



**UNIVERSITI TEKNOLOGI MARA
BACHELOR OF ADMINISTRATIVE SCIENCE (HONOURS)
FACULTY OF ADMINISTRATIVE SCIENCE AND POLICY STUDIES**

**PRACTICAL TRAINING REPORT IN COMPETENCY MANAGEMENT
SECTION OF HUMAN RESOURCE MANAGEMENT DEPARTMENT
IN WISMA BAPA MALAYSIA**

**PREPARED BY:
AWANG NASFUDDIN BIN AWANG HASSAN
2009108277**

**SUPERVISOR:
MISS SHARON PEARL HENRY SERUB**

DECEMBER 2011

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 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.



AWANG NASFUSDDIN BIN AWANG HASSAN

Table of Contents

Declaration form	ii
Table of Contents	iii
Acknowledgement	iv
Chapter 1: Introduction of the Organization	
1.0 Introduction	1
1.1 Brief history of State Public Administration In Sarawak	1
1.2 Human Resource Management Department	2
1.3 Vision and Mission	3
1.4 Functions of HRM Unit	3
1.5 Organizational chart	4
1.6 Goals of HRM Section	5
1.7 Organization culture of HRM Section	5
1.8 Client charter	6
1.9 Quality policy of HRM Section	7
1.10 Objectives of HRM Section	8
Chapter 2: Schedule of Practical Training	
2.1 Introduction	9
2.2 Week 1(23 May – 27 May 2011)	9
2.3 Week 2 (30 May – 3 June 2011)	12
2.4 Week 3 (6 June – 11 June 2011)	13

2.5	Week 4 (13 June – 17 June 2011)	15
2.6	Week 5 (20 June – 25 June 2011)	16

Chapter 3: Analysis of Training

3.1	Introduction	18
3.2	Definition of concept	19
3.3	The concept of training and development in HRM	19
3.4	Orientation as part of training and development in organization	24
3.5	Importance and benefits of induction and training to employees	26
3.6	Induction courses implemented by section 7 of HRMU	27
3.7	Comparisons of concept and practicality of training and development	41

Chapter 4: Recommendation

4.1	Introduction	45
4.2	Need assessment	45
4.3	Program design	46
4.4	Program implementation	46
4.5	Program evaluation	47

4.6	Recommendations for future improvement	48
------------	---	-----------

Chapter 5: Conclusion

5.1	Introduction	53
5.2	Schedule of Practical Training	53
5.3	Analysis of Training	57
5.4	Recommendations	59
5.5	Reflections	61

References

Appendices

ACKNOWLEDGEMENT

First and foremost, I am grateful to God for giving me strength by given His permission and the giving of healthy condition during the period of accomplishing ADS 666 practical training report.

I was able to gain working experienced from staff of Human Resource Management (HRM) Department and they were giving guidelines as well as cooperation for my HRM report in Wisma Bapa Malaysia on induction course for the employees. The report research has given me valuable references for my practical training report in Universiti Teknologi MARA (UiTM). I would like to record my thanks to them for their helpful guidance.

I would like to express my deepest gratitude to Miss Sharon Pearl Henry Serub for her willingness to be my Supervisor as she gave me relevant references and guideline for my practical training report. Besides that, I would also like to thank Mr. Fairuz Hidayat for the updates and information during the 5 weeks of my practical course.

Lastly, I would like to record a sincere appreciation and thanks as well to any parties who contributed their ideas and knowledge in order for me to complete this report. It is not easy for me to accomplish this practical training report alone and without any guidance from all of you.

1.0 INTRODUCTION

1.1 Brief history of State Public Administration in Sarawak

Sarawak State Civil Service is closely related with the establishment of Sarawak State Assembly as the oldest legislative body in Malaysia. The assembly has been in existence since 8 September 1867 during the first meeting at Bintulu. On 8 September 1867 the legislators consist of 21 council members led by Raja Charles Brooke. 6 of Brooke's officers and local leaders were also involve in the meeting.

↳ In the year 1903, the assembly was renamed as State Council and just before the war in 1941, Prince Brooke Vyner has established written constitution and during the 100 years of Brooke administration in Sarawak, the membership of the council has increased to 24 members. The King's position has been replaced by the Chief Secretary as the chairman. The numbers of council members keep on increasing from 1963 to 2006 where it has reached a total of 71 council members. In 1976, the State Council has been renamed as State Legislative Council.

↳ Chief Minister's Department is at Wisma Bapa Malaysia. The building was officiated on 17 August 1976 and taking the name of the first Prime Minister of Malaysia, Tunku Abdul Rahman Putra Al Haj as the "Father of Independence". Besides the Chief Minister's Office, the building also accommodates two Deputy Chief Ministers, young ministers, and State high ranking officers such as the State Secretary, State Finance Secretary, State Attorney General, and directors from various units and departments under the supervisions of Chief Minister Department.

VISION

- A world class civil service

MISSION

9

- To transform the civil service through High Performance Team and Excellent Service Delivery.

1.2 Human Resource Management (HRM) Department

State Public Service before has been divided into 2 parts which were Secretariat and District. In 1937, Secretariat was the main body that managed administration. It were led by two European and helped by a Malay clerk, three Chinese clerks and three general workers. During the earlier establishment of Malaysia, Sarawak State Civil Service started with 2,599 workers. The amount was kept on increasing to 13,060 public servants whose are from different categories, levels and schemes.

← Previously, the office was situated next to Central Police Station. In 1966, it moved to Secretariat Building. But, unfortunately, the building was taken over by Yayasan Sarawak on 23 November 1976. Now, Sarawak State Civil Service operates at Wisma Bapa Malaysia which is situated next to the former State Legislative Assembly building in Petra Jaya. After 5 years, the organization of Chief Minister Department was restructured. The Human Resource Management Department was introduced on 25 August 2001. This department is led by the Senior Assistant Director which the unit department are divided into 8 sections which are:

- (i) Audit and Organization Development Section;
- (ii) Position Management Section;
- (iii) Service and Career Management Section;
- (iv) Customer Relations Management Section;
- (v) Facilities and Privileges Section & Research of Human Resource & Human Resource Information System (HRMIS);
- (vi) Competency Level of Evaluation Management Section; and

(vii) Management of Discipline & Integrity Section.

Each section is led by Head of Assistant Director. The specific arrangement of those functions will make it easier for department to achieve its mission, vision and objectives effectively and efficiently.

1.3 Vision & Mission

1.3.1 Vision

“Among The Best Civil Service in The World”

1.3.2 Mission

“To be the Leader In Managing World Class Workforce”

1.4 Functions of Human Resource Management (HRM) Unit

Currently, the Human Resource Management Unit in Chief Minister’s Department serves nine core functions in its operations. These functions are:

1. Analyzing and improving the organization structures.
2. Planning the human resource requirements for every agency.
3. Observe on the field of job status.
4. Managing the recruitment and selection of State Civil Servants.
5. Dealing with confirmation, compulsory and premature retirement, transfer, promotion, competency.
6. Dealing with expenses, leave, facilities or amenities, information, recognition and public servants’ records.

7. Observe the development and update the information of Majlis Bersama Jabatan for Sarawak State Civil Service.
8. Update the information of the Sarawak State Civil Servants, Statutory Bodies and Local Government through HRMIS and e-Recruitment.
9. Managing examinations, practical and Competency Level of Evaluation courses in Sarawak State Civil Service.

1.5 Organization Chart

Illustrated below is the organizational structure that described each section in the Human Resource Management Unit.



1.6 Goals of Human Resource Management (HRM) Section

To achieve its mission and vision effectively, the unit has set up four goals that need to be achieved. These goals are:

1. First Class Mentality Workforce;
2. Happy and Highly Productive Workforce;
3. First Class Delivery System; and
4. Good Governance.

1.7 Organization Culture of Human Resource Management (HRM) Section

Every organization has its own unique cultures. These cultures will shape the norms and values in the organization. In Human Resource Management Unit, the organization culture emphasize on:

1. Integrity
2. Fast and Accurate
3. Hospitality
4. Appreciation

1.8 Client Charter

Client charter serves as a document outlining the principles, functions, and organization of a corporate body. In other words it is a promise made by the organization in delivering services to the clients. Below are the client charter of the Human Resource Management Unit and they are:

- 1. Filling the positions under State Secretary within 90 days after the advertisement;**
- 2. Confirmation for Sarawak State Civil Servants and process it from the date received and will be completed within 14 days;**
- 3. Action to customers' complaint will be taken from the date received within 3 days;**
- 4. Confirmation retirement of Sarawak State Civil Servants will be processed within 14 days after the date received;**
- 5. Premature retirement of Sarawak state civil servants will be processed within 180 days from the date received if the documents received are complete;**
- 6. To make sure that the loans for private transportations and other equipments for those that are eligible to receive will be given within 30 days from the date received; and**
- 7. The results of the Competency Level of Evaluation test will be announced to the candidates within 90 days after the test.**

1.9 Quality Policy of Human Resource Management (HRM) Section

Human Resource Management Department is committed in managing its human resource effectively, efficiently and practicing excellent working culture as well as to entertain the customers with integrity.

This quality policy can be achieved by ensuring that:

1. Every departments and agencies in Sarawak State Civil Service having proper and systematic organization structure as well as to have optimum amount of civil servants according to the goals and objective of the organization.
2. The recruitment and appointment will be done fairly in order to have a professional and quality service in government sector.
3. Every confirmation of positions, continuing trial time and retirement will be managed according to schedule.
4. The members of the Human Resource Management Department will receive continuous training and supports.
5. Every request to Facilities and Privileges Section will be entertain according to time scheduled.
6. Formal events will be managed and organized efficiently and systematically.
7. The Competency Level of Evaluation tests and practical will be managed properly and systematically, and continuous improvement is to been done.
8. Observing the *Pelan Integriti Nasional* (PIN) in Sarawak State level, ensuring the activities organized are full of integrity and moving actively throughout Government levels, Federal, Local Government and District Council as well as by giving awareness to rural officer about the concerns of the state government to exercise PIN. Besides that, talks and briefing been organized regarding on the disciplines of the Sarawak State Civil Servants.

2.0 Schedule of Practical Training

2.1 Introduction

During 5 weeks of my practical training in Competency Management Section of the Human Resource Management Unit at the Chief Minister's Department, I have been exposed to the core functions of the section such as induction courses for newly appointed civil servants and examinations for civil servants. Besides that, I also learned about the supporting functions of the section such as organizing a meeting, office administration, 5S activities, and record keeping. Therefore, in this chapter, I will summarize the daily training activities extracted from the practical training log book according to the core functions and supporting functions of the section which I am attached to.

2.2 Week 1 (23 May 2011-27 May 2011)

On the first day of my practical training, I was introduced to host supervisor, Miss Khamisah Bohari at Customer Relation Management Unit for a briefing regarding the general administration aspect of the Human Resource Management Unit before I can start with my practical training. Later, I was attached to Section 7, which is the Competency Management Section, one of the 8 Sections under the Human Resource Management Unit under the Chief Minister's Department.

← Later, I was introduced to Madam Dayang Hassanah Abang Haji Abu Bakar, the office manager of the section which I am attached to. Then, she briefly explained to me the core functions of the section as well as other functions such as administration aspects including the rules and regulations that must be followed by everyone. On my first day of work, I have been asked to learn everything regarding the Human Resource Management Unit including the vision, mission, quality objectives, policies, and the history of the Sarawak Civil Service to ensure that I can have a general view of the organization that I am

attached to and be able to understand my duties and responsibilities as part of the State Civil Service before I can be given my specific training schedule.

← Second day of my practical training, we have a monthly assembly with the Director of Human Resource Management Unit, Datu Misnu Bin Hj. Taha where all employees from the unit need to attend. During the assembly, Datu Misnu gave a speech regarding the improvement of service delivery by the all the sections in order to achieve a world class civil service. He also mentioned that there will be a function for celebrating Gawai Dayak by the Chief Minister's Department and all units must attend. After the speech, new members of the Human Resource Management Unit were asked to introduce themselves, and this includes me as a practical trainee at the unit.

← After light refreshment, we went back to the office where I have been introduced to all the staff including my supervisor, Mr. Zawawi Rambli, that will responsible for my training for this five weeks period. The first task that I need to do is performing data entry regarding the participants that have involved in the induction courses for record keeping and certificate issuance. Then, I was taught on how to create a serial number for each participant of the courses so it will be more convenient to access their record in case of occurrence of errors pertaining their personal information or omission of the certificates issued. In the afternoon, I was required to assist one of the staff to prepare feedback questionnaires for participants who will be involved in "Kursus Induksi Khusus" that will be held the next day at the Regency Rajah Court Hotel. Then, I was appointed as one of the committee for the courses by Mr. Zawawi Rambli.

← The third day of the first week, I went to the Regency Rajah Court Hotel to help in "Kursus Induksi Khusus" for Sarawak civil servants. As a committee member, I was responsible for assisting my colleagues in preparing all the materials and aids needed for the speakers who will later give their speeches to all the participants. The course was attended by a hundred participants from

various departments in the state government across Sarawak. My next task is to distribute feedback questionnaires to be filled by the participants. This is to collect information regarding the effectiveness and the impact cause by the program. Then, I was asked to assist one of my colleagues to handle the registration of participants and collect their forms for issuance of certificate once they have completed the course. The course ended at 5.30 pm on the same day.

← On the next day, I was asked to go to Centre for Modern Management (CMM) at Semenggoh. There, I became one of the invigilators for examination taken by participants involved in “Kursus Induksi Umum”. Before the examination start, I helped my colleague to prepare the examination room and distributing the examination questions and OMR answer sheets. The examination was held for 40 minutes and finished at 11 am. After the examination, the participants need to attend final session of the courses which is the “reflection session” handled by Mr. Zawawi Rambli. I was asked to be an observer for the session. The session was meant to identify the participants’ opinion and point of view regarding the courses that they have attended for the past few days. From the session, the strength and weaknesses of the course can be identified and corrective measures can be taken. Besides that, the session is also important for assessing the impact of the course to participants as this is important for them as a first step to be confirmed in their positions.

← In the afternoon, I was invited to the “Kursus Induksi Umum” closing ceremony and high tea function as one of the honored guest. The ceremony was inaugurated by Chief Executive Officer of CMM and the participants were rewarded with hampers and plaque as a sign of appreciation. The ceremony ends at 6 pm in the evening.

On Friday, 27 May 2011, I attended the monthly section meeting. The meeting was chaired by Ketua Penolong Pengarah of Section 7, Mr. Mohamad bin Hj Arsat. The meeting began at 8.30 am attended by all staff of Section 7. The

meeting discussed various agendas such as the implementation of new appraisal system that will replaced the existing PTK (Penilaian Tahap Kompetensi), the implementation of “Kursus Induksi Umum Khas” at Kuching, Sri Aman, Sibul, and Miri, and office matters such as 5S activities and implementation. I was responsible for taking the minutes of the meeting to be signed by Mr. Mohamad bin Hj Arsat. In the afternoon, I was asked to perform a data entry for participants involved in “Kursus Induksi Umum Khas” for the purpose of certificates issuance. Then, the data must be inserted with a serial number before it can be printed out on certificate papers.

2.3 Week 2 (30 May 2011-3 June 2011)

First day of the second week, I prepared a draft of minutes for the last Friday section’s meeting. In the morning, I met with Mr. Zawawi Rambli to discussed on matter pertaining to minutes taking, drafting, and editing before it can be handed over to Ketua Penolong Pengarah of Section 7 to be signed. Later, I prepared the draft based on the guidelines mentioned in the *Pekeliling Kemajuan Pentadbiran Awam* that have set a standardize format for preparing minutes to all government departments. When the draft is done, I handed it over to Mr. Zawawi for proof reading and ensure that all of the contents are correct. In the afternoon, my task is to perform data entry and inserting serial number for certificates that will be issued to participants involved in “Kursus Induksi Khusus” at the Regency Rajah Court Hotel on 25 May 2011.

↩ On 31 May 2011, Mr. Zawawi Rambli returned my draft of minutes to be revised and corrected. In the draft, there were certain matters that need to be amended before the final minutes can be prepared. Therefore, I have amended the draft based on the circular to ensure that it is correct. After all the correction has been done, I prepared the minutes and handed it over to Ketua Penolong Pengarah Section 7 to be signed and recorded. In the afternoon, my task is to print all the certificates that I have prepared yesterday and perform a double

check to ensure no omissions to the certificates before it can be handed over to Yang Berhormat Datuk Amar Morshidi bin Ghani, the State Secretary for him to sign on the certificates.

← 1 and 2 of June 2011 was Gawai Dayak festival; therefore it was a public holiday for all the people in Sarawak.

← On Friday, 3 June 2011, I have received the certificates have been signed by Yang Berhormat Datuk Amar State Secretary. Then, I was asked to stamp the certificates with the Chief Minister Department official seal as a symbol of its validity. After all the certificates have been stamped, I handed it to Mdm. Juriah to be posted to the respective departments where their staff have attended the courses. In the afternoon, I helped Mr. Zulkipli Ismail to scan some documents for his presentation. Later, I performed data entry and inserted serial numbers for certificates issuance for "Kursus Induksi Umum Kumpulan 1 Siri 3/2011" held at Center for Modern Management, Semenggoh.

2.4 Week 3 (6 June 2011-11 June 2011)

In the third week, I helped Mr. Zawawi preparing his presentation material. Among the tasks done were compiling and binding presentation booklet regarding course module. Then, I helped Mr. Raymond Ettin in data entry and analyzing course participants' evaluation form. Usually, this task is done using Microsoft Excel but I have suggested that he use SPSS for a better, faster, and accurate result. Therefore, I have installed the software and help him to perform the data analysis. In the afternoon, I performed data entry and inserted serial numbers for certificates issuance for "Kursus Induksi Khusus" held at Regency Rajah Court Hotel.

← The next day, I performed data entry and inserted serial numbers for certificates issuance for "Kursus Induksi Umum Kumpulan 1 Siri 4/2011" held at Center for Modern Management, Semenggoh. Later, I stamped the certificates

returned by Yang Berhormat Datuk Amar State Secretary that have been signed. Next, I prepared the certificates for delivery according to their respective departments. First, I need to isolate and compile the certificates according to their departments. Then, the certificates will be put into envelopes according to the address of the departments. Certificates for departments located within Kuching will be delivered by hand while outside Kuching will be delivered by Poslaju.

← On Wednesday, my first task is stamping certificates that have been signed by Yang Berhormat Datuk Amar State Secretary and preparing it for delivery. In the afternoon, I was asked to filter and separate data for participants' involved in "Kursus Induksi Umum Khas". Since the course are specially designed for staff who have serve the State Government for more than 20 years on a contract basis, therefore, the numbers of participants was about 1100 and the data need to be screened and cleaned to ensure no omissions recorded.

← On Thursday, I continued with data screening for "Kursus Induksi Umum Khas". After all the data have been correctly divided into their respective groups and grade scale, then the data entry and serial number can be done. In the afternoon, I received feedbacks from departments which I have sent the certificates. For record purposes, I have compiled the feedbacks in a folder.

← 10 June 2011, my task is to perform data entry for "Kursus Induksi Umum Khas" and "Kursus Induksi Umum Kumpulan 3 Siri 3/2011" held at Center for Modern Management, Seremangoh. Later in the afternoon, our section is having a meeting chaired by Mr. Abdul Rani bin Abdullah. The main agenda is to conduct 5S activities for the section on the next day.

← Saturday, 11 June 2011, I was voluntarily involved in 5S activities. The main objective of the activities is to reorganize the section vault that contains past examination papers and questions for a better record keeping. Among the

tasks done are cleaning the vault, disposing obsolete past year examinations questions and papers, and cleaning the office compartment.

2.5 Week 4 (13 June 2011-17 June 2011)

On Monday, I was asked to assist Mr. Zawawi in handling “Kursus Induksi Umum Kumpulan 3 Siri 4/2011” at Center for Modern Management, Semenggoh. The course began with Mr. Zawawi introduced the course to participants where they are expose to the vision and mission of state civil servants, course objectives, and rules and regulations that needed to be followed during the implementation of the course. Then, the participants gathered at the banquet hall for a photography session before the next session continues. The next session is “ice breaking” led by Mr. Zawawi Rambli and they were divided into five groups for group tasks that will be held in other sessions after this. After lunch break, the third session took place. My task is to assist Mr. Zawawi Rambli in conducting the first group task such as preparing stationeries and distributing materials needed by the groups. The first group tasks needs the groups to come out with a group names, ethics and values, group’s song and their organization chart. The first day of the course ended at 5 pm.

← The next day, our section was involved in another 5S activities. The purpose of these activities was to clean and dispose the unused materials and papers from the vault. My task is to dispose past examinations questions and papers. Then, the papers were packaged in paper bags to be sold to recycle shop owner. In the afternoon, I was asked to prepare the certificates based on departments for delivery. The same task was performed on 15 June 2011.

← On Friday, I continue to dispose past examination questions and answers. After that, I have compiled feedbacks form from departments that have received certificates for their staff that attended the induction courses. In the afternoon, I performed data entry and inserted serial numbers for certificates issuance for

“Kursus Induksi Umum Kumpulan Khas” for Kumpulan 2 and 3 siri 1/2011 held at MBKS auditorium.

2.6 Week 5 (20 June 2011-25 June 2011)

On 20 June, after I have clocked-in, my first task is to compile feedbacks from departments that have received certificates for their employees participated in the induction courses. Then, I have separated forms given by participants involved in “Kursus Induksi Umum Khas” from Miri to their respective groups. Later, my task is to stamp the certificates that have been signed with Chief Minister Department’s seal before it can be delivered to the course participants.

← In the afternoon, I was invited to the closing ceremony for “Kursus Induksi Umum Kumpulan 3 siri 4/2011” held at Center for Modern Management, Semenggoh. The closing ceremony started with a closing speech by Mr. Zawawi Rambli. Then, we have participants’ performance representing each group. Finally, we were served with light refreshments and the ceremony ended with the announcement of the best group and the best participant award.

← On Tuesday and Wednesday, I was involved in “Kursus Induksi Umum Kumpulan 2 Siri 4/2011” and “Kursus Induksi Umum Kumpulan 2 Siri 5/2011” respectively at Center for Modern Management, Semenggoh. As usual, the first day of both courses are handled by our section, led by Ketua Penolong Pengarah, Mr. Mohamad bin Hj Arsat. The first session is all about introduction to induction course, second session is ice-breaking session, while the third session is the first group task where they are required to come out with group name, ethics, shared values, logo, and group’s song. The first day of the course ended at 5 pm.

← On Thursday, since most of the units in Chief Minister Department are busy with the state legislative sitting, there were not much tasks to do in the office. Therefore, I just compiled all the feedback forms received from various

departments regarding the certificates received by them. At the same time, I also stamped the certificates that have been signed for delivery. In the afternoon, I was asked to help the Customer Relation Management Unit (CRMU) to do “paper-cutting” pertaining issues related to Human Resource Management Unit that have been discussed during the State legislative sitting.

← On the final day of my practical training, I do not have any task to perform. However, my duty is to prepare all documents and soft copies of my job that will be handed to my host supervisor later. Then, I was asked by Mdm. Zuraidah to update all the tasks that I have performed for record purposes. In the afternoon, I was invited by Center for Modern Management to follow a socio-cultural visit to Siar Beach Resort at Lundu along with all the course participants for “Kursus Induksi Umum Kumpulan 2 Siri 5/2011”.

← At the resort, my tasks are assisting the committees in preparing recreational events for participants and preparing stage for group performance. At night, I was invited to barbeque party held by the participants. During the party, there were lot of activities such as karaoke session, games, and group performances. On the next day, we went back to Kuching at 12 noon.

3.0 ANALYSIS OF TRAINING

3.1 Introduction

During my five weeks practical training at Section 7, Human Resource Management Unit, I have been attached to Section 7 of the Human Resource Management Unit. The main functions of the section is to handle on induction courses for state civil servants since their taking the responsibility given by Human Resource Development and Quality Unit in the year 2010 and managing the competency test, known as *Penilaian tahap Kecekapan (PTK)* but since the test has been replaced with new appraisal system known as *Prospek* in July 2011, their focus has shifted to the new system.

← However, in this chapter I will focus on the first function of the section which is handling induction courses for the new appointed state civil servant. Every new employee should attend the courses organized by the section before they can be confirmed as permanent staff in the state civil service. The main reason for me to choose this topic because training can be seen as the most crucial part in managing human resource in the organization as it will benefits both organization and the new employee as well but without proper care, the process can backfire and organization may loss the best talent and new employees might feel de-motivated.

← Hence, in this chapter, I will described on both the concept of training according to Human Resource Management Gurus such as the importance of training to organization and employee, benefits of training process and on the other hand, we will see the reality of the training process implemented by the Sarawak State Government. In the end, I will make a comparison between the theory and the practicality of training so that we can have a clear view of the process as a whole.

3.2 Definition of concept

According to Bohlander and Snell (2004), the concept of training and development in human resource management can be described and classified as followed:

- i. **Orientation:** The process of giving new employees the information they need in order to do their work comfortably.
- ii. **Training:** Effort initiated by an organization to foster learning among its members. The process tends to be narrowly focused and oriented toward short-term performance concerns. It aims to increase the skills that will enable employees to better meet the organization's goals.
- iii. **Development:** Effort that is oriented more toward broadening an individual's skills for the future responsibilities.

← Hence, from the definitions given above we can conclude that the training and development is crucial for both organization and new employees as it will assist organization in managing new talent and their potential in accordance with the organization's needs and the new employees will know their roles, responsibilities, and what to expect from the organization.

3.3 The concept of training and development in human resource management

After we defined what is employee's training and development, now we can move on to the concept of training in human resource management. According to Bohlander and Snell (2004), in conducting training, there should be systems approach which consists of four main phases. These phases were need assessment, program design, implementation, finally; evaluation. The phases will further be divided into several processes within the stages.

3.3.1 Need assessment

Before any training program can be implemented, the organization should conduct a need assessment. This assessment will help the manager to identify what kind of training that should be conducted for his or her employees. The assessment also focuses on the employees' competency as it will try to analyze the sets of skills and knowledge needed for decision-oriented and knowledge-intensive jobs.

← The need assessment can be classified into three levels which are organizational analysis, task analysis, and individual analysis. Organizational analysis is conduct to assess the environment, organizational strategies, and resources available to determine on the area to emphasize training. Task analysis will view on the activities to be performed in order to determine the knowledge, skills, and ability (KSAs) needed. Finally, the individual analysis will assess on the employees' performance, skills, and knowledge to determine who needs training.

3.3.2 Program design

The second phase of training program is designing training program. Before designing training program, the organization must first set the instructional objectives. These objectives represent the desired outcomes of a training program and provide a basis for choosing methods and materials; and for selecting the means for assessing whether the instructions will be successful.

← Then, the manager must identify the trainee readiness and motivation. This will ensure that the trainee will be motivated and ready to embrace the training programs so it will be successful. In creating a highly motivated training environment, manager may use positive reinforcement where threats and punishment should be eliminated, be flexible, allow

participants to have personal training goals, design interesting instruction, and breaking down physical and psychological obstacles to learning.

← In designing effective training program, manager must also instill the principle of learning to all the participants. This will focus on the learning and knowledge transfer as the result of training program. Among the principle of learning that can be applied in the training program are creating values by goal setting, instill meaningfulness of presentation, create behavioral modeling, recognize individual learning differences, apply active practice and repetition, implement whole rather than part learning, massed rather than distributed learning, and gain feedback and knowledge of training progress.

← Finally, a well-designed training program alone is not sufficient to ensure a successful training. It must be complimented with good characteristics of the trainer for the program. Among the main characteristics for a successful trainer is wide knowledge of the subject, high adaptability, sincere, have a sense of humor, interested to conduct training program, having clear instruction, enthusiast, and ready to give personal assistance to trainee.

3.3.3 Implementation

After choosing the best methods and materials for training, now it has come to training implementation stage. At this stage, there are several of training programs that can be chosen by manager according to their type of organization, nature of business, and type of trainees. Among the training programs is on-the-job training (OJT), apprenticeship training, internship training, classroom instruction, programmed instruction, audiovisual method, computer based learning, and simulation training.

← The most common training method adopted by organization is on-the-job training, apprenticeship training, and internship training program. OJT is a method by which employees are given hands-on experience with instructions from their supervisor or other trainer. Apprenticeship training on the other hand, is a system of training in which a worker entering the skilled trades is given thorough instruction and experience, both on and off the job, in the practical and theoretical aspects of the work. Different from apprenticeship, internship training is a programs jointly sponsored by colleges, universities, and other organizations that offer students the opportunity to gain real-life experience while allowing them to find out how they will perform in work organizations.

← However, the emerging of technology advancement has creates new type of training program such as web-based training. There are two type of web-based training but most of the time they come in hand to hand namely computer-assisted instruction (CAI) and computer-managed instruction (CMI). CAI delivers instructional materials directly through a computer terminal in an interactive format while CMI normally employed in conjunction with CAI that uses computer to generate and score tests and determine the level of training proficiency. Web-based training has its own advantages such as training is self-paced; it is more interactive, new employees do not have to wait for a scheduled training session, and Training can focus on specific needs as revealed by built-in tests.

3.3.4 Evaluation

After training program has been conducted, it is important to evaluate the training effectiveness. The evaluation can be classified into four main categories which is trainee reactions, the extent of learning, identify learning transfer to job, and results assessment.

← The simplest and most common approach to training evaluation is assessing trainees. Manager will have a face to face or create set of questions to assess the trainees' reaction toward the training program. Some of the questions that they may ask to trainees are "What is the achievement of the training program?" and "What suggestions do you have for improving the program?"

← Manager should also test on the extent of learning after training program has been conducted. This is to check whether they actually learned anything. Testing knowledge and skills before beginning a training program gives a baseline standard on trainees that can be measured again after training to determine improvement. However, in addition to testing trainees, they must first test employees who did not attend the training to estimate the differential effect of the training.

← Effective training program must be able to transfer the learning to job and employees' behavior. Transfer of training can be described as effective application of principles learned to what is required on the job. In evaluating learning transfer, manager may need to maximize the transfer by featuring identical elements in training and real job, focusing on the general principle of training, establish climate for transfer, and give employees transfer strategies.

← The final criterion in training evaluation is assessing the training result. In evaluating the result of training program, manager must identify the benefits derived from the program that can improve the employees' KSAs. Then, manager should also view training in terms of the extent to which it provides knowledge and skills that create a competitive advantage and a culture that is ready for continuous change.

3.4 Orientation as part of training and development in organization

According to definition stated above, the main intention for orientation of newly appointed employee is to give him or her information needed that is required to perform the tasks given. Orientation is the most crucial process in training as it is the first training for the employee. Hence, effective and meaningful orientation will equip the employee with skills needed and will lessen the organization's cost for training programs in the future.

Orientation training includes such things as explaining where the lunchroom and restrooms are located, where to get supplies, as well as how to operate the equipment basic to their job. The primary reason for orientation programs is that the sooner employees know basic information related to their job, the sooner they can become productive. It also reduces their nervousness and uncertainty, and leads to more satisfaction so they are less likely to quit.

Besides that, orientation training is used to develop a positive attitude in employees. The time spent conducting a session shows that the organization values the new employees. Employees with positive attitudes are more likely to do good work. Hence, we can see that another function of orientation is to serve as a motivational tool that can enhance the new employee's morale and reduce their anxiety.

In small organizations, supervisors are often responsible for orienting their employees. In fact, the supervisor may decide what is covered in the orientation. This approach can be seen in a positive or negative manner as well. The advantage of direct orientation by supervisor is he can give in depth explanation of the nature of work done and personally close to the trainee. However, it may also backfire if the supervisor is lack of knowledge in giving orientation, resulted in wrong information pass down to the employee thus affecting his work performance. This situation is different in large organizations where a more

formal orientation program is conducted by the human resource department. The process is more standardize and well-managed where all the area interested to the new employee will be covered.

← The effectiveness of orientation training can be achieved when the human resources department and supervisor share responsibility for conducting the orientation. The human resources department typically covers topics related to the organization's policies and procedures, and has the employee fill out the necessary paperwork. On the other hand, the supervisor is responsible for topics related to performing a particular job in a particular department and the involvement of co-workers. If the department has any policies and procedures of its own, the supervisor should explain these. Furthermore, the supervisor should prepare and follow a checklist of topics during orientation of new employees to avoid any wrong information being disseminated.

← In conducting orientation, the most important tool needed is Employee Handbook: A document that describes an organization's conditions of employment, policies regarding employees, administrative procedures, and related matters. This will make it easier for the employee to understand more on the organization besides formal speech and practical during the orientation program. In large organizations with a human resources department, a handbook of information may be provided for new employees and will spell out orientation procedures to follow. However, in small organizations, it may be up to the individual supervisor to develop and use the orientation methods. The supervisor should tell the employee what topics are in the handbook and describe how to use it to find answers to questions.

← Another important orientation method is to give the employee a tour. The tour can start with the employee's work station, and include such things as the restrooms, coffee station, photocopier, and storage areas for supplies, parts, or

other materials needed to do the job. Supervisor should also introduce co-workers along the way, telling a little about what they do in the organization.

Organization should bear in mind that orientation program must involve coworkers in the process. Among the approaches that can be taken is ask all employees to help welcome newcomers, encourage coworkers to invite a new employee to join them on breaks and at lunch, and the supervisor can also help the new employee feel welcome on the first day by inviting him or her to lunch. Apart from it, the supervisor should also check with new employees at the end of their first day and their first week in order to make sure they understand what they are supposed to be doing and know where to get what they need.

3.5 Importance and benefits of induction and training to employees

A good induction and training program can create a lasting first impression, which can serve to keep employees motivated even when they faced inevitable frustrations that are likely to occur while on the job. The importance and benefits of good induction and training program are:

- i. Familiarizes the employees with organization rules and procedures;
- ii. Ensure all information needed to perform the task is available for the employees;
- iii. Help in boosting employees' productivity;
- iv. Create long-term commitment and developing organizational citizenship;
and
- v. Provide a bridge for establishing good workplace relationship.

3.6 Induction courses implemented by Competency Management Section, HRMU

3.6.1 Introduction

Induction course can be described as a comprehensive training program for newly appointed officials and promoted by appointment (KPSL) in the public service prior to taking over the duty. It is a mandatory under the Malaysia Remuneration System (SSM) and the induction course can be divided under two categories which are Kursus Induksi Khusus (KIK) and Kursus Induksi Umum (KIU).

3.6.2 Objectives of induction course

The implementation of induction course is to serves six main objectives which are:

- i. Give the same exposure to all public officials regarding government's objective, public policy and national priorities;
- ii. Provide an explanation with respect to the administrative system, the main procedures, instructions and circulars as well as government guidelines;
- iii. Understanding the basic needs or specific to any one service or agency;
- iv. Inculcate values and excellent work ethics among public officials;
- v. Instilling self-motivation and orientation for officers towards achieving productive and quality state civil service officials; and
- vi. Integrating the state civil service officials towards a common culture.


3.6.3 Teaching and learning methodology adopted in induction course

In implementing induction course, the Sarawak State Government has adopted several methodologies that are suitable for the courses needs and the participants. Among the methodologies are:

- i. Self and group development;
- ii. Speech;
- iii. Group discussion;
- iv. Public speaking;
- v. Practical and workshop;
- vi. Recreation; and
- vii. Socio-cultural visit

3.6.4 Important attributes for participants involved in induction course

During the course, all participants will be evaluated based on five major attributes that all state government officials should have. The five attributes are:

- i. Discipline
 - Self-attire
 - Diligence and perseverance
 - Time management
 - Respect
 - Willingness to accept and execute command
- ii. Adaptation
 - Personality
 - Adaptability to dynamic environment
 - Communication skills
- iii. Initiative and responsibility
 - Ability to contribute ideas and suggestion to solve a problem
 - Self-dependent in executing task given
 - Sense of responsibility and willingness to perform a task
 - Productive within time and quality
 - willingness to perform work regardless of time
 - 

iv. Involvement and co-operation

- **Level of involvement and participation during course**
- **Interpersonal relationship during course**
- **Honesty and sincerity in contribution**
- **Always give priority to group activities than self-interest**

v. Leadership

- **Ability to set direction and establish goal for the group**
- **Leadership ability**
- **Noble attitude**
- **Ability to make decision under pressure**
- **Willingness to listen**
- **Maintaining good interpersonal relationship**
- **Having wide knowledge of task given**

3.6.5 Course Module

**MODULE FOR "KURSUS INDUKSI UMUM"
SARAWAK CIVIL SERVICE**

Topic	Objectives	Methods	Time	Ref.	Notes
PART I : ACCEPTANCE AND REALIZATION					
A. Registration B. Welcoming speech C. Officiation D. Sarawak Civil Service expectations	Understanding course objectives, government expectations, and Sarawak Civil Service (SCV)	Speech	2 hours	Vision, Mision, Objective SCV	Registration was done day before course
E. Ice Breaking • Self introduction		Group activity	1 hour		
PART II : SELF AND GROUP DEVELOPMENT					
A. Group dynamic B. Self development C. Shaping values and attitude	<ul style="list-style-type: none"> To show group coherent Self SWOT analysis Overcome self-weaknesses 	Facilitation and group activity	3 hours		
PART III : MALAYSIAN BACKGROUND					
A. Social perspective (i) Brief Malaysia and Sarawak history (ii) Multi-ethnic characteristics (iii) Pitfalls of unity	<ul style="list-style-type: none"> Explain in brief Malaysia and Sarawak history Identify multi-ethnic characteristics in Malaysia Overcoming pitfalls of unity 	Speech, group discussion, and presentation	2 hours		

Bachelor Degree in Administrative Science (Hons.)

Faculty of Administrative Science & Policy Studies

Universiti Teknologi MARA

Topic	Objectives	Methods	Time	Ref.	Notes
B. Political perspective (i) Pre and post-independence. Nation building towards a sovereign Malaysia (ii) Malaysia and regional politics- ASEAN, NAM, South-south, East Asia, OIC, Commonwealth and UN (iii) Nation's safety	<ul style="list-style-type: none">• Factors for formation of Malaysia• Explaining importance for Malaysia in regional politics• Identifying national threats• Identifying measures to overcome those threats	Speech, group discussion, and presentation	2 hours	Malaysia history	
C. Economic perspective (i) Malaysian economic background since 1900. (ii) Malaysia's economic strength via shaping values , human development, Science & Technology and competetiveness (iii) Differentiation and balancing the economic status between ethnic, regions, and states	<ul style="list-style-type: none">• Explaining Malaysia's economic background• Identifying Malaysia's economic strength• Finding resolutions to overcome income and economic disparity between ethnic, regions, and states	Speech, group discussion, and presentation	2 hours	Malaysia Plan book	

Bachelor Degree in Administrative Science (Hons.)

Faculty of Administrative Science & Policy Studies

Universiti Teknologi MARA

Topic	Objectives	Methods	Time	Ref.	Notes	
PART IV						
A.	<p>Nation system of administration</p> <p>(i) Constitutional Government System</p> <p>(ii) Legal System and Human Rights</p>	<ul style="list-style-type: none"> Defining constitutional government Describing Malaysia legal system Identifying situations where human rights were violated 	<p>Speech, group activity, and short quiz</p>	<p>2 hours</p>	<p>Malaysia constitution and Malaysian Legal books</p>	
	<p>(iii) Government administration levels – state governments / ministries, local governments and statutory bodies</p> <p>(iv) Relationship between federal and state government</p> <p>(v) General functions of ministries/ department/state agencies</p>	<ul style="list-style-type: none"> Illustrate government levels of hierarchy Identifying problems on the relationship between federal and state government (20 Points Agreement) List all the general functions of government departments and agencies 	<p>Speech, group discussion, and presentation</p>	<p>2 hours</p>	<p>Government administration system</p>	
	<p>(vi) Malaysia Remuneration System (MRS)</p>	<ul style="list-style-type: none"> Explain briefly on remuneration system adopted by Malaysia from early independence until today explaining the purpose of 	<p>Speech, group discussion, and presentation</p>	<p>2 hours</p>	<p>MRS circular</p>	

Bachelor Degree in Administrative Science (Hons.)

Faculty of Administrative Science & Policy Studies

Universiti Teknologi MARA

		MRS				
--	--	-----	--	--	--	--

	Topic	Objectives	Methods	Time	Ref.	Notes
B.	Enhancing the efficiency and quality of State Civil Service (i) Development of quality and innovation – KIK, MS ISO 9001-2008, 5S (ii) Desk file / Work Procedure Manual (iii) Counter Service / Customer Service (iv) Meeting handling	<ul style="list-style-type: none"> List measures to enhance the efficiency and quality Explain the importance of desk file, work procedure manual, and counter service List steps in meeting handling 	Speech / discussion / Q & A	2 hours	PKPA	
C.	(i) Discipline in State Civil Service <ul style="list-style-type: none"> General Order – Appointment, Probation, confirmation and Extension, Promotion, and Transfer 	<ul style="list-style-type: none"> Explaining the terms and conditions for all respective matters 	Speech / discussion / Q & A	2 hours	General Order	
	<ul style="list-style-type: none"> General Order – Medical, Healthy, Over time, Leave, Official working hour and other benefits 	<ul style="list-style-type: none"> Explaining the terms and conditions for all respective matters 	Speech / discussion / Q & A	2 hours	General Order	
	<ul style="list-style-type: none"> Discipline and Integrity 	<ul style="list-style-type: none"> Explaining disciplinary cases Listing all disciplinary actions Explaining the purpose of PIN Explaining measures to avoid bribery and 	Speech / Q & A/ Case study	2 hours	General Order, PIN, Bribe Act	

Bachelor Degree in Administrative Science (Hons.)

Faculty of Administrative Science & Policy Studies

Universiti Teknologi MARA

disciplinary cases

	Topic	Objectives	Methods	Time	Ref.	Notes
C.	<ul style="list-style-type: none"> EPF and Pension 	Explaining : <ul style="list-style-type: none"> contribution from employee and employer pros and cons of EPF and Pension 	Speech / Q & A	2 hours	Pension Act 1980, EPF Act	
	(ii) Values and Ethics in Civil Service <ul style="list-style-type: none"> Good moral values State Civil Service Code of Culture 	<ul style="list-style-type: none"> Explaining the importance of good moral values Discussing the implications and effects of neglecting the code of ethics 	Brainstorming / discussion/ group activity(identifying chain reaction of cause-effect)	2 hours	PANS code of ethics, 12 Pillars,	
	<ul style="list-style-type: none"> Religious Speech (Muslim) 	<ul style="list-style-type: none"> Explaining good values in religions 	Speech	2 hours	-	At night
	(iii) Office Security and Management of Official Secret	<ul style="list-style-type: none"> Explaining the importance of office security Explaining steps in managing official secret 	Speech / Q & A	2 hours	Circullars, Official Secret Act, Security Order	

Bachelor Degree in Administrative Science (Hons.)

Faculty of Administrative Science & Policy Studies

Universiti Teknologi MARA

	(iv) File System (PROACTS), Memo, Minutes and Official letters	<ul style="list-style-type: none"> • Explaining the use of file system (PROACTS) • Distinguish the use of memo, minutes and official letter 	Speech / Q & A	1 hour		
--	--	---	----------------	--------	--	--

	Topic	Objectives	Methods	Time	Ref.	Notes
D.	Understanding government's policies (i) Vision 2020 (ii) Development politics (iii) Long term policies <ul style="list-style-type: none"> • NEP • NDP • NEM / ETP – NKRA • SCORE (iv) Other policies <ul style="list-style-type: none"> • Clean, Efficient and Trusworthy • Public Finance • Incorporated and Privatization • National Education • National Industrialization • National Agricultural • Rural development • Look East • Malaysia Foreign Policy • National Cultural Policy • Newly introduced policies 	<ul style="list-style-type: none"> • Explaining the importance of national policies • Explaining briefly on all government policies 	Speech / Q & A	2 hours	PKPA, NEP, NDP, GTP,	

Topic	Objectives	Methods	Time	Ref.	Notes	
PART V: RESOURCES MANAGEMENT						
A.	Financial Management (i) Accountability concept (ii) Good personal financial management	<ul style="list-style-type: none"> • Explaining the concept of accountability • Discussing of good personal financial management to avoid serious debt problem • Discussing ways to overcome serious debt problem 	Speech / Q & A / discussion / Case study	2 hours	Smart Financial Management Book (AKPK)	
	(iii) National budget and State budget <ul style="list-style-type: none"> • Federal and state income • Development expenditures • Development plans • Operating expenditures • Modified Budgetting System (MBS) • Allocation control 	<ul style="list-style-type: none"> • Explaining the importance of budget • List all federal and state incomes • Distinguished between development expenditure and operating expenditure • Describing MBS • Explaining budget control – supplementary, variation, reimbursable 	Speech / demonstration / Q & A	2 hours	Treasury circular/ Annual budget/ Financial Procedures Act/ Local Authority Financial Regulations	

Bachelor Degree in Administrative Science (Hons.)

Faculty of Administrative Science & Policy Studies

Universiti Teknologi MARA

	<p>(iv) Public procurement</p> <ul style="list-style-type: none"> • Procurement policy • Procurement procedures • Assets management 	<ul style="list-style-type: none"> • Explaining public procurement • Expalining procurement procedures and management (assets and inventories) 	Speech / Q & A / case study	2 hours	Treasury circular/ Financial Procedures Act	
--	--	--	-----------------------------	---------	---	--

	Topic	Objectives	Methods	Time	Ref.	Notes
A.	<p>(v) Accounting Syatem</p> <ul style="list-style-type: none"> • Received • Payment • Credit / Cash 	<ul style="list-style-type: none"> • Explaining the accounting system 	Speech / demonstration	2 hours	Treasury circular/ Annual budget/ Financial Procedures Act/ Local Authority Financial Regulations	
B.	<p>Introduction to organization</p> <ul style="list-style-type: none"> • Structure • Process • Organziation environment (external and internal) • Networking 	<ul style="list-style-type: none"> • Defining organization • Illustrating organization chart • Explaining factors that influence organization environmen t • Defining relationship between input – processes – output (system approach) in organization • Expalining the 	Speech / Q & A	2 hours		

Bachelor Degree in Administrative Science (Hons.)

Faculty of Administrative Science & Policy Studies

Universiti Teknologi MARA

		importance of networking to organization				
C.	<p>Introduction to public administration</p> <ul style="list-style-type: none"> • Motivation • Values and Ethics • Interpersonal relationship – EQ 	<ul style="list-style-type: none"> • Explaining factors that influence motivation • Explaining values and ethics in public administration • Explaining the importance of interpersonal relationship 	Brainstorming / Group activity	2 hours		

	Topic	Objectives	Methods	Time	Ref.	Notes
	<ul style="list-style-type: none"> • Etiquette and protocol 	<ul style="list-style-type: none"> • demonstrating attitude with correct etiquette and protocol 	Speech / demonstration / role play	2 hours	Protocol related book	Protocol Unit
D.	<p>Introduction to Human Resource Management</p> <ul style="list-style-type: none"> • Communication – Public Speaking 	<ul style="list-style-type: none"> • Delivering public speech 	Speech / public speaking	1 hour (speech) / 5 minutes per person	-	

Bachelor Degree in Administrative Science (Hons.)

Faculty of Administrative Science & Policy Studies

Universiti Teknologi MARA

	<ul style="list-style-type: none"> • Counselling 	<ul style="list-style-type: none"> • Explaining the need and purpose of counselling in organization • Explaining supervisor role as a counsellor in organization 	Speech / discussion	1 hour		
	<ul style="list-style-type: none"> • Leadership 	<ul style="list-style-type: none"> • Explaining leadership styles • Identifying situations that compatible with leadership styles • Identifying leadership characteristics 	Speech / discussion	2 hours	Leadership related references	
	<ul style="list-style-type: none"> • State Examination 	<ul style="list-style-type: none"> • Listing terms and conditions, application procedures, references needed for the examination 	Briefing	1 hour		

	Topic	Objectives	Methods	Time	Ref.	Notes
E.	Introduction to management <ul style="list-style-type: none"> • Planning • Implementation • Organizing and Coordinating • Controlling • Evaluating 	<ul style="list-style-type: none"> • Explaining basis for management in organization • Explaining steps in management 	speech	2 hours	Management Challenges For Tomorrows Leaders by Lewis, Goodman	

Bachelor Degree in Administrative Science (Hons.)

Faculty of Administrative Science & Policy Studies

Universiti Teknologi MARA

F.	Introduction to Information System <ul style="list-style-type: none">• SIFBAS• IMPIAN• HRMIS• GOHLAS• E-government – sarawaknet, LMS, e-prestasi, PROACTS, e-recruitment, etc	<ul style="list-style-type: none">• Explaining government policies in the use of ICT and communication• Listing information system use by State government• Explaining the functions of all system that has been listed	Briefing and practical	1 hour		
G.	Others <ul style="list-style-type: none">• Socio-Cultural visits• “Malam Mesra”• Recreation – aerobic exercise• Community service	<ul style="list-style-type: none">• Involvement in all the activities	Outdoor activities		-	

3.7 Comparisons of concept and practicality of training and development

In this subtopic, I will give a comparison between the concepts of training according to the scholars with the implementation of training program by the Sarawak State Government. Therefore, this comparison will touch on the concepts of training which are need assessment, program design, program implementation, and program evaluation.

3.7.1 Need assessment

As been discussed in previous subtopic, before any training can be done, there must be a training need analysis to determine what area of training is needed and also the level of employees' competency so that training can be effectively implemented.

Referring to the state government's practice, the training need analysis is to be done by the employee's respective departments or agencies. For new employee that serves below two years, induction training is compulsory and it is the responsibility of the departments or agencies to inform the Human Resource Management Unit (Section 7) so that the employee can be listed for training program. Under the State Government, new employee must attend two compulsory training that have been set which are the KIK and KIU in order to be confirmed in the post.

3.7.2 Program design

In designing training program, the scholars argued that the manager must first set the instructional objective for the training program for choosing the best method to be use and also set evaluation criteria. Then, the manager should also assess the employees' readiness in order to create a high motivation climate for the training program. By taking into account all of this matter, it will increase the chances for the training to be successful.

← A good training program must also instill the principle of learning in its program so that it will enhance the employees' knowledge, skills, and attitude (KSA) once they have completed their training. Besides that, trainer's ability and capability should also become a priority in designing effective training program to ensure the quality of training given to the trainees later.

← In state government, the training program is design with six specific major objectives that hope to bring the best of the employee to achieve the status as world class civil servant that is the vision of the Sarawak State Government. As the objectives are set, the evaluation criteria also take place where there are five main criteria that will be evaluated by trainer.

← Before implementation, the state government also set a highly motivated climate to ensure that all the participants will undergo training with enthusiasm. This is done through the chances of being confirmed in their position as a permanent staff of State Government.

← The principle of learning is also a priority in the program design by the State Government. Therefore, the module of the training program is carefully selected with various approaches that will enhance the knowledge, skills, and attitude of the employee. Among the approaches are group discussion, presentation, public speaking, and brainstorming.

← To ensure the training is being conducted effectively, the state government only chooses the best trainer for the program. The various modules in the program will be handled by different trainers with exceptional experience regarding the modules. For instance, the topic on integrity and discipline will be handled by the Ketua Penolong Pengarah (KPP) of Section 8, which is the Integrity and Discipline Section.

3.7.3 Program implementation

At the implementation stage, there are several of training programs that can be chosen by manager according to their type of organization, nature of business, and type of trainees. Among the training programs is on-the-job training (OJT), apprenticeship training, internship training, classroom instruction, programmed instruction, audiovisual method, computer based learning, and simulation training.

↳ In the State Government practices, the implementation approach adopted is off-job training with various instructions such as classroom instruction, programmed instruction, and simulation instruction. The training program is held at the Centre for Modern Management (CMM) at Semenggoh with the collaboration from the staff from CMM as the coordinator for the training.

↳ Most of the training program is held in the classroom with various topics that will be discussed by the trainees. However, they will also be a socio-cultural visit during the training program where trainees will be exposed to the socio-cultural uniqueness of Sarawak. Besides that, the training program also stressed on healthy lifestyle of the State Civil Servants by having recreational program such as aerobic and sports at the evening.

3.7.4 Program evaluation

After training program has been conducted, it is important to evaluate the training effectiveness. The evaluation can be classified into four main categories which is trainee reactions, the extent of learning, identify learning transfer to job, and results assessment.

↳ In assessing the training program that have been done, the State Government use a specific questionnaire that aim to collect data regarding trainee reactions and extent of learning gained by the trainee. This data then will

be transferred into useful information by using software such as Microsoft Excel and SPSS. The information will be used to evaluate the training effect to the trainee and to see if there is any improvement regarding their KSAs after the training.

← Centre for Modern Management (CMM) also provide a closing report after the training end. This report consist of each trainee's perception regarding the training program such as the extent of training effectiveness, the quality of trainer, foods provided, and the program content. This report will also be used as a tool for evaluation and improvement of the training program in the future.

4.0 RECOMMENDATION

4.1 Introduction

In chapter three, we have discussed on the comparison between the theoretical concept of training and the implementation by the Sarawak State Government. Therefore, this chapter will discuss on the training implementation by the state government and propose possible recommendations to improve the training effectiveness in the Sarawak State Government.

The recommendation will touch on four basic concept of training and development where we will give suggestions that can improve certain areas of the concept in line with the current practice by the Sarawak State Government. Then, we will discuss on the recommendations for future improvement that can be adopted in the training program by State Government.

4.2 Need assessment

In practice of Sarawak State Government, training need analysis is only done by the respective department of the employee and this information will then pass to the Human Resource Management Unit so that the employee can be included in the training program. The analysis was only based on the duration of service of the employees; most of them must serve below two years and in some cases, there are employees who serve above two years but still yet to be confirmed in their positions. Therefore, it is suggested that the training need analysis should be improved in order to get the right person for the training and help in designing more effective training program that will benefit the employee in his job later.

Among the recommendations are:

NIP

- i. Undertake a research to investigate the reasons why there are still employee that not yet been call for induction training even though after three years and what can be done to address these problem;
- ii. Survey staff about career aspirations, flexible working options and barriers to progressing in their careers, providing an opportunity for free format comments, and then develop specific actions to address any issues uncovered by the survey; and
- iii. Set targets to improve the participation of new employee in the induction program so that no new employee will be left behind and have to wait until their contract nearly end before they have the opportunity to go for induction training.

4.3 Program design

In creating effective program design, the Sarawak State Government has emphasize on four major determinant that contribute to it which are the training objectives, high motivation climate, principle of learning, and trainer competency. In designing the training program, the State Government has taken into account all the factors that will determine the success of training program. Therefore, there is no recommendation as it is perceived that the State Government has done a good job in designing effective training program for the new employee.

4.4 Program implementation

During the implementation of training program, most of the modules are conducted in class; except for recreation and socio-cultural visit. However, the content and approach for each module has been structured to fulfill the need of the employee such as public speaking, group discussion, presentation, and speech. The training is also conducted in centralize place, in this case, the State Government is using the facilities provided by the Centre for Modern Management (CMM) at Semenggoh. Therefore, it is recommended that:

- i. State Government may opt to have various approaches to each modules and its places rather than classroom alone. This will increase the new employees' motivation towards the training program. For instance, the public speaking slot may use the main hall with proper setting of audience and judges, so that they can feel the experience of giving speech to public. This will increase their self-confident to speak in front of audience;
- ii. Besides CMM, State Government should also consider other places for conducting the training program. Places like hotels and resorts are among the options for the training program. Great facilities with great ambience will create a high motivation climate ad environment for the employees to undergo the training program. However, this suggestion is much depending on the budget provided for the training implementation.

4.5 Program evaluation

The evaluation of training program is done by the participants of the training program along with closing report prepare by the management of CMM. The questionnaire is design using the Likert's scale approach to identify the participants' perception regarding the training objectives, implementation, modules, and overall training program. On the other hand, the closing report only emphasize on the overall program and summarizing the achievement of the training held by the State Government. Hence, it is suggested that:

- i. Comprehensive evaluation of training should be introduced. This 360 degree evaluation will not only assess the participants' perception but the evaluation also be done by the training coordinator from CMM, and also speakers and trainers of each module. the complete evaluation will increase the chance of pin pointing any weaknesses that can be improved in the next training program; and
- ii. Instead of using Likert's scale alone in the questionnaire, the State Government may improve the evaluation form by adding some open

ended questions that enable the employee to give their point of view regarding the training program. This type of question will enhance the effectiveness of the evaluation form and more information can be obtained from the feedbacks.

4.6 Recommendations for future improvement

4.6.1 Towards a Knowledge-Based State Civil Servants

Knowledge workers in today's workforce are individuals who are valued for their ability to act and communicate with knowledge within a specific subject area. For instance, a programmer who works with multimedia is considered to be a knowledge worker within his field while a traffic engineer is an expert within his engineering field. They will often advance the overall understanding of that subject through focused analysis, design and development. The knowledge workers use their research skills to define problems and to identify alternatives for it. Fueled by their expertise and insight, they work to solve those problems, in an effort to influence company decisions, priorities and strategies. What differentiates knowledge work from other forms of work is its primary task of "non-routine" problem solving that requires a combination of convergent, divergent, and creative thinking (Reinhardt et al., 2011).

↳ In Malaysia, knowledge workers are now becoming the crucial resource for the growth of Multimedia Super Corridor status companies. Accordingly, all Malaysian workers who possess any higher qualification are considered as knowledge workers even though they may not necessarily continue to work in their field of study. Furthermore, the Malaysian definition of knowledge workers shows that information technology is the main requirement for being classed as such. In addition, Malaysia does not have any problems with a shortage of knowledge workers because it has a large number of universities graduates without permanent jobs.

← However, the term knowledge workers is not that closely related with the public administrator as the current situation portray a knowledge worker in Malaysia to have the skills in professional field such as engineering, architecture, constructions, and medical. Hence, it is time to expand this narrow view to the extent of public administrator generally, and Sarawak State Civil Servants, specifically as a knowledge worker by introducing the need for it in the induction and training program implemented.

← In order to ensure that the State Civil Servants are knowledge workers that possessed necessary KSAs to perform their job, it is recommended that the implementation is start with the initial stage of the employment which is the induction training for every new employee.

← First, there should be a training need analysis that will identify the need for a proper training program that can transform the new employees to become knowledge worker during their early stage of their employment. During my practical training, the need assessment was made based on the employee's duration of service and they will be selected solely base on that criterion. Hence, in my opinion, there should be more that duration of service to be an indicator for a need of training. For instance, during the early stage of the employment, the employees' respective departments and agencies might want to conduct a survey or test to measure the knowledge and skills possess by these newbie. The result will help the department to make sure what training does their employee need and can make recommendation to the Human Resource Management Unit for action.

← This suggestion is relevant as the employees who will attend the training come from various departments with various specializations such as the Public Work, Water Board, and even Religious Department. Thus, this will make them to unique and their training need is also different. By knowing the employees'

training need, effective training can be implemented and knowledge-based education can be thought to them.

← In program design, there should also a space for instilling life-long learning to the employees in the State Civil Service. As being mentioned in the previous chapter, A good training program must also instill the principle of learning in its program so that it will enhance the employees' knowledge, skills, and attitude (KSA) once they have completed their training. Besides that, trainer's ability and capability should also become a priority in designing effective training program to ensure the quality of training given to the trainees later.

← In state government, the training program is design with six specific major objectives that hope to bring the best of the employee to achieve the status as world class civil servant that is the vision of the Sarawak State Government. However, there is no objectives that mentioned on innovation and creating a knowledge-based workers. Thus, the objectives set in the program design stage must include the aspiration of the State Civil Service to create knowledge-based workers so that their vision to be a world class civil service can be achieved.

← The principle of learning which is also a priority in the program design should assist the objectives that have been set. Therefore, the module of the training program must be carefully selected with various approaches that will enhance the knowledge, skills, and attitude of the employee.

← In the previous chapter, the training implementation adopted by the State Government is off-job training with various instructions such as classroom instruction, programmed instruction, and simulation instruction. The training program is held at the Centre for Modern Management (CMM) at Semenggoh with the collaboration from the staff from CMM as the coordinator for the training.

← Since most of the training program is held in the classroom with various topics that will be thought, it is suggested that during this classes, trainers should

be more flexible and encourage the trainees to engage with the topic. In the training module, various approaches are suggested to enhance the trainees' involvement with the session. Among the approaches are group discussion, presentation, public speaking, and brainstorming. However, in practical, trainees' involvement are minimal and only few that are able to give their thought and opinion while others just be a passive listener. Thus, the trainer should be able to create a climate to encourage all the trainees to take part and give their opinion, thought, and ideas. This will create more innovative and creative employees.

← Besides that, instead of relying on the off-job training for the training, the Human Resource Management Unit might also want to consider new approach for training such as web-based training. This will not only enhance their skills and knowledge but at the same time expose them to the management information system which is crucial in a knowledge-based economy.

← The evaluation stage after training implementation can be classified into four main categories which is trainee reactions, the extent of learning, identify learning transfer to job, and results assessment. The State Government use a specific questionnaire to collect data regarding trainee reactions and extent of learning gained by the trainee. This data then will be transferred into useful information by using software such as Microsoft Excel and SPSS. The information will be used to evaluate the training effect to the trainee and to see if there is any improvement regarding their KSAs after the training. However, this questionnaire is limited as it only uses Likert's Scale to evaluate the trainee reaction and the extent of learning gained by them.

← Apart from the recommendation above, the Human Resource Management Unit may also implement a test for each employee before the training program end. Even though there is existing test for the employee as their pre-condition to pass the course, this test is merely based on facts in the General Order and government circulars. Thus, this test will only evaluate their

understanding but not assessing their critical thinking. Therefore, it is suggested that the test may also include a case study that may enhance their critical thinking skills.

← In a nutshell, to be a world class civil service, it is important for the State Government to focus on its human capital as the main ingredient for achieving the vision. Hence, by adding knowledge-based education and instilling innovation in the training and induction program, knowledge workers can be mould within the early stage of the employment.

5.0 CONCLUSION

5.1 Introduction

In Chapter 1 of Introduction, it discussed on the Human Resource Management Department that was introduced on 25 August 2001. This department is lead by a Director. There are 8 sections and each section is lead by Head of Assistant Director.

← The Vision of Human Resource Management Department is to be “Among the Best Civil Service in the World” and the mission of Human Resource Management Department is “To Be the Leader in Managing World Class Workforce”.

← The functions of Human Resource Management (HRM) Unit are such as analyzing and improving the organization structures, planning the human resource requirements, observe the field of job status, managing the recruitment and selection, dealing with confirmation, compulsory and premature retirement, transfer, promotion, competency, dealing with expenses, leave, facilities or amenities, information, recognition and public servants' records and finally Managing examinations, practical and Competency Level of Evaluation courses in Sarawak State Civil Service.

← The organization cultures of Human Resource Management (HRM) Section are Integrity, Fast and Accurate, Hospitality and Appreciation.

← The objectives of Human Resource Management (HRM) Section are ensuring that the Sarawak State Civil Service is competence and balanced, developing the skills, delivering the excellence services, optimizing abilities and finally achieving high performance of service management.

5.2 Schedule of Practical Training

In my first week, I was introduced to host supervisor, Miss Khamisah Bohari at Customer Relation Management Unit for a briefing regarding the general administration

aspect of the Human Resource Management Unit before I can start with my practical training before being attached to Section 7 of the unit. I have been asked to learn everything regarding the Human Resource Management Unit including the vision, mission, quality objectives, policies, and the history of the Sarawak Civil Service to ensure that I can have a general view of the organization that I am attached to and be able to understand my duties and responsibilities as part of the State Civil Service before I can be given my specific training schedule.

Starting after that, I have been exposed to the main core business of the section which is to conduct training and examination for State Civil Servants. For instance, I was appointed as one of the committee for the "Kursus Induksi Khusus" by Mr. Zawawi Rambli on my second day of practical training. The next day, I went to the Regency Rajah Court Hotel to help in "Kursus Induksi Khusus" for Sarawak civil servants. As a committee member, I was responsible for assisting my colleagues in preparing all the materials and aids needed for the speakers who will later give their speeches to all the participants.

During my practical training, I was asked to assist Mr. Zawawi in handling "Kursus Induksi Umum" at Center for Modern Management, Semenggoh. The course began with Mr. Zawawi introduced the course to participants where they are expose to the vision and mission of state civil servants, course objectives, and rules and regulations that needed to be followed during the implementation of the course. Then, the participants gathered at the banquet hall for a photography session before the next session continues.

The next session is "ice breaking" led by Mr. Zawawi Rambli and they were divided into five groups for group tasks that will be held in other sessions after this. After lunch break, the third session took place. My task is to assist Mr. Zawawi Rambli in conducting the first group task such as preparing stationeries and distributing materials needed by the groups. The first group tasks needs the groups to come out with a group names, ethics and values, group's song and their organization chart. Our task ended on

the first day of the courses before other sessions will be continued by CMM and other Sections from the Human Resource Management Unit until the course ended a week after.

Examination is another core business of this section. During my practical training, I have the opportunity to involve in this process. I was asked to go to Centre for Modern Management (CMM) at Semenggoh where I became one of the invigilators for examination taken by participants involved in "Kursus Induksi Umum". Before the examination start, I helped my colleague to prepare the examination room and distributing the examination questions and OMR answer sheets. The examination was held for 40 minutes and covers topics in General Order and Government Circulars. Besides attending courses, trainee must pass this examination to ensure that they will be able to get certificates issued by the section.

Besides that, I also learned on taking minutes of a meeting. On 27 May 2011, I was responsible for taking the minutes of the meeting to be signed by Mr. Mohamad bin Hj Arsat. In the meeting, various agenda were being discussed such as implementation of new appraisal system that will replaced the existing PTK (Penilaian Tahap Kompetensi), the implementation of "Kursus Induksi Umum Khas" at Kuching, Sri Aman, Sibul, and Miri, and office matters such as 5S activities and implementation.

Data entry is another task that I have learned during my five weeks practical training. The purpose of data entry is to make record regarding the participants that have involved in the induction courses for record keeping and certificate issuance. This will ensure proper record keeping for all participants. In performing data entry, Microsoft Excel is used. After all the data has been entered, the next task is to key in the serial number for participants. I was taught on how to create a serial number for each participant of the courses so it will be more convenient to access their record in case of occurrence of errors pertaining their personal information or omission of the certificates issued.

← The serial number has specific code to distinguished it from one another and keep it unique. For instance, “Kursus Induksi Umum” will start with capital letter U before the digits can be entered. While for “Kursus Induksi Khusus”, a capital K is use. Besides data entry, I also perform data screening to ensure no duplication or error occurred during the process of data entry. After all the data have been correctly divided into their respective groups and grade scale, the screening can be done. Existing record will be updated and new record will be entered to the system.

← Apart from that, I also voluntarily involved in 5S activities. The main objective of the activities is to reorganize the section vault that contains past examination papers and questions for a better record keeping. Among the tasks done are cleaning the vault, disposing obsolete past year examinations questions and papers, and cleaning the office compartment

← 5 weeks of my practical training in Competency Management Section of the Human Resource Management Unit at Chief Minister’s Department, has been filled with knowledge regarding the core functions of the section such as induction courses for newly appointed civil servants and examinations for civil servants. Besides that, I also learned about the supporting functions of the section such as organizing a meeting, office administration, 5S activities, and record keeping. Therefore, this chapter summarize on the daily training activities extracted from the practical training log book according to the core functions and supporting functions of the section which I am attached.

← During my practical training, I gain a lot of exposure not only in the office but also outside of the office as my supervisor want me to gain knowledge by actually go to the field and experience the process of the training and induction implement by the Section. In the office, I was exposed with office administration and specific task of the Section such as preparing certificates and listing participants’ names for the next induction course.

During my practical training, most of my time is filled with learning on the implementation and process of training, examination, and induction as I have been attached to Competency Management Section. From there, I have gained a lot of experience regarding the actual training process. This is useful as before this I was only exposed to training and development in Human Resource subject under my program. Besides that, I also learned about office management from the most basic things such as photocopying and faxing to more complicated tasks such as record keeping and data management.

The tasks and jobs that been assigned in Human Resource Management Unit is not ordinary and traditional of Human Resource Management (HRM) tasks as it covers mostly all concepts and topics in public management administration. When the tasks are related to every scope of the public management administration, it will develop competence public servants to produce a quality and efficient work. I believed that the work tasks that been exposed during practical training may give valuable information and benefits to me that prepare me to enter the working environment after graduating and eventually creating me to be a competent graduate.

As a conclusion, through the work tasks that been covered in practical training, I may able to apply the tasks and jobs to the courses that I studied in Universiti Teknologi MARA (UiTM) either during taking Diploma in Public Administration and Bachelor in Administrative Science (Hons.) such as, organizational Behavior, Project Management, Human Resource Management, Total Quality Management, Office Management and Ethics in Administration. There are the similarities with the concepts I learned in classroom at workplace.

5.3 Analysis of training

In chapter three, I need to make an analysis of one specific area of my practical training. In Human Resource Management Unit, I have been attached to Section 7 of

the Human Resource Management Unit. The main functions of the section is to handle on induction courses for state civil servants since their taking the responsibility given by Human Resource Development and Quality Unit in the year 2010 and managing the competency test, known as *Penilaian tahap Kecekapan (PTK)* but since the test has been replaced with new appraisal system known as *Prospek* in July 2011, their focus has shifted to the new system.

← This chapter focuses on the main function of the section which is handling induction courses for the new appointed state civil servant. Every new employee should attend the courses organized by the section before they can be confirmed as permanent staff in the state civil service. The main reason for me to choose this topic because training can be seen as the most crucial part in managing human resource in the organization as it will benefits both organization and the new employee as well but without proper care, the process can backfire and organization may loss the best talent and new employees might feel de-motivated.

← I have made a comprehensive arrangement in this chapter where I started with the definition of concept regarding training and development for employees. Then, I focused on four main concepts of trainings which are need assessment, program design, program implementation, and program evaluation.

← Later, I touched on the importance of induction program to new employee as part of the training and development process. Then, I started to explain on Induction courses implemented by Competency Management Section, section which I am attached to. I discussed about the objectives, teaching and methodology, important attributes for participants involve in the course, and the course module. The final part in this chapter is a comparison between the theoretical concept of training and development with the actual practice by my section.

← Hence, this chapter described on both the concept of training according to Human Resource Management Gurus such as the importance of training to

organization and employee, benefits of training process and on the other hand, we will see the reality of the training process implemented by the Sarawak State Government.

5.4 Recommendations

In chapter three, we have discussed on the comparison between the theoretical concept of training and the implementation by the Sarawak State Government. Therefore, this chapter discusses on the training implementation by the state government and proposes possible recommendations to improve the training effectiveness in the Sarawak State Government.

← The recommendation touched on four basic concepts of training and development where suggestions are meant to improve certain areas of the concept in line with the current practice by the Sarawak State Government. Then, I have discussed on the recommendations for future improvement that can be adopted in the training program by State Government.

← The first recommendation is regarding need assessment where the section should undertake a research to investigate the reasons why there are still employee that not yet been call for induction training even though after three years and what can be done to address these problem.

← Besides that, there should also be a survey about career aspirations for the staff, flexible working options and barriers to progressing in their careers, providing an opportunity for free format comments, and then develop specific actions to address any issues uncovered by the survey. Finally, in need assessment, the section should set targets to improve the participation of new employee in the induction program so that no new employee will be left behind and have to wait until their contract nearly end before they have the opportunity to go for induction training.

← In program design, based on my observations, the section has done their job well in designing the training program. The program is design based on four major determinant that contribute to it which are the training objectives, high motivation climate, principle of learning, and trainer competency. This approach was in line with the suggestion by Human Resource Management Gurus as all the aspects emphasize in the concept has been taken into account by Section 7 of the Human Resource Management Unit. Therefore, there is no suggestion or recommendation from me in the program design of the training.

← However, in program implementation, I have noticed that some improvement can be made in implementing the training program. My first concern is regarding the training modules. Since the program mostly done in classroom, State Government may opt to have various approaches to each modules and its places rather than classroom alone. This will increase the new employees' motivation towards the training program. For instance, the public speaking slot may use the main hall with proper setting of audience and judges, so that they can feel the experience of giving speech to public. This will increase their self-confident to speak in front of audience.

← Besides that, the training is conducted at CMM solely. Hence, I would like to suggest that State Government should also consider other places for conducting the training program. Places like hotels and resorts are among the options for the training program. Great facilities with great ambience will create a high motivation climate ad environment for the employees to undergo the training program. However, this suggestion is much depending on the budget provided for the training implementation.

← Finally, it comes to program evaluation. This part is important as at this stage we can identify the weaknesses of the implemented program. From there, we can take corrective measures to improve on the training program to ensure it can run effectively and efficiently. Therefore, in evaluating the training program, I have suggested that a comprehensive evaluation of training should be introduced. This 360 degree evaluation will not only assess the participants' perception but the evaluation also be done by the

training coordinator from CMM, and also speakers and trainers of each module. The complete evaluation will increase the chance of pin pointing any weaknesses that can be improved in the next training program.

↳ In addition to that, to enhance the effectiveness of the evaluation form and more information can be obtained from the feedbacks, adding some open ended questions that enable the employee to give their point of view regarding the training program will be helpful.

↳ In future recommendations, I have stressed on the importance of having innovation, creativity, and knowledge in an employee hence came with a suggestion to include innovation module in the induction and training courses implemented by the State Government. In the new public management agenda, having a knowledge workers is an advantage for an organization. Hence, it shows the importance of instilling this quality in training and induction as it is easier to mould the quality in new employees rather than the existing employees.

↳ In order to ensure that the State Civil Servants are knowledge workers that possessed necessary KSAs to perform their job, it is recommended that the implementation is start with the initial stage of the employment which is the induction training for every new employee.

↳ In program design, there is no objective to create a knowledge worker in the State Government. Therefore, the objectives set in the program design stage must include the aspiration of the State Civil Service to create knowledge-based workers so that their vision to be a world class civil service can be achieved.

5.5 Reflections

The work tasks that were assigned to me during practical training are recommended to the other practical trainers as it covers a lot of subjects or topics that

was leaned in UiTM especially for those students that took Diploma of Public Administration and Bachelor of Administrative Science. Moreover, the work tasks are not the traditional human resource functions as it covers every aspects of public administration. Thus, it will expose the students in real working environment with various tasks to create multi-task employees in the future.

Unfortunately, when the degree holders finished their studies, they will become the Assistant Director of any public department say they want to serve in the State Government. The job description will be more specific such as doing observations and leading certain programs. The task that were assigned during practical training are more multi-tasks such as writing and taking a minute and photocopy. This chores usually being done by lower scale officers. Even though those tasks are not been assign to Assistant Director but the tasks is important for the new employee to learn from basic so they can master whatever the tasks given.

During practical training, it is easier as when the trainees do not know how to do certain tasks, they still able to ask from supervisors or lecturers but when in real working environment, they need to come out with their own ideas and formula to solve any problems and matters that may lead to inefficiency. It is up to them on how to deal with the problems by applying the theories and models with what they have studied and learned in university according to certain scholars.

Real working environment will be more challenging as the students will confront with a lot of adaptations on policies and bureaucracies in administration. As government servants, they need to be ready with any changes made by the top management and political governance. They should portray discipline civil servants by practicing ethical conduct of behaviors.

References

Bohlander, Snell. (2004). *Managing Human Resources (13th edition)*. South Western College Publication.

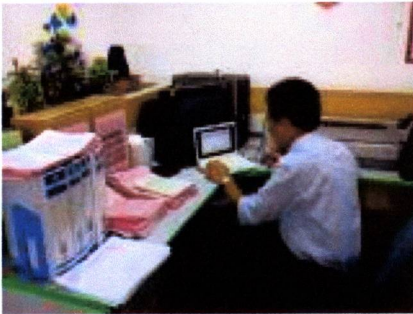
Reinhardt, W., Schmidt, B., Sloep, P., & Drachsler, H. (2011). *Knowledge worker roles and actions – results of two empirical studies*. *Knowledge and Process Management*, 18.3, 150-174. doi:10.1002/kpm.378

APPENDICES

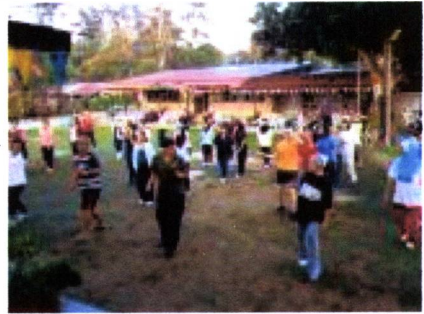
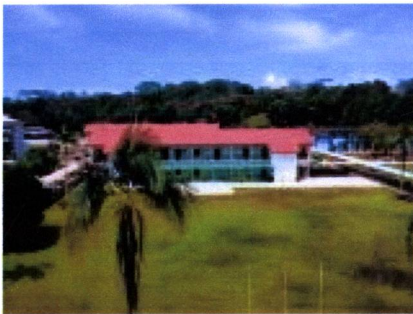
Kursus Induksi Khusus at the Regency Rajah Court Hotel



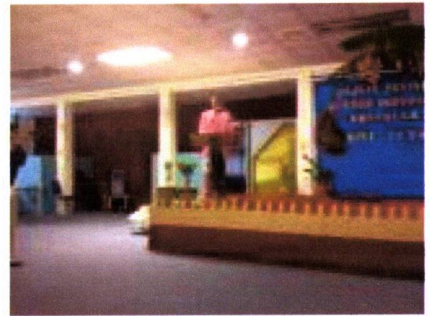
Data entry at the Office



Kursus Induksi Umum at CMM and Siar Beach Resort, Lundu

A photograph of a data entry form or spreadsheet. It has several columns and rows, with some text and numbers visible. The form appears to be a structured document for recording information.Another photograph of a similar data entry form or spreadsheet, showing a different section or a different set of data. It also has multiple columns and rows with text and numbers.

The image shows a large table with multiple columns and rows, likely a schedule or program of events. The text is too small to read, but the structure suggests a detailed list of activities, possibly organized by time and location.



5S Activities at the office

