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FACULTY OF ADMINISTRATIVE SCIENCE AND POLICY STUDIES**



**PRACTICAL TRAINING REPORT:**

**KOTA BHARU DISTRICT EDUCATION OFFICE**



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**JUNE 2016**

**CLEARANCE FOR SUBMISSION OF THE PRACTICAL REPORT BY THE SUPERVISOR**

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Title of Practical Report : AN OVERVIEW OF KOTA BHARU DISTRICT EDUCATION OFFICE

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I have reviewed the final and complete practical report and approve the submission of this report for evaluation.



( NONI HARIANTI J. )

Date: 21/8/16

**SUPERVISOR'S COMMENTS**

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**MODERATOR'S COMMENTS**

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## **ACKNOWLEDGEMENT**

Praise to Allah for eight weeks I undergo my Practical Training that begins on 20 January this year until 16 March, and I finally managed to complete my report Practical Training. I also wish to express my gratitude to the people most precious in my life, my father and mother for all the moral, financially supports and also to my colleagues for reminding me to always be honest and trustworthy during my Practical Training.

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Finally, I want to express my appreciation to my Practical Training's supervisor, Mr. Harris Irman Bin Shariipudin on the advice and patience guided me during my work Kota Bharu District Education Office. Do not forget to all staff working in Kota Bharu District Education Office, I really appreciate all their help and kindness taught me when I was working there.

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## **THE DECLARATION**

### **Declaration**

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

Signed.



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NOR ZUWAIZAL BINTI ABD HALIM

## CHAPTER 1

### INTRODUCTION OF THE ORGANIZATION

#### 1.1 Introduction

In this chapter, it will be discussed on the background of the organization, history of the organization, direction of the organization, organizational functions, organizational chart and organizational activities.

#### 1.2 Background of the Organization

I had chosen the District Education Office as the place for my industrial training during the first eight weeks, from January 20, 2016 until March 16, 2016. The district education office is located at Jalan Kota Bharu Telipot, 15150 Kota Bharu Kelantan had been practicing MS ISO 9001: 2000 since inception on June 1, 1982.

The original name and the restructuring of the Ministry of Education to introduce a centralized system with the establishment of district education office.



Figure 1.1: Logo

Kota Bharu District Education Office has two different buildings consisting of several blocks. The location of the building separated the road is in the middle of the location of the building structure.



Figure 1.2: The first building block

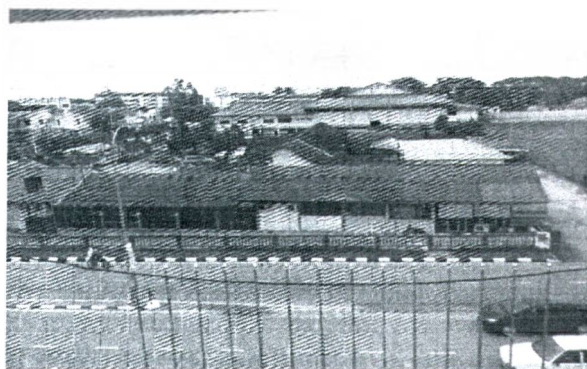


Figure 1.3 The second building block

The first building block of the Kota Bharu District Education Office has only one building block that is divided into three levels. Each floor accommodates different units are divided into several units. In the ground floor of the building, there are two punch card machines. In addition, there is also a multi-purpose hall, called main hall, in the ground floor. Any official functions or events relating to these findings officially which teachers or schools will be held in the hall.

**Table 1.1: Unit Development and Acquisition**

Officer in duty	Duties
1) Haji Saidi bin Hasan. 2) Kamarul bin Zainal Abidin. 3) Mohd Azhar bin Ramli. 4) Norila bt Mohd Nor	<ul style="list-style-type: none"><li>• Manage the operation, maintenance, upgrading buildings, school facilities and PPD Kota Bharu.</li><li>• To manage the affairs of the supply school furniture, dormitory and tender the project construction / upgrading school buildings.</li><li>• Processing or surrender of supply projects to contractors and property records management and disposal.</li></ul>

Source: Kota Bharu District Education Office, (2016)

In the level one of this building block, there is the office of the Director of Education District of Kota Bharu (PPDKB), Haji Che Abdul Aziz bin Haji Daud. As the district education officer, he is responsible for overseeing all matters relating PPDKB as part of management, finance, education and others.

Besides, there is also the Deputy Director of the Regional Education Office, Haji Shamsul Bahari bin Jaafar @ Mustapha at this level. He served as an assistant director or the District Education and will take over all the duties in the absence of Haji Che Abdul Aziz bin Haji Daud.

The second floor of this building block is the General Office of School Management Unit which consists of number of staffs and officers.

**Table 1.2: School Management Unit**

Officer in duty	Management
<p>First duty</p> <ol style="list-style-type: none"><li>1) Farizul Azizi b Mamat</li><li>2) HJ Amanah b Derahim</li><li>3) Hj Sudin b Ismail</li><li>4) Hanafi b Abdullah</li></ol>	<ul style="list-style-type: none"><li>• Oversee the management and assessment built primary and secondary school.</li><li>• Returns and exchange staffing process in the region.</li><li>• Approval for substitute teachers.</li><li>• Movement panel salary and performance evaluation.</li><li>• Approval leave for techers and principal.</li><li>• Foreign student enrollment.</li></ul>
<p>Second duty</p> <ol style="list-style-type: none"><li>1) Mohd Rusli bin Hasbullah</li><li>2) Malkan Bin Mahmood</li></ol>	<ul style="list-style-type: none"><li>• Supervise and coordinate special education.</li><li>• Private education at district level.</li></ul>
<p>Third duty</p> <ol style="list-style-type: none"><li>1) Aziah bt Mustafa</li></ol>	<ul style="list-style-type: none"><li>• Oversee the management of pre-school, pre-service teacher training, and development of pre-school.</li><li>• Help the needs of pre-school and supply of furniture and equipment.</li></ul>

Source: Kota Bharu District Education Office, (2016)



In this level of the block, there are also important departments which are Examination Unit, School Management Unit (Special Education, Pre-School, Private and substitute teacher), Public Relations Unit and Complaints Unit, Quality Management, and Unit Service Record Book. In the table below is a list of staff and tasks performed by each unit.

**Table 1.3: Examination Unit**

Officer in duty	Duties
1) Hj. Mohd Amin b Yusoff 2) Latifah bt Ab Latiff 3) Abdullah b Mohd Zain	<ul style="list-style-type: none"> <li>• Managing registration and placement test center.</li> <li>• Manage and distribute result of UPSR, PT3, and SPM.</li> <li>• Manage internal examination.</li> </ul>

Source: Kota Bharu District Education Office, (2016)

**Table 1.4: Management Unit**

Officer in duty	Duties
Public relation and complaint unit  1) Harris Irman b Hj. Sharipudiin	<ul style="list-style-type: none"><li>• Manage and coordinate the relationship between</li><li>• KPM, JPN and PPD at Disstrict level.</li><li>• Manage and coordinate the various sources of complaints and findings.</li></ul>
Quality management  1) Nurul Azwan bin Zakaria	<ul style="list-style-type: none"><li>• Management of MS ISO.</li><li>• SPKS</li><li>• Secretariat management meeting.</li></ul>

Source: Kota Bharu District Education Office, (2016)

**Table 1.5: Unit Service Record Book**

Officer in duty	Duties
1) Wan Semah b Zakaria 2) Roslina binti Abdul Rahman	<ul style="list-style-type: none"> <li>• Managing service book record.</li> </ul>

On the third floor of the building, there are Islamic Education Unit, Finance Unit, ICT room, meeting room, KIOSK e-SPKB and room prayer for men. In the table below is a list of staff and tasks performed by each unit.

**Table 1.6: Unit of Islam (J-Qaf, Kafa)**

Officer in duty	Duties
1) Mohd A'zizi bin Nik Muhammad. 2) Hj. Shahrhan Ustaz Ahmad Bin. 3) Hj. Fauzi bin Awang. 4) Azuan Bin Mohd Ariffin. 5) Rosyatimah Bt Abdullah	<ul style="list-style-type: none"> <li>• Exchange and placement of teachers PAI.</li> <li>• Interview and selection Kafa Teachers.</li> <li>• To observe P and P PAI.</li> <li>• Manage Custom, seminars and workshops.</li> <li>• The process of claim T &amp; T Master Religion</li> </ul>

Source: Kota Bharu District Education Office, et al., (2016)

**Table 1.7: ICT Unit**

Officer in duty	Duties
1) Nik Yusoff bin Nik Yaacob. 2) Mr. Ismail bin Tuan Ismail.	<ul style="list-style-type: none"><li>• To coordinate and implement the applications scheduled at the Kota Bharu.</li><li>• Manage data entry, printing of reports and data analysis.</li><li>• Manage the control hardware and software applications.</li><li>• Provide input and provides a review of disclosure of computer software.</li></ul>

Sources: Kota Bharu District Education Office, et al., (2016)

**Table 1.8: Financial Unit**

Officer in duty	Duties
<ol style="list-style-type: none"><li>1) Yusri bin Mat Yunus</li><li>2) Norhaizam bt Daud</li><li>3) Rohani bt Daud</li><li>4) Ahmad Ezuan bin Mohd Yusoff</li><li>5) Mohd Zaid bin Hassan</li><li>6) Wan Irwanee bt Wan Ismail</li><li>7) Marlia Murni bt Mohamed</li><li>8) Mohammed Nabit bin Mat Jusoh</li></ol>	<ul style="list-style-type: none"><li>• Manage and coordinate financial and advisory and referral at District level.</li><li>• Manage the affairs of salaries, travel claims or transfer and other in district level.</li><li>• Managing and certifying receipt of revenue.</li><li>• Mating regulators school accounts statements and make sure there are no reports of conditional audit.</li><li>• Prepare the annual budget.</li></ul>

Sources: Kota Bharu District Education Office, et al., (2016)

### **1.3 History of the Organization**

Kota Bharu District Education Office (PPDKB) was established on June 1, 1982 with origin of the restructuring that has been established by the Ministry of Education in order to introduce a centralized system by treating and creating establishment of District Education Office which is used throughout the country.

PPDKB located between State Sports Council (NSC) and Maktab Sultan Ismail (SIC) located on the street near the hotel Telipot Ranaissance in Pearl City Building, known as supermarkets Billion. The distance between that building and PPDKB is only 5 kilometers away.

The distribution of the data of teachers, students and schools under the auspices of the PPDKB totally of 3375 teachers, 42,649 students and 48 schools for secondary and primary level there were 4589 teachers, 53,746 students and 96 schools.

Today, a total of 11 officers who have been given the responsibility and have been asked to serve as District Education Officer at the PPDKB.

### **1.4 Organizational Functions**

District Education Office to functions as:

- Liaison in Kelantan education department at the district and it covers all tasks related mainly schools.
- To plan, implement physical, social, humanitarian and spirituality at the district level.
- To plan and implement programs to enhance the professional competence of the staff or employees in work.
- To operate, manage and control the financial needs and the school's annual expenditure.

- Supervise school teaching and learning activities conducted by each school in the district of Kota Bharu.
- Controlling discipline, discipline and work ethic supervisors, principals, teachers and non-teachers.
- Manage, administer the service and welfare of teachers and non-teachers.

### **1.5 Direction of the Organization**

District Education Office in Kota Bharu have their own vision and mission. Their vision is want to emerge as a quality education human educated prosperous country. While, their mission is want to sustain quality education system to develop the potential to meet the aspirations of the individual. So, this industry have to embark on a quest to accomplish their vision and mission. Then, District Education Office have their own quality base which is improving efficiency and effectiveness of process management services to meet customer's compliance with national education philosophy.

## 1.6 Organizational Chart

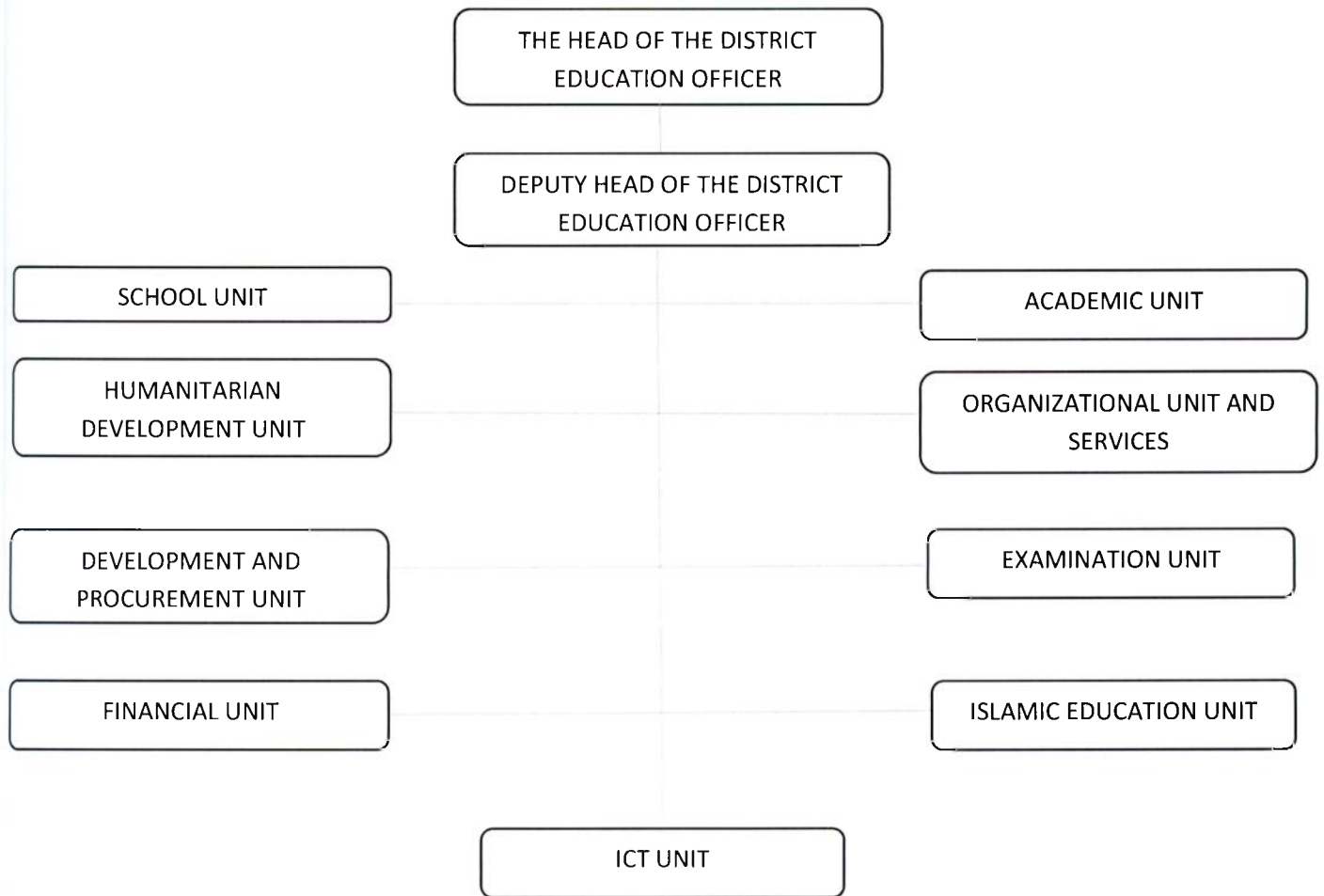


Figure 1.4: Organizational structure

Sources: Kota Bharu District Education Office, et al., (2016)



## 1.7 Organizational Activities

Overall, the activities carried out by PPDKB is:

No.	List of activities
1	<p>The collection and analysis of information</p> <ul style="list-style-type: none"><li>• The position of teachers and students in schools.</li><li>• Results UPSR / PT3 / SPM / STPM.</li><li>• Extracurricular activities.</li><li>• Details on the construction of schools and related issues.</li></ul>
2	<p>Develop strategy.</p> <ul style="list-style-type: none"><li>• Placement of students by location.</li><li>• Distribution of teachers according to their specialization and needs of the school.</li><li>• Solve the problem of school construction.</li><li>• Increase the academic performance of schools in the area.</li></ul>
3	<p>course / seminar / briefing</p> <ul style="list-style-type: none"><li>• Management of the school administration to the principal / headmaster / senior assistant / supervisor evening.</li><li>• Teaching and learning strategy in the classroom.</li><li>• Management of supervision UPSR / PT3 / SPM / STPM.</li><li>• Encouragement of educational technology in the teaching-learning process.</li></ul>

## **1.8 Conclusion**

Overall this chapter discussed about the background of the organization and organizational chart. Other than that, there are also explanation of the function, business core administration and the activities of the organization.

## **CHAPTER 2**

### **SCHEDULE OF PRACTICAL TRAINING**

#### **2.1 Introduction**

This chapter explains on the report and summarizing the daily training extracted from the log book. It will explain under first week of training based on the date until the end of the training.

#### **2.2 Report in Weekly Task during Practical Training**

##### **2.2.1 Week 1 (20 January 2016 - 28 January 2016)**

First day, I was introduced myself to the supervisors and been introduced by the host supervisors to other staff which are work in District Education Office. On that day, my host supervisor at the company which is Mr. Harris Irman bin Sharipudiin are put me in Administration Office. On that day, I had received a task from Madam Zakiah bin Idris to fax the letter to 39 of schools in Kota Bharu districts. This letter was about to inform the Headmaster of each school to attend the meeting at the District Education Office about “Dialog Prestasi”. In first week, I already learned how to fax the letter by using the fax machine. After that, I continued with the next task which was to call every clerk at the school to know whether the letter accepted by them or not. In case if the letter were not accepted by the school, they must come to the District Education Office (PPD) to get the letter at administration office counter. Only in this week, I had learned two new things which are how to use fax machine and how to communicate with the customer on call.

### **2.2.2 Week 2 (31 January 2016 - 4 February 2016)**

Second week made me more confident to learn and to do the new task because I had already felt comfortable with this organization's environment. I had been more comfortable with their staff because they were friendly and they treat me well. This week was such a tired week because the machine that I used to post the letter was broken down. So, the staffs that responsible must make a call to all the schools that involved to take the letter from PPD by themselves when any meeting was held. My task at that time was helping them in call every school to take their important letter. At the PPD, there are many customers who call the PPD to ask any question, so this is also a part of my task in administration office to pick up the phone and give the relevant answer to them. For instance, some parents make a call because they want to know how the requirement to exchange their children from the old school to another school.

In this week, I had learned on how to print the envelope from the computer and print the cover letter which must have the PPD's letter head. I also had learned how to use the photocopy machine and how to photocopy the letter from both sides to one side and vice versa. My host supervisor also asks the staff from the Administration Office to teach me how to arrange their file and how to use their stamp pad letter. In this office, I learn how to record exchange student and get signature from the officer who are in charged in give approval in exchange student to another school. Next, I had started fold the letter and put into the envelope and put them at the counter to be taken by the school which were involved in any meeting.

Furthermore, I had learn to record student exchange and help staff from Administration Office to type the school names which were under PPD management about meeting arrangement. Then, I continued answer the call from the customer and answer their question with relevant answer. I had

received the order from the host supervisor to call 144 numbers of schools to inform them the date of PIBG's meeting and who are supposed to be official in their meeting. After that, I was assigned to record the date in computer and email this information to the "Jabatan Pelajaran Negeri (JPN)". In this task, I had a new knowledge which is learn how to use company's email to email any information to the other department such as JPN.

On that day, I also help Madam Hasnah which is the assistant of the head of PPD to finish their work in stamped the letter of approval for headmaster's holiday. This week was easy for me to doing the job because I felt more familiar with this task and its environment. Then, I got new task which was recorded any schools that want to join in the trip in the file of PPD and call the schools who involved to get their approval in doing the trip.

### **2.2.3 Week 3 (7 February 2016 - 11 February 2016)**

On 7 until 9 February 2016, my industry (PPD) was followed the Chinese New Year public holiday. After the public holidays, my industry was continued its operation on 10 February 2016. On that day I continued with processing the letter to fax for any school who are involved in meeting about 'Dialog Prestasi'. This was the second series meeting for the schools who are involved. This meeting was involved the primary and secondary schools. After fax the letter was done, I had to make a call to every school that involved to ensure whether the letter that I fax was already send to them or not. In this week, I helped the officer from Department of Quality which was Mr. Nurul Azwan bin Zakaria to checked any mistake about the names of officers and their position in PPD and ensure the spelling of their names were correct and save the names in new a folder in his computer. I continued fax the letter to the QIT in Kota Bharu district to inform them the meeting

about Human Resources Information System (HRMIS) in involving their leader. As usual, I answer the call from the customer and answer their question with the relevant answer.

#### **2.2.4 Week 4 (14 February 2016-18 February 2016)**

On this week, I has been asked to operate office machine such as photocopies and scanners to make duplicate files and use the facsimile machine to send the letters to other schools especially the schools that were involved in meeting because PPD always do the meeting to improve the reputation of their students to make sure the student get the exact target what “JPN” wanted and I was the person who been in charge to send the request or do the task. I have compile, copy, and make file records of the office activities, business transaction and other activities that the staff ask me to do. I had checked the letters from machine fax and make two copy, one copy give to the staff who are in charge in manage letter and another copy put in the file respectively. By this day also, I get instruction from the staff to type the letter about “Seminar Gaya Hidup Sehat” and print the letter and make 47 copies put into the envelope and distribute to school who are involved in Kota Bharu district. By this day, I had learned how to provide a proper letter for a request for quotation.

By this week, I had done the early task which was answer the call from the customers and make call to the school in Kota Bharu district to come to the PPD to take their important memo which were advancement of teachers and exchange teachers to another school memos. By this day, I make a correction for any mistake in recording the date of PIBG meeting which were held by any school in District of Kota Bharu. I had task on the counter to manage exchange student. Answer any question from the customer at the counter and guide them how to apply for substitute teachers. I also help supervisor to stamp pad their cover letter and do the filling.

### **2.2.5 Week 5 (21 February 2016 – 25 February 2016)**

On this week, I had received a task to make call to the every secondary school to inform them that they have send their report of “Borang Status Kedudukan Guru” (BSKG) which is ending on January 2016 to PPD at Administration Office. On this day, I had answered call and done the task at the counter service and manage student exchange. By this day, I had to print the letters from the computer to put the letters at the place that will be taking by any school that are in charged. Then, I helped my supervisor to fax the feedback letter to the student who wanted to do their internship on this organization. Besides, I had to record any booking of the hall of PPD for any event from any organization and department.

On this week, I had a new task which was recorded the punch card on January to ensure who were not on time to the office. I continued with manage the file activity in PPD and save the file to the drawer. I helped the staff in fax the letter about “Dialog Prestasi” series three. Then, I constructed a letter about seeking donations of Parliament Ketereh to celebrate Teacher’s Day and print this letter and put to in the envelope and send to JPN.

### **2.2.6 Week 6 (28 February 2016 - 3 March 2016)**

In this week, I had given a opportunity by my supervisor to be the secretariat in organized the meeting about score SPM in 2016. After that, I photocopied 150 pieces of letter and fold them and put to in the envelope and sent to all the school in Kota Bharu district. By this day, I had to enter the Leader of PPD’s room to take the signature of the certificate of appreciation to the teacher who comes to the meeting. Then, answered the call from the customers and fax the letters about “Rumusan Dialog Prestasi” to every school in Kota bharu district. On this week, I had to go to Service Record Book department to borrow the stamp pad because at the Administration

Department the stamp pad are missing. As usual, I had to answer the call from the customers and help the staff at the counter service to manage student exchange. I continued to manage the in and out letter file in PPD.

On this week, I had distributed the letter to the teachers who came to PPD in attend their meeting about score Science for UPSR. Then, I had to print any letter and take signature from Director Officer. I also had to record the punch card on February to classify who were late to the office.

#### **2.2.7 Week 7 (6 March 2016 – 10 March 2016)**

On this week, I continued to record the punch card on February to identify who were late to the office. This recording must be divided by three parts which were by day, week and month. I have been asked to be the secretariat for meeting of score in SPM which organized at the hall of PPD. I help the officer to make 150 copies of his letter to distribute to all the school in Kota Bharu District. Fold the letter about “Book Ceremony” which was held on 21 March until 28 March 2016 to distribute to every school that were involved and type the name of the committee who were responsible in duty on Teacher’s Day celebration.

Then, staff in PPD asked me to type the letter and put the right letter head to give to Tan Sri Annuar Musa to inform him about “Perasmian Dalam Memberi Bantuan Persekolahan Kanak-Kanak”. I helped the officer to call every school in District of Kota Bharu which were still not get their letter to attend their meeting about “Bengkel Pelaksanaan Skor Sains” and then answered the call from the customers. I help madam Nik which was the officer of SISC+ to search the series number of cover letter about her programme.



### **2.2.8 Week 8 (13 March 2016 – 16 March 2016)**

In this week, I continued fold the letter and put into the envelope with the title “Jemputan Menteri untuk Hadir Mesyuarat Agong PIBG SMK (A) Melor”. I had done type the punch card and make double checked and make correction if anything were mistaken. The second day on this week, I go to SMK Kubang Kerian to be a secretariat in handle the meeting about wealth declaration.

The last day in this week, I have a task in photocopy the list name of the school in the District Kota Bharu and took them into PPD’s file. Print the certificate of appreciation in doing internship training at this organization and get signature from the director. At last, I continue filling and finish other tasks which was outstanding and farewell party.

## **2.3 CONCLUSION**

In completed the industrial training, students were exposed with a lot of new things. Apart from practicing what we had learnt in university, students also get the chance to experience it themselves by doing the assignments given to them according to their respective course. By doing so, students are able to increase their confidence upon entering the working world in the future. In the other hand, student had to obey every rule of the industry or organization and need to be on time. This could educated the students to be more disciplined and make the students to be familiar with working hours when they go for work later.

## **CHAPTER 3**

### **TASK ANALYSIS**

#### **3.1 Introduction**

Chapter 3 describe the analysis of the practical training. It specifically focuses on one area of task as covered in the practical training handbook. It also should reflect definition concept, demonstration, of practical and theoretical aspects as how to relate all concepts learned in classroom at the workplace and how to transform knowledge gained at workplace to reinforce understanding on the concepts learned in classroom. Based on my schedule of practical working experience and tasks of job description given under chapter 2, it shows that, my practical training experience was more focused on administration practices at District Education Office (PPD). In this chapter I choose services encounter. To be brief, services encounter can be define defined as the moment of truth. Since I frequently dealing with customer, this seem to be most suitable subject. In addition I choose service encounter because it contains element that must be fully understand by civil servant and the government itself. Apart from that, I have learned about services encounter in Organizational Behavior (ADM 510).

#### **3.2 Introduction of Services Encounter**

Services encounter also known as “the moment of truth”. It is when the customer interacts with the service or product for the first time. Services encounter are transactional interactions in which one person such as office clerk provides a service or good for example a product, an appointment to another person. It has three P’s that is People, Process, and Physical evidence (Booms & Bitner, 1994).

In service encounters people come together to obtain certain goals for example in District Education Office (PPD) parents come to PPD to meeting the officer to accomplish their children in process of schools exchange. In certain services situation the customer has a choice between a personal and impersonal encounter.

### **3.2.1 Type of Service Encounters**

Shostak describe three type of service encounters which are the remote encounter, the indirect personal encounter and the direct personal encounter. Firstly, remote encounter is where customers interact with a service, or part of it, through the mail for example financial service and mail order. The remote encounter may also occur via a machine such as Automated Teller Machine (ATM). Leafless, brochures and forms sent by mail need to be designed with the consumer in mind. Machines need to function and to be user friendly. This type of encounter should be the easiest to control as it is based on some form of physical object, be it printed material or a computer terminal. Quality should be assured as they can be tested, modified, and made uniform.

Secondly, the indirect personal encounter is a customer interact with the service by telephone. There is potentially more scope for variability entering the service delivery. This can be avoided by requiring the employee to work to a script, but problems may still arise if the customer's enquiry or complaint requires references to other parts of the organization only to find their support is not the forthcoming.

Lastly, the type of service encounters include the direct personal encounter whereas, customers interact face-to-face with the service provider. Customers now have the opportunity of visualizing the providers of the services. Judgments about service quality may be made from the appearance of the service provider. The increasing use of uniforms, now referred to as corporate clothing, and

the development of interpersonal skills training are recognition of the impact direct personal encounters may have on customer satisfaction.

### **3.3 Communication**

#### **3.3.1 Organizational Communication**

There are various ways to understand communication concept. Lusting and koester (2004) stated that communication is used in several meanings and purposes. Communications is mainly considered as a process of sending and receiving messages or as an important means in the setting of 'human socialization' (Shukri Zain, 2010). Hence, communication is an important channel to share the information between sender and receiver in human daily life by different means. In every encounter, communication is determined by 'personal, social, or human identities'. It means that communication occur every day through encounters and influences on the establishing and maintenance relationship of people. Communication is contextual and takes place in many contexts, business, culture, education, health, and so on. Organization is one of various context in which communication is considered as a process occurring continuously (Shukri Zain. Et al., 2010). Effective communication is one of main aspect of modern organizational foundation that can cause the changes of the organization. Thus, communication is seen as a critical and requisite part for the organizations functioning and success. Consequently, without communication it would be difficult for the existence of those organization. The organizational communication can be approached according to the functional goals of organizational communication. The organizational communication can involve between individual inside and outside organization with the main purposes are dealing and solving problems or accomplishing common task and goals (Pierre & Sollier, 2005).

### **3.3.2 Interpersonal Communication**

In most communication process, interpersonal communication is the center of every interaction, interpersonal communication is a way for people to interact each other to transfer messages, feelings, or behaviors through verbal and non-verbal language. According, to West and Turner, interpersonal communication is “the process of message transaction between people who work toward creating and sustaining shared meaning”. Besides that, ‘interpersonal communication is the production and processing of verbal and non-verbal messages between two or a few persons’ (Baxter & Braithwaite, 2008). Interpersonal communication or face-to-face interaction between individuals is feature of organizational communication. Within an organization context, Baker considered that interpersonal communication can link in different organizational members together in order to work for the common goals of organizations.

Problems occurring during a process of interpersonal communication could become a threat for the effectiveness of organizations’ activities and performance. Thus, it is critical that organizational individuals should possess strong interpersonal skills that can help them to overcome barriers easier, develop, and reinforce relationship with others. Interpersonal communication in customer meetings is one of various activities that take places outside organization. In the context of customer service communication, interpersonal communication is the “heart of the customer relations” (O’ Hair, 2008) and is embedded in every service encounter. For front line service employees, interpersonal communication is required competence when interacting with customers. In addition, acquiring strong interpersonal communication skills can give advantages to individuals and organizations.

### **3.3.3 Customer Service Communication**

Customer service communication, building relationship with the customer is one of the main goals of service organizations. In building relationship with customer, service encounters are considered as an early sign to assume the development or discontinuation of a provider-customer relationship. In customer service communication, services provider play the role as the face of organization with various functions.

The service provider must ensure that customer in a services encounter would be enjoyable and satisfying through contacting with helpful, experienced, and pleasant service employee. By doing so, customer will stay loyalty and organization can retain relationship with customer. In reality, customer is a critical factor for activities and existence of an organization, in particular organizations that provide service to customers. Therefore, it is needed for organizations to understand the service provider. Furthermore, organizations need to have policies for the 'customer gratitude' to have long-term relationship with customers.

### **3.3.4 Customer Service as Emotional Labor**

Emotion is a central and integral part in organization life when interacting with customer and with the other members of the organization. Service employees have to interact and to communicate with customers, in which they usually deal with a number of tasks that contain certain degree of emotion. Emotional labor jobs require the worker to produce an emotional state in another person. Service orientation organizations that want to increase the success and profitability need to ensure that their front line service employees pay for their emotions in dealing with clients (Toiser, 2013).

According to Journal of Applied Psychology, the mood of customers will increase positively as well when the organization giving the good services to their customer. In fact, a person who is

expressing positive or negative emotion can produce a similar change of emotion feeling to other. For example, a smiling of service employee at customer may flow to their emotional state and thus effect on customers' view and assessment of organizations' service. As a result, organization could increase or decrease their opportunities of retention customer relationship.

### **3.3.5 Feedback in Customer Service Communication**

Feedback plays a important role in communication. In the context, feedback is a channel where customers can express their needs, perspectives or judgments about organizations' activities and performance. Thus, feedback allows organizations to access the effectiveness of their service quality and customers' satisfaction (Rick Suttle, 2007)

Sources of feedback can be diverse but customers would be the best reference and primary source of information for organizations' feedback because of frequent and direct interactions with service providers. From customers, organizations can learn new and interesting information that can help them to improve their service more successful and productive. In doing so, the process of improvement of these organizations may occur faster than those do not acquire any feedback from customers. Thus, it is critical for organizations to encourage feedback from customers.

Feedback that organizations received can be positive or negative. Negative feedback is a sign of customers' dissatisfaction and indicates that organization's services does not meet customer's need. Meanwhile, positive feedback confirm the good service quality of organizations that allow them to reinforce relationship with customers. "Feedback from customer is an often-overlooked factor in explaining the relationship between service quality and customer satisfaction" (Voss et al, 2004).

## **3.4 Service Quality Attributes**

### **3.4.1 Reliability**

In service encounter, reliability means providing service as a promised to the customer and it show how the organization handling customers service problem especially handling complaints toward the organization services. Other than that, reliability is about performing and providing services at the right time where the organization need to perform their service first and delivered their service on time as has been promised. The organization should maintaining the error-free record which mean they need to ensure they service record was good and there I no complaint from customers.

### **3.4.2 Responsiveness**

Responsiveness in service encounter refers to keeping informed as to when service will be perform. Informing customer about the services is important because it will avoiding customer from asking many time and waiting for the services. Customer has a right to know when the services will be performing by the organization. Besides that, staff should show their willingness to help customers whenever customers need their help especially in term of asking the information about the services and staff must have readiness to respond to customer request.

### **3.4.3 Assurance**

When dealing with customers, employees or staff needs to establish confident in customer so that customers will feel secure to using the service provided by organization and it is important to make customer feel safe in their transaction where the organization explained all the transaction process to the customer. Most of customers want to deal with company that will ensure their safeties and willing to protect them in problems. Others than that, knowledge worker are needed to answering



all the customer question regarding the services. Employees who has enough knowledge on services will answering customers question directly and they will give faster responsiveness to the customer.

#### **3.3.4 Empathy**

Employees should show their empathy while hearing the customer's problems and show their willingness to help. Attention from employees will make customer feel appreciate by the employees. When customers tell about their problems, employees should show that they have a caring fashion toward the customer and show that they understand the need of the customers. Being empathy with customer will make customers feel convenient and comfortable to deal with the employees and it cause them satisfied with the services.

#### **3.3.5 Tangible**

In term of services, tangible refers to the equipment and facilities provided to the customers. Modern equipment and good facilities are needed when dealing with customers because most of customers will comment on the equipment and facilities provided by the organization. Besides that, employees appearance is important aspect that need to be consider when dealing with customer because most of customer feel confident to deal with employees if they have using a good appearance. It also shows how the organization trained their employees to be professional employees. Facilities and appearance were the tangible in the services that customer can see and touched.

### **3.5 Conclusion**

This chapter discusses the concept of the service encounters and type quality of services. Then, helps me to relate what I have learnt in the classroom with the task that I have done during my practical training. I mentioned about the employees communication with the customer in services encounter. I have discussed some application of the services encounter during my practical training. I have recognized several attributes that are applicable to both my studies and my practical training.

## **CHAPTER 4**

### **RECOMMENDATIONS**

#### **4.1 Introduction**

This chapter highlights the strength and weaknesses of job or task assigned during training as discussed in chapter three that is service encounter. Furthermore, this chapter also will provide solution for improvement in the future. Based on training at District Education Office (PPD), the service encounters has many rooms for improvement. They also have shown that they also trying their best in ensuring service encounter implemented successfully in PPD. The PPD staffs willing to learn the services encounter and they did not refuse to learn or accept the new things.

#### **4.2 Strength of Service Encounter at District Education Office**

##### **4.2.1 Effective and Efficient**

The first strength of service encounter at District Education Office (PPD) is effective and efficient. Service encounter that applied at District Education Office is effective and efficient because their service systematic and follow procedures. Their services are very easy to be understood and learn because it just has few steps to follow. During my practical training at District Education Office Administration department, I have learned how to answering call and transfer call to the staff link number.

Besides that, District Education Office has using Whatsapp Group to give an information to all District Education Office staffs and it really easy for them to separate the information. This application very effective and efficient because all staffs get benefits from it. By having whatsapp, staff can communicate to their client and inform collogues about the new info or news that

happened in District Education Office. For example, I have received news about the staff was ill from Finance Department, one of the staff from Finance Department was hospitalized. That is how they communicate with each other and established good relationship even though their busy with their jobs.

#### **4.2.2 Staff Very Well Trained to Handle Service Encounter**

Second strength of service encounter that applied at District Education Office is staff very well trained to handle service encounter. From my point of view, District Education Office staffs have a great skilled in handling their services. They are very professional when they deal with customer, clients or District Education Office staff itself. They know how to communicate and control their emotion when they deal with the customers or clients who has high ego. It is not easy to deal with ego person because the ending will be worse and they maybe not meet mutual understanding between each other.

During my practical training, I have seen how administration staff handles their stress, there was a problem when parents from one of the student, Mr. Jalaini bin Zaki did not satisfied with the new policy that has been introduced by PPD itself, the policy state that, counter must be close by lunch hour which is between 1.00 PM until 2.00 PM. Mr. Jalaini really angry about it and Mr. Harris have to explain to his secretary about the new policy. So he has cancel the new policy because the policy can give complicated to parents who want process their children's exchange school. It is because some of parents are public servant who have lunch hour at same time with PPD. Besides that, I have seen how Mr. Abdul Halim, senior clerk at Admin Department deal with parents regarding their complaints. He knows to control his stress and control his emotion. Most Admin staff are very well trained in term of services delivery to their customer, clients and supplier.

### **4.2.3 Authorized Person Involved in Service Encounter**

Third strength are only authorized person can involve in service encounter. There are three types of service encounter applied at PPD, each types of service encounter has been given authorize to handle it without disturbing from others staff. Some of the information is prohibited and privacy.

Other than that, the others admin staff cannot answering phone call from internal and external people if they not given permission from Administration Executive and authorized staff. Not all admin staff has a communication skill as an operator and they maybe can make mistake during communicate with the customer, they maybe transfer wrong link for the customer which can make customer dissatisfied with the service and make complaint to the upper level management. For example, in term of exchange student and headmaster's holiday, the only people responsible to handle it are Mdm. Norlaili and Mdm. Hasnah, the other staffs are prohibited to do exchange student and headmaster's holiday approval because only both of them know the procedure and process.

## **4.3 Weaknesses**

### **4.3.1 The Condition of the Office**

The office is not in a good condition due to the old building. There is not sufficient air condition in the office, whereby the staffs have the use table fan. Besides that, the space inside the office is also not enough to support the number of the staffs. There the staffs should have enough space for them to do their task comfortably. This situation will make the staff low motivation to go work.

### **4.3.2 Attitude of the Staff**

During my practical training at PPD, one of the attitude problems among the staff is punctuality. For example, if the working hours are start at 8.00 A.M in the morning, there will be one or two staff will come late to the office on that day. This shows lack of discipline among the public servant nowadays.

Besides that, the staffs also have the problem where they will go to cafe around 9.00 – 10.00 A.M in the morning to have a breakfast. This is an example of behavior misconduct because any public servants cannot go to the cafe during office hour. The chief management should give instruction so that the staff not going breakfast during office hour. This is not a good example of attitude shown to the public.

### **4.3.3 Slow Response**

This happen where service or employee performance is perceived as inordinate slow. Employees' reactions to such delays determine the customer satisfaction level. Acknowledging the delay and explaining the cause of the delay can alleviate dissatisfaction and even cause the customer to remember the even favorably. In contrast, acting as though nothing is wrong, not explaining the delay and leaving the customer to figure out what to do on their own are ways to aggravate the customer. This is related to phone encounter. Customer may call the office for the enquiries. The time spend by the employees to answer the phone is crucial. It may become a factor for dissatisfaction of customer. Customer expected that phone call can solve their problem not pouring oil into the fire. Meaning that employees take a long time to answer the phone and give inappropriate information. Keep an excuse cannot solve the problem but make improvement in performance to provide better services for the customer.

#### **4.3.4 Inability to Respond in Failure Situation**

The importance of the employee's response comes out very vividly in the respondents' answer to the question, what resulted that made you feel the interaction was dissatisfying? The employees failed to handle the situation in a way that could have satisfied the customer. It is more worthy trying to fix the problem rather than unwillingness to handle service failure. At least the employees take an action or make an alternative to solve the problem. Unfortunately, this rarely happen in the organization. The employees prefer keep in silent and act like nothing wrong whereas they know something should be done. Should be the employees make an effort and try their best to respond in service failure. Sometime the employees put an effort to respond in service failure and try to handle the problem. Yet, it cannot be solving properly. It might be of inexperience employees or really does not have ability. They have intention but lack in the result. So the employees and upper management needs to do something regarding all this emerging weaknesses in the organization.

#### **4.4 Opportunity**

The opportunity of this organization is that it has provides assistance to the public. With good services the public will feel comfortable to come to the office. Besides that, the staff of the Department also encountered the public accordingly. This will improve their service quality. The employees work honestly to meet customer satisfaction and reduce the complaint about their organization among public. District Education Public is one of the public sector organization that provide services to the public in processing exchange student. If anything problem are incurred about the school matter the customer can go to District Education Office to solve their problems. Then, the staffs in District Education Office are gives their help and consult with the customer.

District Education Office can make sure that customer's problems can be solved in effectively and efficiently.

#### **4.5 Threat**

Threat is the element in the environment that can affect the organization operation (Voss, 2004). Since the office is not in a good condition due to the old building, this will make the staff felt not comfortable when doing their task. For example, there is not sufficient air condition in the office, whereby the staffs have to use table fan. Besides that, the space inside the office is also not enough to support the number of staffs. There the staffs should have enough space for them to do their task comfortably. This situation will make the staff low motivation to go work.

#### **4.6 Recommendations**

##### **4.6.1 Conduct Training and Management Development Program**

All organization must manage four resources like money, equipment, information, and people. Investment in better equipment may speed up production or reduce waste. Information is power, data about products, prices and customers are essential to every business. Investment in training and development of employees can make them more productive or more effective in their jobs, directly contributing to the bottom line. Even a moderately effective training program can have a substantial effect.

The purpose of training and management development programs is to improve employee capabilities and organizational capabilities. When the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees. Training and development programs may be focused on individual



performance or team performance. The creation and implementation of training and management development programs should be based on training and management development needs identified by a training needs analysis so that the time and money invested in training and management development is linked to the mission or core business of the organization.

#### **4.6.2 Take Disciplinary Action**

Staffs who do not give full commitment in their job especially in servicing need to be take serious by upper level management. In servicing, there are several problems that usually made by the staff such as slow responsiveness, unfriendly and being rude to the customers, client and suppliers. Disciplinary action need to be taken by the upper level management or authorized person toward the staff who made discipline problem in handling servicing. To determine why staff doing so, upper level management need to asking their staff why are they being rude, unfriendly and give slow respond. By asking staff, they will know why staff does such things. For the first time, staff can be given warning and if they still repeating the same problems, upper level management can provide counseling session to their staff. Counseling session is one of the ways to determine staff problem and give them encouragement and motive them to be a good staff and tell them to control their emotion while dealing with people.

#### **4.6.3 Providing Comfortable Waiting Room**

In District Education Office, the waiting place and set of sofa were small. That condition made customer and client felt uncomfortable and dissatisfied with the facilities provided by District Education Office. To overcome those problems, administration department must take an action by providing good facilities and infrastructure. Comfortable facilities and bigger space in the office will make customers happy with the service provided because they can enjoy the facilities while

waiting their turn to meeting with Head of Department or the others staff. Kota Bharu District Education Office is one of the biggest Education Office in Kelantan, they need to taking care their name and image so it important for them to improving their facilities and replace the old facilities to the new one. Bad image will cause PPD loss their client and customer due to the bad services.

#### **4.7 Conclusion**

In this chapter, I have been analyse and recognize the SWOT Analysis which consists of Strengths, Weaknesses, Opportunities and Threats. Some of recommendations and suggestions also stated in order to improve the organisation and to improve the effectiveness and efficiency organisation.

## **CHAPTER 5**

### **CONCLUSION**

Every job and every company is unique. By having a practical training, a student is able to identify whether a certain job is right for them, while also gaining insight into the type of organization that the student would want to work for. Thriving with colleagues in the workplace is different than thriving with university peers. With the experiences gained, student can be more prepared mentally and physically to face the real world after graduating from UiTM. In this chapter, I would like to summarize all the discussion of each chapter by highlighting the main points which includes the background of the organizations, schedule or practical training, analysis on the SWOT, as well as the recommendation from the practical training.

#### **5.1 Summary of Chapter 1**

Chapter 1 focuses on the background of the company which I literally explained on the milestone of the company. Every organization has vision and mission, so does Education District Office Kota Bharu (PPDKB). In this chapter, I also included the customer's charter in order to achieve the level of customers' demanded from the company. I also explained on the PPD's emblem including the function of the Department of PPD. Not to forget, I also included PPD's organization chart.

#### **5.2 Summary of Chapter 2**

In this chapter, it focuses more on my daily basis during my practical training. As I was given a Log Book by the UiTM, I recorded every tasks given to me every single day which later contributed on the discussion in my Chapter 2 which is more in details. As I have explained on

how I handled the task given to me in every day. All of the task that I have doing for the past eight week indeed has given me more working experiences.

### **5.3 Summary of Chapter 3**

Chapter 3 is the analysis of the task that was assigned to me. I was assigned to different kind of tasks, which I at last chose only one task to be analyzed in my Chapter 3, which is the encounter services. By doing this analysis, I was able to relate the subject that I learnt from UiTM with the task given to me such as in Total Quality Management.

### **5.4 Summary of Chapter 4**

Meanwhile in Chapter 4 focuses more on the SWOT analysis. This analysis is needed to improve the organization in the future with some recommendation suggested by me. The organization needs to overcome the threats and challenges that they mostly face every day in order to excel in the future. Every organization needs the SWOT analysis to improve their productivity and other aspects, so does the Education District Office (PPD).

### **5.5 Overall Summary**

To conclude, the eight weeks of practical training that I had spent at PPD Kota Bharu gave me a great experiences as I was able to gain more knowledge and skills during my time. What I learn in UiTM were only theoretical, meanwhile what I experienced during my internship was more practical. It gave me the experience to do the tasks or the job on my own which was never though during the class. However, I could still relate on things that I had learnt in the class before into my practical training, especially the organizational behavior. At the same time, I was glad to have the opportunity to do my internship with this company as they would trust me on doing the tasks with

minimum supervision. This motivates me more on doing better on every tasks given to me as I was not only a practical student, but I had represent the name of UiTM.

Instead of that, I was able to interact with the customers and the law firms' personals on dealing matters regarding the programs of the PPD Kota Bharu. Another opportunity that I was given by the company was how they made me to duty at the counter. This has given me more experience not to only help me to do basis job but also help me to gain more knowledge how to handle the situation at the counter. It has been great pleasure for me to work with these people that I had known for eight weeks. I was glad that they were very welcoming and at the same time very patience on teaching me every tasks given to me. From here, I can conclude that by having this practical training is more than worth it as I was able to experience the real working life which would most probably help me in my future.

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# APPENDIX



## APPENDIX



Figure A: Fold the letter

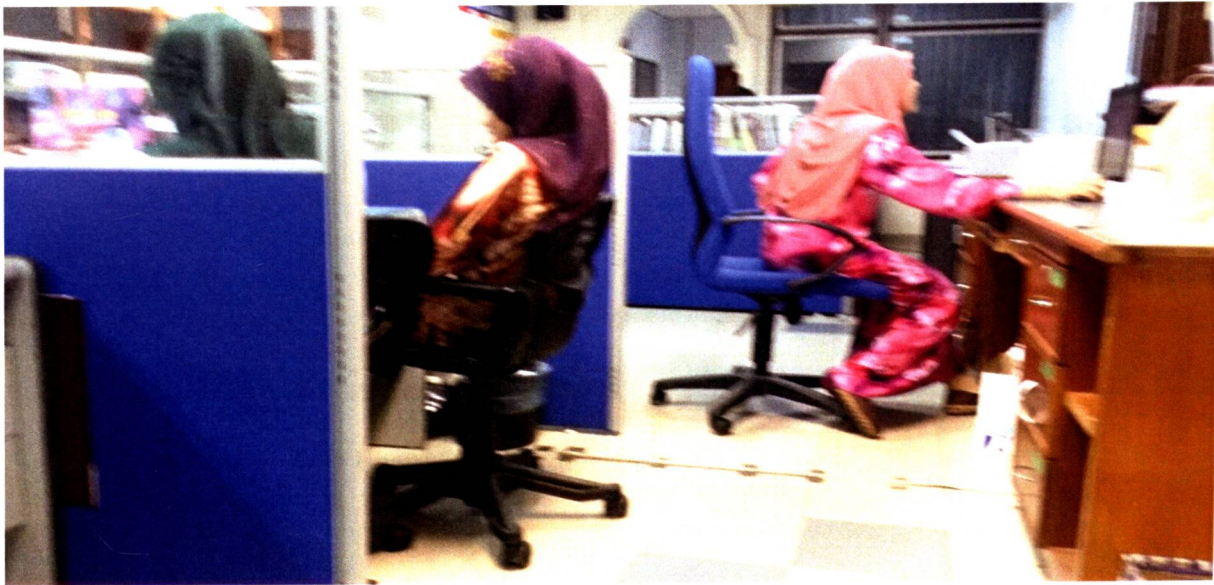


Figure B: Record the punch card



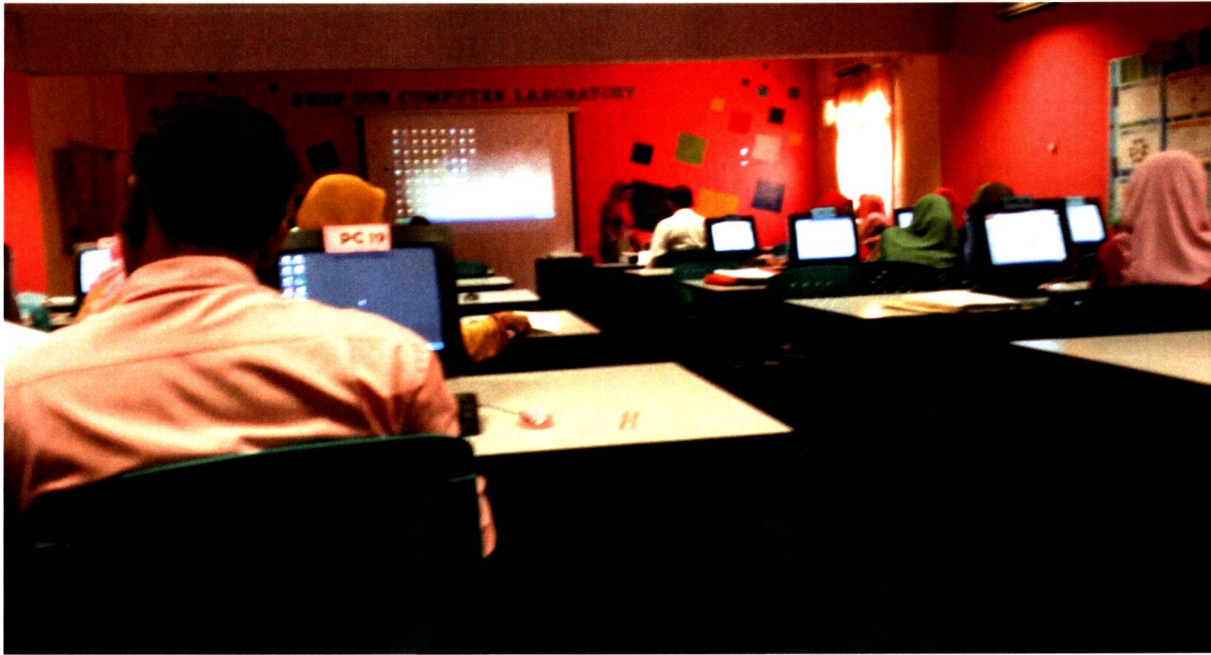


Figure C: Handle the meeting about wealth declaration



Figure D: Frontline in Kota Bharu District Education Office



Figure E: Service encounters



Figure F: Fax the letter





Figure G: Filing



Figure H: Administration Unit






FAKULTI SAINS PENTADBIRAN DAN PENGAJIAN POLISI  
UNIVERSITI TEKNOLOGI MARA

BORANG PERJUMPAAN DENGAN PENYELIA  
LAPORAN AKHIR PRAKTIKAL (ADS 666)

NAMA PELAJAR : NOR ZUWAHIZAL BINTI ABD HALIM.....  
NO MATRIK UiTM : 2013481222.....  
NO KAD PENGENALAN : 930323-03-5808.....  
PROGRAM : AM228/AM225\*  
NAMA PENSYARAH PENYELIA : NUS NANI HARIANTI.....

---

\* Pelajar dikehendaki mendapatkan tandatangan dari Pensyarah Penyelia Penyediaan Laporan Akhir Latihan Praktikal pada setiap kali pertemuan diadakan

Bil	TARIKH	MASA	TANDATANGAN	CATATAN
1	29 <sup>th</sup> March 2016	10:30 am.		
2	20 <sup>th</sup> June 2016	12:00 pm		
3	21 <sup>th</sup> June 2016	12:00 pm.		
4	22 <sup>th</sup> June 2016	12:00 pm.		
5				
6				
7				

8				
9				
10				

\* potong yang tidak berkenaan  
Sila gunakan lampiran jika ruang sediada tidak mencukupi



Encik Fairuz Hidayat Merican Wan Merican  
Penyelaras Latihan Praktikal Program AM228  
Fakulti Sains Pentadbiran dan Pengajian Polisi  
Universiti Teknologi MARA Sarawak  
Kampus Samarahan 2  
94300 Kota Samarahan  
Sarawak

Tel: 082-678485/013-8231312  
Faks: 082-678091/678064

Tuan

**KEPUTUSAN PERMOHONAN PENEMPATAN MENJALANI LATIHAN  
PRAKTIKAL BAGI PELAJAR UITM DARI FAKULTI SAINS PENTADBIRAN DAN  
PENGAJIAN POLISI (FSPPP)**

NAMA PELAJAR: NOR ZUWAIZAL bt ABD HALIM

NO KAD MATRIK: 2013481222

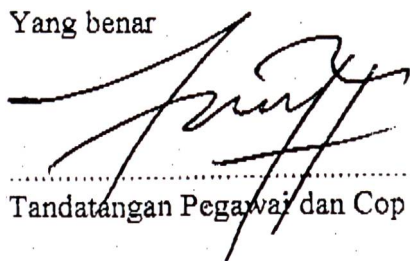
KOD PROGRAM: .....

Dengan hormatnya permohonan tuan menerusi surat bil ..... bertarikh  
..... mengenai perkara tersebut di atas adalah dirujuk.

2. Adalah dimaklumkan bahawa setelah pertimbangan teliti diberikan terhadap permohonan tersebut maka pihak kami **BERSETUJU** / ~~TIDAK-BERSETUJU~~\* untuk menerima pelajar berkenaan dari Fakulti tuan bagi menjalani latihan praktikal di organisasi kami mulai **20 Januari 2016** hingga **16 Mac 2016** berdasarkan syarat-syarat yang akan ditentukan oleh kami.

Sekian, terima kasih.

Yang benar



Tandatangan Pegawai dan Cop Organisasi

\* Potong mana yang tidak berkenaan

34	2014993275	LAVINNA BALIN ANAK PHILIP ENDAM	2
35	2014769215	LEEZIE ANAK LEONATO	2
36	2014933633	LEONITTA STACEY ANAK LEDIFF	2
37	2014999437	LORRISA DUNGAN ANAK TARANG	2
38	2014733241	SAIFULLAH	2
39	2014920521	MARRISA EVE ANAK POSIN	2
40	2014745025	MERCURY THOMAS ANAK SINGGAI	2
41	2014946953	HASHIM	2
42	2014563011	MOHAMMAD NAZRI BIN MATNOR	2
43	2014548903	MOHD FIRDAOS BIN MOHAMAD ISA	2
44	2014371929	MOHD RAMADZAN BIN ALIAS	2
45	2014911879	MONALISSA ANAK AMI	2
46	2014195061	MUHAMMAD SYAFIQ BIN SALLEH	2
47	2014949805	MUHAMMAD WAFIQ BIN ANUAR	2
48	2014308033	NATASHA SHALA ANAK HENRY	2
49	2014394313	NATASHAH BINTI BUJANG	2
50	2014190523	NAZIRA ANAK PANCHI	2
51	2014318207	NINA HERINA BINTI SUTARSO	2
52	2014553555	NOOR FITRIAH BINTI ZAINI	2
53	2014721603	NOOR KHALIJAH BINTI KIPRAWI	2
54	2014532317	NOOR SUZIANIE BINTI MATAMIN	2
55	2014326405	SALIHIN	2
56	2014733735	NUR AINA FARHANA BINTI ROSLAN	2
57	2014740749	NUR ANNISA BINTI JUNAIDI	2
58	2014944235	NUR ZAMIMA BINTI WIAZMI	2
59	2014193319	NURATIKAH BINTI JOHARI	2
60	2014907855	NUR'LIYANA AKMAL BINTI BAKIR	2
61	2014986751	MUSTAPHA	2
62	2014908847	ONIVIA NICKOLA ANAK AMAT	2
63	2014932219	PATRISCIA CHERIRA ANDRE	2
64	2014738785	QUINIE ANAK HUDSON	2
65	2014160961	RADIANA BINTI RAJALI	2
66	2014704775	REDZUAN	2
67	2014124471	ROSHAHIDA BINTI OTHMAN	2
68	2014507353	ROWINA SEBI ANAK SCHOLER	2
69	2014103387	ROZA JASMIN BINTI JOHAN	2
70	2014582035	JAMES	2





PRACTICAL TRAINING FEEDBACK FORM TO BE FILLED IN BY STUDENT

STUDENT NAME : NOR ZUWAHAL BINTI ABD HALIM  
 STUDENT NUMBER : 201348 1222  
 IDENTIFICATION NUMBER: 930323-03-5808

NAME AND ADDRESS OF ORGANISATION: PEJABAT PENDIDIKAN  
DAERAH, JALAN TELIPOT, 15150 KOTA BARU  
KELANTAN  
 PERIOD OF TRAINING: FROM 20 JANUARY 2016 TILL 16 MARCH 2016  
 NAME OF HOST SUPERVISOR: \_\_\_\_\_

(CIRCLE THE RELEVANT SCALE)

**1. SCOPE OF WORK CORRESPONDS WITH THE FIELD OF STUDY**

(Evaluate whether tasks given are relevant to the BAS/BCA syllabus)

Poor		Fair		Good		Very Good		Excellent	
1	2	3	4	5	6	7	8	9	10
									10

**2. QUALITY OF DAILY TASKS**

(Evaluate whether the tasks given are of high quality based on syllabus of the program)

Poor		Fair		Good		Very Good		Excellent	
1	2	3	4	5	6	7	8	9	10
									10

**3. SELECTION OF ORGANISATION**

(Evaluate whether this organisation is the right place to undertake the practical training or not)

Poor		Fair		Good		Very Good		Excellent	
1	2	3	4	5	6	7	8	9	10
									10

**4. SUPPORTS, GUIDANCE AND CLARIFICATION RECEIVED BEFORE WORKING ON ANY TASKS**

(Evaluate whether the organisation provides the right level of support and training)

Poor		Fair		Good		Very Good		Excellent	
1	2	3	4	5	6	7	8	9	10

**5. RESPONSIBILITIES OF ORGANISATION IN GIVING COOPERATION**

(Evaluate whether the organisation gives full cooperation to the student)

Poor		Fair		Good		Very Good		Excellent	
1	2	3	4	5	6	7	8	9	10

**6. ADAPTABILITY**

(Evaluate your adaptability to the tasks and surrounding of the organisation)

Poor		Fair		Good		Very Good		Excellent	
1	2	3	4	5	6	7	8	9	10

**7. FACILITIES**

(Evaluate whether the organisation provides sufficient resources)

Poor		Fair		Good		Very Good		Excellent	
1	2	3	4	5	6	7	8	9	10

**8. OFFICE ENVIRONMENT**

(Evaluate whether the office environment is comfortable, well-managed and convenience)

Poor		Fair		Good		Very Good		Excellent	
1	2	3	4	5	6	7	8	9	10

**9. KNOWLEDGE**

(Evaluate whether the organisation's staff possess sufficient knowledge of the organisational matters)

Poor		Fair		Good		Very Good		Excellent	
1	2	3	4	5	6	7	8	9	10

**10. CHARACTER**

(Evaluate whether the organisation's staff has a good character)

Poor		Fair		Good		Very Good		Excellent	
1	2	3	4	5	6	7	8	9	10
									10

**11. SAFETY**

(Evaluate whether the organisation has necessary safety measure in place)

Poor		Fair		Good		Very Good		Excellent	
1	2	3	4	5	6	7	8	9	10
									10

12. Do you think of recommending this organisation to other students for practical training?

Yes	No

Additional Comments:

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Student signature,

*Nor Zuwarzal*

(Student name : NOR ZUWARZAL BINTI ABO HALIM)

Date : 16/3/2016

Host Supervisor signature,

*Harris Irman B. Sharipudin*

**HARRIS IRMAN B. SHARIPUDIIN**  
 Penolong Pegawai Pendidikan Daerah  
 (Perhubungan)  
 Pejabat Pendidikan Daerah Kota Bharu

(Host Supervisor name : \_\_\_\_\_)

Date : 16/3/2016



FACULTY OF ADMINISTRATIVE SCIENCE AND POLICY STUDIES  
UNIVERSITI TEKNOLOGI MARA

BACHELOR OF ADMINISTRATIVE SCIENCE (HONOURS)/BACHELOR OF CORPORATE  
ADMINISTRATION (HONOURS)\*

HOST SUPERVISOR EVALUATION FORM (30%)

STUDENT NAME	: <u>NDR ZUWAHAL BINTI ABD HALIM</u>
STUDENT NO	: <u>2013481222</u>
STUDENT I.C. NO	: <u>930323-03-5808</u>
PROGRAM	: <u>Am 228</u>
ALLOWANCE PROVIDED	: <u>YES</u> <input checked="" type="radio"/> <u>NO</u> <input type="radio"/> IF YES RM.....

NAME AND ADDRESS OF ORGANISATION:	<u>PEJABAT PENDIDIKAN DAERAH, JALAN TELUPOT, 15150 KOTA BHARU KELANTAN</u>
PERIOD OF PRACTICAL TRAINING:	FROM <u>20/1/16</u> TILL <u>16/3/16</u>
NAME AND POSITION OF HOST SUPERVISOR:	<u>EN. HARRIS IRMAN B. STARIPUDIN PENOLONG PEGAWAI PENDIDIKAN DAERAH (PERTUBUNGAN)</u>
NATURE OF BUSINESS	: <u>ADMINISTRATION</u>

INSTRUCTIONS:

This assessment tool is intended to provide the trainee with a final evaluation for the worked performed as intern in your organization. Please complete this form at the end of the trainee's program.

Please circle the appropriate evaluation scale of each criteria.

EVALUATION OF ATTRIBUTE/QUALITY OF WORK

1. QUANTITY OF DAILY TASK

(Evaluate whether the expected productivity of the task is met)

Unacceptable		Satisfactory		Good		Very Good		Outstanding	
1	2	3	4	5	6	7	8	9	10
									<u>10</u>

Comments Good

2. QUALITY OF DAILY TASK

(Evaluate whether task completed is of high quality and meet the prescribed requirement)

Unacceptable		Satisfactory		Good		Very Good		Outstanding	
1	2	3	4	5	6	7	8	9	10
									<u>10</u>

Comments \_\_\_\_\_

**3. KNOWLEDGE OF THE TASK**  
(Evaluate on the level of knowledge about the daily task)

Unacceptable		Satisfactory		Good		Very Good		Outstanding	
1	2	3	4	5	6	7	8	9	10
Comments _____									

**4. RESPONSIBILITY/COMMITMENT TO THE TASK**  
(Evaluate the student's readiness to any instruction and completes the task assigned to him/her)

Unacceptable		Satisfactory		Good		Very Good		Outstanding	
1	2	3	4	5	6	7	8	9	10
Comments _____									

**5. INTEREST/INITIATIVE**  
(Evaluate the initiative to search for or learn new ideas to contribute to the effectiveness of the task)

Unacceptable		Satisfactory		Good		Very Good		Outstanding	
1	2	3	4	5	6	7	8	9	10
Comments _____									

**6. COOPERATION**  
(Evaluate whether the student is able to cooperate with employees and Head of Departments)

Unacceptable		Satisfactory		Good		Very Good		Outstanding	
1	2	3	4	5	6	7	8	9	10
Comments _____									

**7. APTITUDE**  
(Evaluate student's potential to develop and ability to learn new things)

Unacceptable		Satisfactory		Good		Very Good		Outstanding	
1	2	3	4	5	6	7	8	9	10
Comments _____									

**8. ADAPTABILITY**  
(Evaluate adaptability to the task and surrounding of the organisation)

Unacceptable		Satisfactory		Good		Very Good		Outstanding	
1	2	3	4	5	6	7	8	9	10
Comments _____									

**9. PERSONALITY**  
(Evaluate the student's attributes in terms of personality and communication)

Unacceptable		Satisfactory		Good		Very Good		Outstanding	
1	2	3	4	5	6	7	8	9	10
Comments _____									

10. **DISCIPLINE**

(Evaluate student's overall discipline in aspect of attendance, attire, punctuality and so forth throughout the training period)

Unacceptable		Satisfactory		Good		Very Good		Outstanding	
1	2	3	4	5	6	7	8	9	10
									10

Comments \_\_\_\_\_

11. **OVERALL EVALUATION/COMMENTS BY THE HOST SUPERVISOR**

*I'm very satisfied with her performance. Excellence.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(To be filled in by the Host Supervisor)

Name: *[Signature]*

Position: \_\_\_\_\_

Signature: **HARRIS IRMAN B. SHARIPUDIN**

*Penolong Pegawai Pendidikan Daerah (Perhubungan)*

Organisation Stamp: *Pegawai Pendidikan Daerah Kota Bharu*

Date: *16/9/2016*

**TOTAL MARK:**

*30/100 X 30% = 30/100*

**\*Important Notes:**

This evaluation should be handled with a high degree of CONFIDENTIALITY. The completed form should be sent in a sealed envelope directly to this address:

Encik Fairuz Hidayat Merican bin Wan Merican  
 Wakil Fakulti (Latihan Industri AM228)  
 Fakulti Sains Pentadbiran dan Pengajian Polisi  
 Universiti Teknologi MARA Sarawak  
 Kampus Samarahan 2  
 94300 Kota Samarahan  
 Sarawak

\*Strike out whichever is inapplicable