Somerset Gateway
Jalan Bukit Mata
93100 Kuching



No. Tel: 082 - 242257
No. Fak: 082 - 259846
Portal: <http://www.dosh.gov.my>

50



Sekian,
Terima Kasih

51

U = Christina
V = Threne
W = Bruno
X = Rossa Ananting
Y = Nir Ananting

D = Zul
E = Paul
F = Saul
G = Ozawa
H = Tommy
I = Dick
J = Harry
K = Sally
L = Mom
M = Alvin
N = Dan
O = Shelly
P = Anne
Q = Dale
R = Marilyn
S = Richard
T = Cathryn



JABATAN KETUA MENTERI
(UNIT PENGURUSAN SUMBER MANUSIA),
TINGKAT 10 & 11, WISMA BAPA MALAYSIA,
PETRA JAYA,
93502 KUCHING,
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Faks : 082-445618 (HRM)

Rujukan Kami: 1/EO/3494/JLD.4

Tarikh: 8 April 2010

Penyelaras Latihan Praktikal (Amali),
Sarjana Muda Sains Pentadbiran.
Fakulti Sains Pentadbiran dan Pengajian Polisi UITM Sarawak,
Universiti Teknologi MARA (UITM) Sarawak,
Jalan Maranek, 94300 KOTA SAMARAHAN.

(u.p : Fairuz Hidayat Merican Bin Wan Merican)

Tuan,

PENEMPATAN LATIHAN PRAKTIKAL (AMALI), FAKULTI SAINS PENTADBIRAN DAN
PENGAJIAN POLISI, UITM KOTA SAMARAHAN.

Dengan hormatnya perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa Unit Pengurusan Sumber Manusia, Jabatan Ketua Menteri bersetuju menerima pelajar tuan, **En. Paul Racha (2009395747)**, **En. Awang Nasfuddin bin Awang Hassan (2009108277)**, **En. Izuandi bin Ibrahim (2009189835)**, **En. Abang Zulkernain bin Abang Yussuf (2009355491)** dan **Cik Siti Noor Izlinnizan bt Manari (2009157989)** untuk menjalankan latihan praktikal (amali) di UPSM.

3. Sehubungan itu, sila melapor diri kepada **Cik Khamisah Bohari/Rosnah Ahmat** di **Seksyen Pengurusan Perhubungan Pelanggan, Unit Pengurusan Sumber Manusia, Tingkat 11 Wisma Bapa Malaysia** pada **16 Mei 2011 jam 8.30 pagi** untuk pengurusan aspek pentadbiran sebelum menjalani latihan.

Sekian, terima kasih

" BERSATU BERUSAHA BERBAKTI "
" AN HONOUR TO SERVE "

(MALCOLM YONG KAR SIEW)

Timbalan Pengarah
Unit Pengurusan Sumber Manusia
b.p. Setiausaha Kerajaan
Sarawak

MODE = MEMORY TRANSMISSION

START=02-JUN 20:07

END=02-JUN 20:10

FILE NO. =878

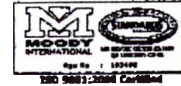
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002	OK	2	235358	005/005	00:00:41

-JKM HRM 10th FLR W.B.M. -

***** - ***** 082 445637- *****



**JABATAN KETUA MENTERI
(UNIT PENGURUSAN SUMBER MANUSIA),
TINGKAT 9, 10 & 11, WISMA BAPA MALAYSIA,
PETRAJAYA,
93502 KUCHING,
SARAWAK.**



Telefon : 082-441957
Faks : 082-445618 (HRM)
HRM Centre: 1-300-888-HRM

Rujukan : 14/EO/3582
Tarikh : 31 Mei 2011

Sila Lihat Pegihan

YBhg. Datu / Tuan / Puan,

JEMPUTAN KE "TALENT MANAGEMENT LABS" DI DAMAI BEACH RESORT

Dengan segala hormatnya saya merujuk kepada perkara tersebut di atas.

2. Sudah cita dimaklumkan YBhg. Datu / Tuan / Puan dijemput untuk menghadiri "Talent Management Labs" yang akan diadakan di Damai Beach Resort bermula pada 6 Jun 2011. (Sila rujuk aturcara yang dilampirkan untuk keterangan lanjut).
3. Untuk makluman YBhg. Datu / Tuan / Puan, Labs ini adalah berbentuk "residentials" dan kehadiran adalah **WAJIB**.
4. Bersama ini, disertakan surat pelantikan, borang maklumbalas (Lampiran A) dan atur cara (Lampiran B) sebagai rujukan dan tindakan YBhg. Datu / Tuan / Puan selanjutnya.
5. Kerjasama dan perhatian pihak YBhg. Datu / Tuan / Puan berhubung perkara di atas amatlah dihargai dan didahului dengan ucapan terima kasih.

Sekian.

**"BERSAMA BERUSAHA BERBAKTI"
"AN HONOUR TO SERVE"**


(DATU HANIFFA MISNU BIN HAJI TAHA)
Pegarah
Unit Pengurusan Sumber Manusia
b.p Setiausaha Kerajaan Negeri

sk : Y Setiausaha Kerajaan Sarawak



3.8 FUNGSI UTAMA UPSM

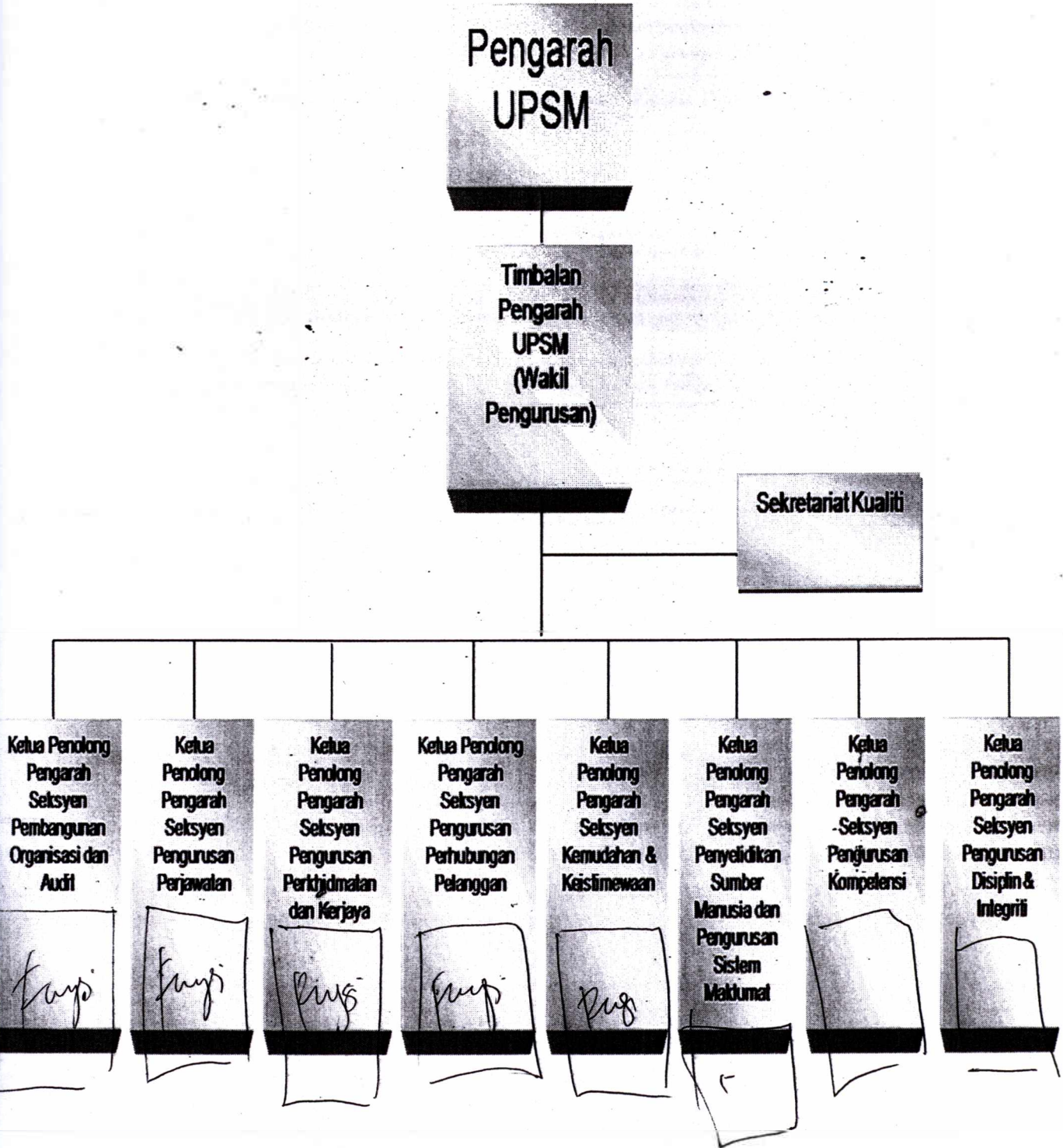
Bil	Seksyen	Fungsi
1	Seksyen Pembangunan Organisasi & Audit	<ul style="list-style-type: none"> • Penstrukturan semula Organisasi • Keperluan Perjawatan • Skim perkhidmatan
2	Seksyen Pengurusan Perjawatan	<ul style="list-style-type: none"> • Pengurusan Pengambilan Perjawatan • Pengurusan Perlantikan dan Perlanjutan Perjawatan • Pengurusan Permohonan Hadiah Kenaikan Gaji (HKG) Pelepasan dengan Izin dan Penamatan Jawatan
3	Seksyen Pengurusan Perkhidmatan dan Kerjaya	<ul style="list-style-type: none"> • Pengurusan Pemangku/ Menjalankan Kerja Jawatan • Pengurusan Penilaian Prestasi • Pengurniaan Kuasa Majistret (Majistret Kelas Dua) • Pengurusan Pengesahan Dalam Jawatan dan Pemberian Taraf Berpencen • Pengurusan Pertukaran dan Kenaikan Pangkat • Pengurusan Khidmat Ketua Masyarakat dan Ketua Kaum
4	Seksyen Pengurusan Perhubungan Pelanggan	<ul style="list-style-type: none"> • Pengurusan Kualiti • Perhubungan Pelanggan (CRM) • Latihan dan Pembangunan Pekerja
5	Seksyen Kemudahan dan Keistimewaan	<ul style="list-style-type: none"> • Urusan Pentadbiran, Rekod dan Registri • Urusan Kemudahan dan Cuti • Urusan Persaraan dan Anugerah
6	Seksyen Penyelidikan Sumber Manusia dan Pengurusan Sistem Maklumat	<ul style="list-style-type: none"> • Pengurusan Rekod & Personel • Projek HRMIS • Pengurusan Sistem Aplikasi ICT • Statistik dan Penyelidikan
7	Seksyen Pengurusan Kompetensi	<ul style="list-style-type: none"> • Mengendalikan Kursus Induksi Umum dan Induksi Khusus untuk Penjawat Awam Negeri Sarawak • Mengendalikan Peperiksaan Awam Negeri Sarawak (PANS)
8	Seksyen Pengurusan Disiplin dan Integriti	<ul style="list-style-type: none"> • Program Integriti dan Pelan Integriti Nasional (PIN) • Urusan Tindakan Disiplin • Pelaksanaan dan Pemantauan Perisytiharaan Harta

3.9 AKTIVITI UTAMA UPSM

- i. Perstrukturan semula carta organisasi dan perjawatan.
- ii. Pengambilan kakitangan PANS.



4.0 STRUKTUR ORGANISASI UPSM



**PROGRAM BENGKEL PENYEDIAAN ANGGARAN BELANJAWAN
TAHUN 2012/2013
DI REGENCY RAJAH COURT HOTEL PADA 9-10 JUN 2010**

<i>TARIKH</i>	<i>MASA</i>	<i>AKTIVITI</i>
09.06.11 HARI 1	08.00 pagi - 08.30 pagi	Pendaftaran peserta-peserta
	08.30 pagi - 09.00 pagi	Taklimat oleh Ketua Penolong Pengarah Seksyen 5 (Pengarah Bajet)
	09.00 pagi - 10.00 pagi	Penyediaan belanjawan
	10.00 pagi - 10.30 pagi	Minum pagi
	10.30 pagi - 12.00 tengahari	Penyediaan belanjawan
	12.00 tengahari - 02.00 petang	Makan tengahari
	2.00 petang - 4.00 petang	Penyediaan belanjawan
	4.00 petang - 4.30 petang	Minum petang
	4.30 petang - 5.00 petang	Sambung penyediaan belanjawan
	5.00 petang	Bersurai
10.06.11 HARI 2	08.30 pagi - 10.00 pagi	Penyediaan belanjawan
	10.00 pagi - 10.30 pagi	Minum pagi
	10.30 pagi - 11.30 pagi	Penyediaan belanjawan
	11.30 pagi - 02.00 petang	Makan tengahari
	2.15 petang - 4.00 petang	Penyediaan belanjawan
	4.00 petang - 4.30 petang	Minum petang
	4.30 petang - 05.00 petang	Sambung penyediaan belanjawan
	5.00 petang	Bersurai

KERAJAAN NEGERI SARAWAK BELANJAWAN 2012

DRAF ANGGARAN PERBELANJAAN MENURUS MENGIKUT OBJEK AM (RM)

1. Bagi Pejabat Daerah/Bahagian, borang ini hendaklah diisi dan dihantar kepada Residen/Ketua Jabatan dan bukannya dihantar terus kepada Setiausaha Kewangan Negeri untuk diselaraskan dalam anggaran bagi Bahagian/Jabatan.
2. Residen dan Ketua Jabatan hendaklah menyelaras maklumat yang diterima dari pihak di bawah kawalan mereka dan menyediakan salinan-salinan baru dengan menggunakan borang ini dan dikemukakan kepada Setiausaha Kewangan Negeri.
3. Sila guna borang baru berasingan bagi Objek Am yang berlainan (iaitu 10000, 20000, 30000, 40000, 50000).
4. Bagi Emolumen (10000), sila isi Lampiran ini (B) dan Lampiran (C) untuk maklumat terperinci.

Kepala								
Kementerian/Jabatan								
Pusat Tanggungjawab								
Kod Program								
Objek Am	Objek Sebagai	Objek Kumpulan Lanjut	Objek Lanjut	Jenis Perbelanjaan	Anggaran Perbelanjaan 2000 (Nota 1)	Anggaran Perbelanjaan 2001	Perbezaan +/- 8=(7-6)	Keterangan Ringkas (Nota 2)
1	2	3	4	5	6	7	8=(7-6)	9
Jumlah								

Nota 1 - Ruangan ini hendaklah diisi, jika boleh.

Nota 2 - Sila guna lampiran tambahan jika perlu.

KERAJAAN NEGERI SARAWAK BELANJAWAN 2013

DRAF ANGGARAN PERBELANJAAN MENGIKUT OBJEK AM (RM)

1. Bagi Pejabat Daerah/Bahagian, borang ini hendaklah diisi dan dihantar kepada Residen/Ketua Jabatan dan bukannya dihantar terus kepada Setiausaha Kewangan Negeri untuk diselaraskan dalam anggaran bagi Bahagian/Jabatan.
2. Residen dan Ketua Jabatan hendaklah menyelaras maklumat yang diterima dari pihak di bawah kawalan mereka dan menyediakan salinan-salinan baru dengan menggunakan borang ini dan dikemukakan kepada Setiausaha Kewangan Negeri.
3. Sila guna borang baru berasingan bagi Objek Am yang bertalian (aitu 10000, 20000, 30000, 40000, 50000).
4. Bagi Emolumen (10000), sila isi Lampiran ini (B) dan Lampiran (C) untuk makluman terperinci.

Kepala									
Kementerian/Jabatan									
Pusat Tanggungjawab									
Kod Program									
Objek Am	Objek Sebagai	Objek Kumpulan Lanjut	Objek Lanjut	Jenis Perbelanjaan	Anggaran Perbelanjaan 2000 (Nota 1)	Anggaran Perbelanjaan 2001	Perbedaan +/- 8=(7-6)	Keterangan Ringkas (Nota 2)	
1	2	3	4	5	6	7	8=(7-6)	9	
Jumlah									

Nota 1 - Ruangan ini hendaklah diisi, jika boleh.

Nota 2 - Sila guna lampiran tambahan jika perlu.

Nota 3 - Angka-angka hendaklah dalam ribu terdakwa.

BELANJAWAN 2001
CONTOH BAGI DRAF ANGGARAN PERBELAJAN MENURUS MENGIKUT OBJEK AM
 (RM)

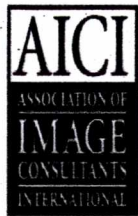
1. Bagi Pejabat Daerah/Bahagian, borang ini hendaklah diisi dan dihantar kepada Residen/Ketua Jabatan dan bukannya dihantar terus kepada Setiausaha Kewangan Negeri untuk diselaraskan dalam anggaran bagi Bahagian/Jabatan.
2. Residen dan Ketua Jabatan hendaklah menyelaraskan maklumat yang diterima dari pihak di bawah kawalan mereka dan menyediakan salinan-salinan baru dengan menggunakan borang ini dan dikemukakan kepada Setiausaha Kewangan Negeri.
3. Sila guna borang baru berasingan bagi Objek Am yang berlainan (iaitu 10000, 20000, 30000, 40000, 50000)
4. Bagi Emolumen (10000), sila isi Lampiran ini (B) dan Lampiran (C) untuk maklumat terperinci.

Kepala		S.26									
Kementerian/Jabatan		Setiausaha Kewangan Negeri									
Pusat Tanggungjawab		26									
Kod Program		00									
Objek Am	Objek Sebagai	Objek Kumpulan Lanjut	Objek Lanjut	Jenis Perbelanjaan	Anggaran Perbelanjaan 1 (Nota 1)	Anggaran Perbelanjaan 2	Perbezaan +/-	Keterangan Ringkas (Nota 2)			
20000	21000	21100		BEKALAN DAN PERKHIDMATAN	220,000	315,000	95,000				
				Pengangkutan dan Perjalanan	60,000	95,000	35,000				
				Perbelanjaan Perjalanan dan Elaun Saran Hidup untuk Pegawai Kerajaan dalam Malaysia	60,000	95,000	35,000				
				Makanan dan Minuman	10,000	15,000	5,000				
				Penginapan dan Hotel	30,000	50,000	20,000				
				Tambang Kapal terbang	20,000	30,000	10,000	Sila lihat dalam Lampiran			
	22000	22100		Pengangkutan Barangan	160,000	220,000	60,000	berkenbar.			
				Pengangkutan Barangan untuk Pegawai Kerajaan dalam Malaysia	160,000	220,000	60,000				
				Pengangkutan Darat	50,000	70,000	20,000				
				Kapal/Bot	30,000	35,000	5,000				
				Pengangkutan Udara	70,000	100,000	30,000				
				Keretapi	10,000	15,000	5,000				
Jumlah					220,000	315,000	95,000				

Nota 1 - Rancangan ini hendaklah diisi, jika boleh.

Nota 2 - Sila guna lampiran tambahan jika perlu.

DEAR Didi,
BE BOLD!

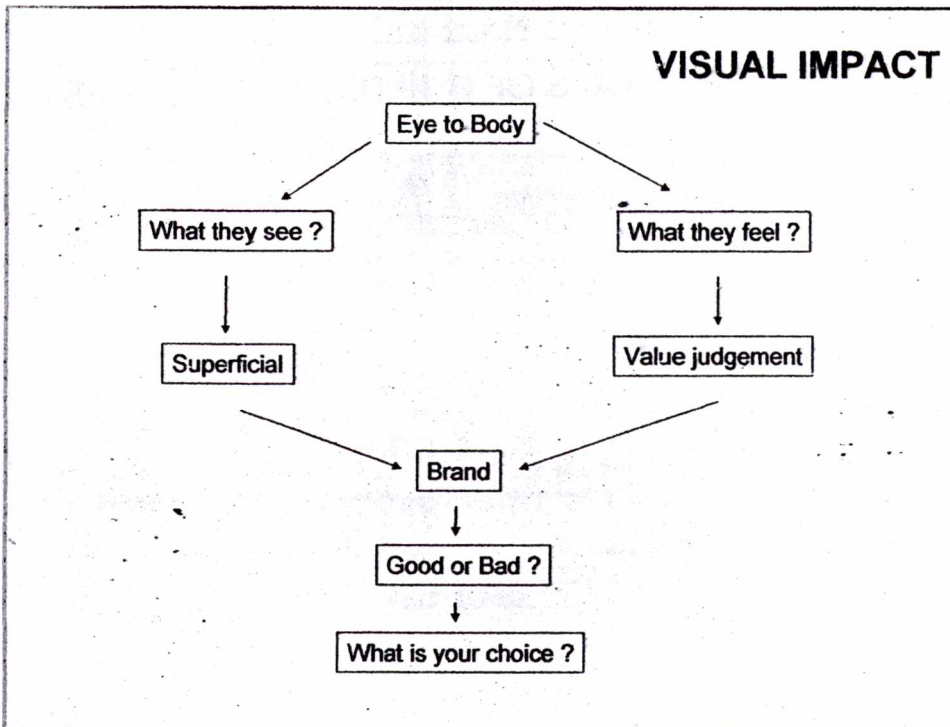


*"We take you
to a journey of
self discovery and
professionalism"*



reveal . rejuvenate . reborn

Image & Grooming by Datin Sharifah Shawati



CONSISTENCY OF IMAGE

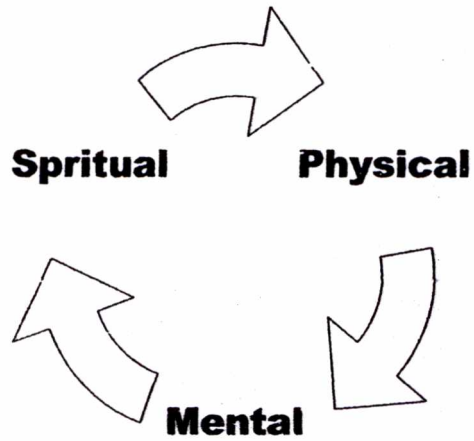
CONSISTENCY:
A STANDARD BELOW WHICH YOU WILL NOT FALL

Your appearance is your most visible and portable possession ,
YOU are your best brochure !

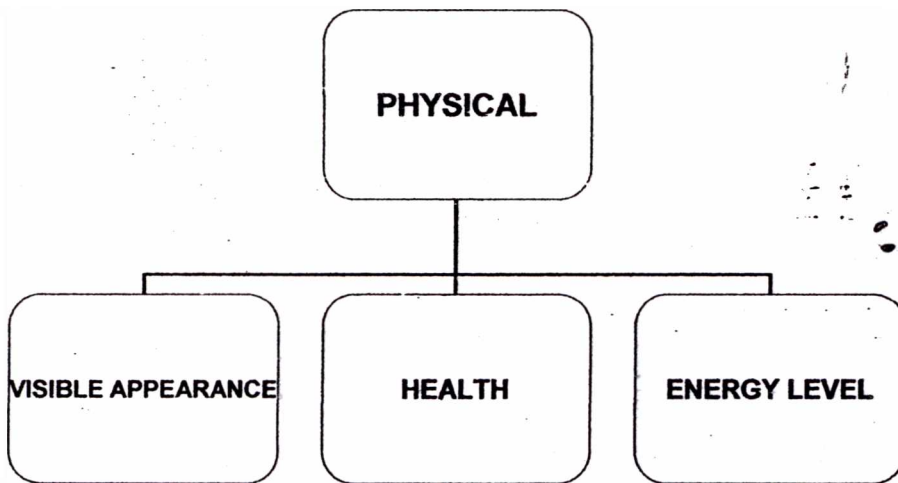
You will be perceived as professional if you have a standard below which you will not fall .

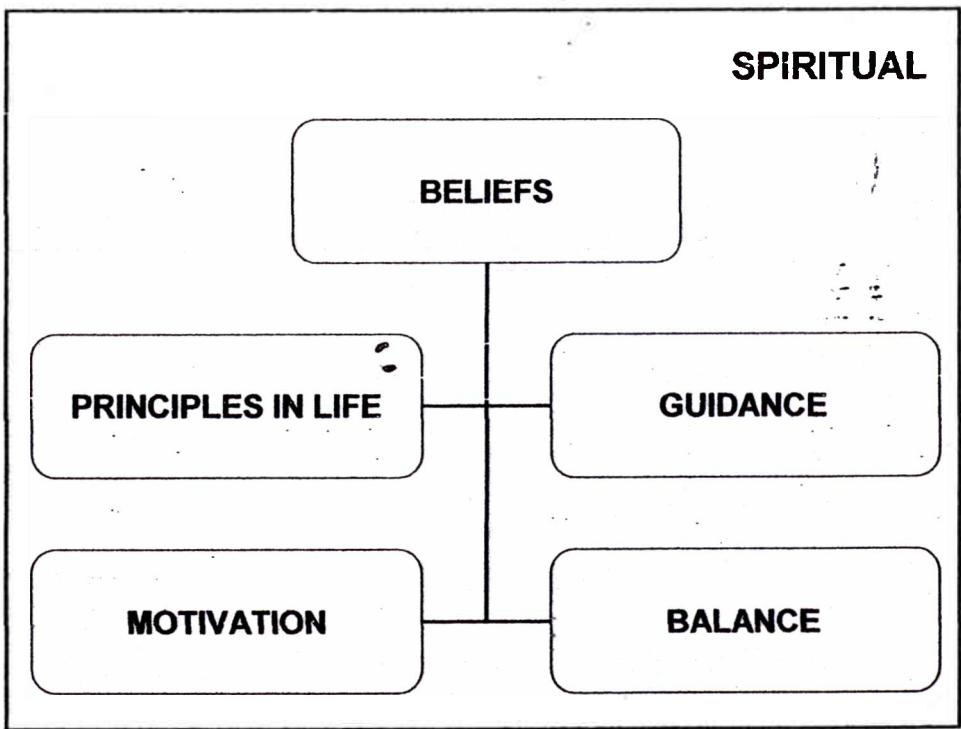
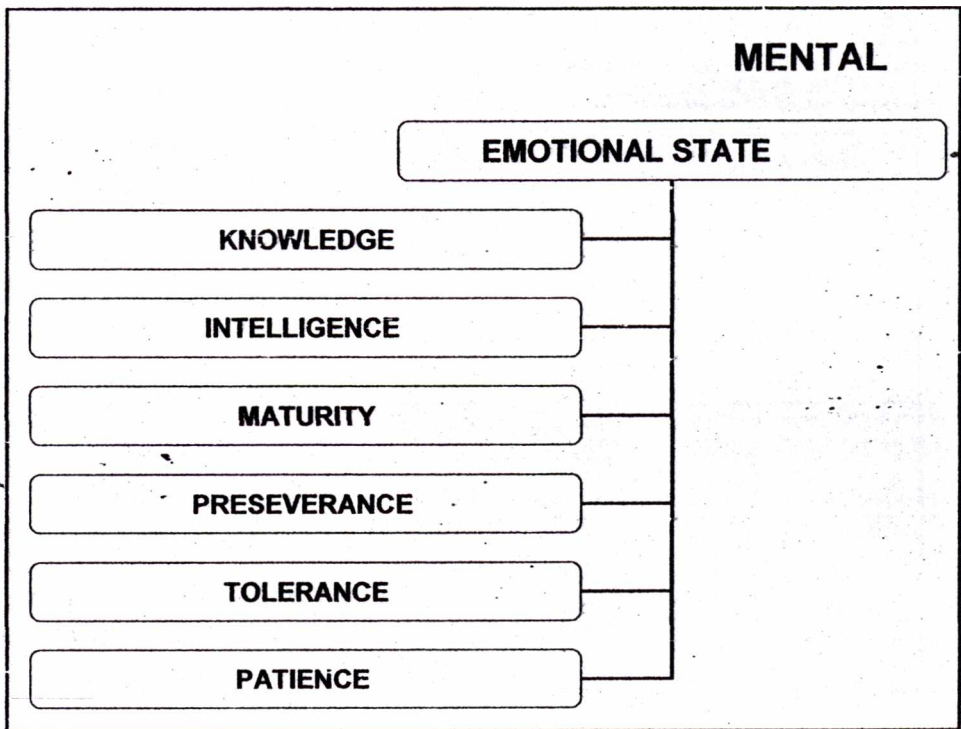
PROFESSIONALISM :
A HIGH STANDARD OF PERFORMANCE
CONSISTENCY OF PERFORMANCE

3 FUNDAMENTALS OF BUILDING POSTIVE IMAGE



PHYSICAL





YOUR PROFESSIONAL IMAGE

The manner you speak – vocabulary , accent , grammar , length of sentence articulation all expressed in subtle ways

↓ Represents

Educational Background



Financial Background



Geographical Background



Social Background

Your verbal style , appearance , body language and non-verbal practices are all interpreted with equal significance in people's minds .

YOUR PROFESSIONAL IMAGE

ON A DAY TO DAY BASIS, YOUR IMAGE NEEDS TO BE CONSISTENT WITH:

- ❖ YOUR VISION AND VALUES
- ❖ YOUR VERBAL AND
- ❖ NON-VERBAL COMMUNICATION
- ❖ YOUR ENVIRONMENT
- ❖ YOUR CORPORATE IDENTITY
- ❖ YOUR OWN BRAND
- ❖ YOUR SKILLS AND TALENTS

YOUR PROFESSIONAL IMAGE

WHY IMAGE IS IMPORTANT TO YOUR CAREER ?

When your image is of a consistently high standard , you project a sharper message of :

- ❖ QUALITY
- ❖ RESPONSIBILITY
- ❖ SUCCESS

HOW WILL IT BENEFIT YOU ?

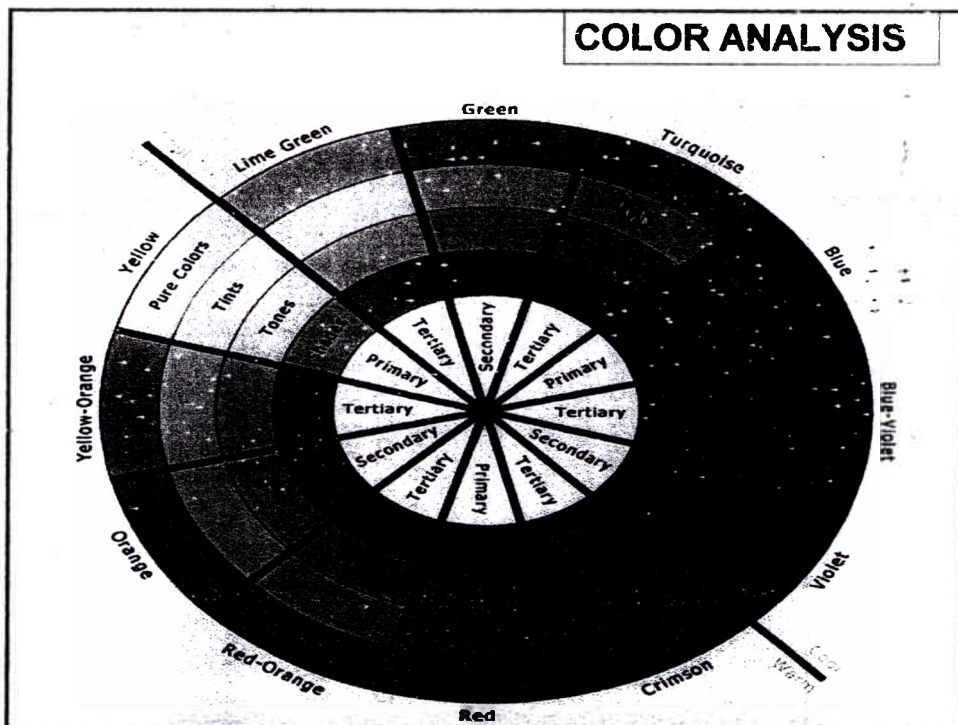
- ❖ MORE SELF-CONFIDENCE , HEIGHTENED RESPONSIVENESS TO AND BY CLIENTS , MORE EFFECTIVE
- ❖ MORE SERVICE-ORIENTED ,
- ❖ ENHANCE POTENTIAL FOR PROFESSIONAL GROWTH AND PROMOTION , YOU BECOME AN ASSET TO THE COMPANY

CLOTHES


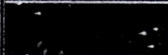








Communicates Messages

In order to be irreplaceable one must always be different.
By **Coco Chanel**

**IT'S NOT WHO YOU SEE,
BUT
WHO SEES YOU....**



Color	Mental Associations	Objective Associations	Subjective Associations
Red	Hot, fire, heat, blood	Passionate, exciting, active	Intensity, rage, fierceness, danger, power, strength
Orange	Warm, metallic, autumnal	Jovial, lively, energetic, forceful	Hilarity, exuberance, society
Yellow	Sunlight	Cheerful, inspiring, vital, celestial	High spirit, health, jealousy, sickness, decay
Green	Cool, nature, water	Quieting, refreshing, peaceful, new growth, money	Chastity, disease, terror, guilt, life, energy, faith
Blue	Cold, sky, water, ice	Subduing, melancholy, contemplative, sober	Gloom, fearfulness, furtiveness, sadness, trust, loyalty, solitude
Purple	Cool, mist, darkness, shadow	Dignified, pompous, mournful, mystic, royalty	Loneliness, desperation, richness, power
White	Cool, snow	Pure, clean, frank, youthful, chastity	Brightness of spirit, normality
Black	Neutral, night, emptiness	Funeral, ominous, deadly, depressing	Negation of spirit, death, power, evil

Color	Psychological Associations
	Passion, strength, bravery, energy, romance
	Loyalty, dependability, confidence, productivity
	Nature, fertility, life, renewal, harmony, luck, wealth
	Joy, happiness, wealth, hope, friendship
	Energy, enthusiasm, flamboyance, playfulness
	Royalty, wisdom, creativity, mystery, ceremony
	Comfort, depth, nature, stability, poverty, dependability
	Power, sophistication, formality, elegance, style
	Balance, subtlety, respect, formality
	Purity, neutrality, simplicity, innocence, cleanliness

COLOR ANALYSIS

	SKIN	HAIR	EYES- PUPIL	EYES - WHITES
WARM	<p>Olive (green) Golden brown Yellow - brown Apricot Peach Peachy - corals</p>	<p>Blonde Cooper Yellow - brown Choco - brown Auburn Reddish - brown</p>	<p>Brown Golden - brown Yellow - green Green Gold</p>	<p>Off - white Beige White with tinge of • Pale - yellow • Yellow green • Celadon - green</p>
COOL	<p>Grayish tones Pinky - corals Pink to Pale white Rosey - pink Rosey - violet Violet - brown</p>	<p>Black Grey Burgundy - brown Ash - brown Ash - blond Violet - taupe White</p>	<p>Black Blue Grey</p>	<p>Pure - white Whites with tinge of of • Grey • Blue • Celadon - blue</p>

- **Yellow:** Cheerful, youth, joy.
Although it is a cheerful color, but if you use this color on the walls of the room it can cause a feeling of fatigue or tiredness of the eyes. Sometimes it can raise feelings of anger and 'frustrations'. But this color is psychologically it can increase metabolism.
- **Green:** Natural, natural, fresh, traditional, strong, high caliber. Symbolize fertility, peace of mind and also a symbol of the attitude of jealousy. If the green color used to color the room so it is able to influence one's feelings to be more relaxed and reduce stress.

- **Blue:** Calm, relaxed, secure, steadfast, honesty, sincerity, 'Composed' regulatory and systematic
Studies show that if the blue color is used in the room the employees working there will be more productive but occasionally it can cause a feeling of distraught and sadness. Blue color is also believed to reduce heart rate high temperature than red.
- **Violet / purple:** royal colors [royal], greatness, immunities, property, exclusive, intuitive and temperamental, charismatic and spiritual maturity.

- **Red:** energetic, dynamic, noted for [bold], aggressive, festivals, 'luck'. Red is often associated with strong emotional content, representing anger, reaction to the excitement and intensity
- **Pink:** soft, feminine, beautiful, spoiled, love and affection. This color is often associated with love and fantasy. If the room is colored pink, it has a calming effect but sometimes it can make someone so passive and less energetic.

- **Oren:** Sporting, excitement, adventure or robustness.
An energetic colors that are able to steal the attention. Can improve enthusiasm and the excitement and charm.
- **Black:** Mystery, authoritative, sexy, sophisticated, elegant.
It has unique features for use in the skills of working
create the illusion of slenderness on the silhouette of a person's body.
- **Gray:** flexibility, neutral, patient, rational

- **Chocolate: Stable, friendly, casual, open-minded, reliable, responsible, easily approachable, humble and conventional.**
- **Cream / Beige: Classic, serbabooleh, 'even temperament'.**
- **White : Purity, clinical, cleanliness, 'naive',innocent'. Rooms are painted white can be revealing to be larger but the ambience and the feeling of emptiness and lack of connections.**

COLOR PSYCHOLOGY

In terms of health as well as the color used for medicinal purposes in some traditions, amongst the Egypt and the Chinese community. Among the techniques used to color medicine called 'chromotherapy' or colorology the colors for the 'cure' a disease in a holistic manner. For example:

- **Red** - is used to sharpen the brain and mind and improve blood circulation body
- **Yellow** - used to promote nerve function and cleansed toxic in the body
- **Orange** - used to treat heart conditions and increase energy levels
- **Blue** - used to relieve pain and reduce disease
- **Purple** - is believed to reduced skin problem.

DINING ETIQUETTE

❖ **Etika Pemakanan
Adalah Satu
Peradaban Yang
Harus Diutamakan
Apabila Di Meja
Makan**

Do's And Dont's

- Do not order difficult-to-eat foods (pasta, ribs, etc.)
- Follow the lead of your host
- Do not order alcohol to calm your nerves.
- Order the same number of dishes as your host.
- Always work from the outside-in when choosing silverware.
- Don't move your bread-and-butter plate closer to you.
- Use napkin every two-three bites to blot your mouth.
- Learn the difference between a soup bowl and a finger bowl.
- Pass salt and pepper shakers together.

Do's And Dont's

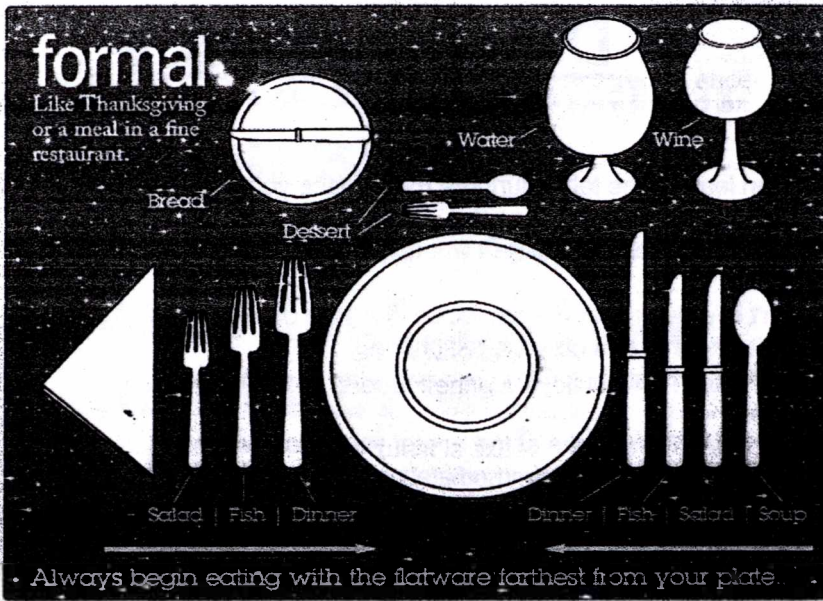
- When leaving the table during a meal, place your napkin on the back of your chair not on your seat.
- Place your napkin on the left when your meal is finished. Do not refold it.
- Don't ever tuck your dining napkin into your collar.
- Don't forget to turn off your cell phone.
- Ask for the hosts business card only after your meal is finished.
- Give a firm handshake at the end of your business meal.
- Write a thank-you note immediately after your lunch/dinner.
- Thank your host for his/her time/invitation.
- Send your note by mail and follow up via e-mail (Clients/Interviewer)

15 Most Important Table Manners Tips

- Tasting People's Food
- Excusing Yourself (Timing Appropriate/Discretion)
- Elbows Placement
- Body Posture
- Fidgeting
- Ready to Order
- Asking Question
- When to Begin Eating?
- Don't Talk while your Mouth full with Drink/ Food
- Dropped Food
- Eating Quietly
- Cutting Food
- Burp
- Removing Unwanted Food from your Mouth
- Reaching Something

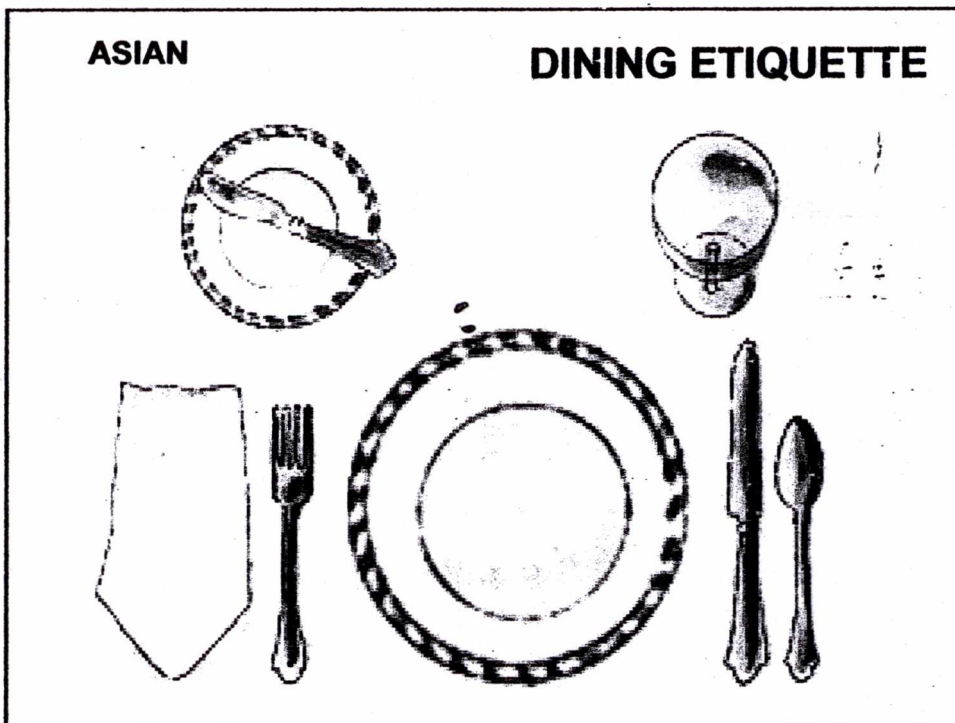
WESTERN

DINING ETIQUETTE



ASIAN

DINING ETIQUETTE



SOCIAL ETIQUETTE

Introduction to etiquette:

- **Definition to etiquette-**
- **The role of good manners in the business & social circle**
- **Differentiating between etiquette and ethics**

Social Etiquette & Business Etiquette:

- **Understanding the distinction between business and social scene**
- **Examples of essential basic social etiquette**

SOCIAL ETIQUETTE

Office Etiquette :

- **Fundamentals of office etiquette**
- **Relationship with your superiors/ peers/ subordinates**

Telephone Etiquette:

- **answering calls**
- **Making and returning calls**

SOCIAL ETIQUETTE

Greetings & Introduction:

- Self introduction /group intro/3rd party intro
- How to make proper intro following protocol

Meeting Etiquette:

- Planning, participating & leaving the meeting

SOCIAL ETIQUETTE

Entertaining & Dining Etiquette:

- Formal western dining skills
 - Table setting & manners
- Appropriate use of cutleries

SOCIAL ETIQUETTE

Etiquette

- may be wielded as a 'social weapon'.
- The **outward adoption** of the superficial mannerisms of an in-group in the interests of social advancement rather than a concern for others is considered by many a form of "snobbery & lacking of virtue".

Etiquette

- Is dependant on culture.
- What is excellent etiquette in a society may shock another. It evolves within culture.

China: A person who takes the last item of food from a common plate or bowl without offering it to others at the table may be seen as insulting the generosity of the host

America: A guest is expected to eat all the food given to them as a compliment to the quality of the cooking

10 common rules of Etiquette:

- Do not discuss topics such as religion, politics and health ;should not be brought up
- Misuse of technology , cell phones, texting ..
- Handshakes & Introductions
- Giving gifts
- Remembering names
- Rsvps, replying calls and invites
- Punctuality
- Social events grace
- Personal hygiene
- Smile , courtesy & respect

COMMUNICATION SKILLS

Communication is a process of transferring information from one source to another.

"The imparting or interchange of thoughts, opinions, or information by speech, writing, or signs".

A two-way process in which there is an exchange and progression of thoughts, feelings or ideas towards a mutually accepted goal or direction.

Body Language

COMMUNICATION SKILLS

- **Body language** is a form of non-verbal communication involving the use of stylized gestures, postures, and physiologic signs which act as cues to other people. Humans, unconsciously, send and receive non-verbal signals all the time.

Verbal & Non Verbal

COMMUNICATION SKILLS

- **Verbal communication** is a reciprocal conversation between two or more entities
- **Nonverbal communication** is the process of communicating through sending and receiving wordless messages. Such messages can be communicated through gesture, body language or posture; facial expression and eye contact, object communication such as clothing, hairstyles or even architecture, or symbols and info graphics, as well as through an aggregate of the above, such as behavioral communication.

Gestures

COMMUNICATION SKILLS

- **Gestures** are a form of body language or non-verbal communication. Although some gestures, such as the ubiquitous act of pointing, differ little from one place to another, most gestures do not have invariable or universal meanings, having specific connotations only in certain cultures.

Face Expressions

COMMUNICATION SKILLS

- A **facial expression** results from one or more motions or positions of the muscles of the face. These movements convey the emotional state of the individual to observers. Facial expressions are a form of nonverbal communication. They are a primary means of conveying social information among humans, but also occur in most other mammals and some other animal species.

Eye Contact

COMMUNICATION SKILLS

- ***The cheapest, most effective way to connect with others is to look them in the eye.*** — *Nicholas Boothman*
- Eye is one of the most important nonverbal channels you have for communication and connecting with other people. "The cheapest, most effective way to connect with people is to look them into the eye."¹ Eyes are not only the "window to the soul", they also answer the critical questions when you are trying to connect:
 - Is he paying attention to what I'm saying?
 - Does this person find me attractive?
 - Does this person like me?

Instructions

1. Be aware of your own interaction with other people. Identify which behaviors and situations make you uncomfortable. Think about how you can modify your own behavior to turn it into a positive experience.
2. Ask others for honest feedback regarding your interaction with others. This can be very helpful, though you must accept the negative feedback that comes along with the positive and make changes accordingly. You must also be comfortable apologizing to others if you acted in the wrong.
3. Use positive body language when relating to other people. Use direct eye contact, face the person you're speaking to and avoid fidgeting or being inattentive. Body language is at times more important than the actual words being spoken.

IMPROVING SOCIAL SKILLS

4. Learn to truly listen to what the other person is saying. You may need to fight the urge to quickly respond after a thought comes to mind, but, out of respect, it is your duty to listen to his complete statement and then respond.
5. Attempt to change one or two behaviors at a time. Trying to overhaul your whole personality at once will be exhausting, overwhelming, and likely impossible.
6. Maximize your positive personality traits. Ask friends and family about your positive attributes, and let them shine while interacting with others. Good communication and great listening skills your most important tools.
7. Be approachable. Body language and facial expression are cues others take when deciding if someone is approachable. If you are interested in others coming your way, be open, happy and inviting.

COMMUNICATION SKILLS

HOW TO END A CONVERSATION GRACEFULLY

Have you ever "gotten stuck" with someone?

You want to move on and meet other people but you have no idea how to do so politely.

Other people would like to network with others and she too fidgets nervously rather than ending the conversation.

You're not alone as many are so concerned with starting a conversation that they give no thought to extricating themselves.

COMMUNICATION SKILLS

Be upbeat

- Your last words are as important as your first words.
- Plan and rehearse (if necessary) exit statements.
- 90% of your message is communicated through your body language & vocal tone, rate, pitch & inflection, keep an "open" stance and sound upbeat!
- You can differentiate those who said "It was nice meeting you" between "Yeah, sure VS. those who say sincerely.

When to do it?

- After about 10 minutes
- When the other person's eyes noticeably begin wandering around the room, i.e. the "lounge stare".
- When the conversation lags
- When the other person repeatedly answers in monotone with words like "interesting", "hmmmm", "really".

COMMUNICATION SKILLS

How to do it?

- Ask for the person's card if you do not have it
- Set up a time to call or meet with the other person
- Excuse yourself shortly after another person has joined the conversation
- Be cordial and begin your remarks with "it has been nice talking with you and..., I'll email you for a referral tomorrow... etc,
(Last resort) I want to get something else to eat...

Say Good Bye to everyone you meet

- Plan time at every event to spend a minute or two saying goodbye to everyone you meet. Keep it short, upbeat and positive, and always use people's first name (which you will have remembered!)
 - "Kelly, it was nice meeting you. I'll call you Thursday."
 - "Bob, thanks again for the tip on the stock market."
 - "Mary, I'll call tomorrow to set up a lunch meeting."

EMOTIONAL INTELLIGENCE

1. Are you an effective listener?

[Active and effective listening skills]

2. Are you a great communicator?

[Verbal and non verbal communication /body language]

3. How confident are you?

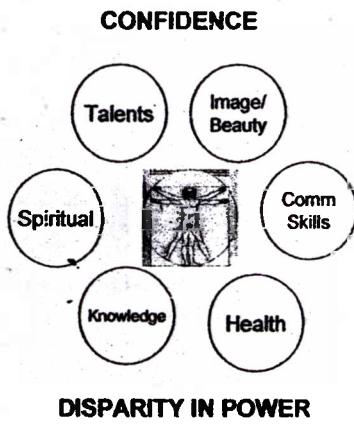
[Self -esteem]

4. Are you emotionally literate?

[Self -endurance and sense of perseverance]

EMOTIONAL INTELLIGENCE

5. The 6 Sources of Power



EMOTIONAL INTELLIGENCE

6. Define Your Fears

Identify your 6 Basic Fears

6.	_____
5.	_____
4.	_____
3.	_____
2.	_____
1.	_____

Identify the origin of those fears

5.	_____
4.	_____
3.	_____
2.	_____
1.	_____

EMOTIONAL INTELLIGENCE

How could you overcome them

5.	
4.	
3.	
2.	
1.	

ACTION PLAN

Name		Topic	
Reflection Notes	→	Professional Values	→
		Application of Professional Values at work	
Paradigm Shift		Application of New Paradigm at home/ at work	
Old Paradigm/ Habits	New Paradigm/ Habits	How	Where
Improvement Plans		Evaluate Results / Effectiveness of the change:	
Tools / Techniques	Application		
Verified by: _____ (Name: _____)		Comment of Supervisor / Manager (Superior) Dept: _____	

QUOTE

"Ijazah tertinggi bukanlah satu jaminan untuk mencapai kejayaan. Ia perlu disertakan dengan kesedaran diri yang positif, imej diri yang menyakinkan serta disiplin diri yang kuat"

"Kunci penghidupan yang lebih baik terletak pada imej diri seseorang. Maka untuk itu, kita haruslah berusaha membina imej diri yang sihat dan menyakinkan. Ikut program pembangunan diri"

Diri kita sebenarnya adalah TIGA orang:

- Anggapan kita terhadap diri sendiri
- Diri kita pada kaca mata orang lain
- Diri kata yang sebenarnya

QUOTE

KEPINTARAN EMOSI

Orang yang cekal dan mempunyai keyakinan diri yang tinggi, tidak Pernah merasa terancam atau terguris dengan perkataan atau perbuatan yang remeh Dan tidak disengajakan. Sebaliknya, mereka akan menumpukan perhatian ke arah mencapai matlamatnya.

Sesiapa yang boleh menumpaskan "sesaat" rasa marah bererti ia boleh mengelakkan kemurungan 'sepanjang hari'

Apabila menghadapi masalah, anggapalah diri kita lebih besar dan lebih tinggi daripada masalah itu dan bukan sebaliknya

QUOTE

IQ VS EQ

Dalam keadaan terbaik, IQ menyumbangkan 20% kepada faktor-faktor yang menentukan "kejayaan hidup" di mana yang selebihnya 80% bergantung kepada kekuatan lain yang dikumpulkan sebagai kepintaran emosi EQ.

KESEMPURNAAN

Tiada seorang insan pun dilahirkan dan dewasa dengan penuh kesempurnaan. Kesempurnaan adalah sesuatu yang perlu dicapai

IMAGE MAKEOVER & TRANSFORMATION

MakeOver

" An overall treatment to improve the appearance or change the image"

TRAINER PROFILE



Lucas Anak Danie! Gasan atau lebih dikenali dengan nama manjanya Eddy, telah berkecimpung sebagai Make Up Artist & Stylist, selama 20 tahun. Dengan berlatarbelakangkan pengalaman yang ada, nama beliau tidak asing lagi bagi Majalah-Majalah, Para VIP's, Selebriti, Model, dan juga Artis ditanah air.

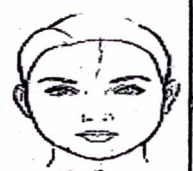
FACE SHAPE



Obiong



Rectangle



Round



Square



Inverted Triangle



Heart



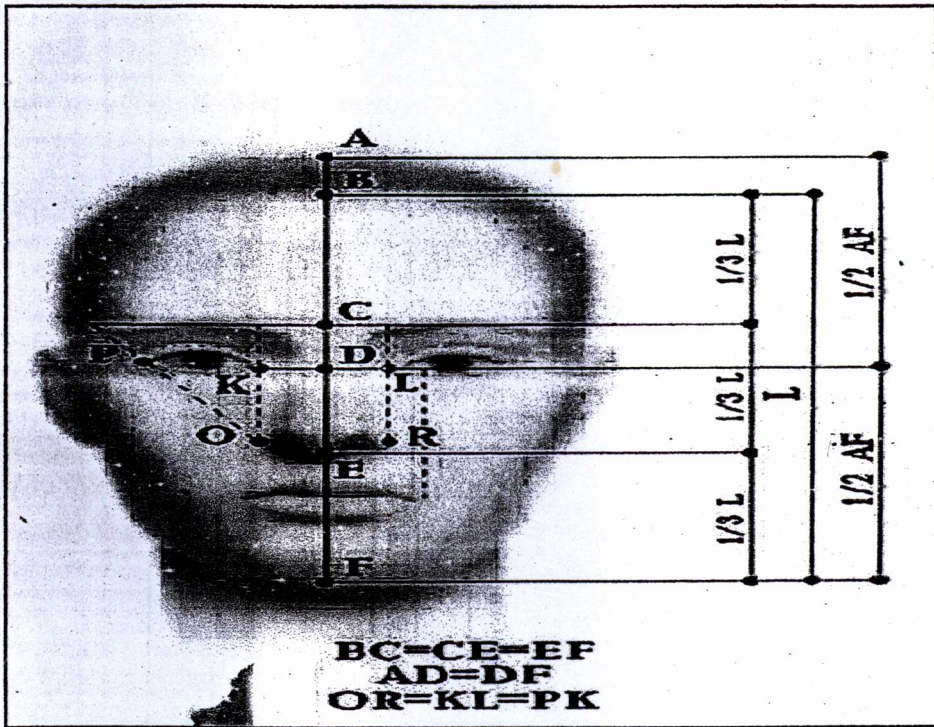
Diamond



Triangle



Oval



SEE YOU!!!



www.adamaya.com.my



sharifahshawati.blogspot.com



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"Your transformation is our satisfaction"

Thank You !