Faculty of Cognitive Science and Human Development

EXPLORING POSSIBLE WAYS TO ASSIST NEW EMPLOYEES
BECOME EFFECTIVE MEMBERS OF LAND AND SURVEY
DEPARTMENT, SARAWAK: AN ACTION RESEARCH STUDY

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ABSTRACT

EXPLORING POSSIBLE WAYS TO ASSIST NEW EMPLOYEES BECOME EFFECTIVE MEMBERS OF LAND AND SURVEY DEPARTMENT, SARAWAK: AN ACTION · RESEARCH STUDY

This study reviewed the effectiveness of the current orientation programme and explored possible ways to assist new employees become effective members of Land and Survey Department, Sarawak. Thirty-seven respondents from Headquarters, and Kuching and Samarahan divisions who had attended the orientation programme in 1997 answered a questionnaire to evaluate the 'current' orientation programme. Another twenty-three new employees were subsequently selected to attend the module one of the newly designed orientation programme to ascertain its effectiveness. Action research method was employed for this study. The researcher and six staff from Land, Survey, Planning, Information System, and General Administration branches formed the action research group. Findings of this study indicate that the 'current' orientation programme needs to be modified. The new orientation programme is based on Corning Inc. modular-based training model. The 4-6 months departmental new orientation programme has three modules with 'Socialisation Process of New Employees' as its first module, 'Departmental Technical Subjects' as the second module, and the third module will cover 'Quality'. Socialisation process of new employees is ascertained as important in assisting new employees become insiders of the department. An orientation kit is provided to the new employees to help them know the department better. Training methods such as on-the-job training, coaching, and job-rotation will assist new employees in carrying out their works effectively. The result of module one piloting phase indicates that it should be implemented in other divisional offices throughout Sarawak. Modules two and three of the programme will be subsequently tested for its effectiveness.

ABSTRAK

MENGKAJI CARA-CARA MEMBANTUPEKERJA PEKERJA BARU MENJADI PEKERJA PEKERJA BERKESAN DALAM JABATAN TANAH DAN SURVEI, SARACYAK: SATU KAJIAN PENYELIDIKAN TINDAKAN.

Penyelidikan ini mengkaji keberkesanan program orientasi semasa dan mencari kaedah lain untuk membimbing pekerja baru menjadi ahli Jabatan Tanah dan Survei, Sarawak yang efektif. Seramai tiga puluh tujuh responden dari Ibu Pejabat, Bahagian Kuching dan Samarahan yang telah mengikuti program orientasi dalam tahun 1997 menjawab soal selidik bagi menilai program orientasi semasa ini. Seramai dua puluh tiga pekerja baru seterusnya dipilih untuk mengikuti modul satu program orientasi yang baru untuk menguji keberkesanannya. Penyelidikan ini dibuat melalui kaedah penyelidikan tindakan (action research methodology). Pengkaji dan enam orang kakitangan dari cawangan Tanah, Ukur, Perancangan. Sistem Maklumat, dan Pentadbiran telah membentuk pasukan penyelidikan tindakan (action research group) bagi tujuan penyelidikan ini. Hasil kajian mendapati bahawa program orientasi semasa ini perlu penyesuaian. Program orientasi yang baru diasaskan atas "Corning Inc. modular-base training model." Program orientasi baru ini mengambil masa 4-6 bulan dan mengandungi tiga modul iaitu 'Socialisation Process of New Employees' sebagai modul pertama, 'Departmental Technical Subjects' sebagai modul kedua dan modul ketiga yang berkisar pada 'Quality'. Proses sosialisasi bagi pekerja baru didapati penting bagi membimbing pekerja baru sebagai orang dalaman kepada jabatan. Bekalan alat orientasi (Orientation kit) disertakan bagi membantu pekerja baru mengenali jabatan dengan lebih baik. Kaedah latihan seperti "on-the-job training, coaching dan job-rotation' akan membantu pekerja baru untuk menjalankan tugas mereka dengan lebih berkesan. Hasil daripada perlaksanaan Modul satu sebagai ujian perintis (pilot test) menunjukkan bahawa ianya sesuai dan seharusnya di laksanakun kepada pejabat bahagian seluruh Sarawak. Modul dua dan tiga akan diuji keberkesanannya kemudian.

CHAPTER ONE

Introduction

Purpose of the Study

Among Human Resource Development (HRD) approaches, new employee orientation programme seems to be the most commonly used approach to help new employees become effective (Harris, & DeSimone, 1994). However, the purpose of this study is to use an action research method to explore other possible ways to assist new employees become effective members of Land and Survey Department, Sarawak. This study has two general objectives:

1. To review the effectiveness of current orientation programme, and
2. To explore possible ways to assist new employees become effective members of the department.

Background to the Problem

Being the land custodian in the state of Sarawak, Land and Survey Department has been empowered to manage land to its most profitable and beneficial use to the society (see figure 1). Land development in the country has increased rapidly since the last five years or so (Land and Survey Departmental Report, 4/B, 1995). The pressure of getting the job done within the given target period grows proportionately. The work load of Land and Survey Department has increased tremendously 'and it is inevitable that new employees have to be recruited into the department every year in order to reduce if not to clear the backlog. Therefore, everyone in the department, including the new employees have an important role to play to reduce the increasing workload. Thus, the new employees have to be trained with immediate basic knowledge and skills to be able to do their tasks right away effectively.

These new employees, in most cases, are ignorant of the department structure, vision, mission, objectives, functions and the styles of work. They are also unsure of their work roles and probably look at themselves as 'outsiders.'

Without an orientation programme, the new employees are helpless in their new environment, unproductive in their works and vulnerable to the negative influences by 'hard core' staff in the department. Without an orientation programme, they will have to learn the hard way, i.e., by trial and error. This process is too slow and will be a waste on the human resource as well as the financial resource. Yet, besides orientation program, could there be other possible ways to make them effective as desired?

Land and Survey Department had a staff strength of two thousand three hundred and thirty-five (2335) as at November 11, 1997(see table 1).

OUR MISSION

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TO THE BEST ADVANTAGE

TO THE STATE

IN ACCORDANCE WITH THE CONCEPT

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Mission. Statement of Land and Survey Department, Sarawak.

There were more than six hundred new employees of different categories and of different grades, namely, permanent, daily paid, and one-line-vote categories. Grade A officers are those belonging to Professional and Management Group (Degree holders), whilst grade B (Diploma holders), Grade C (minimum Form Five standard), and Grade D (below form five standard) are Supportive Group. In the staff requirement plan, up to the year 2002 (Land and Survey Departmental Report, 4/A, 1995), there will be nearly three thousand new employees to be recruited to reduce the work load.

As mentioned earlier, the purpose of this recruitment exercise is to reduce the workload. Therefore, the new employees are expected to be able to adapt to the new working environment and to perform their tasks immediately and effectively.

Table 1.

Staff Strength in Land and Survey Department, Sarawak as at November 11, 1997

Officer Grade	No. of officers
Scale A	69
Scale B	172
Scale C	854
Scale D	1240
Total	2335

The present orientation programme was designed by the Departmental Training Steering Committee (DTSC) to cover necessary technical knowledge and skills as well as non-technical subjects such as basic principles of Total Quality Management (TQM), Quality Control Circles (QCC), departmental vision, mission, and work ethics (Land and Survey Departmental File Reference: Short Courses and Seminars /4-19/319). However, it was 'designed' and delivered in a hurried manner. Less than half of these new employees had gone through orientation and induction programmes since the year 1997 (Land and Survey Departmental Trainees Report, 1997).

From observations by the researcher and discussions among the researcher and relevant supervisors, there were complaints about poor work performances and poor attitudes of some new employees. A questionnaire survey was then carried out to assess the situation of complaints. Twenty supervisors from various sections and branches in headquarters and Kuching Divisional office were approached to answer the ten questions in the questionnaire. The summary of the questionnaire results is shown in Table 2. On the other hand, new employees also complained that they were not clear of their work roles and their being treated as 'outsiders.'

From the summary of questionnaire result, only question 5 and 9 show higher marks of 14 and 15 respectively as 'Average' and 'Good'. This result generally reflects a need for improvement of the current programme or to look into some other means to assist new employees become effective members of the department with the view that more new employees will be recruited in the near future.

The thematic concern is that the department could have designed an ineffective orientation programme. It could be worse if it were later on proven to be a waste of time and money to have the new employees undergo a six-day programme and to hope that they would become effective and productive.

As a result of this concern, an action research method was used to conduct an exploratory study on this problem. The study was based on research questions which were derived from the two general objectives into three corollary research questions.

Research Questions

The three research questions are as follows:

1. To what extent is the current orientation programme helping new employees become effective quickly?
2. Are there other possible ways within the orientation programme that might better prepare new employees to become effective members at their workplaces in the Department?
3. Are there other possible ways that might better prepare new employees, even without having to attend an orientation programme, to become effective members at their workplaces in the Department?

Research Design and Strategy

The research design involves a combination of both conceptual knowledge and an action research method for the findings of this exploratory study. The conceptual knowledge includes the researcher's experiences and interest as a training officer in the department. It also includes a review of relevant literature on action research method, particularly on orientation of new employees and designing of training programmes.

The action research method includes the action research process of a spiral of cycles of planning, observing, reflecting, and evaluating steps, which lead to a possible modification of the original plan and further action.

Data collection, an important part in this study, is based on participant observation both from group meetings and other action research methods. The evaluation method uses data triangulation, which involves the researcher, group members, and the top management, to justify and validate the acceptability of solutions.

The site of the problem is the Land and Survey Department, Sarawak, where the researcher is able to gain access to resources (including physical, financial, and human), and data collection.

Delimitation of the Study

This study used action research method to explore possible ways to assist new employees become effective members of the department. The method required an action research group consisting of six to eight members to be formed to work collaboratively on the problem. This posed limitation on a few aspects for the study.

The formation of action research group was not a smooth-sailing kind of process. The ideal action research group should comprise of senior officers of peer level as the researcher from the Land, Survey, Planning, Valuation, Information System, and General Administration Branches. However, as mentioned earlier, this department was loaded with projects and works that it was quite difficult to have this ideal group formed.

Table 2.

Summary of Questionnaire Results from Supervisors on New Employees' Work Performance and Attitudes

Question	Responses				
	US	NI	Avg	G	OST
1. The new employees can cope with the work assigned to them.	8	7	4	1	-
2. The new employees know their responsibilities well.	3	10	7	-	-
3. Quality of the new employees's works is good..	2	14	4	-	-
4. The orientation programme had provided the new employees with necessary knowledge and skills to do their tasks right away.	1	7	10	2	-
5. After attending the orientation programme, the new employees have improved their work performance.	1	5	10	4	-
6. After attending the orientation programme, the new employees have improved their work attitudes.	3	8	8	1	-
7. The new employees' works are neat, accurate, and timely. .	1	10	6	3	-
8. After attending the orientation programme, the new employees have been able to show initiatives in performing their tasks.	2	8	8	2	-
9. After attending the orientation programme, the new employees have been able to adapt to the new working environment.	-	5	11	4	-
10.After attending the orientation programme, the new employees have been to co-operate with other co-workers better.	4	10	3	3	-

Note. US=Unsatisfactory   NI=Need Improvement   Avg=Average   G=Good
OST=Outstanding
Total Respondents = 20   Male Respondent = 17   Female Respondent = 3

Therefore, they were willing to become one and provided that they could be released by their respective branch heads.

This research would be carried out in such a manner that the researcher was only a few months better in knowledge and skills on the action research method than the group members. It could not be denied that his necessary knowledge on action research was limited. Therefore, it could lead to possibly less analytical questions and answers during the reflection time. There was also possibility that the group members might depend so

much on him (as a facilitator) to provide them with necessary knowledge and skills. This, therefore, would lead to possible biased solution(s).

Constraints of the Study

. There were little articles on how new employees might be developed to become effective members of an organisation using action research method. There were also little publications on orientation of new employees using action research method. The library in the Land and Survey Department had no publications on action research at all. This would limit the group members to look for references elsewhere as they were reminded not to be involved in this study as full-timers during office hours.

Assumptions

This study was based on action research method. Therefore, it would involve not only the researcher alone but also the other group members. It was inevitably that some assumptions had to be taken for the completion of this study. These assumptions were as follows:

1. When the group members signed up as members 'voluntarily,' they would be committed to gather data, read to gain knowledge, ask relevant questions, write, and record honestly and correctly.
2. Since there would be at least six members in the group, the most appeared words, sentences, and other findings collected from them would be taken as the accepted findings. On the other hand, it was also assumed that failure to mention a particular aspect of the program was an indication that such an aspect was considered relatively unimportant by the members.
3. During data gathering, all other members of the department were assumed to be co-operative and would provide input to the researcher as well as to the group members. Resistance and unwillingness to help from the colleagues were assumed to be at the minimum.
4. Further hypothesis or hypotheses might arise from the study will be considered in other future action research cycles.

Importance of the Study

New employees are important successive workforce to those retired and retiring experienced, knowledgeable and skilful officers. Land and Survey Department would not be able to function at its best if a big gap in skills and knowledge between those retiring officers and new employees are not narrowed down through proper training and development programmes. Besides, new employees are very vulnerable to influences. Therefore, this training programme should either act as an early 'immune' system from the bad influences or a positive guidance for them to advance in the right direction to realise the department's goals and vision as a team quickly, effectively and productively. Along with those, this study should inspire the members of the department to learn and help the department develop into a learning organisation. Therefore, through this

learning process, the members of the department would not only have the tasks achieved and also have a great deal of learning.

This study should prove useful for other government departments or statutory bodies or associations as ways and means to orient and assist their new employees or members . become effective. Hopefully, the method(s) that had been explored and implemented on the socialisation and training of the new employees in this study could be useful for other departments, organisations, as well as associations.

Definition of Terms

Land and Survey Department, Sarawak (L&S)

The Land and Survey Department, Sarawak was formed in 1918. Land administration prior to that year was the responsibility of, firstly the Administration and later the Agriculture Department while cadastral surveys were carried out by the Public Works Department.

In 1925, the Department was split into a separate Survey Department and Land Department and the registration of transactions affecting land became the responsibility of the Registrar of the High Court. The newly formed Survey Department then concentrated on laying the foundation of a reasonably accurate cadastral survey system. In 1933, the two Departments were again amalgamated into one Department known as the present Land and Survey Department. The functions of the Land and Survey Department are shown in Appendices A1 and A2.

Departmental training steering committee (DTSC)

This refers to the departmental training steering committee consisting of the Director, Deputy Director, Assistant Directors of Land, Survey, Planning, and Adjudication, Training Officer (the researcher), and the Information System Manager. The committee normally meets to discuss at the beginning of the year to agree on the training master plan (compiled by the researcher after collecting feedback from the rest of the committee members) for the whole year (example, 1997 in Appendix B).

Top management

It refers to the management of L&S that consists of the Director, Deputy Director, and the four Assistant Directors of the four main branches in the department, namely, Land, Survey, Planning, and Adjudication.

Departmental vision

Vision gives a sense of purpose and direction. It is also inspirational and long-term. L&S has the vision *'to be ONE and HAPPY family recognised for its quality services, substance not form.'*

'ONE and HAPPY family':- L&S is a multifunction department. It has to be united as 'one' department that all functional branches would be interacting and co-operating as if they were from only one branch. All members of the staff in the department should be caring, helpful, co-operative, harmonious and happy as if we were living in a big family.

'Quality services':- Customers satisfaction is the department's concern. Their responses are valuable feedback for our continuous improvement.

'Substance not Form':- Productive performance of all members of the staff in the department is the *substance* and showing-off with no result is the *form.*

Departmental mission

The business of L&S is to manage land to the best advantage to the state in accordance with the concept of the Politics of Development (refer Figure 1).

Departmental structure

L&S has two levels. One at the headquarters level while the other at the divisional level. Divisional level is responsible directly to the headquarters (refer Appendix A3). At the top most level of the structure is the Director with the Deputy Director reporting to him. The Assistant Director (Survey) heads the Survey branch, the Assistant Director (Planning) heads the Planning branch, the Assistant Director (Adjudication) heads the Adjudication branch, and the Assistant Director (Land) heads both the Land and Valuation branches. The Senior Executive Officer (SEO) heads the Administration branch. The system analyst heads the Information System branch. The Human Resource Development branch is headed by a professional surveyor at this moment as there is no qualified HRD personnel to head this branch.

At the divisional level (nine Divisions, refer Appendix C), all sectional heads report directly to the divisional Superintendent, who is responsible to the Director. The Land officer (LO) is in charge of the Land, Enforcement, Adjudication and Registration sections. The Planning officer (PO) is in charge of the planning section. The Staff Surveyor (SS) is in charge of the survey section. The Valuer is in charge of the valuation section. The System analyst is in charge of the Information System section, and the Assistant Administrator (AA) is in charge of the Administration section.

Departmental objectives

L&S has ten objectives (refer Appendix D) which cover the branches and sections as follows:

1.   Land branch (objectives one to two)
2.   Adjudication branch (objective three)
3.   Survey branch (objective four)
4.   Valuation branch (objective five)

5.   Planning branch (objective six)
6.   Land branch - Mining section (objective seven)
7.   Information System branch (objective eight)
8.   Land branch - Revenue section (objective nine)
9.   Human Resource branch (objective ten)

Departmental functions

The functions for each branch in the L&S are illustrated in the functional chart shown in Appendices A1 and A2 for headquarters and divisional levels respectively. The nature of functions at headquarters mainly involves policy matter, financial matter, staff matter and staff training. Functions at divisions are mainly executive and the implementation of the policies decided at headquarters.

Public Service Commission

The Public Service Commission (PSC) was established under Article 139(1) of the Federal Constitution on the 31st August 1957, Independence Day of the Federation of Malaya.

Under Article 144 (1) of the Federal Constitution, the PSC has the jurisdiction: i) to appoint; ii) to confirm in the service; iii) to emplace on pensionable establishment; iv) to promote; v) to transfer; and vi) to take disciplinary action on the Public Servants under its jurisdiction.

The Secretariat, Sarawak Branch is one of the Divisions in the Secretariat of the Public Service Commission, Malaysia. The PSC of the State of Sarawak was constituted under Article 35 of the Constitution of the State of Sarawak.

Permanent employees

Employees in this category are recruited through PSC at Federal level. They have to be confirmed in the service within the three years probation period. They will have to fulfil three conditions. First, they have to attend a General Induction Course (GIC) (refer Centre for Modern Management File Reference: Kursus Induksi Umum CMM/TND/18/2) on general policies of the Government organised by the Chief Minister's Department. Second, they have to attend a Special Induction Course (SIC) on departmental structure, functions, vision, mission, and quality. Lastly, they have to pass the departmental examination organised by the department itself. Once confirmed, they will be entitled for Housing, Car, Computer, and other approved loans. They will also be eligible for promotion and be rewarded through the performance appraisal scheme for their outstanding performance.

One-Line-Vote employees (OLV)

These are the employees recruited under the direct selection of the Department with the prior approval from the State Government and without going through the recruitment process by the PSC at the Federal level. Employees are temporary and monthly paid. They are not entitled for any loans, non-pensionable, and also not eligible for promotion and benefits under the performance appraisal scheme.

These officers are interchangeable between certain branches of the department. Hence, this enables flexibility in the execution of duties connected with the exigency of service (refer Land and Survey Departmental Report, 4/A, 1995).

Daily paid employees

These are employees recruited temporarily and are daily paid. They are casual labour. They are not entitled for any loans, and also not eligible for promotion and performance appraisal scheme.

Orientation programme

Orientation programme for OLV employees in L&S is a programme designed to cover some simple relevant technical fields in Planning, Survey, Registry, Computer knowledge, Cadastral Mapping, Aerial Photo-Interpretation. It also covers non-technical field in Quality concept, the departmental structures, functions, objectives, vision, mission and work ethics (refer Land and Survey Departmental File. Reference: Short Courses and Seminars. /4-19/319). All new OLV employees in the department need to go through this orientation programme conducted by the department itself as soon as possible. This is to help them understand their roles, their duties, the department, and learn some basic skills so as to be able to perform their work right away.

Up to the end of 1997, they were slightly more than one hundred OLV employees recruited. Three sessions of this programme had been conducted, and one hundred and three of the OLV employees had attended (refer Land and Survey Departmental Trainees Report, 1997).

Special Induction Course (SIC)

SIC is conducted in L&S as a condition for the permanent new employees to be confirmed in their services. However, the course comprises almost similar subjects as those in the orientation program (refer Land and Survey Departmental In-House Training File. Reference /4-19/319). In the case when OLV employees were given a permanent employee status, he or she still has to go through those three conditions mentioned earlier as the other permanent employees did for his or her confirmation in service.

In this study, orientation programme would be used to mean both orientation programme for new OLV employees and SIC for new permanent employees.

CHAPTER TWO

Literature Review

Introduction

This chapter reviewed the importance of orientation of new employees into their new working environment, the orientation approach, factors that make an orientation programme beneficial or otherwise, orientation programme modules used by some renowned organisations, and other possible training methods to help new employees become effective.

New employees are important as the succession work force to those retired and retiring experienced, knowledgeable and skilful officers in an organisation. Organisations get things done when people within the organisation do their jobs effectively. This could occur only when they are well equipped with necessary knowledge, skills, and attitudes. Yet, according to Carrell, Elbert, and Hatfield (1995), new employees do not possess the skills and abilities required to be competent on the job. Torrington and Tan (1994) state that new employees are most likely to resign during the first few weeks in their job because of inability to adjust to the new job or environment, disillusioned with the company and others. Carrell et al. (1995) have the similar view that new employees, during the first few days on the job, form their initial impressions of the organisation and its managers.

Human Resource Development (HRD)

An organisation is a group of people working together to achieve a common goal (Nadler & Nadler, 1989). The achievement of the common goal gives rise to the importance of HRD. Nadler and Nadler (1989) define HRD as any organised learning experiences provided by employees; within a specified period of time; and the essence of the possibility of performance improvement and personal development. In their HRD model, it consists of three areas, namely training, development, and education. Training has been accepted as a means to contribute to the attainment of organisational goals and objectives as training is 'to develop a person's behaviour pattern, in the areas of knowledge, skill or attitude, in order to achieve a desired standard or level of performance' (Robinson, 1985). Effective training is therefore a key factor to achieve the organisational goals and objectives.

Effective Training and Effective Performance

The purpose of training is to improve employee's skills, knowledge, and attitude for a task (Nadler and Nadler, 1989). To achieve this purpose, the knowledge, skills, and attitudes to be learned and acquired must be first identified and analysed. There must be opportunities for direct and immediate applications after the training. This indicates an effective training process that leads to effective learning and performance. The effectiveness of the training programme is therefore not confined to the achievements of

the training objectives of the training programme or each module in the programme but also in terms of its application to the job. This implies that the learning must be job-related and performance-based.

According to Shapiro (1995, p.3), training is effective when:

it enables each performer to produce results on the job using the **knowledge** and skills taught. **When** this occurs, the organisation gets a return on its investment. If the performer continues to use the skills we can say that the investment has grown in value.

Therefore, the effectiveness of training is not only concerned with the learning that has taken place. The transformation of learning requires the learning experience be endured and applied over time to enhance job performance (Brinkerhoff & Gill, 1994).

Importance of **Orientation to New Employees**

An individual who has just finished his or her full-time education and transited to first employment could face the most critical and difficult stage of his or her career development. The transition would set the pattern in individual's attitude towards work for the rest of his or her career.

New employee has always a mixed feeling for a new job. At least it is true for the researcher. The mixed feeling could be both ambitious and stressful. Ambitious means that one has successfully secured a job and he wants to perform to his best and hopefully obtain recognition for the job well done. Stressful because one is entering an unfamiliar working environment surrounded by new group of people. The job that he is doing maybe far from what he has expected it to be. There could be many doubts in his head. Such doubts might sound like: Would the co-workers be friendly to him? Or would they bully him? What could be the working style here? Would he be able to cope with the job? What could be his supervisor's expectation of him? Would his supervisor be helpful in a sense that he would always be there to guide him through the journey together? These are just a few of the stressful doubts in his mind that needed to be clarified immediately before he could **work** effectively.

From the few questions mentioned above, it addresses some important issues in the process of making the new employee become effective in his/her work. This process is known as Employee Orientation programmes (DeSimone & Harris, 1998), or Induction Training Programmes (Meighan, 1991; Peel, 1992).

Peel (1992), Cascio (1992), Cartwright, Collins, Green, and Candy (1993), Mondy and Noe (1996) all believe that for the individual at the start of a career, the effectiveness of initial **induction** would have a deep and long-lasting effect on attitude towards work and employment.

Peel (1992) also states that:

Induction training is aimed at introducing new employees to the organisation, its products or services, its structure, personnel and method of working and to their own role in it. It helps them to learn......and contributes to long-term efficiency and motivation. (p. 38)

This statement raises issues such as organisation, products, services, structure, personnel, method of working, and roles. All these issues are related to the doubtful questions that existed in a new employee's mind mentioned earlier. Therefore, the sooner the issues are dealt with, the better and more effective the new employees would be.

What do new employees need?

In Douglas McGregor X and Y theories, according to McGregor (1960), the Y Manager believes that workers:

1.   Naturally want to work.
2.   Are satisfied by rewards rather than punishment.
3.   Are ambitious, creative and will seek responsibility and control.

The researcher believes that all of us, including the new employees, naturally want to work, want to be recognised, and want to be creative and responsible. Cascio (1992) observes that all new employees are information-rich but experience-poor. They are eager to apply their knowledge to new processes and problems. So, for new employees, what would they need in order to be accepted in an organisation especially during the transition period and in their first jobs. Louis (1980, cited in DeSimone & Harris, 1998), explains this by comparing what insiders would have, to what new employees would lack. He says:

Insiders typically have a clear idea of their role in the organisation, the group and organisation's norms and values, the KSAs and experience that permit them to perform their work effectively, and they have adjusted to their roles, the work group, and the organisation to the point that they have chosen to remain with the organisation. (p. 227)

He further lists three essential elements that insiders possess:

1.   *Accurate Expectations*: Insiders normally know what to expect of the situations they find themselves in, so there will be fewer surprises to confront them. New employees' expectations are more likely to differ from organisational reality.
2.   *Knowledge Base*: When surprises do occur, insiders have the knowledge base (from experience) to more accurately make sense of the surprising event. New employees lack this knowledge.
3.   *Other Insiders*: Insiders have other co-workers to compare their judgements and interpretations of organisational events. New employees have not yet developed the relationships with insiders they could trust and draw upon to help them interpret organisational events.

From above, it could be quite accurate to say that the new employees would need to know about their roles, the group norms and values, the knowledge base, and their co-workers in order to do their jobs effectively. To achieve this, they therefore need to be adjusted to the organisation.

The Orientation **Programme**

As the setting and requirement of each organisation would be different from others, there is no orientation programme which could be designed to suit every single organisation of different needs. All orientation programmes are designed with good purposes and good objectives (Mondy & Noe, 1996) to help new employees adjust to the new working environment, to provide information concerning task and performance expectation, and to reinforce a favourable impression on new employees about the organisation and its work. Any good orientation programme should therefore be designed to contain and achieve those objectives and purposes mentioned above.

Feldman (198 1), Meighan (1991), Cascio (1992), and DeSimone and Harris (1998), all agree almost to the same thing on the following approaches that should be avoided in any good orientation programme as:

1. *Too much emphasis on paperwork. The* employees would not feel like part of the organisation as if they were recruited to complete paperwork assignment rather than their creative and innovative contributions.
2. *Sketchy overview of the basics;* A quick and superficial orientation that make new employees unable to do their tasks. This creates a 'sink or swim situation for them to choose. That is why some new employees resigned after a short stay in an organisation when they found that they could no longer cope with their tasks.
3. *Information overload.* New employees would not be able to take too much information too quickly. This **would** suffocate them.
4. *Scare tactics.* New employees normally have positive expectation of an organisation that they have applied. Talking about failure rates or negative aspects of the job would scare them and choose to leave.
5. *Too much selling of the organisation.* This would cause a negative impact to the new employees when in actual fact the organisation is not that good as depicted during the orientation programme.
6. *One-wuy communication.* This teacher-centred teaching approach would give the new employees no chance to discuss issues of interest or ask questions. The whole programme might appear to be boring and therefore ineffective. This defeats the purpose.
7. *No diagnosis or evaluation of the programme.* It would be very difficult to gauge if the programme conducted has been effective or not. This includes the assessment of the change of behaviour of the participants.
8. *Lack offollow-up after orientation.* People are likely to forget the major parts of the learning after a while. Scenario such as "come see me sometime if you have any questions" would not help the new employees to develop. Therefore,

follow-up or monitoring steps after orientation should be taken to ensure the worth of the programme conducted.

In addition to the tips mentioned above, the same writers state some design elements common to effective orientation programmes mainly in three stages:

1. General information about the organisation ought to be provided. Matters relate to all employees, such as an organisation overview, organisation policies and procedures, and salary and allowance. It is proposed that the matters should be presented by one or more representatives from top management. This is a 'need to know' principle and should be emphasised on the first day of the orientation programme as the first day has a major impact on new employees (first impression). An orientation kit or employee handbook could be given to the new employees at the outset of the programme (refer Table 3). However, filling up paperwork should be kept to the minimum on that day.

2. Performance expectations and specific work rules must be clearly explained by the supervisor. New employees should not be expected to get off immediately to do their tasks. They should be given time to learn. During this stage, the supervisor should take any opportunity to ease the new employees into social acceptance (socialisation) by the work group as quickly as possible. This could be done by allowing two-way interaction between managers and new employees. and between co-workers and new employees.

3. At the third stage, the needs of new employees were to be systematically diagnosed and the orientation programmes evaluated. When needed, new topics and issues could be added in the orientation programme. Systematic and formal orientation follow-up must be carried out after orientation to ensure that all items in the orientation kit were covered.

New employee orientation at Corning, Inc.

In the early 1980s, Coming Inc. (McGarrell, 1984; Cascio, 1992) faced a problem that new people joining the company were disorganised and confused during the first day on their jobs. The managers at Corning realised it and looked for ways and means to help new employees learn the how-tos, the wheres, the whys, and about the company's culture and its philosophy. The Coming orientation system (refer Figure 2) has three features which distinguishes its approach from others. The three features include firstly that the system is an orientation process, not just a programme. Secondly, it is based on guided self-learning and new people have responsibility for their own learning. Lastly, it is an in-depth and long-term (15 to 18 months) process.

After two years of implementation, the results showed that turnover was reduced by 69%; pay-back on its investment in the orientation system gave 8: 1 benefit/cost ratio in the first year and a 14: 1 ratio annually thereafter.

The results of Corning's research are exciting and provocative. The company with these experiences offers some guidelines on the process of new employee orientation:

1. The impressions formed by new employees within the first 60 to 90 days on a job are lasting.
2. Day 1 is crucial- new employees remember it for years. It must be managed well.
3. New employees are interested in learning about the total organisation - and how they and their unit fit into the 'big picture.'
4. Give new employees major responsibility for their own orientation through guided self-learning, but with direction and support.
5. Avoid information overload - provide it in reasonable amounts.
6. Recognise that community, social, and family adjustment is a critical aspect of orientation for new employees.
7. Make the immediate supervisor ultimately responsible for the success of the orientation process.
8. Thorough orientation is a 'must' for productivity improvement. It is a vital part of the total management system - and therefore the foundation of any effort to improve employee productivity.

Texas Instruments new emplovee orientation

Gomersall and Myers (1966) described that Texas Instrument used two groups (control and experimental groups) of new employees to test the effectiveness of its orientation programme. The control group of new workers were given the normal first-day orientation. A facilitator briefed them on hours of work, insurance, parking, and other facilities. This took two hours. Then they were introduced to a friendly but very busy supervisor, who would provide further orientation and job instruction.

The experimental group received the same two-hour briefing but followed by a six-hour anxiety reduction session. This session emphasised the statistical data of high success on the job by the new employees previously; the hazing and unfounded rumours from older employees used to intimidate new employees; encouragement to new employees to take initiative in finding out about their job from their supervisors; and information about the specific personality of the supervisor to whom they would be assigned. These individuals were also told that there would be no job on the first day. They should relax, and use this time to get acquainted with the organisation and other co-workers and to ask questions.

The test showed the experimental group exceeded the control group in terms of learning rate, units produced per hour, and absentee rate. The research therefore showed the beneficial effects of reducing new employees' anxiety, and suggested that in any orientation programme, anxiety reduction session should be included.

Table 3.

Example of an Orientation Kit

- A current company organisation chart
- A projected company organisation chart
- Map of the facility .
- Key terms unique to the industry, company, and/or job
- Copy of policy handbook
- Copy of union contract
- Copy of specific job goals and descriptions
- List of company holidays
- List of benefits
- Copies of performance evaluation forms, dates, and procedurers
- Copies of other required forms (e.g., supply requisition and expense reimbursement)
- List of on-the-job training opportunities
- Sources of information
- Detailed outline of emergency and accident-prervention procedures
- Sample copy of each important company publication
- Telephone numbers and locations of key personnel and operations
- Copies of insurance plans

Source: W.D.St. John, The complete employee orientation program,
Personnel Journal, May 1980, p. 375

Apple Training Support (ATS) new employee orientation

Different from Corning Inc., ATS (Brechlin & Rossett, 1991) designed a new employee orientation programme that employees could call upon both during and after the orientation period for important information about ATS and its people. Its programme stressed that needs assessment, careful programme design and implementation could help get new employees off to a strong start. To develop such a programme, ATS identified nine principles:

1. Assessing needs as a basis for orientations.
2. Establishing an organising framework - made the information easy to find and integrate the experiences of the participants.
3. Providing learner control - learner was able to choose the information they received at the time they needed it.
4. Making it a process, not an event.
5. Allowing people and personalities to emerge- Apple found that new employees wanted to learn more about their co-workers. Biographical information such as photographs, job duties, interests, comments, and suggestions about ATS employees were included in the orientation programme to help new employees adjust to ATS.

6. Reflecting the organisation and its priorities on mission and values statements of the organisation. This projected the direction and core business functions of the organisation to the new employees.

7. Be sensitive to the politics associated with orientations - obtain top management support for the programme and establish training policies. This would **help** design an effective orientation programme.

8. Including a system for revision and update - This helped keep the programme current and update as no organisation would be static nor the employees, responsibilities and new technologies.

9. Creating a pleasing orientation experience - orientation programme was not only an information transmission process, it was also an opportunity to motivate and inspire new employees. Therefore, the programme must be informative, relaxing, interesting and creative.

From Coming Inc., Texas Instrument, and Apple Training Support models mentioned above, there are some similar points, which make their employee orientation programme an effective one:

1. Orientation has to be a process, not a programme. Therefore, systematic and formal orientation follow-up must be carried out.

2. New employees are keen to learn and they would learn well with proper guidance especially from their immediate supervisors - two-way communication.

3. New employees are interested in learning about the total organisation, i.e. the 'big picture'. Therefore, organisational socialisation is important.

4. Orientation programme must be managed well as new employees would form a lasting impression about the organisation and the job. Therefore, day 1 is a crucial day for an orientation programme, especially with respect to anxiety reduction.

5. Orientation is a vital part of the total management system which requires revision and updating for current information and new technologies.

6. Successful orientation programme requires top management and, even more so, the supervisor's strong support and direction.

Organisational Socialisation

The process of adjusting newcomers to a new organisation is known as organisational socialisation (DeSimone & Harris, 1998, pp 2 15-228). It is a complex and lengthy process as it transforms an 'outsider' into a productive and accepted 'insider' by organisation members. It could also help lessen the impact of 'culture shock' and anxieties (Cascio, 1992; Mondy & Noe, 1996). This process has three fundamental concepts: organisational roles, group norms, and expectations.

Organisational roles

When new employees enter a new group, they have to learn what role they would be expected to fulfil in order to tit in and perform effectively. Unfortunately,

Material distribution. As soon as possible after a hiring decision is made, orientation material is distributed:

- The new person's supervisor gets a pamphlet entitled *A Guide for Supervisors.*
- The new person gets an orientation plan.

The prearrival period. During this period the supervisor maintains contact with the new person, helps with housing problems, designs the job, and make a preliminary MBO (management by objectives) list after discussing this with the new person, gets the office ready, notifies the organization that this has been done, and sets the interview schedule.

The first day. On this important day, new employees have breakfast with their supervisors, go through processing in the personnel department, attend a *Corning and You* seminar, have lunch with the seminar leader, read the workbook for new employees, are given a tour of the building , and are introduced to coworkers.

The first week. During this week, the new employees (1) has one-to-one interviews with the supervisor, coworkers, and specialists; (2) learns the howtos, wheres, and whys connected with the job; (3) answers questions in the workbook; (4) gets settled in the community; and (5) participates with the supervisor in firming up the MBO plan.

The second week. The new person begins regular assignments.

The third and fourth weeks. The new person attends a community seminar and an employee benefits seminar (a spouse or guest may be invited).

The second through the fifth month. During this period, assignments are intensified and new people have biweekly progress reviews with their supervisors, attend six two-hour seminars at intervals (on quality and productivity, technology, performance management and salaried compensation plans, financial and strategic management, employee relations and EEO, and social change), answer workbook questions about each seminar, and review answers with their supervisor.

The sixth month. The new employee completes the workbook questions, reviews the MBO list with the supervisor, participates in a performance review with the supervisor, receives a certification of completion for Phase I orientation, and makes plans for Phase II orientation.

The seventh through the 15th months. This period features Phase II orientation: division orientation, function orientation, education programs, MBO reviews, performance reviews, and salary reviews.

Figure 2. Timetable of Events in the Corning Inc. Orientation System

individual role is not always communicated clearly. Very often, that new employees would be directed to complete paperwork despite being new and unskilful to do the jobs. DeSimone and Harris (1998) caution that role overload (more than he or she could reasonably do), role conflict (mixed messages from the boss and co-workers), and role

ambiguity (unclear role) would have important consequences for job satisfaction, job performance, and turnover. With this in mind, it is important for the relevant and concerned parties, which include the management or supervisors, the peer groups, and the new employee, to communicate and agree upon an individual's role.

Grout, norms

DeSimone and Harris (1998) define norms as the typically unwritten rules of conduct established by group members to control behaviour within the group.

In order to be accepted as an insider, newcomers must learn and behave in the ways that would be consistent with the new group's norms.   It is therefore the responsibility of the organisation to provide some means (e.g. orientation programme) to facilitate the socialisation process to help newcomers learn organisation and group norms. This would take time and would not be easy.

Expectations

Newcomers have expectations about how they would be treated, what they would be getting, what they would be asked to do, and how they would feel in the new organisation. Wanous, Poland, Premack, and Davis (1992, cited in DeSimone and Harris, 1998), suggest the newcomers' expectations could affect their satisfaction, performance, commitment, and tendency to remain with the organisation. Cascio (1992) states a careful matching of company and employee expectations during this transition period could result in positive job attitudes and high standards.

Socialisation process

Feldman (198 1) proposes a three-stage model of socialisation process as:

1. *Anticipatory socialisation:* A person forms impressions about what membership in an organisa **tinn** would be like. These impressions influence expectations that might in turn affect an individual's behaviour.
2. *Encounter:* During this stage, pre-employment expectations might either be confirmed or disconfirmed. New employees must manage conflicts between lifestyle and work; clarify their roles; learn and perform the tasks required by the job.
3. *Change and acquisition:* This is a stage where the new employees are able to accept the norms and values of the work group; able to master the tasks assigned to them; able to solve conflicts; and able to take the overloads.

According to him, employees who have reached and succeeded this third stage would likely be satisfied, internally motivated, involved in the job, perform their jobs dependably, and remain with the organisation.   From his experience, he observes that during the socialisation process, not only the new employee has changed, but the organisational 'insiders' might be changed as well.

Outcomes of socialisation

Organisational socialisation would be a learning process in that newcomers must learn a wide variety of information and behaviours to be accepted as an organisational insiders.

Fisher (1986) suggests that a successful socialisation would help newcomers develop greater knowledge of the organisation and about the work group; attitudes that make possible the performing, fitting into, and remaining with the organisation and work group; and behaviours that lead to personal and organisational effectiveness. Whereas an unsuccessful socialisation results in unmet expectations, dissatisfaction, lack of commitment, and turnover.

Other Possible Training Methods

This section aimed to look into other possible training methods which might help prepare new employees to become effective members besides attending an orientation programme. The training methods, according to Wexley and Latham (1988), Torrington, Weightman, and Johns (1989), Bambrough (1994), Mondy and Noe (1996), DeSimone and Harris (1998), could be categorised into on-site approach and off-site approach.

On-Site Approach

On-site approach provides the trainees a venue to learn the skills and the knowledge in the same physical and social environment in which they would be working once training was completed. This approach has the training methods as on-the-job training, job aids, and apprenticeship training as listed by the same writers above.

On-the-job training (OJT)

OJT involves conducting training at a trainee's regular work place. This is the most common form of training. In OJT, the trainee would be having a positive transfer of training as they would be expected to learn the job by observing the experienced employee and by working with the actual materials, people, and /or equipment that would comprise the job once the formal training was completed as explained by Wexley and Latham (1988). Virtually any type of one-on-one instruction between co-workers or between the employee and the supervisor could be classified as OJT, and this includes Job Instruction Training (JIT), Job Rotation, Coaching, and Mentoring (DeSimone & Harris, 1998).

Job instruction training (JIT)

JIT is defined as a sequence of instructional procedures used by the trainer to train employees while they work in their assigned job (Bambrough, 1994; DeSimone & Harris, 1998). It basically has four steps as in Table 4.

The role of the trainer in this method is to guide the trainees to discover potential problems and look for solutions on their own, He or she would then provide feedback and reinforce learning.

The success of JIT, from their experiences (DeSimone & Harris, 1998) depends on the training ability of the trainer, the assessment of the trainee's needs before commencing the training, and the adjustment of the training material and techniques to fit the needs of the trainee.

Job rotation

In this method, the training involves a series of assignments to different positions or sections for a specified period of time according to Wexley and Latham (1988), Torrington et al (1989), Bambrough (1994), Mondy and Noel (1996), DeSimone and Harris (1998). Trainee might spend several days, months or even years in different locations. The idea is to expose the trainee to a number of environmental changes by rotating them through various key sections. During this assignment, the trainee would be supervised by his or her supervisor and given full functional responsibility to exercise judgement and make decisions. The trainee is expected to learn about the functions of each section, key roles, policies, decision making, and procedures (Wexley & Latham, 1988). The accumulated evaluations on that trainee are used to determine the readiness of the trainee and where the trainee would be permanently assigned (DeSimone & Harris, 1998).

Coaching

Coaching occurred, according to Wexley and Latham (1988), Torrington et al (1989), Bambrough (1994), DeSimone and Harris (1998), when it is needed to improve people's performance, develop their skills, and increase their self-confidence so that they could assume more responsibility for their own work and develop their career prospects. The same writers mention two essential activities in a coaching process, namely, delegation and discussion.

Delegation gives people responsibility and authority whereas discussion promotes two-way communication that helps foster better work relationship, improve analysis of the problems, set mutually agreed goals, analyse performance discrepancies, diagnose employee strengths and weaknesses, and pinpoint needed developmental efforts.

In his coaching analysis, Fournies (1978, cited in DeSimone and Harris ,1998, pp. 286-289), list a nine-step process that is designed to identify both the causes of poor performance and possible solutions as in Table 5. On the other hand, DeSimone and Harris (1998, pp. 295-298) suggest ten points for effective coaching as in Table 6.

Mentoring

Mentoring is another OJT approach to train trainee (protege) on a personal, long-term, and one-to-one basis from a more experienced organisational member (Wexley &

Table 4.

Four Steps of Job Instruction Training

Step 1: Prepare the worker

a) Put trainee at ease
b) Find out what trainee knows
c) Motivate
d) Set up the task

Step 2: Present the task

a) Tell
b) Show
c) Explain
d) Demonstrate

Step 3: Practising

a) Have trainee perform the task(s)
b) Have trainee explain the steps
c) Give feedback on performance
d) Reinforce correct behaviour

Step 4: Follow-up

a) Have trainee perform on his or her own
b) Encourage questioning
c) Check performance periodically
d) Gradually taper off training

Latham, 1988; Torrington et al, 1989; Peel, 1992; Bambrough, 1994; Mondy & Noel, 1996; DeSimone & Harris, 1998). The goal of mentoring is the teaching of job skills. It could also help, as Peel (1992) elaborates, in overcoming relationship problems, difficulties in studying, the application of knowledge and skills, offering new perspectives and insights, self-motivation and time management.

A formal mentoring programme (DeSimone & Harris, 1998, p.378) could facilitate socialisation of new employees in the organisation, reduce turnover, minimise mid-career adjustments, and enhance transfer knowledge and values.

The success of a mentoring programme, however, depends very much on the mentoring relationship between the mentor and the protege, which is complex. According to DeSimone and Harris (1998), when the relationship between them is good, mutual respect, support, and friendship of the both parties help speed up the learning process and better career outcomes. For maximum effectiveness, Wexley and Latham (1988) suggest

Table 5

The Nine Steps in Foumies's (1978) Coaching Analysis

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1. Identify the unsatisfactory performance.

2. Is it worth your time and effort?

3. Do subordinates know that their performance is not satisfactory?

4. Do subordinates know what is supposed to be done?

5. Are there obstacles beyond the employee's control?

6. Does the subordinate know how to do what must be done?

7. Does a negative consequence follow performance?

8. Does a positive consequence follow non-performance?

9. Could the subordinate do it if he or she wanted to?

---

that mentoring should occur on a weekly basis, whereas Peel (1992) adds that the mentor must be interested and skilled in the development process as well.

Implementation of an Effective OJT Programme.

Jacobs and Jones (1995) as cited in DeSimone and Harris (1998), caution that an informal OJT lead to increased error rates, lower productivity, and decreased training efficiency. Ten points for successfully implementing an effective OJT programme as suggested by Wexley and Latham (1988) are:

1. Employees functioning as trainers must be convinced that the training would not jeopardise his job, seniority, or promotion. If he feels threatened, he would not want to train the new employees.

2. The employee who consented to provide OJT to new employees ought to be paid special monetary allowances and should not be penalised as his target of work might not be achieved for his good effort.

3. Trainers and trainees should be carefully paired in terms of background, language, personality, or attitudes. Otherwise, these differences might inhibit communication and understanding.

4. The choice of trainers should be based on their ability to teach and their desire to take on this added responsibility rather than their job experiences. Because their experiences do not mean that they must be capable of training others.

5. The trainers chosen for training others should also be 'properly trained with correct instructional strategies. These proper instructional skills and knowledge would ensure the effectiveness of training.

Table 6.

Ten Suggestions for Effective Coaching.

1.	Provide managers and supervisors with training in coaching skills and techniques.
2.	Perform a thorough coaching analysis.
3.	Prepare in advance for the coaching discussion.
4.	Be constructive, helpful, and supportive.
5.	Involve the employee in the discussion.
6.	Provide constructive, specific, behavioural feedback.
7.	Set specific goals during the discussion.
8.	Jointly establish an action plan with the employee.
9.	Follow up to ensure the employee is following the action plan and to recognise performance improvements when they occur.
10.	Recognise and reward managers and supervisors for effective coaching.

6.   The trainers should not have such thinking that they could exploit these new employees especially for their own interest.

7.   The trainees should be rotated to help other trainees to learn specific know-hows from various workers when the trainers might be weak at the field of knowledge.

8.   The management must realise that learning takes precedence over production as output might be low during the training period.

9.   Appropriate evaluation on the trainees should be made periodically. This would provide necessary feedback for correction and prevention from possible injuries.

10.   OJT would be more effective if it were used together with other training methods such as lectures, operating manuals, video, and programmed instructions.

Job-Aids

Pursell and Russell (1990) describe job aids as instructional material that is located on the job to assist an employee in recalling information that is presented during training, or is used in lieu of formal training.

This is particular valuable as it assists employees in remembering precise or complex procedures and rules, helps employees avoid committing critical errors, and guides employees when operating procedures are amended. DeSimone and Harris (1998) cited an example of job aids which was used in General Motors to remind all managers, supervisors, and employees about the overall Personal Development Plan process. Feur (1987) cited that Domino's Pizza made good use of job aids which was placed directly

above the pizza makeline for its employees to follow each successive stages of making a pizza.

Apprenticeship training

The focus of apprenticeship programmes is to provide' trainees with the skills needed to meet job requirements (DeSimone & Harris, 1998) while Wexley and Latham (1988) state that apprenticeship training has skill development as its major goal.

During the training, each apprentice would have a workbook to read, problems to solve, sit for short tests, and reading assignment of other books. The instructors would present lectures, give demonstrations, conduct group discussions of actual work experiences, show video relevant to the subject, or provide skill practice.

As it involves practical training, apprenticeship training would normally take up two to five years to complete.

Off-Site Approach

Off-site approach allows trainees to acquire skills and knowledge away from the office. Such places could be in hotels, conference centres, other training centres, university / college facilities, or resorts (Zemke, 1986a). Off-site approach could be a cost-effective technique for providing factual information to large groups of trainees and positive results could be expected when dynamic and knowledgeable individuals are chosen to lecture, audiovisuals medium are used, self-paced technique for less experienced trainees, equipment simulators to ensure maximum positive transfer of learning, and provide first-rate training to large numbers of individuals at multiple sites at the same time. All these positive results could be achieved through the off-site raining methods, namely, lecture, audiovisuals techniques, teleconferencing, corporate classrooms, programmed instruction, computer-aided instruction, and equipment simulators as listed by Wexley and Latham (1988).

Lecture

The primary goal of lecture is to convey information. It is an effective and economical training method for training large groups of trainees and is useful for familiarising new employees especially to reduce anxiety about upcoming training programmes and job changes (Wexley & Latham, 1988). Despite its uses, lecture always emphasises a one-way communication from trainer to trainee, which makes the learner a passive participant. Lecture is criticised as deficient for teaching job-related skills that are transferrable to the actual work situation. Slow learners usually find difficulty in keeping pace with fast learners in this method, and it often prevents individualised feedback (Korman, 1977). However, in their research, Burke and Day (1986) find that the three lecturing approaches namely, lecture, lecture plus group discussion, and lecture plus group discussion plus role playing or practice have been effective in improving on-the-job behaviour as perceived by the trainees themselves, peer, and supervisors.

Audiovisual techniques

Audiovisuals, such as film, videotapes, audio cassettes, and closed-circuit TV can be used in almost any training and development situation, ranging from orienting new employees to upgrading present ones (Wexley & Latham, 1988). This technique provides excellent feedback and helps the trainees become aware of their training needs (Gibbons, 1980). He gave an example that when a videotape was used, trainees could see themselves as others saw them whether they were soft-spoken, boring, loud, or boisterous.

Audiovisual techniques have advantages over conventional lectures as they illustrate how certain procedures should be followed over time; they expose trainees to events not easily presented in live lectures; their use for the whole organisation that reduced travelling time for the trainers from place to place; and supplemented with live lectures to cue and attract the trainees in the learning process with instant replay, animated features, and other special visual effects (Bass & Vaughn, 1966). Therefore, audiovisual techniques help to motivate, stimulate, participate, and reinforce the trainees in the learning process.

Rigg (1969) as cited in Wexley and Latham (1988), gave an example that Ford Motor Company had used a film technique in automobile dealer training sessions. Goldstein (1986) said the federal government of USA had used closed-circuit TV instruction in secretarial practices and income-tax law, and AT&T's adoption of videotapes for training Bell System building mechanics.

Teleconferencing

Video teleconferencing is a method for simultaneously training individuals at multiple different sites. It is a training method, according to Zemke (1986b), worth thinking about when (1) the employees need to receive training immediately, (2) the company does not have enough trainers, (3) the company does not have sufficient facilities to house all the trainees, or (4) the company does not want to spend a large sum of money bringing people together. He further gave examples of Allstate Insurance Company which linked its headquarters with its 28 regional offices; ComputerLand linked other development centres for training on servicing new equipment; Chase Manhattan Bank linked 2,500 of its employees in eight countries for a live interactive discussion; and Hewlett-Packard Company linked to its 84,000 employees all at once in 86 North American and 18 European offices to introduce a new business computer.

Corporate classrooms

Large companies build their own colleges, learning centres, and universities for the continuing education of their employees (Eurich, 1985). The courses are company-oriented, practical and aiming to provide skill training. These corporate campuses have classrooms, libraries, laboratories, halls, and up-to-date instructional technology. The training methods use a combination of audiovisuals and computer techniques, live lectures, discussions and seminars. The same writer gave a few examples of best known corporate campuses such as Holiday Inn University, Mississippi; McDonald's

Hamburger University, Illinois; Xerox's Learning Centre, Virginia; and Western Electric's Corporate Education Centre, New Jersey.

Proprammed instruction (PI)

PI 'provides instruction without the intervention of an instructor. In PI. information is broken down into small frames and the learners read each frame in sequence and respond to questions. The learner receives immediate feedback on response accuracy and if correct, the learner proceeds to the next frame (Wexley & Latham, 1988; Mondy & Noe, 1996).

In this approach, learner learns at his or her own pace either by learning through the programmed instruction material. It has the features of objectives-oriented; own pace; logical sequence; active responding; and immediate feedback.

Wexley and Latham, (1988) gave example of the Life Insurance Marketing and Research Association (LIMRA) that had successfully provided self-instructional programme for new insurance agents of their member companies.

Computer-Based Training (CBT)

CBT takes advantage of the speed, memory, and data manipulation capabilities of the computer for greater flexibility to provide instruction on knowledge and skills to the trainees (Wexley & Latham, 1988; Peel, 1992; Bambrough, 1994; Mondy & Noel, 1996; DeSimone & Harris, 1998).

CBT provides immediate feedback as it interacts directly between the learner and the computer on the one-on-one relationship between student (questions) and tutor (responses) (Kearsley, 1984). Advance forms of CBT, like intelligent computer-aided instruction (ICAI), is used to analyse the pattern of a student's responses and errors, draw conclusions, and tailor the lesson the learner received accordingly.' All learning material and skills training content is stored in a compact disc read-only memory (CD-ROM) to provide more appealing visual and audio presentation. This brings the course to life and make the learning experience more enjoyable. Caudron (1996) cited an example of AT&T which had successfully replaced its 3-day new employee orientation programme with a CD-ROM package that explained the organisation, its mission, work roles of each department and their relationship.

Wexley and Latham (1988), Reinhart (1989), Ganger (1990), Mondy and Noe (1996), Caudron (1996), and DeSimone and Harris (1998) share the view that the effectiveness of CBT using ICAI could bring in productivity and profits as it reduces costs by cutting down on trainee travel and training time as compared with traditional instructor-led courses. However, traditional training methods might be more suitable for unmotivated trainees who might find it difficult to cope with ICAI programme without the guidance of a trainer as cautioned by DeSimone and Harris (1998).

Equipment simulators

Simulation provides excellent realism to off-side training situation when it involves high cost, inefficiency of equipment, and dangers to train workers on the equipment used to perform the job. It ensures maximum positive transfer of learning in procedures, motor skills, conceptual tasks, identification, and team functions from the simulator to the actual work situation (Wexley & Latham, 1988). Most of the pilot training in airlines organisations use this training method.

Summary

The literature revealed the importance of socialisation process in orientation for new employees. It also listed several possible training methods that helped train new employees to work effectively. The socialisation process would reduce new employees' anxiety, and provide knowledge and accurate expectation in their new working environment. The Corning Inc. modular-based employee orientation programme over a period of 12-15 months helped new employees learn in stages and therefore were effective. However, the researcher feels the duration of the programme is too long to new employees in L&S. This Corning Inc. training model can be adopted for training new employees in L&S. However, the duration can be reduced to 4 - 6 months to suit the department's need. Concept of providing an orientation kit that contains useful information about the organisation and guidance regarding employees' work roles to new employees at the outset of the programme is good. This can minimise paperwork too.

Possible training methods, such as on-the-job training (OJT), job-aids, apprenticeship training, lecture, audio-visual techniques, teleconferencing, corporate classrooms, programmed instruction (PI), computer-based training (CBT), and equipment simulators as reviewed would provide choices of training methods to make new employees become effective. These training methods though useful and relevant, some of them could only be adopted depending on urgency, importance, facility and equipment availability, and financial factors in the department. Therefore, training methods that meet those departmental factors could only be considered first for its implementation.

The review of literature helps this study by exploring into possible ways to assist new employees become effective members of the department. The literature review on socialisation process helps to find possible solutions for research questions one and two, whereas literature review on possible training methods helps identify training methods, which are to be discussed at the AR group meetings in search for answers for research question three later on.

CHAPTER THREE

Action   Research   Methodology

Introduction

This chapter aimed at describing the site, background and the thematic concern of the project. Literature on action research was reviewed. In implementing action research, the researcher would use a cyclical process of 'plan-act-observe-reflect' to solve problems. This chapter would also look into the action research methods used in this study and the justification of using them.

Purpose of Project

The purpose of this project was to use an action research method to explore possible ways to assist new employees become effective members of Land and Survey Department, Sarawak.

Research   Questions

The three research questions are:

1. To what extent is the current orientation programme helping new employees become effective quickly?
2. Are there other possible ways within the oriintation programme that might better prepare new employees to become effective members at their workplaces in the Department?
3. Are there other possible ways that might better prepare new employees, even without having to attend an orientation programme, to become effective members at their workplaces in the Department?

Site / Background / Thematic Concern of the Project

The site of the project is the Land and Survey Department, (L&S) Sarawak. L&S has been the land custodian in the state of Sarawak. It has been empowered to manage land to its most profitable and beneficial use to the society. Because of rapid land development in the last five years or so, the workload had been increased tremendously and therefore new employees had to be recruited to help reduce the backlog.

As mentioned in chapter one, the land development has progressed rapidly, and the pressure of getting the job done within the given target time frame grows proportionately. It is a great concern of the department especially the management who are directly responsible and accountable to the relevant ministry on the completion of the planned projects. Therefore, all staff, including the new employees in the department have an important role to play so as to reduce the increasing workload. Because of this great concern, the management feels that the new employees need to be familiarised with

the department as soon as possible. They also have to be trained with immediate basic knowledge and skills to do the tasks immediately and effectively.

The department formed a departmental training steering committee (DTSC) consisting of the Director, the Deputy Director, the four Assistant Directors (Adjudication, Planning, Land, and Survey), the Training Officer (the researcher), and the Information System Manager. The DTSC designed an orientation programme for the new employees. This orientation programme covered necessary technical knowledge and skills as well as non-technical subjects such as basic principles of Total Quality Management (TQM) and Quality Control Circles (QCC), departmental vision, mission, and work ethics. However, it was 'designed' and delivered in a hurried manner.

As at November 11, 1997, L&S had a staff strength of two thousand three hundred and thirty five (2335) (refer Table 1). There were more than six hundred new employees of different grades in permanent, daily-paid, and one-line-vote categories.

Because of the verbal complaints from supervisors regarding the poor work performance and poor attitudes of some new employees; and the verbal complaints from some of the new employees themselves about the clarity of their work roles and their being treated as 'outsiders', the DTSC was concerned about the effectiveness of the orientation programme. From the L&S manpower requirement plan (refer Land and Survey Report, 4/A and 4/B, 1995) for both immediate and long term, more than three thousand new employees would be recruited to cope with the increasing workloads. Surely, the thematic concern of the department was to ensure the effectiveness of an orientation programme in order to produce effective workers. Therefore, there was an urgent need to review the present orientation programme and possibly look into other ways and means to assist the new employees become effective members of the department.

Action Research Literature Review

This section of chapter three would be in search of literature that provided definition on action research, methods of action research, processes of action research, characteristics of action research, benefits of action research, and evaluation of action research. It would be seen in this section that there are varied views among the writers about the definition, processes, methods, characteristics, benefits and evaluation of action research. However, no attempt would be made here to evaluate them. The researcher would act and reflect on them so as to obtain possible and effective answers to the research questions of this project.

Definition of action research

Lewin (1946, cited in Ellerton, Clements, & Skehan, 1989) describes action research as,

a spiral of steps, each of which involves planning, action, and evaluation of these by observing results and reflecting upon them, after which the general plan is revised, and a new phase of the cycle begins. (p. 28.5)

Dick (1993) regards action research as a methodology, which has the dual aims of action and research. Action brings about change in some community or organisation or programme whilst research increases understanding on the part of the researcher or the client, or both. Action research is usually participative, and for some purposes it might be more occupationally relevant. Unlike conventional research, in action research, standardisation defeats the purpose. As he states,

The virtue of action research is its responsiveness, and it is what allows you to turn unpromising beginnings into effective endings. It is what allows you to improve both action and research outcomes through a process of interaction. As in many numerical procedures, repeated cycles to converge on an appropriate conclusion. (p. 6)

Zuber-Skerritt (1996) develops a CRASP model on action research, which involves *Critical* collaborative enquiry by *Reflective* practitioners being *Accountable* and making the results of their enquiry public, then *Self-evaluating* their practice and engaging *in Participatory* problem-solving and continuing professional development. Zuber-Skerritt (199 1, p. 11) further comments that to Carr and Kemmis (1986), only emancipator-y action research is true action research. He further argues on 'Double-value' process which is normal and commonsensical for every practitioner to plan, act, observe and reflect while doing their work. But in action research this is done more carefully, more systematically and more rigorously than in everyday life. Kemmis and McTaggart (1988) criticise that an action research is *not individualistic* as it would destroy the critical dynamics of the group.

Other authors like Kemmis and McTaggart (1988), Cunningham (1993), Winter (1996), Bums (1997), and Maheshwari (1997), all talk of action research as more systematic and collaborative in collecting evidence. It solves work based problem. In the process of problem solving, action research involves problem-posing that leads to improvement, understanding, and change of the situation.

<u>Summary</u>

Though there are numerous definitions of action research, the researcher summarises action research in this study, based on their common themes, as a methodology which has the dual aims of action and research. It intends to achieve both action and research outcomes on real problems by involving a spiral steps consisting of planning, acting, observing, and reflecting as one cycle. It is not individualistic but dynamic. It must be carried out by a collaborative group who agrees on an action plan to solve the problem. This group of people would turn unpromising beginnings into effective endings by having repeated cycles until an appropriate conclusion is achieved.

Action research process

As mentioned in the summary of definition of action research earlier, action research must be carried out by a collaborative team or group. It involves a spiral cycle of steps of planning, acting, observing, and reflecting. Therefore, the action research process could be represented by spirals of action research cycle as in Figure 3.
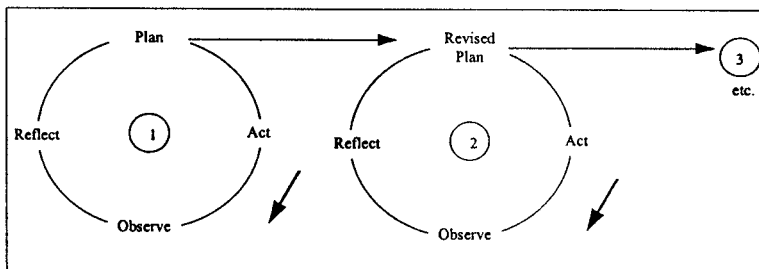
Figure 3. Action Research Cycles

According to Cunningham (1993), before action research could begin, there must be an acceptance of its goals, methods, and a positive and co-operative attitude among those who were doing it. He lists five sequences as an initiation effort in action research process:

1. *Entry.* - Anyone in the organisation can start the AR process as long as he or she is personally interested in the organisation problem and is willing to initiate steps to overcome it. He or she must gain the co-operation of people within the organisation and the whole process must have the support of the management.

2. *Forming an action research group.* - Action research group members should have obligation to respond, be in a position to initiate action and be committed to the problem's resolution. AR group member is on a voluntary basis. All would-be participants should be briefed on the methodology and principles of action research. The optimum size of an AR group is six to eight members as an unwieldy size could thwart the effectiveness of an AR group by inhibiting interaction and discussion.

3. *Developing goals for the group.* - Common goals evolved from the need to solve a common problem must be defined by the group as a team. The goals must be flexible, important to the group and significant to the organisational functioning, feasible to those concerned, and be justifiable.

4. *Training the AR group.* - Group members have to be competent in AR. techniques. Training the members with the research skills would help members improve on these skills and function co-operatively and effectively. Learning within the group through development of new attitudes is a basic resource for the research.

5. *Drawing up an agreement on the research that would be conducted.* - A well-defined agreement that includes a statement of needs, goals, justifications, and expectations leaves little question as to exactly what activities the organisation is authorising and supporting.

From the literature, the researcher has found some guidelines on carrying out action research, such as those given by Kemmis and McTaggart (1988), and Winter (1996):

1. Form an *action research group* including the researcher as a model learner about action research.
2. Start to work with *small group* and allow easy access for others.
3. *Be organised*: Arrange an initial launching, negotiate meeting times, and the like.
4. *Start small*: Work on the thematic concern together, and establish agreement in the group that the thematic concern is a shared basis for collaborative action.
5. *Establish a time-line*: Set a realistic trial period that allows people to collect data, reflect and report over two or three simple cycles of planning, acting, observing and reflecting.
6. Be tolerant and supportive.
7. *Be persistent about monitoring*: Ensure that group members are learning from their experience, develop a group climate that members could speak about their own work or about others' efforts, and be able to show and defend genuine evidence to convince others.
8. Allow time for a *process of change* by the members, and inculcate that they share responsibility for the whole (not just their own parts of it) action research process.
9. Allow critical friends (group members, outsiders, and literature) to help *expand your limit of language* and *the ways you think now*.
10. Register progress and create a reputation for success by showing what is being done *(visibility)*.
11. Make time to write *throughout* your project *(Diary/Log book)*.
12. *Be explicit* about what you have achieved by reporting progress, and circulate written reports first to the members, and with their agreement, to others.
13. Throughout, ask yourself and the group members whether the project is helpful for the improvement as desired.

Characteristics of action research method

Abraham (1997) lists twelve characteristics of the action research method as:

1. Problem Focus Characteristic
Action research has to be focused on real problems rather than on theoretical issues. Identification of the 'thematic concern' is essential at the outset for any action research project.

2. Action Orientation Characteristic
Action steps would involve a diagnosis of a problem or a development of a plan to solve problem.

3. Cyclical Process: Spiral of Steps
Action research involves a series of spiral of steps consisting of planning (diagnostic stage leading to a strategic plan), acting (implementing), observing (implementing and evaluating) and reflecting (results of the evaluation were considered). This might lead to new problem(s) being identified, and thus begin a new cycle.

4. *Collaboration Characteristic*

   Collaboration is a fundamental ingredient of an action research method. It emphasises team effort to solve problem. The problem can only be solved through the total management of the problem by the group members with the facilitator acting as a resource person.

5. *Ethical Basis Characteristic*

   The ethical basis in action research should mention community interests, confidentiality, improvements in the lives of the participants, justice, rationality, democracy and equality.

6. *Experimental Characteristic*

   It involves rigorous testing of hypotheses about proposed actions, yet this element would lead to other problems and complications, and might lead to the termination of the action research project.

7. *Scientific Characteristic*

   In action science, its primary purpose is to produce knowledge that can be implemented, and results produced are validated. The implementation and validation involve scientific action.

8. *Re-educative Characteristic*

   Re-education involves a change in the way a situation is viewed through a process of critical self-reflection, group discussion, teamwork and practical experience. Action research contributes to a change in the knowledge base of the client organisation, a change in the skills, attitudes and knowledge of the individual participants and a researcher.

9. *Emancipatory Characteristic*

   There is no distinct hierarchy in the emancipatory aspect of action research, but instead participants contribute and participate equally to the research.

10. *Naturalistic Characteristic*

    Action research explores relationships in real life settings by detailed, qualitative description recorded as case studies and direct involvement with the participants rather than laws of cause and effect tested experimentally with statistical analysis of data.

11. *Normative Characteristic*

    Action research aims to bring about change within groups through critical self-reflection which leads to a change in group behaviour. This implies a normative aspect in an action research process.

12. *Group Dynamics Characteristic*

    The success of the action research method depends on how well and how dynamic the group can operate as a team with acceptance, trust, and confidence among members.

Ellerton and Clements (1995) gave example that in any education action research project, there existed the characteristics of teamwork; voluntary action research team membership; regular team meetings; group agreement on the methodologies to be used to address the research questions; documentation of any members' observations, reflections and decisions for action should be done in the form of minutes; and action research should involve data collection, analysis, and reporting.

Evaluation methods in action research

Abraham (1997) sumrnarises action research evaluation methods as a process of which some of the crucial system variables have changed or have reached a new state. Blumberg and Pringle (1983, p.422, cited in Abraham, 1997), argues that the 'differences between desired states (or standards) and actual states" should be the focus of such an evaluation in action research. Abraham (1997) further lists down some action research evaluation methods as: System state evaluation; Experimental, Control groups approach; Direct observation; Survey questionnaire; Interviews; Self-reports; Triangulation; and Critical self-reflection. While adopting a different approach, Kemmis and McTaggart (1988), and Maheshwari (1997) suggest some monitoring techniques which include anecdotal records, field notes, ecological behavioural descriptions, diaries, logs, questionnaires, interviews, document analysis, checklists, tape recordings, video recordings, photographs, analytical memos, and tests of performance.

In this study, the researcher used questionnaires and triangulation to evaluate the differences between the desired situations and the present actual situations.

Justification of Using Action Research Method

This section of chapter three justified the use of AR method adopted in this study. In the context of AR characteristics and the AR process as reviewed in the literature, normally, new employees when recruited would undergo an orientation or induction programme to get acquainted with the new working environment and culture. In this exploratory study, the researcher was trying to find possible ways to assist new employees become effective members of the department within or outside an orientation programme. Hartman and Hedbohn (1979, cited in Abraham 1997) describe an exploratory study as:

> a study that examines new areas of inquiry, including new and previously unintegrated social phenomena as well as techniques of data collection and measurement. The design should be employed in areas in which theory is lacking or disputed (mixed results), or when concepts, variables, measurement instruments, and techniques are poorly defined. The design should not be used when theory, methods, and procedures are well established in an area and available in literature. A discipline develops through building on work already completed. (p. 63)

Whilst Yin (1989, cited in Abraham, 1997, p.63) says that the exploratory 'what' type of question is a justifiable rationale for conducting an exploratory study, the goal being to develop pertinent hypotheses and propositions for further inquiry.

The researcher has not found any literature, which reviews that there are possible ways to assist new employees become effective members of an organisation using action research method.

Furthermore, this research was based on a real problem in the department (problem focus). It required exploratory study of approaches to acquire possible solutions to address the research questions as mentioned earlier (action-oriented). This study used the spiral cycles of planning, acting, observing and reflecting in searching for solutions (cyclical process). This problem could not be solved by the researcher alone. To resolve this problem, it involved "critical comrades" who participated in problem-posing and solving problem collaboratively. Thus, it was appropriate to form an AR group to resolve problem (collaboration). All group members were treated as equal despite their ranks. Confidentiality on comments and suggestions of the individual member was assured (ethical basis). As the results produced from the research would be validated and implemented, it required scientific study such as using questionnaires and triangulation process (scientific). The members including the researcher himself would unlearn and learn, while solving the problem through the cyclical process of the research (re-education). Though some of the group members were junior in rank, they were encouraged and empowered to respond, react, and reflect critically throughout the process. Feedback from both senior and junior officers were needed (emancipatory). The members were involved directly in a real life settings in addressing the problem rather than being controlled by the laws of cause and effect tested experimentally with statistical data. It existed naturally (naturalistic). This research would bring critical self-reflection through dialogue session, which would lead to a change in group behaviour (normative). The meeting sessions would encourage active participation in sharing and reflecting. This would foster co-operation, teamwork, trust, acceptance, and confidence among members (dynamic). With this evidence, this study had the characteristics of action research., and it also explored into a new area of inquiry of finding possible ways to assist new employees become effective members of the department. Therefore, it justified and rationalised the use of action research method for this study.

Action Research Method Used in this Project Study

Problem characteristic

Land and Survey Department has been a multi-functional department with a near two thousand and five hundred employees working in various branches in the nine divisional offices throughout Sarawak and in the headquarters (refer Appendix C). New employees once recruited would be transferred to all the branches in various divisional offices and headquarters as their workplaces. About three hundred new employees had undergone departmental special induction course (SIC) and orientation programmes in 1997. Both the SIC and orientation programmes were conducted with the expectation of providing them with the basic knowledge and skills so that they could work right away effectively.

The researcher received verbal complaints from the supervisors about the poor work performance and poor work attitude of some of the new employees. The researcher used questionnaire to obtain feedback from twenty supervisors from various branches and sections in both headquarters and Kuching Divisional office (refer Table 2). This feedback was used as a basis to review the 'current' OP. It became also a thematic

concern of the department as there would be more new employees to be recruited in the near future. The department must have a sound and effective orientation programme to cater for this purpose. On the other hand, the researcher also received verbal complaints from the new employees that they were not clear of their work roles and being treated like outsiders. This feedback was reflected in AR meetings to explore possible ways within or outside an orientation programme to assist the new employees become effective members of the department.

Entry process - Seeking top management support

The biggest stakeholder of the project is the top management of the department. They are also the sponsors of the project. Therefore, they must approve and support the whole project. The approval from the top must reach the branch heads so that they could release AR group members for regular meetings, and for data collection. The management must also approve the necessary project funds. These funds include refreshment for the meetings; postage for correspondence; mileage allowances for commuting to and fro other departments or organisations; and e-mail expenses to other parts of the country as well as to other nations by the group members for data collection.

Before the project was commenced, the researcher briefed the director and obtained his approval on the project, the project fund, and free access required by the researcher and his AR group members to all necessary data and information needed for this project. The researcher also briefed and explained to the other directorates about the project and gained thier approval to release officers from their respective branches as the AR group members.

Collaboration/Grow dynamics/AR group formation

Action research would not work without a collaborative team or a group. However, Zuber-Skerritt (199 1), Cunningham (1993), and Dick (1993) all suggest that the group should not be too large. Abraham (1997) suggests a minimum of six members and a maximum of eight members. Weinstein (1995) cautions that larger group would likely create tensions and stresses. She suggests a set of five to six people of concern would do just nice.

In L&S, there are eight main functional branches, namely, Land, Survey, Valuation, Planning, Adjudication, Information System, General Administration, and Human Resources (refer Appendix A3). Therefore, the researcher in this project would sign up six to eight members in his action research group.

Ideally, senior officers of the researcher's peer level from each branch should be approached. However, this was not possibe as the senior officers were too busy to become AR group members. The researcher explained to potential officers so that they could become one of the AR group members. They were explained on how their involvement and contribution could help solve this departmental problem together and how they could be benefiting from being a group member especially on the learning aspect.

As Land Administration, Valuation, and Adjudication branches (formally as sections and under Land Branch) are dealing with land matters, officers worked in Land branch are normally rotated to serve in these sections previously. Therefore, he or she is reasonably conversant in these areas and only one officer from Land branch was signed up. The researcher is the only one in the Human Resource Branch and therefore non from this branch. Two officers from the Survey branch were signed up as it is a larger branch.

The following six members were signed up to form an AR group:

1. Lim Siau Chung (Grade B performing Grade A) He is in charge of Photogrammetry section of Survey Branch, HQ. More than twenty years working experience in the Department.
2. Lai Chaw Min (Grade B). He is an Assistant Staff Surveyor in Topographical section of Survey Branch, HQ. About twenty years working experience in the Department.
3. Jefri Ngalambai (Grade B). He is an Assistant Land Officer in the Land Branch, HQ. About five years working experience in the Department. He attended the 'Current' OP in 1994.
4. Hashimi Alwi (Grade B). He is an Assistant Planning Officer in the Planning Branch, HQ. About two years working experience in the Department. He attended the 'Current' OP in 1996.
5. Johan Achu Jupaw (Grade B). He is an Executive Officer in the General Administration Branch, Kuching Division. About two years working experience in the Department. Jamaluddin Dapol (Senior Executive Officer, HQ) was originally approached and had agreed to become member, but was rejected by the Director because of his vast work load.
6. Diana Ng Chung Hui (Grade D). She is a Data Processing Machine Operator in the Information System Branch, HQ. About four years working experience in the Department. She attended the 'Current' OP in 1996.

Re-educating characteristic

The group members were briefed and trained, especially on carrying out action research. They were provided with relevant knowledge including copies and references of literature, journals, articles, notes, and articles from internet on action research, action learning, orientation programme, designing of a training programme, performance appraisal, training needs analysis, adult learning, problem solving skills, and Kirkpatrick's Evaluation theory. This was done with an intention to improve their knowledge for necessary planning, acting, observing, and most importantly, reflecting wisely and concisely by asking the right questions later on in the AR cycles.

Learning and Ethical characteristics

At the outset of the study, the members were ignorant of the action research method. It was, therefore, of paramount importance for the researcher to brief them. He also invited the sponsor and the relevant key stackholders together with the members to

attend a briefing session on action research. In the briefing session, ethical issues such as confidentiality, negotiation, and control of certain resources were also mentioned.

Prior to the first meeting, the group members were provided with the relevant knowledge, as much as possible, so that they could participate actively in the meeting. The researcher guided the members to plan what the AR group should be do&g, how the group members including himself should act collaboratively to address the problem by observing and reflecting on others' experiences and behaviours. Problem-solving skill such as brainstorming was used to help members pose questions and suggest ideas.

Cyclical characteristics

PLAN

All members brainstormed and suggested ideas to agree on a plan. The agreed plan helped formulate action on data-collecting. The data collected were used to answer those three action research questions of this study.

ACT

All members including the researcher took action to obtain data through regular meetings; from both local and overseas organisations through writing, corresponding, e-mail, telephone, fax, interview, questionnaires, and other means.

Questionnaire

In the questionnaire, respondents were asked to answer the questions by circling numbers from one to five on a Likert scale. This scale has 1 as "strongly disagree", 2 as "agree", 3 as "not sure", 4 as "agree", and 5 as "strongly agree". It was used in the review of the current orientation programme and in the evaluation of the implementation of the module one of the new orientation programme.

OBSER VE

Observation took place during meetings, interviews, discussion and informal discussion over tea break or lunch. All incidents were recorded and documented by both the researcher and the members as useful evidence and for future references.

REFLECT (EVALUATION)

All group members including the researcher assimilated the new knowledge, new learning styles, and new questioning insights from reading literature, articles, journals, notes, and articles from intemet, which would help them probe finther for answer(s).

All group members were asked to give critiques and comments on anything that were pointed out by the group members in the AR meetings. Questions raised in the

meetings were digested and probed further to obtain solutions. Reflection amongst the group members was made through the mode of dialogue session rather than discussion mode. It was free flow and not controlled.

Once the findings were reflected and evaluated (all group members agreed), possible solution(s) were obtained and referred to the top management (sponsor) for validation and approval. Triangulation process (the researcher-group members-top management) was used to justify and prove the acceptablity of results. The solution was firstly proposed or suggested by the researcher or any of the group members. This solution was debated and crucial variables were identified in determining any change in system state and possible change of the original planning statement. The proposed solution was triangulated and validated by the Director or the management and further actions were called for implementation.

Triangulation

The triangulation evaluation process involved the researcher, the management, and the group members. Sometimes, outsiders were asked to triangulate on the methods and modules formulated for the programmes and proposals. This helped validate the findings and data collected. Methods used for triangulation in this study were in minute form when it required the management's approval and validation. For others, the methods were either formal or informal discussions.

Figure 4. illustrates the three parties involves in triangulating any solutions proposed. Implementation of solutions were mainly come from the management.

The Management

The Researcher   The AR Group Members
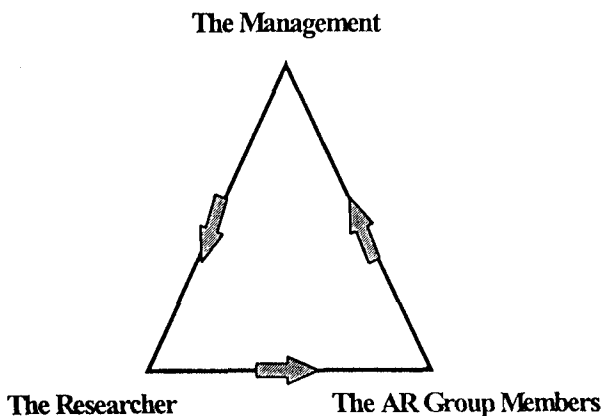
Figure 4. The three Triangulating parties.

RE-PLAN

The referral to the top management after the critical reflection part in the cycle might lead to a re-planning for better strategies which produced a new paradigm, methodologies and methods to begin with a new cycle (cycle two).

Research Question One

The researher and his group members used questionnaire to obtain data. These data were used to find out to what extent the current OP is helping new employees become effective quickly. A total of forty respondents who had attended the OP in 1997 were selected. They were from headquarters, Kuching , and Samarahan Divisional offices. With the approval from the Director, a directive was issued to ask them to attend an 'Answering Questionnaire Session' at the headquarters conference room. They were briefed about the questions in the questionnaire before they answered those questions. Data were analysed using a 'Frequency Table' method (refer Table 8). Frequency of answers appeared in the column of 'Not Sure', 'Disagree', and 'Strongly Disagree' were taken as weaknesses of the 'Current' OP and required an improvement or modification for the OP.

Figure 5 shows an action research mini cycle for answering the research question one.
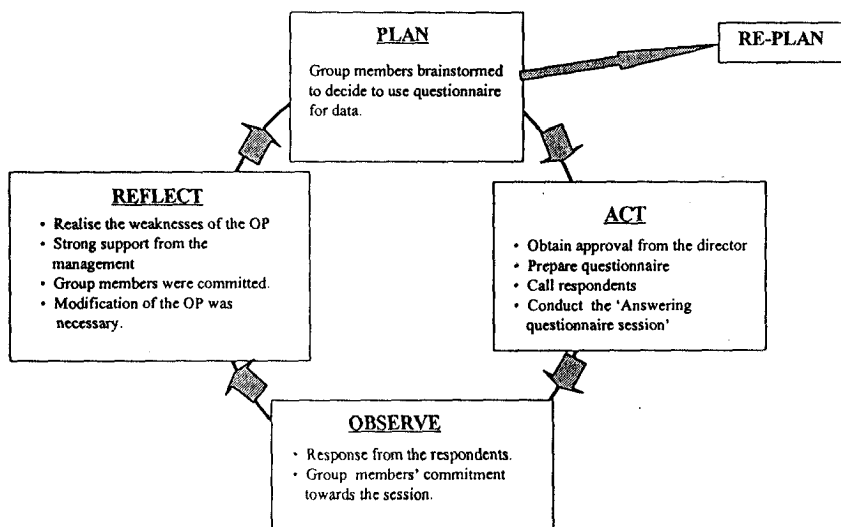
Figure 5. An action research mini cycle for answering the research question one.

Research Question Two

No modular in-house training programme had ever been conducted in L&S. The current OP has been a six-day straight programme. The researcher and his group members looked into possible ways within the OP that might better prepare new employees to become effective members at their workplaces.

The group had gone through orientation programme conducted by large organisations in USA like Corning Inc., Texas Instruments, and Apple Training Support (ATS). The group agreed to adopt Corning Inc. modular-based orientation programme model with modification to suit the Department's need especially on the time factor.

The current OP was divided into three modules with the first module to socialise the new employees into the Department. It would take two days. The second module would teach technical subjects so as to assist the new employees to be able to work reasonably well. This module would be conducted two to three months after the first module. It would take two days. The last module would impart quality concept and productivity, and conduct an overall assessment of the programme. This would take three days and it would be conducted three weeks to a month after the second module.

The group decided that only thirty new employees from headquarters, Kuching, and Samarahan Divisional offices would be selected to attend the first module of the modified orientation programme. Its subsequent implementation for new employees throughout the Sarawak state would depend on the success of its maiden run at headquarters.

The group also agreed to give each participant an orientation kit that contained information about the Department, facilities, and available equipment in the Department for their easy reference. Short evaluation was conducted at the end of each subject to assess if the participants had learnt.

Figure 6 shows an action research mini cycle for answering the research question two.
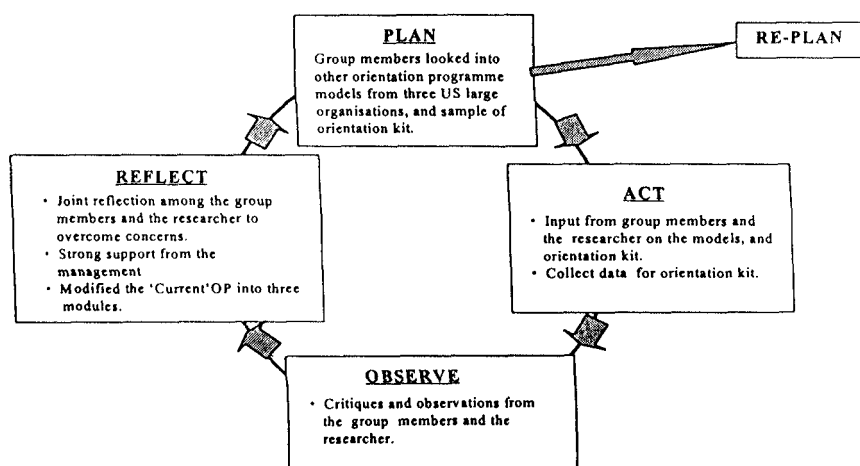
Figure 6. An action research mini cycle for answering the research question two.

Research Question Three

The group identified other training methods such as on-site approach, which included on-the-job training (OJT), job-aids, and apprenticeship, and off-site approach, which included lecture, audiovisuals techniques, corporate classrooms, programmed instruction (PI), teleconferencing, computer-based training (CBT), and equipment simulators as useful to train the new emplyees for better work performance. However, the group decided that the new employees must be socialised first before being trained with technical knowledge and skills for effective work performance. Therefore, all new employees must attend orientation programme.

Figure 7 shows an action research mini cycle for answering the research question three.
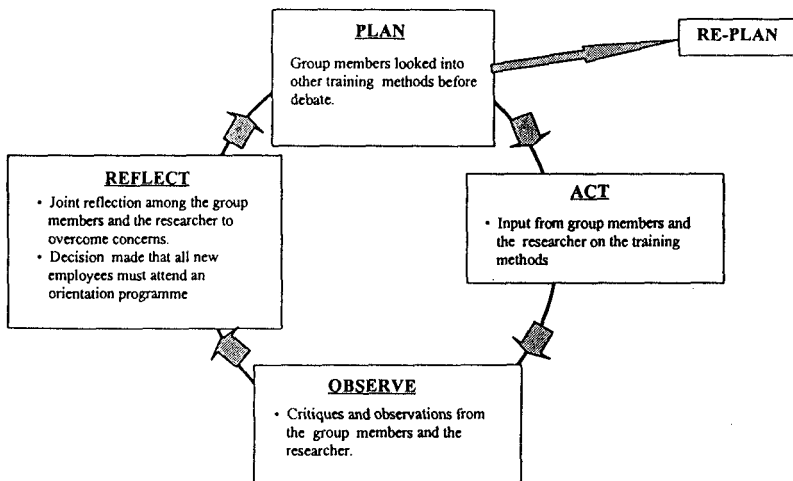
Figure 7. An action research mini cycle for answering the research question three.

CHAPTER FOUR

Findings

Introduction

This chapter described stages of data collection. The stages included getting approval and support from the top management, forming an action research group (AR group), conducting the group meetings, implementing the modified new employees orientation programme, and finally obtaining the needed data for the study.

Purpose of Study

The purpose of this study was to use an action research method to explore possible ways to assist new employees become effective members of Land and Survey Department, Sarawak. The study has two general objectives:

1.   To review the effectiveness of the current orientation programme, and
2.   To explore possible ways to assist new employees become effective members of the Department.

Research Questions

There were three research questions to be explored:

1.   To what extent is the current orientation programme helping new employees become effective quickly?
2.   Are there other possible ways within the orientation programme that might better prepare new employees to become effective members at their workplaces in the Department?
3.   Are there other possible ways that might better prepare new employees, even without having to attend an orientation programme, to become effective members at their workplaces in the Department?

Findings

The processes for obtaining data in this research began from the discussion and acquisition of approval and support from the top management. After the approval had been obtained, the researcher formed an action research group, and gained access to obtain necessary data including documents, minutes, memoranda, reports, and plans.

The most important findings for this study have been those data obtained from the meeting sessions with the AR group members and the implementation of the programme. Data were collected through a briefing session on AR.to the top management and the group members on January 8, 1998; seven (7) AR group meeting sessions; an answering-questionnaire session on March 27, 1998; and the implementation of module one of the New Employees Orientation Programme on April 14-15, 1998.

Obtaining Approval from the Top Management (The Entry Process)

The researcher brought up six important aspects to the top management for their considerations and hence their support and approval for this study before the commencement of this research. These aspects were:

1. Action research was different from traditional research. Action research was a work-based research that involved a cyclical process consisting of plan-act-observe-reflect steps to solve problems by a problem-solving group. Whereas a traditional research was a scientific investigation which the experimenter controlled one or more independent variables and observed the effects of these manipulations on the dependent variable or variables. A traditional research could also be a research study designed to obtain information concerning the current status of phenomena.
2. AR required a formation of an AR group which consisted of six to eight of his colleagues for the study.
3. As Land and Survey Department, Sarawak, had been a multi-function department with eight branches (refer Appendix A3), it would be ideal to have one member from each branch. These members, optimally, should be of peer level as the researcher in order to have a more sincere and frank dialogue among us.
4. The approval to release the AR group members from branch heads must be obtained.
5. The necessary expenditures, such as refreshment; travelling allowances for AR members for data collection purpose; postage including expenses on e-mail for correspondence; and material for AR group meetings, had to be obtained.
6. The directives from top management to other members of staff of the department to assist the AR group and to co-operate with them for data collection.

Discussion with the Director

On December 8, 1997, the researcher tried to make an appointment to see the acting director, Mr. Kho Teng Hong. However, due to his work commitment, the researcher only managed to meet him at 8:15 a.m. on December 18, 1997 in his office.

During the period from December 10 -17, 1997, the researcher talked to officers at his peer level. These officers were potential AR group members. The Land and Survey Department was pressed with work load, and most of these senior officers were performing more than one task. Five out of seven of these senior officers, who had been approached by the researcher, refused to become AR group members. Only two of them agreed and signed an agreement form as members (see Figure 8).

During the discussion with the acting director on December 18, 1997, all the six aspects mentioned earlier were presented to him. He agreed to all and had signed a minute (refer Appendix E) regarding the request of the study to all relevant branch heads and divisional superintendent, Kuching for their information and necessary actions.

On a list of potential AR group members, the acting director gave advice on the choice of the members based on their current work load. He rejected the choice of Mr.

AR GROUP MEMBERSHIP

I, _____, am willing to become a member of Action Research group on the project: *'To explore the possible ways to help new employees become effective members of Land and Survey Department, Sarawak'* with Mr. Ang Tze How as the researcher and facilitator.

Date: ....

Signature: ....

Branch / Section: ....

Department: ....

Figure 8. An agreement form to become an AR group member.

Jamaluddin Dapol (Senior Executive Officer, General Administration Branch, HQ) as a member due to his current vast work load, though he had consented. Thus, the researcher had to look for additional members. It was difficult to get senior officer members as planned. The researcher went on to look for potential members of any grades. As long as she or he was willing to learn and help solve the thematic problem of the department, she or he would be taken as member. Finally, six members signed up to form an AR group:

1. Lim Siau Chung (Grade B)   - HQ (Photogrammetry)
2. Lai Chaw Min (Grade B)   - HQ (Survey)
3. Jefri Ngalambai (Grade B)   - HQ (Land)
4. Hashimi Alwi (Grade B)   - HQ (Planning)
5. Johan Achu Jupaw (Grade B)   - Kuching (General Administration)
6. Diana Ng Chung Hui (Grade D)   - HQ (Information System)

Briefing on Action Research

After the approval was obtained from the acting director, the researcher talked to the relevant branch heads personally about the purpose of this research study. Some branch heads agreed right away, but some requested a briefing on the subject matter for them to understand better so that necessary action as releasing their staff and giving necessary supports could be taken.

As the branch heads were more familiar with the traditional research than the action research mode of doing research, the researcher agreed to their request and arranged a briefing session on January 8, 1998. He also invited all AR group members to attend. An official minute regarding the briefing session was later signed by the Acting Deputy Director, Mr. Philip Assan (refer Appendix F).

The Briefing Session

The Acting Deputy Director (AgDDLS), Assistant Director Planning (ADP), Assistant Director Survey (ADS), Senior Land Officer (SLO), Information System Manager (ISM), and the five AR group members (except for Mr. Johan who was absent due to more urgent commitment) attended the briefing session on January 8, 1998 at 2:45 p.m., in the conference room headquarters, Kuching.

The attendees were briefed on the following matters:

1. The purpose of the briefing.
2. The purpose of the study.
3. The Research Questions.
4. What is Action Research?
5. Action Research Process.
6. Action Research - Its Benefits.
7. Question and Answer session.

Questions and comments

During the questions and answers session after the briefing, many questions were raised and comments were made. The researcher tried his best to provide the relevant answers.

The questions and comments were as follows:

Questions

1. What are the benefits to the AR group members as this is the researcher's thesis project? (ADP)
2. What should they do as members? (ADP)
3. If a member is a Technical Assistant (TA), how could this project, which is related to new employees, help him or her in the learning if he or she joins as an AR group member? (ADP)
4. How often will the members attend the meetings and how much time do they have to commit for the data collection process? (SLO)
5. AR is work-based. What about other students taking this type of course, have no bodies to form a group? (ADS)

Comments

1. 'I have no objection to let them join the researcher, as long as this is not full-time.' (SLO)
2. 'The number of times for reflection process may not be enough.' (ISM)
3. 'How committed will the members be? I am afraid that the researcher may have the bodies but not the soul.' (ADS)
4. 'I have no objection, as long as the researcher can convince them to join him.' (ADP)
5. 'I would like to see the researcher's progressive report on this experimental study and to make this study visible and worthwhile.' (AgDDLS)
6. 'We have no objection to release them for meeting and assist the researcher in doing the research. However, they are very busy too. Activities should be arranged properly and should not take up too much of their time.' (AgDDLS)
7. 'We are very junior, maybe we might not be able to contribute much.' (Diana Ng)
8. 'I am interested in this study, that's why I join without hesitation.' (Jefri Ngalambai)
9. 'I will try my best to help the researcher as a friend.' (Lai Chaw Min)
10. 'We will see what we can do to help later on.' (Lim Siau Chung)

It is the hope of the researcher that those questions and comments listed above would be useful for other researcher (s) who might be doing research of this nature in future. These would prepare them to anticipate such similar questions and comments, and provide better answers.

The Formation of an Action Research Group

The researcher obtained a letter from the University Malaysia Sarawak (UNIMAS), which explained the difference between a traditional research and an action research to the management, and requested departmental support for him to form an AR group for the research (refer Appendix G).

All relevant branch heads agreed to release their staff to become AR group members. Though the AR group had been formed, it was not the ideal one that he would like to have as mentioned earlier. However, it was a challenge for him as how to make the study a successful one as Weinstein (1995) has put it: a task achieved, and a great deal of learning.

The AR Meetings

The AR meetings were scheduled to be held on a Friday afternoon every fortnight. This was the only time that the researcher would be free from attending lectures at UNIMAS. Altogether seven meetings were scheduled for the completion of one action cycle. The first and second meetings would provide necessary training to the group members on the knowledge of action research and the planning on how to carry out this

study collaboratively and emancipatorily. The third meeting would review the current orientation programmes (OP) and brainstorm to formulate questionnaires for testing the effectiveness of the current OP. The fourth meeting would consider a possible modified OP. These third and fourth meetings would try to answer research questions (1) and (2) while the fifth and sixth meeting would address the research question (3). The seventh meeting would be critically reflecting on what had been discussed and to plan for an implementation of a possible new orientation programme, and a possible next cycle, if any (refer Figure 9).

Members and the relevant branch heads were notified in advance about the tentative dates for all the seven meetings (refer Appendix H).

In all meetings, the researcher would be observing members' behaviour and reaction. Before the closing of every meeting, he would ask all members to reflect on what had been discussed. All members would talk freely, learn as much as they could, and contribute to the most based on their ability, experience, and knowledge.

Before the first meeting, he also provided the members with relevant articles, notes, copies of relevant journals, and references of books on the subject with the intention of improving their knowledge. This provision of programmed knowledge, P (Revans, 1982 as cited in Mumford, 1997) would help increase their scope of knowledge and hence prone them to ask appropriate questions, Q (Cunningham, 1996), which might lead to possible solutions for the problem.

Figure 9. A Summary of an Action Research Process Cycle

The First AR Meeting

All members attended the first AR meeting at 2:35 p.m. on January 16, 1998. Since the members were from different branches, the researcher took the opportunity to ask them to introduce themselves, and to know each other. This session was essential to enhance relationship among members and to increase their confidence in public speaking.

In the meeting, the researcher explained the thematic concern and the objectives of the study. At this stage, members expressed that they were unsure of what they could do to help. They wanted to be told precisely about the research and their role. He informed them that every body would learn including himself through the AR cyclical process of the research.

The researcher reiterated to the members that whatever the ideas they might have; any possible solutions they suggested; and the findings that they arrived at, they must not deviate from the general objectives and the three corollary research questions of the study. He also reminded them that if they read the articles, notes, the various research approaches and the rest of references given to them, it would help them a lot. He further emphasised the importance of collaborative action. However, the researcher assured members that he would facilitate the meetings as requested by them.

Members were asked to think of an action plan for the study that would be discussed in the next meeting. Before the meeting was concluded, members reflected on what had been learnt. The meeting adjourned at 4:45 p.m.

Observation and reflection

The researcher observed that during this session, it was quite difficult for the members to visualise the overall picture of the study at the outset. They were unable to understand how an AR should be carried out. This was evidenced from their being quiet and only when they were asked or requested to share their thoughts. The researcher believed that this situation arisen was mainly due to his limitation of knowledge on AR. This made him unable to present clearly the whole AR picture to them. It took nearly one hour of questions and answers time to improve their knowledge on AR.

Before the action plan for the study could be agreed upon, he asked them to think for five minutes and then to write down what the action plan should be in another ten minutes. Unfortunately, it was not successful. Though, they did draft something down, their suggested ideas could not be tied up to form an action plan. However, the researcher had achieved the primary purpose of getting them to think, learn, and act collaboratively. The formulation of an action plan that would be agreed by all members came second in this meeting.

On facilitation of the meetings, the researcher stressed that he would only act as a facilitator who would play process, academic, interpersonal, and validation roles (Bennet, 1997). He should not be looked upon as a chairman, a tutor, a group leader, or a lecturer of the group (Weinstein, 1995). However, the members felt strongly that the researcher had

to be there to facilitate, particularly at the beginning. From observation, it was quite obvious that the members had no confidence to carry out the study by themselves. An example was when Johan could not articulate when asked to further elaborate something that he had said, no body came to his assistance. The researcher felt that this scenario might be due to the departmental culture as *'silence is golden'*; *'don't try to be clever'*; and *'you answer only when you are asked'*. The researcher must constantly motivate and guide them to enhance their confidence. It was repeatedly stressed that in this collaborative atmosphere, 'dialogue' was more appropriate than 'discuss,' and every one should help each other. It was really challenging but it worked. This effort had seen motivating results when the members started to ask questions and talked actively towards the later part of the meeting. After one question was answered, more questions poured in. The researcher described this phenomenon as a 'snowball effect.' It was really encouraging!

A reflection on the proceeding of the meeting made the researcher realise that his lack of expertise on AR knowledge and methods could cause an embarrassing halt to the meeting. The researcher realised the need for pause to allow time for himself and the members to reflect and think. This would also enable him to recall what he had learnt and read before, and therefore to relate the situations, provide answers, and to proceed with the agenda. The first meeting gave the researcher a very good experience and this experience would enable him to conduct a better and more effective meeting next time.

The Second AR Meeting

The second AR meeting was held on February 13, 1998 at 2:50 p.m. Johan was absent as he had to attend an important meeting. Diana Ng was asked to replace deputy director's stenographer, who was on leave. The other four members attended. The researcher thanked them for being able to come for the meeting.

He explained the reasons why the other two members were absent. The group then concentrated on the formulation of the action plan for this study.

They seemed to be unsure of what should be done for the formulation of the plan. The researcher indicated to them that the action plan would attempt to answer the three research questions in a planned time frame. With this explanation, they started to participate actively. Less than an hour, through brainstorming method, an agreed action plan was formulated.

The plan started by reviewing the current orientation programme (OP). The group suggested it could be done by using questionnaires. They disagreed to use interview method to obtain feedback as this would take up too much time, which they could not afford. The researcher asked the group if the same patterns of the current OP were to be adopted for the future OP again. This meant a six-day programme. They disagreed strongly with the following feedback:

1. Hashimi mentioned that from his experience, majority of the participants would take the course as an opportunity for holiday trip away from the office as well as from their serving division. However, he appreciated that he had got a chance to

see Kapit town (seventh division) because of this programme. He admitted he was under an impression that Kapit was a town so remote that almost every participant would not go if given a choice. He said he was wrong after he had seen the place himself. He promised not to prejudge any thing from now on before he had seen it.

2. Hashimi also stated that the participants could not absorb that much knowledge at one go. Besides, there was no means to monitor and check if they had really learnt from the programme. He further complained that the programme was concentrating too much on providing basic knowledge for doing their works. There were too little or no activity to socialise the new employees into the department. He said socialisation was important. From his experience, new employees normally have anxiety in the new environment. He was lucky in a sense that he had a good supervisor who guided him very closely. This made him feel more relax and comfortable. But his case was an exception rather than the norm. Others might not have good supervisor as he did. He proposed a new OP should include a section on socialisation of new employee.

3. Jefri explained that on one occasion when he was a course participant, the programme co-ordinator (the researcher as departmental training officer) had to leave after the second day of the programme. Some participants were not behaving properly, though another local programme co-ordinator was around. He said when the training officer was around, all the participants were normally scared and respected him (departmental culture), as he represented the director of the department. This would serve as an 'automatic monitoring system.' Unless some senior officer would be present throughout the programme, the OP should be divided into several modules when he could be there throughout the OP. Besides this, Jefri was also for the idea of socialisation of new employees.

4. Hashimi strongly agreed to Jefri's point of view that the programme co-ordinator should stay until the end of the programme. He mentioned that there were several occasions, (after the researcher had left), that some of the participants came late and left earlier despite the advice from the elected class monitor. This really defeated the purpose of providing a learning opportunity to them.

With these feedback and suggestions, the group agreed to use questionnaires to test the effectiveness of the OP. The group agreed that the questionnaires would be discussed in more detail in the third or fourth meeting together with the detail review of the current OP. When the result of the questionnaire had been obtained, the areas of the current OP that needed to be improved would be discussed and analysed further. This would then lead to a possible modification of the OP.

As this meeting mainly discussed the OP, other members besides Hashimi and Jefri, who had attended before, were not saying much as they had no experience about any of such programme. However, they shared some of their experiences as new employees some twenty years or more ago.

The researcher brought their attention back to the action plan after the sharing of their experiences. He stressed that the third research question would be scheduled to be discussed in the fifth and possibly sixth meetings. At this point, he asked the members if it were okay for the meeting to be held on every Friday, instead of once in two weeks time. He said he understood that they were very busy and therefore would like to complete the cycle as soon as possible. They were all for it eagerly. The researcher further mentioned that if everything went smoothly, the seventh meeting, which was considered to be the last meeting, would be completed by the end of March, 1998.

The members shared that after being in the group, they had learnt something about action learning and action research. However, they actually had practised it at their respective workplaces. They commented they might have applied it quite some time already without realising that this had been an action learning method.

Observation and reflection

The members were more active in the second meeting despite two absentees. Though Hashimi and Jefri participated actively in this meeting, the rest were also listening and giving necessary comments, which were not apparent in the first meeting.

Lim commented the researcher had been very patient and always encouraged them to talk. He did not act like a superior. They could be more active when there was no superior officer around. In addition, Lim said he had learnt a lot from the other members. Lai shared the same experience.

Jefri stressed that the meeting would be very boring if it were controlled. In this case, he was very pleased that the researcher opened up the meeting and encouraged them to talk freely without feeling threatened. He even came out with such a phrase 'a place of tension diffusion' to describe the situation of how the meeting was run.

Hashimi reflected that the researcher had been knowledgeable and acted as a catalyst to move the meeting. He appreciated that the meeting had been very open. The members had been encouraged and motivated to talk freely. In this situation, in Hashimi's original phrase, they could even act as 'devil advocate' and not being 'sucked up' by the researcher. He further commented that he now knew what was meant by 'thematic concern.'

The sharing and talking did not stop well after the office hour (4:45 p.m.). The researcher, though, would like them to go on sharing, had to call it a day and thanked them for being so participative. He hoped this spirit would continue in the next few meetings as this would definitely contribute to the findings for the study and for the department. The meeting adjourned at 5:10 p.m.

It was to the researcher's greatest delight that the members were not affected by the absentees, instead they were even more participative in the meeting. He felt that the strategy of motivating, encouraging, and lowering-yourself-down-to-their-level had been the main reasons for the success of a highly participative meeting.

The other helpful tip was the effective guidance and facilitation to help them solve the problems that they found difficulty to solve. For example, they were having difficulty in formulating the action plan when they were asked to do it individually at first. With the proper guidance and facilitation, they became focused and were able to come out with ideas and suggestions so fast that the action plan was formulated within an hour.

Flexibility of the facilitator was also important to the members. This reduced their anxiety and made them feel there was a caring sentiment for them. Then, they would open up and contribute to their most. This successful scenario inspired the researcher to read and think more in order to be more knowledgeable and to help the members learn more while solving the problem together.

The Third AR Meeting

The third AR meeting was called on February 20, 1998 at 2:40 p.m.. All members attended. The researcher thanked them for their presence. This meeting aimed to review the current orientation programme.

As this meeting aimed to review the current OP, the researcher requested Diana and Hashimi, who had attended this OP to share their views. They agreed that the current OP was too technical and therefore could become boring sometime. It did not provide much opportunity to socialise the participants into the department as the programme did not introduce who was who in the department. They would also face problem in times of difficulty as they would not know who to turn to for help.

They also wanted an overview briefing of the orientation programme so that they knew what to expect and be prepared for it. Hashimi said he had high expectation of the programme but unfortunately he learnt only about thirty percent of the subjects in the programme.

Diana commented that there was no evaluation after each subject. Therefore, they were not sure if they had absorbed and learnt about the subjects. She continued that for very technical subject, the use of appropriate graphic or video show would help them understand better. Both of them agreed that the handouts provided were too detail. They suggested simple, brief and concise handouts would help them read and refer better. At this stage, the researcher suggested a handout format (refer Figure 10) for the group members comment and acceptance. They agreed to the format suggested and proposed it to be used for the future OP.

Johan chipped in and asked if the sequence of the subjects were well arranged. Diana and Hashimi answered that they were not very sure as they were new employees and were unable to verify it. The researcher explained that the programme was arranged by him. He knew that it was not properly arranged as it had to suit the availability of the facilitators who sometimes had to facilitate earlier or later than the time scheduled because of their other commitment and work. He said he would try to make the subjects more sequential in future.

Figure 10. An Example of a Handout Notes Format

Diana and Hashimi commented on the role of the facilitators chosen to facilitate the subjects. Though the facilitators were knowledgeable, some of them had poor presentation skill and therefore made the subjects boring. They should be trained to become departmental trainers to help the researcher (as the departmental training officer) in any in-house training programmes in future. They all managed their time well, but should interact more and foster a better rapport with the participants which indirectly would motivate them. The researcher promised that future facilitators would be informed on this point.

In order to evaluate the effectiveness of the current OP, the group agreed to use a questionnaire for those participants attended the OP in 1997.

After a brainstorming session, the group was able to include aspects in the questionnaire on the departmental vision, mission, structure and functions; learning of knowledge and skills; facilities used in the OP; the OP itself; and the facilitators. All members were requested to think and come out with a draft questionnaire which would be discussed next week.

Before the meeting ended, the researcher requested the group members to reflect if they had learnt anything in the meeting or from the documents given by him earlier on. Johan mentioned that he learnt there were always ways to improve on things if we could sit down and think and reflect on what had been done and what had gone wrong. Diana

said she had learnt how to plan. Hashimi said he would now be able to penetrate into the barriers and find ways to solve them. 'Nothing was just smooth-sailing,' he added.

Observation and reflection

The members were able to contribute freely. Diana was a good example as she was shy at the beginning. The future OP would not be altered if not for these members who had criticised, commented, suggested, acted and contributed in order to change for the better. Though, some of them were junior officers, they were the ones who had actually gone through the programme themselves. Therefore, their experiences and contributions were most valuable, realistic and natural.

As in each meeting, there would be something new to discuss. They were usually passive at the beginning. The experiences of the researcher as the training officer in the department helped convert the passive atmosphere into an active one by involving, guiding, motivating, and encouraging them to participate actively and not to worry of making mistakes. This experience really helped and worked. And they reacted actively after a little while. This again proved the importance of the presence of a capable facilitator in this kind of meeting.

Findings

The group agreed to use questionnaire to evaluate the effectiveness of the current OP. The respondents to answer this questionnaire would be those participants who had attended the OP in 1997. Current OP appeared to be too technical. New employees should be properly socialised first before the technical subjects were taught.

The Fourth AR Meeting

The fourth AR meeting was held on February 27, 1998 at 2:45 p.m. and Jefri was absent as he had to prepare for his examination. Diana was committed to some urgent assignment. The other four members turned up for the meeting. The researcher thanked them for their presence.

The members apologised that they were unable to come up with draft questionnaire. They were firstly busy with their work, and secondly they were incapable of formulating the questionnaire as desired. They appeared very unconfident.

The researcher felt disappointed at this moment. However, he quickly realised that there must be some way which they could formulate the questionnaire more effectively if it was done collaboratively instead of asking them to do it individually.

Members were asked to think and formulate the questionnaire in the meeting through brainstorming session. Their active participation in the brainstorming session enabled the formulation of questionnaire.

The meeting continued to look into a possible modification of OP. They were asked if the current six-day OP was to be retained. All the group members objected. After a dialogue session, four modules of the OP were proposed (refer Figure 11). However, as time approached 4:30 p.m., the researcher suggested the modification of OP and questionnaire were to be discussed further in the next meeting. With their agreement, the meeting adjourned at 4:45 p.m.

Observation and reflection

The researcher felt disappointed at the beginning of this fourth meeting. Firstly, they were two absentees, and secondly, none of them had come up with a draft questionnaire as requested.

The work load that the group members had to shoulder in the office often hampered the smooth and effective running of the meetings. However, this weakness became an opportunity for the researcher to learn to be more proactive. He learnt to forecast upcoming situations and not to be affected emotionally by 'disappointing surprises.' This positive attitude helped produce positive output, for example, the successful formulation of the questionnaire and the modification of the programme despite the disappointing start of this meeting.

This meeting demonstrated the group members were still having such an impression that the study was not theirs. They were in it because they wanted to learn something new or to help out their friend who was in need. This was reflected by Lai and Lim who kept saying: *'I am trying to do your project at home as I don't have time to do it in the office.'* Johan and Jefri said: *'I wanted to learn from you.'* Diana and Hashimi were under great pressure of heavy work load and were scared of not meeting their work targets. This might affect their performance especially when they were still new employees and not yet confirmed in their services. Inter-personal skill and relationship, therefore, played a very important role to hold them together. Constant motivation was very necessary to keep them 'alive.'

Through this AR, the researcher had a chance to observe and realise human characteristics that would help him deal better the human resources in future.

Findings

Group members proposed a modular orientation programme to replace the current six-day OP depending upon the response of the questionnaire.

The Fifth AR Meeting

The fifth AR meeting was held on March 13, 1998 at 2:40 p.m. There were full attendance. The researcher thanked them for being able to come.

The group members commented on the draft questionnaire which was formulated in the last meeting. There was active participation. Each question in the questionnaire was

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**LAND AND SURVEY DEPARTMENT, SARAWAK
ORIENTATION PROGRAMME MODULES**

MODULE ONE

SOCIALISATION (2 DAYS)	-	Department structure, mission, vision, functions culture, ethnic, environment, health and safety, facilities.
	-	Introduction to senior officers and supervisors, etc.
	-	Work roles
MODULE TWO (After one month) (2 days)	-	Inter-related technical subjects as in the organisation.
	-	Short test
MODULE THREE (2 days)	-	Quality, Work Ethic, Productivity, Performance Appraisal, Privilege, Entitlement, etc.
MODULE FOUR	-	Answer Workbook questions.

Figure 11. The Proposed Four Modules of the New Employees Orientation Programme

commented on, altered and added as necessary. A final copy of the questionnaire was completed (refer Appendix I).

Lim enquired the number of new employees attended the previous OP needed to answer this questionnaire. The researcher suggested between thirty and sixty respondents depending on the departmental constraints. The group decided on forty respondents from headquarters and Kuching Division. Respondents from Samarahan Division would also be required if the number was not adequate.

Lim suggested it would be less effective if the questionnaire was to be mailed. He proposed an answering-questionnaire session to be held on one afternoon so that all group members could be present to provide necessary explanation. This would also guarantee a good return rate of the questionnaire and responses could be closely observed. It would also cut cost and save time. However, a letter of approval from the Director had to be obtained before it could be carried out. This would be attended to by the researcher.

The researcher also informed group members that the research must involve an implementation phase. Therefore, the first module of the new OP needed to be

implemented soonest possible. He proposed that it should be carried out in the first or second week of April. However, the members agreed on the second week of April, from April 14-15, 1998. The researcher would obtain the approval of the Director.

The researcher gave the members a copy of article on sample items to be included in an employee orientation kit (refer Table 3) authored by Cascio (1992). He suggested in module one of the new OP, a similar orientation kit be included to better inform the new employees of the department. The group members agreed but the items included should be subject to further improvement to suit the department's need.

The meeting then discussed the content of module one; who would facilitate what subject; and who would collect what data for the content of the orientation kit. All members were assigned with duties and the subjects to conduct. They were requested to prepare a simple note on the subject and to present it in the next meeting for improvement.

Before the meeting ended, they were requested to reflect on what had been learnt and to give their comments. Johan said he learnt a great deal on how to conduct a meeting and from the sharing of experiences of his fellow group members. He appreciated it very much. Jefri commented he realised the haves and the have-nots of the department in terms of learning through the formulation of questionnaire and the modification of OP. Lai said he obtained a lot of information when he was browsing through Internet for relevant information on this matter. Lim, Diana and Hashimi mentioned that they had learnt how to guide members to talk in the meeting. The meeting adjourned at 4:40 p.m.

Observation and reflection

The flexibility of the members was reflected in this meeting. When the researcher deviated the meeting to discuss the implementation of the programme, they gave full co-operation and contributed ideas even though there were still other agenda needed to be discussed.

It was fascinating that the group members were excited and motivated when the researcher mentioned the need for implementing the new OP. The researcher was curious and enquired the reasons for this state of excitement. There was no straight answer. However, Lim and Johan shared that the implementation of the programme would reflect if their effort and contribution were effective and well spent. The opportunities to facilitate also motivated Jefri, Hashimi, Lim, and Johan who expressed keenness to facilitate whereas Lai and Diana said they would not mind doing it.

Findings

Group members agreed to include an orientation kit in the new orientation programme. This orientation kit should contain items that were informative to the participants about the department(refer Table 7).

Answering -Questionnaire Session

After the fifth meeting, the researcher obtained the approval of the Director for the answering-the-questionnaire session and the implementation of the module one of New Employees Orientation Programme as scheduled (refer Appendix J).

Forty respondents were selected (refer Appendix K) and requested to come for the purpose on March 27, 1998 at 3:00 p.m. However, only thirty-seven of them turned up. The group members were also there to translate the questionnaire into national language as well as to observe their reactions.

The researcher used transparencies to explain the questions in the questionnaire to the respondents. For some of them, who had problem in understanding English, explanation in national language - Bahasa Malaysia or local Malay dialects was provided by Hashimi, Jefri, and Johan. The session lasted an hour. After that, the group members stayed back and reflected on their observations during the session.

During the session, the respondents seemed to have little problem in responding to the questions as commented by Jefri. He was wondering if they had understood the questions or just simply circled the number as in an objective test.

Some of the respondents' reactions were a true reflection of a typical government servant - 'you are told what to do and not to ask question'. They were relieved when told that their name was not required to be printed in the form as observed by Lim. Diana felt as if their coming was an obligation as they were quiet during the session. Some of them only acted when guided, said Johan. He observed that when question number seven and question number sixteen were explained, majority of them were quiet and seemed unsure. Johan and Hashimi observed that the female respondents were more responsive. Hashimi felt some of them were undisciplined as they were late by nearly twenty minutes. However, some of them were serious as they took the initiative to ask their friends to translate the questions for them. Lai mentioned that was normal as the junior staff would always want to avoid offending their senior officers. Because of that, he predicted that the result would be more positive than negative.

Before the group reflection on the questionnaire was over, he reminded them that the next meeting would discuss further on the modules of the programme and would try to address research question number three. He reminded them to read the articles on other training methods for a productive next meeting. With that remark, the meeting ended at about 5:00 p.m.

The result

The result showed majority of them agreed that the current OP was good (refer Table 8). However, there were scores for 'Disagree' for questions 3 to 8, and 10 to 21. There were also scores for 'Strongly Disagree' for questions 8, 12, 14, 17, and 20 in the summary of results of the questionnaire in table 8. This indicated that there was weakness

Table 7.

Departmental Employee Orientation Kit

- A current departmental organisation chart.
- Departmental vision, mission, and objectives.
- Map of the facility in department. (Include praying room, emergency exits, meeting rooms, library, recreation room, canteen, parking lots, toilets, fire extinguishers, and etc.)
- List of terms (glossary) used in various branches in the department.
- Departmental general policies handbook.
- Client Charter of various branches.
- Benefits as listed in General Orders.
- List of benefits
- Copies of performance evaluation forms, dates, and procedurers
- Copies of other required forms (e.g., supply requisition and expense reimbursement)
- List of on-the-job training opportunities
- Sources of information
- Detailed outline of emergency and accident-prrevention procedures
- Sample copy of each important company publication
- Telephone numbers and locations of key personnel and operations
- Copies of insurance plans

in the current OP. The total scores of 'Not Sure', 'Disagree', and 'Strongly Disagree' for questions 7 (17), 11 (16), and 17 (17) indicated areas for compulsory improvements. With these results, the review of the current OP was therefore justified and there was a need to improve or modify the current OP.

Findings

The current OP was to be modified. An orientation programme with four modules would be formulated and module one of the programme would emphasise organisational socialisation of the new employees. The notes were to be simplified. There would be a short evaluation after each subject was conducted.

The Sixth AR Meeting

The sixth AR meeting was held on April 3, 1998. Jefri was absent as he had to prepare for his examination. Diana replaced deputy director's stenographer who was on sick leave. Hashimi was busy on an important project. The other three members attended the sixth meeting.

The researcher explained the reasons why the other three members were absent, and the reasons were accepted. He then motivated the group members with the approval

Table 8

Summary of Results of Questionnaire for Review of Effectiveness of Current Orientation Programme

Question	Responses				
	SA	A	NS	D	SD
1. The orientation programme had enlightened me about our departmental vision and mission.	7	27	3	-	-
2. The orientation programme had given me a general picture of departmental structure and functions.	8	26	3	-	-
3. The inter-relationship among the various branches in the department had been basically demonstrated in the programme.	5	27	3	2	-
4. The orientation programme had provided me with the basic knowledge and skills to do my job immediately.	4	23	6	4	-
5. The orientation programme had provided me with a picture of the departmental culture (belief, norms, working styles, and behaviours.)	3	24	8	2	-
6. After attending the orientation programme, I could basically understand my work role.	3	27	6	1	-
7. Contents of the subjects were sufficient for the orientation programme.	2	18	10	7	-
8. The ways that the facilitators conducted their subjects were interesting and effective.	1	25	6	4	1
9. All facilitators have knowledge in their respective fields.	6	24	7	-	-
10. The venue chosen for conducting the orientation programme was suitable.	9	19	1	8	-
11. Visual aids (e.g. OHP transparencies, computer presentations) were attractive and clear.	4	17	6	10	-
12. Accommodation provided during the orientation programme was comfortable.	11	20	2	3	1
13. Refreshment provided during the orientation programme was sufficient.	8	22	3	4	-
14. Classroom setting during the orientation programme was comfortable.	7	12	4	13	1
15. Duration of the orientation programme was just enough.	4	22	7	4	-
16. The sequence of the subjects in the orientation programme was well arranged.	2	20	9	6	-
17. The notes on each subject were too detail.	1	9	10	15	2
18. The notes should be given before each subject was commenced.	10	25	1	1	-
19. Simple test after each subject was important to measure the understanding of the subject by the participants.	15	13	7	2	-
20. The orientation programme had provided us, from all divisional offices, an opportunity to mix around and understand each other better.	15	20	-	1	1
21. The orientation programme had enabled me to understand better the real set-up of the divisional office during the visiting session.	5	28	2	2	-

Note. SA=Strongly Agree   A=Agree   NS=Not Sure   D=Disagree   SD=Strongly Disagree
Total Respondents = 37   Male Respondent = 20   Female Respondent = 17
Average Age = 29.5   Total Questions = 21

from the Director that they would be the facilitators of the programme (refer Appendix L).

The researcher asked the group members if research question number three had any answers now. They commented those training methods like on-the-job training, mentoring, coaching, job-rotation, and computer-aids training were good. But they only provided technical knowledge and skills for them to do their work. They would not provide a venue to socialise the new employees into the departmental family. These new employees needed to know who were their superiors, their work environment, the departmental culture, vision, mission, structure, and functions, and who to turn to for assistance. The members felt that the training methods as mentioned should be used for future training. These trainings would help them acquire the needed knowledge and skills systematically rather than through an ac- hoc training which was happening now in the department. Therefore, the research question number three would be answered negatively as they still needed to attend an orientation programme for them to be socialised into the department.

The meeting continued to discuss the matter on the implementation of the programme which would be conducted from April 14-15, 1998. They were reminded that module one was meant to socialise the new employees into the department. It should be less paperwork, relaxing and fun oriented. Therefore their notes on any subject should be brief but concise. He cited an example that from the previous questionnaire, one response on notes was marked as too detail. The members then showed him the notes that they had prepared. He asked them to share their ideas and make necessary changes if there was any. This included the draft notes from the other three absentees.

The group went through their notes and made the necessary changes. The meeting ended at 4:40 p.m.

Observation and reflection

The members were very committed in their assignments in preparing their notes. This clearly showed that they were helpful and responsible. The other observation was that they were keen to learn and prepared to take up a facilitator's role.

A change in attitude and an ability to adapt to the adverse situation had been the obvious growth of the researcher. He had been able to handle the meeting even with only three members attending and still made it a productive meeting.

The appropriation of the members to play a role of facilitator would build their confidence. The researcher believed that if they were guided and advised properly, they could be potential departmental trainers. This positive attitude would definitely help him discover more talented and potential trainers in the department. This way, it would help inspire the department to move towards becoming a learning organisation. As a training officer in the department, he believed that he would be in a position to make this vision come true.

Findings

Group members strongly agreed that orientation programme must start with organisation socialisation of the new employees before other training methods like on-the-job training, mentoring, coaching, job-rotation, and computer-aids training could be conducted. These training methods should be used for future training and development of the staff.

The Seventh AR Meeting

The seventh AR meeting was called on April 9, 1998. Hashimi was absent as he was busy on an important project. The rest of the members attended.

This meeting aimed to finalise the notes, orientation kit, evaluation questions, and questionnaire for module one of the New Employees Orientation Programme that would be conducted from April 14-15, 1998.

However, Johan pointed out that the subject on 'Privilege and Entitlement' should be included in module one instead of in module three. At the same time, he asked if there was necessary to have four modules. This was seconded by Lim and Jefri. The group then switched to discuss the programme modules.

All members felt strongly that module one was very necessary as it would provide a venue for a departmental socialisation of the new employees. After they had been socialised into the department, they should know who would be their supervisors and co-workers. This would help them to work better in that environment. They would also be expected to take the initiative to ask and find out how to carry out their work at their respective workplaces.

They felt that for new employees to attend the second module one or one and a half months after the first module was too soon. They should take a longer time to experience their work and to face work based problems. With these experiences and problems, it would be more effective to learn when they came back for module two. This module would mainly provide them technical knowledge and technical skills. The researcher asked them what should be an effective interval between module one and module two. They agreed on an interval of at least two months.

Module three would then focus on quality and productivity. All members discussed and concluded that they should come back for this module two to three weeks after they had attended module two. This would help enforce their attitude and knowledge on quality and productivity. In this same module, an overall review and assessment of the programme would be discussed and reflected together with the participants. The participants would not only learn the knowledge and skills, they would also learn to think, reflect, and apply the knowledge and skills that they had learnt.

With that critical discussion, the group finally agreed the programme should have only three modules instead of four modules as originally planned (refer Figure 12).

All members then presented their notes, write-up of their notes, evaluation questions for the subjects, and the contents for the orientation kit. The researcher asked group members for comments and suggestions for the improvement of the notes and the rest of documents. He stressed the purpose of the programme was to socialise the new employees and help them better understand the department. Therefore, they should observe the simplicity of the notes and the test questions.

As Lai would be attending a course in Sarikei, he would not be able to facilitate. Diana would also be very busy and she asked someone else to take over her subject on 'Know Your Department' and to conduct an office tour at headquarters. The researcher asked if any one would like to take over from them. They said whatever subject that they would facilitate had been enough and suggested the researcher to take over to which he consented. With the co-operation of all members, the group was able to achieve its purpose within one and a half hour.

Before the meeting ended, the researcher reminded group members to get copies of the notes, evaluation questions, slides and transparencies, and other document ready at least three days before the implementation of the programme.

Observation and reflection

As the implementation day of the orientation programme approached, group members appeared excited and committed. This was reflected by the members' recommendation on the modification of the programme from four modules to three modules. Moreover, their explanation and reasoning on why there should only be three modules instead of four modules were sensible, logical, and cost and time saving. It was a clear sign of action learning that the members could now plan, act, observe, and reflect. They were also able to voice out their suggestions at this critical time. They also appeared confident. However, he observed that constant motivation especially at this time was very necessary to help them develop high spirit to prepare for the implementation days. Most of them called him for more ideas and necessary corrections on their draft notes. Therefore, whenever he met them, he always motivated and encouraged them. Not a word in negative sense that he should utter to them. He could not afford to lose any one of them at this critical time.

Findings

After critical discussion, the group agreed the new orientation programme should have only three modules instead of four modules as originally planned.

Implementation of New Employees Orientation Programme (Module One)

The implementation of the Module one of New Employees Orientation Programme was carried out on April 14-15, 1998, at the conference room, 9th floor, Headquarters, Land and Survey Department, Kuching. Twenty-three participants attended (refer Appendix M). The Director initiated an opening ceremony of the programme. The rest of the management members also attended the ceremony.

LAND AND SURVEY DEPARTMENT, SARAWAK

ORIENTATION PROGRAMME MODULES

MODULE ONE

SOCIALISATION   -   Departmental structure, mission, vision, functions,
    (2 days)   culture, ethic, environment, health and safety, facilities.
                     Privilege and Entitlement
            -   Work roles
            -   Introduction to senior officers and supervisors, etc.

MODULE TWO   -   Inter-related technical subjects as in the organisation.
(After 2 - 3 months) -   Short test
   (2 days)

MODULE THREE -   Quality, Work Ethic, Productivity, Performance
(After 2 weeks)   Appraisal.
   (3 days)   -   Review and Overall Assessment.

Figure 12.   The Modified Three Modules of the New Employees Orientation
             Programme

In the Director's opening speech, he stressed on the importance of departmental vision and mission. He hoped the new employees would realise that all members of the department had a role to play to achieve this vision and mission. Every one in the department should at least strive to achieve them.

The ceremony did not end immediately after the opening speech. It was really a good sign of support from the management that the Director allowed a dialogue session with the participants to be conducted. The participants asked questions regarding their current position and future posting. The Director, the Deputy Director, and the Assistant Directors responded to their questions. From the researcher's point of view, this scenario had been a situation as an old saying said "well begun is half done," and these new employees were also motivated.

The programme began after a short refreshment. Jefri facilitated on the subject of departmental vision, mission, objectives, structure, and functions. The researcher observed that the participants did not respond well though Jefri was knowledgeable on the subject and had presented it well. Jefri and the researcher discussed and proposed the format be altered to group discussion and presentation. There were two topics given for discussion in national language:

1.   *Bincangkan dan beri komen tentang visi Jabatan Tanah dan Survei.*

(Discuss and give comment on the Vision of Land and Survey Department)

2.   *Berikan cadangan bagaimana visi yang tersebut di atas boleh dicapai.*
        (Give suggestions on how the vision mentioned above can be achieved.)

They were given twenty minutes to discuss and ten minutes to present. The researcher did not expect to see and hear full explanation and quality suggestions from them, but merely to see if action learning had been taking place.

This group discussion appeared something new to the participants as they showed uncertainty to go about it at first. Most of the group members were therefore 'passengers.' The researcher reminded them that all members must contribute ideas. He also took the opportunity to briefly show the participants how a brainstorming method could be used to obtain as many ideas as possible within a minute or two. The method worked. All participants acted and contributed ideas.

There were four groups and every group presented their solutions and suggestions. The presentation was presented by their elected respective group leader. Tremendous amount of learning had taken place as a lot of questions were also asked from the floor.

After the presentation, a short evaluation of seven questions on the subject was conducted (refer Appendix N1). Out of twenty-three, five of them scored very badly. Two of the five even scored zero mark (refer Appendix O). The researcher called the five participants to see him after the morning session. They were advised to learn harder and pay more attention. They were told that he would like to see better results from them in the rest of the subjects. They promised they would try harder.

The following subject was conducted by Johan on 'Entitlement and Privilege.' This time, there were more active responses. The same five participants scored a passing mark level on the short evaluation for this subject (refer Appendix N2). Immediately after each subject, all participants were asked to write a written evaluation (refer Figure 13) on the subject and facilitators and handed in once they had finished.

The morning session finished at 1:20 p.m. which was supposed to stop at 12:45 p.m.. However, the participants did not complain and were enthusiastic to come back for the afternoon session which would be started at 2:00 p.m.

The afternoon session started at 2:00 p.m.. The researcher took over the subject 'Know your Department.' Pictures of the office buildings in headquarters and the other nine divisions; pictures of the directorates and branch heads at headquarters level; pictures of the Divisional Superintendents; and the sketches of the floors of location of branches and sections at headquarters were shown to them via the use of computer. After that they toured the headquarters offices and library. All branch and sectional heads, and their job responsibilities were also introduced to them. The purpose of the tour was to help the participants look for assistance from the right person and to make full use of the facilities available in the department. The tour ended at about 4:00 p.m. After that, they were

given a short evaluation on the subject (refer Appendix N3). Every one scored with good or excellent marks. Again, they were asked to write a written evaluation on the subject and the facilitator, and handed in when they had finished commenting.

The researcher took the first subject on 'Work Role' the next morning at 8:00 a.m. From his observation, the attention was excellent. He later on gave them a topic to discuss:

'Peranan kita untuk mempertingkatkan produktiviti Jabatan." Bincang.
(Our role to improve departmental productivity. Discuss.)

He observed the participants were able to distribute the jobs among the group during their brainstorming session. They had appointed a leader, a secretary, a recorder, and a speaker for the presentation. They were also able to rotate speakers among themselves so that every one had a chance to talk. At the same time, the responses from the floor were also very encouraging. The researcher did not want to disrupt this participative question-and-answer session, and the session ended well after the scheduled time. The participants obviously wanted and were eager to learn.

The researcher felt the method for conducting the class had been effective and interesting because the participants were highly participative and paying close attention to the facilitators. Throughout the period of the session, there were only four participants went out to ease themselves. This showed their commitment to the session.

Lim Siau Chung took over after the tea break. He touched on subject 'Work Ethics and Culture.' To ensure they had learnt from the subject, they were also given a topic to discuss:

'Budaya dan Etika Kerja boleh mempengaruhi Prestasi Kerja.' Bincang.
(Work Ethics and Culture can affect Work Performance. Discuss.)

Participants' presentation had improved steadily. Different person in a group presented, and others would help comment and answer the questions which were posed from other participants. There was encouraging team spirit. Their participation throughout the day was active.

Once again, a short evaluation at the end of the subject was conducted (refer Appendix N5). Result showed an improvement in achievement of objectives. The previous orientation programme did not have an evaluation component. The participants soon realised the seriousness of the new OP. This programme required their full attention, their understanding of the presented knowledge to answer the evaluations, and team co-operation to present the topic in front of the class.

Written Evaluation on Programme and Facilitator

Programme Name:

Date:

For Mr/Ms:

Subject:

Knowledge on the subject:

Presentation skill:

Knowledge / skill acquired from him or her:

Further comments:

Figure 13. A Written Evaluation Form on Programme and Facilitator

Hashimi Alwi was the facilitator to wrap up the last subject (Work Environment and Facilities) of the programme. He was a participant of the old orientation programme that the researcher conducted in 1996. Hashimi had improved since and was able to facilitate effectively.

As practised, a short evaluation on the last subject was conducted (refer Appendix N7). Before this programme ended, the participants were reminded to submit their written evaluation on the subjects and facilitators for the researcher, Hashimi Alwi, and Lim Siau Chung on that day. They were also asked and reminded to answer twenty-three questions in the questionnaire (refer Appendix P) honestly and frankly.

Observation and reflection

The implementation of the New Employees Orientation Programme had enabled the researcher to observe three important aspects. One was on the participants, the growth of his research group members, and lastly the growth of himself.

The preparation and implementation of this programme, and the acquisition of the approval from the Director were a challenge for the researcher. It required a diplomacy; time management; inter-relationship among the AR group members and other members of the department; experience of preparing the programme itself; and readings in order to provide guidelines for an effective model of such a programme.

The mode of this orientation programme or of this kind, which had three modules, had never been implemented in the Land and Survey Department before. Through the thematic concern on the new employees and its training programme, it gave the researcher an opportunity to carry out an exploratory study to find ways to help the new employees become effective members of the department. This programme was therefore a product of the AR group.

This exploratory study involved planning on how to obtain approval from the management; what would be the content of the programme that would require action learning of the participants; who would be the participants; how the programme would be carried out; how to evaluate if they had really learnt and changed their behaviour; how the group members had benefited from being members of the AR group; and finally how to ensure they, including the participants, would use their learned knowledge and skills in their workplaces.

Once the planning stage had been done, then the action, observation, and reflection on the methods would be applied. For example, on the evaluation of the learning process of the participants. They would be facilitated in the class on the relevant subject and followed by a group discussion on a relevant topic. This was to ensure that they could apply what had been learnt to their actual work settings later on. Through discussions, questions and answers, they would be able to realise what should and should not be done at their workplaces. The short evaluations would make them pay more attention in the class and check if they had learnt. Those five participants who failed in the first subject and improved steadily on the following subjects were the classic example on the effectiveness of the short evaluation session.

The other example was when Jefri facilitated on the first subject, the response was poor. The researcher observed and reacted quickly with Jefri to change the style of instruction into a group discussion, which was reflected with excellent responses. The

ability of the researcher and group members to observe, reflect and act to make decision quickly, enabled the OP to achieve its purpose to be an action learning process. This also reflected the 'naturalistic characteristic' of action research when instructional methods and styles were adapted naturally based on existing environment.

The participants, during their discussions on given topic would also have to plan, observe, act, and reflect (cyclical characteristic) in order to present and answer questions raised by the other participants. Their answers were triangulated and validated by the facilitators as well as the researcher.

The keenness to learn was clearly demonstrated by Johan and Hashimi when they attended the subject conducted by the researcher. They sought clarification on how to present effectively and attractively to the participants. They gained knowledge and skills on how to use body language, gesture, eye contact and some humour while observing the researcher facilitated the class.

The participants were given a chance to voice out how they felt about the programme and the facilitators before the programme ended. All commented that the programme was well conducted except that they hoped the teaching medium would be in national language for better result. The researcher was happy to note that one of the participants, Mr Normen who was rather timid at the beginning was able to present public for nearly a minute.

From the summary of the written evaluation (refer Appendix Q) and the questionnaire (refer Table 9), it clearly reflected this new OP had been very effective in terms of learning process. In the summary of questionnaire results, only question 19 had a total score of 7 for "Not Sure' and 'Disagree', the rest were minimal.

These new employees were happy to know all the directorates and some important senior officers in the headquarters. They were also able to identify locations of the venues, branches, sections, and facilities available in the department. They had now been socialised into and become 'insiders' of the department.

Though this was conducted in headquarters, the success of it could help expand its implementation for other new employees in other divisions in the near future.

Table 9

Summary of Questionnaire Results after the Implementation of the Orientation Programme Module One

Question	Responses				
	SA	A	NS	D	SD
1. The orientation programme had enlightened me about our departmental vision and mission.	18	3	-	-	-
2. The orientation programme had given me a general picture of departmental structure and functions.	12	9	-	-	-
3. The inter-relationship among the various branches in the department had been basically demonstrated in the programme.	5	14	2	-	-
4. The orientation programme had provided me with a picture of the departmental culture (belief, norms, working styles, and behaviours.)	14	7	-	-	-
5. After attending the orientation programme, I could basically understand my work role.	12	9	-	-	-
6. The ways that the facilitators conducted their subjects were interesting and effective.	12	7	1	-	-
7. All facilitators have knowledge in their respective fields.	8	12	1	-	-
8. After the programme, I had learnt better about the issues related to departmental cultures and work ethics.	13	8	-	-	-
9. The orientation programme had improved my knowledge on the keeping of my own health and safety as well as of the group and department.	14	7	-	-	-
10. The orientation programme had provided me the knowledge of how to use the departmental facilities and the emergency exit.	16	5	-	-	-
11. The orientation programme had provided me an opportunity to mix around with other participants and understand each other better.	15	5	1	-	-
12. The orientation programme had enabled me to understand better the real set-up of the HQ office during the visiting session.	10	11	-	-	-
13. The orientation programme had been able to make me feel like a member of the department.	12	9	-	-	-
14. The orientation programme had provided me a guidance for consulting the right persons in times of problem.	11	8	2	-	-
15. The venue chosen for conducting the orientation programme was suitable.	10	11	-	-	-
16. Visual aids (e.g., OHP transparencies, computer presentations) were attractive and clear.	11	9	1	-	-
17. Refreshment provided during the orientation programme was sufficient.	6	14	1	-	-
18. Classroom setting during the orientation programme was comfortable.	10	11	-	-	-
19. Duration of the orientation programme was just enough.	3	11	5	2	-
20. The sequence of the subjects in the orientation programme was well arranged.	2	15	3	-	1
21. The notes on each subject were sufficient.	4	16	1	-	-
22. The notes should be given before each subject was commenced.	8	12	-	1	-
23. Simple test after each subject was important to measure the understanding of the subject by the participants.	13	8	-	-	-

Note. SA=Strongly Agree A=Agree NS=Not Sure D=Disagree SD=Strongly Disagree
Total Respondents = 21   Male Respondent = 9   Female Respondent = 12
Average Age = 31.6   Total Questions = 23

CHAPTER FIVE

Conclusion and Recommendation

Introduction

This concluding chapter summarised with an overview of the study. It also presented the conclusions on the three corollary research questions, the use of action research method and literature review that helped modify the current orientation programme, and finally the recommendations for further studies in this area.

Summary

Purpose of study

The purpose of this study was to use an action research method to explore other possible ways to help new employees become effective members of Land and Survey Department, Sarawak. It had two general objectives:

1.   To review the effectiveness of the current orientation programme, and
2.   To explore possible ways to assist new employees become effective members of the department.

Background to the problem

Land development in the country had increased rapidly since the last five years or so (Land and Survey Department Report, 4/B, 1995). The pressure of getting the job done within the given targeted period grew proportionately. New employees were therefore recruited to reduce if not to clear the backlog. New employees had to be oriented and trained with immediate basic knowledge and skills to do their tasks right away effectively.

From observations by the researcher and discussions among the researcher and relevant supervisors, there were complaints about poor work performances and poor attitudes of some new employees (refer Table 2). On the other hand, new employees also complained that they were not clear of their work roles and their being treated as 'outsiders.' It was the thematic concern that the current orientation programme could be ineffective. As a result of this concern, an action research method was used to explore for possible ways to help new employees become effective members of the department.

Research questions

Deriving from the two general objectives, there were three corollary research questions set as follows:

1.   To what extent is the current orientation programme helping new employees become effective quickly?

2.   Are there other possible ways within the orientation programme that might better prepare new employees to become effective members at their workplaces in the Department?

3.   Are there other possible ways that might better prepare new employees, even without having to attend an orientation programme, to become effective members at their workplaces in the Department?

Delimitation of the study

This study used action research method to explore possible ways to help new employees become effective members of the department. The method required an action research group consisting of six to eight members to be formed to work collaboratively on the problem. This posed limitation on a few aspects for the study.

The ideal action research group should comprise of senior officers of peer level as the researcher from the Land, Survey, Planning, Valuation, Information System, and General Administration Branches. However, as mentioned earlier, this department was loaded with projects and works, it was difficult to have this ideal group formed. Therefore, any officers of any grades from these branches were possible group members as long as they were willing to become one and provided that they could be released by their respective branch heads.

This research was carried out in such a manner that the researcher was only a few months better in knowledge and skills on the action research method than the group members. It could not be denied that his necessary knowledge on action research was limited. Therefore, it could lead to possibly less analytical questions and answers. Also, the possibility that the group members might depend so much on him (as a facilitator) to provide them with necessary knowledge and skills. This would lead to biased possible solution(s).

Research design and strategy

The research design involved a combination of both conceptual knowledge and an action research method for the findings of this exploratory study. The conceptual knowledge included the researcher's experiences and past interest as a training officer in the department. It also included a review from relevant literature on action research method, and training methods particularly on orientation of new employees and designing of training programmes.

The following conclusions on research design and strategy were drawn from the review of the literature that:

1. A spiral of cycles of planning, observing, reflecting, and evaluating steps in an action research process led to a modification of the original plan and the implementation of module one of the new employees orientation programme.

2. Data collection was based on participant observation both from group meetings and questionnaire. The evaluation method used data triangulation, which involved the

researcher, group members, and the top management, to justify and prove the solutions acceptable. The approval of implementation of module one of the orientation programme was an evidence of triangulation result.

3. The necessary steps in the process of action research were as follow:
   i   Formation of an action research group at the beginning of the research.
   ii   A common agreed goal must be determined to design an action plan for the study.
   iii Approval and support from the top management had to be obtained to efficiently and effectively carry out the whole research.
   iv   Briefing and training on action research method for the group members must be provided in the first meeting.
   v   Dialogues and discussions in all formal or informal meetings and briefings must be written in a diary or a log book for further action, observation and reflection.

4. Group members were not certain of what to do at the beginning. A facilitator was always needed to provide guidance, motivation, support, and confidence to the group members.

5. Tremendous amount of ideas and feedback could be obtained when group members were collaborative, participative, and emancipatory in the meeting sessions.

6. The new employees could acquire the three essential elements of accurate expectations, knowledge base, and about other insiders that an insider should possess, through a socialisation process in an orientation programme.

7. The effective training methods used in the class were as follow:
   i   Lecture plus group discussion plus presentation.
   ii   Lecture with audio-visual techniques attracted participants' attention and they learnt with fun.
   iii A short evaluation after each subject made the participants learn better including paying more attention in the class.

8. Modular programme as a continuous learning process used by Corning's Inc. proved to be workable in the modified orientation programme in this study.

9. The orientation kit contained necessary departmental information became very useful and helpful for the new employees.

10. Strategy of having the keen group members to facilitate relevant subjects in the orientation programme had provided learning and development opportunity for them to grow.

Characteristics of action research method

The characteristics of the action research method that were identified in this study were:

1. This research was based on real problem in the department (problem focus).

2. This research required exploratory study of approaches to acquire possible solutions to address the three research questions (action-oriented). This included the processes of AR meetings, AR briefing, and the implementation of the programme.

3. The study used spiral cycles of planning, acting, observing and reflecting in searching for solutions (cyclical process). There were seven action research mini cycles from seven action research group meetings. (see Figures 14 to 17)

4. The problem could not be solved by the researcher alone. To resolve this problem, it involved "critical comrades," - the AR group members, who participated in problem-posing and solving problem collaboratively (collaboration).

5. All group members were treated equally and respected despite their ranks. Confidentiality on comments and suggestions of the individual member was assured (ethical basis).

6. As the results produced from the research would be validated and implemented, it required scientific study such as using questionnaires and triangulation process (scientific).

7. The members including the researcher himself would unlearn and learn, while solving the problem through the cyclical process of the research (re-education).

8. Though some of the group members were junior in rank, they were encouraged and empowered to respond, react, and reflect critically throughout the process. Feedback from both the senior and junior officers, the respondents for the questionnaire, and the programme participants were also needed (emancipatory).

9. The members were involved directly in a real life setting in addressing the problem rather than being controlled by the laws of cause and effect tested experimentally with statistical data. It existed naturally. (naturalistic).

10. This research would bring critical self-reflection through dialogue session, which would lead to a change in group behaviour and an acceptable way of getting things done (normative).

11. The meeting sessions would encourage active participation in sharing and reflecting. This would foster co-operation, teamwork, trust, acceptance, and confidence among members (dynamic).

The twelve characteristics of action research method as cited in Abraham (1997) were:

1. Problem focus characteristic
2. Action-oriented characteristic
3. Cyclical process characteristic
4. Collaboration characteristic
5. Ethical basis characteristic
6. Scientific characteristic
7. Experimental characteristic
8. Re-education characteristic
9. Emancipatory characteristic
10. Naturalistic characteristic
11. Normative characteristic
12. Group dynamic characteristic

This study therefore confirmed the presence of eleven of the twelve characteristics except for the experimental characteristic since the study was exploratory and no control group was used for comparison purpose.

This AR method had been able to practically make the study explore into other possible ways of helping the new employees become effective members of the department. In addition to this aim, AR method also stressed on applying an important process, that is the cyclical process of plan-act-observe-reflect, to formulate an agreed action plan for the study and its implementation. It also emphasised action learning. This was evidenced that the tasks or projects were achieved and a great deal of learning and development had occured for both individual and the organisation during and through the process.

Conclusion on research question one : *To what extent is the current orientation programme helping new employees become effective quickly?*

Though some respondents appreciated the programme did help them learn and know about the functions in their specific workplaces, it could be seen from the summary of results of questionnaire (see Table 8) that there were substantial numbers of answer on 'Not sure,' 'Disagree'. Some were even answering 'Strongly disagree.'

Also, from the points of view of the AR group members, especially from Hashimi and Diana, who felt that the programme had not provided an avenue for the new employees to be familiarised with the department and to be socialised as 'insiders' of the department. They argued that new employees might have learnt the technical knowledge and skills to do some of their works, but they would find the work environment uneasy. This was because that they were unsure who to approach when they needed someone for help.

Furthermore, there was no evaluating component in the current OP to test if participants had learnt from the programme. From the summary of results of the questionnaire (see Table 8) the respondents strongly agreed or agreed (Q19) that a simple evaluation after each subject was important to measure the understanding of the subject by the participants.

With that findings, this study concluded that the current orientation programme needed to be improved and modified. The new modified OP should include especially the socialisation of the new employees and the evaluation of the programme.

Conclusion on research question two: *Are there other possible ways within the orientation programme that might better prepare new employees to become effective members at their workplaces in the Department?*

No modular in-house training programme, had ever been conducted in L&S. This study had been able to explore into other possible ways within the orientation programme that might better prepare new employees to become effective members at their workplaces.

The modified OP had three modules of a total of seven days for a period of four to five months compared to a previous one-time six-day OP.

Figure 14. The First and Second Action Research Mini Cycles

• Review current OP

•Members learnt and improved with constant motivation and guidance.

•Joint reflection among group members and the researcher to overcome concerns.
•Presence of facilitator was very necessary.

PLAN

REFLECTION

EVALUATION

After brainstorming, the AR group agreed to use questionnaire to evaluate the effectiveness of the 'current' OP.

OBSERVATION

Observations, discussions, dialogues, and feedback from group members and the researcher.

ACTION

MINI CYCLE IV

•To formulate questionnaire collaboratively instead of individually.
•To look into possible modification of current OP using modules.

- Constant motivation encouraged active participation.
- Collaborative action worked better than individual action.
- Good inter-personal skill held members together.

•Joint reflection among group members and the researcher to overcome concerns.
•Members'work load always hampered the meetings.

REVISED PLAN

REFLECTION

EVALUATION

Feedback and observations from both the researcher and the group members.

OBSERVATION

Group members and the researccher's input to formulate questionnaire and dicussed possible modification of current OP.

ACTION

TO 5TH MINI CYCLE

Figure 15. The Third and Fourth Action Research Mini Cycles

MINI CYCLE V

• Review draft questionnaire
• Select respondents.
• Discuss orientation kit.

•Members learnt and improved with constant motivation and guidance.

Joint reflection among group members and the researcher to overcome concerns.

REFLECTION

PLAN

EVALUATION

Input from the group members and the researcher to take action on the questionnaire, the respondents, and the orientation kit.

OBSERVATION

Observations, discussions, dialogues, and feedback from group members and the researcher.

ACTION

MINI CYCLE VI

•To discuss on the implementation of the module one of the new employees orientation programme.

- The result of questionniare comfirmed the need of modification of the 'current' OP.
- Top management approval proved positive triangulation result on the formulation of the new OP.

•Joint reflection among group members and the researcher to overcome concerns.
•Members were keen to contribute and willing to take part as facilitators.

REVISED PLAN

REFLECTION

EVALUATION

Feedback and observations from both the researcher and the group members.

OBSERVATION

Group members and the researccher's input to acquire necessary information and prepare notes for the relevant subjects for the module one of the OP.

ACTION

TO 7TH MINI CYCLE

Figure 16. The Fifth and Sixth Action Research Mini Cycles

To finalise the preparation for the implementation of the module one of the new employees orientation programme.

Positive feedback and active paricipation from the group members.

Joint reflection among group members and the researcher to overcome concerns.

REFLECTION

PLAN

EVALUATION

Input from the group members and the researcher to take action on the new questionnaire, the notes, evaluation questions, and the orientation kit.

OBSERVATION

Observations, discussions, dialogues, and feedback from group members and the researcher.

ACTION

MINI CYCLE VIII

REVISED PLAN

REFLECTION

EVALUATION

OBSERVATION

ACTION

Figure 17. The Seventh Action Research Mini Cycle

The modified OP would be named as New Employees Orientation Programme. Module one of this programme would take two days, and comprise of the following subjects:

1. Departmental vision, mission, structure, objectives, and functions.
2. Privilege and Entitlement.
3. Know your Department and an office tour.
4. Work Roles.
5. Work Culture and Ethics.
6. Health and Safety.
7. Work Environment and Facilities.

Besides, all participants would also be given an orientation kit (refer Table 7) for references. All subjects would be followed by a short evaluation (refer appendix N 1-7). This was to evaluate if they had learnt from and understood the subjects. A written evaluation form on programme and facilitators (refer Figure 13) would also be included to obtain feedback on the programme and the facilitators.

The results of the evaluation and questionnaire of the orientation programme module one (refer Appendices O and Q, Tables 8 and 9) had been important evidences. They proved the modified OP to be an effective one.

Module one was necessary as it would provide an avenue for departmental socialisation of the new employees. After they had been socialised into the department, they should know who were their supervisors and co-workers. This would help them to work better in that environment. They would also be expected to take initiative to ask and find out how to carry out their work at their respective workplaces.

After two months they would attend the second module of OP. The second module would mainly focus on technical knowledge and technical skills. There would be also short evaluations on each subjects to evaluate their understanding on the subjects taught. Group discussion on the subjects would give them a learning opportunity to plan, act, observe and reflect. Again, they would be asked to write an evaluation on the subjects and the facilitators. Questionnaire on this module would be given to them to obtain feedback for further improvement and modification of the programme.

After the second or third week of module two, they would attend module three. This module would focus on quality and productivity. This would help enforce their attitude and knowledge on quality and productivity. In this module, an overall review and assessment of the programme would be discussed and reflected together with the participants. The participants would not only learn the knowledge and skills, they would also learn to think, reflect, and apply the knowledge and skills that they had learnt into their specific workplaces.

Conclusion on research question three: *Are there other possible ways that might better prepare new employees, even without having to attend an orientation programme, to become effective members attheir workplaces in the Department?*

Other training methods such as on-site approach, which included on-the-job training (OJT), job-aids and apprenticeship, and off-site approach, which included lecture, audiovisuals techniques, corporate classrooms, programmed instruction (PI), teleconferencing, computer-based training (CBT), and equipment simulators were identified as useful to train the new employees for better work performance. As socialisation of the new employees and their familiarisation with the department were considered as very important, it would be necessary for them to attend module one of the OP. In this context, the research question three would be negatively answered. However, relevant training methods as identified would be used to train them at a later stage.

Recommendations

Other possible orientation programme models

The researcher had looked into orientation programme models conducted by Corning Inc., Texas Instruments, and Apple. However, studies on other possible orientation programme models used in universities both locally and overseas, and other local and international private organisations are not carried out. It is therefore recommended for those who are interested to do further study in this area should make search on these possible models.

Action research group members

The ideal group members for this study should be at least supervisors or sectional heads from each branch. Unfortunately, majority of this AR group members are not supervisors or sectional heads. The supervisors or sectional heads are the people to whom the new employees will be reporting. Therefore, they will be more concern about the performance of the new employees who will work under their direct supervison. With them as members of the AR group, more feedback will be obtained and more systematic actions will be taken to ensure that they will perform effectively and efficiently. It is therefore recommended that for further study in this area, the potential researcher should firstly identify the relevant supervisors or sectional heads (not just anybody) and find ways to get them to become AR group members.

Implementation of the orientation programme throughout Sarawak

The implementation of module one of the new employees orientation programme conducted from April 14-15, 1998 had been effective as evidenced from the response through questionnaire and written evaluation by the participants. According to Peel (1992), Cascio (1992), Cartwright, Collins, Green, and Candy (1993), Torrington and Tan (1994), and Mondy and Noe (1996), they believe that effective orientation training will impart into new employees a deep and long-lasting effect on attitude to work

and employment. The sooner that the new employees attend the orientation programme, the better and more effective they will become. It is therefore recommended for the same module of the programme to be conducted to other new employees in the divisional offices throughout Sarawak as soon as possible.

Implemetation of other possible training methods

L&S is a multi-function and a large department with a near three thousand in staff strength. The training and development of its human resource become an important business to the department in order to get things done effectively. Besides using the orientation programme as one of the training methods for its new employees, both on-site and off-site training approaches and combination of relevant training methods from both approaches will also be useful. They will be useful for necessary and effective technical skills and knowledge training, and the dissemination of new messages and new policies to the staff of the department through HRD functions that are to be carried out by its HRD branch.

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LAND AND SURVEY DEPARTMENT SARAWAK

FUNCTIONAL CHART

DIRECTOR, N1 -(Policy Matters)-

DEPUTY DIRECTOR, J1
1. General Administration
2. Finance
3. Computerisation
4. Geographic Information System
5. Staff
6. Training
7. Survey and Mapping Policies for DLS

SURVEY BRANCH ASST. DIRECTOR, J2
1. Geodetic Survey
2. Topographical Survey
3. Contract Survey
4. Workshops
5. Cadastral Survey
6. Land Information System
7. Technical Survey Training
8. Topographical Mapping
9. Aerial Photography
10. Microfilming

PLANNING BRANCH ASST. DIRECTOR, J2
1. Variation of Title Condition
2. Development Control & Subdivision of land
3. Industry zoning Building plans
4. Engineering plans
5. Malaysia Development Plan Project
6. Urban Development
7. Project Implementation
8. Development Estimates
9. Government Expenditure monitoring & control
10. Government Development Projects siting
11. Urban Planning Studies
12. Urban Design
13. Landscape Planning
14. Regional Master Plan Series
15. Feasibility Studies
16. Planning Research

LAND AND VALUATION BRANCH ASST. DIRECTOR, N2
1. Alienation of land
2. Realienation of land
3. Extension of term of title
4. Land Administration
5. Enforcement
6. Revenue and Licences
7. Resettlement and Kampung Schemes
8. Registry
9. Valuation for land acquisition, stamp duty and real property gains tax
10. Acquisition of land
11. Revision of Land Rent
12. Valuation advice to other Departments and organisation

ADJUDICATION AND LAND CONSOLIDATION BRANCH ASST. DIRECTOR, W2
1. Adjudication of rights to Native Customary Land
2. Co-ordinating and monitoring adjudication activities
3. Land Consolidation planning, implementation and monitoring.

ADMINISTRATION BRANCH SENIOR EXECUTIVE OFFICER, N5
1. Personnel Management
2. Establishment Matters
3. Correspondence
4. Finance Budgeting
5. Finance monitoring
6. Stores budgeting, purchasing, disinbutions and control
7. Financial and administrative management of Joint Sarawak/Sabah Survey Training School
8. Financial and Administrative aspect of managing the Survey equipment and optical workshop and boatyard
9. Ad Hoc personnel training

INFORMATION SYSTEMS BRANCH SYSTEMS ANALYST, F3

Technical Services
1. Operations
2. Communications
3. Divisional Support
4. Database Administration

Applications
1. Maintenance
2. Development

Education
1. PC Support Training
2. Divisional Support

HUMAN RESOURCE DEVELOPMENT JURU UKUR, J3
1. Joint Sarawak/Sabah Survey Training School
2. In-House Training Programmes
3. External Training Programmes
4. Departmental Examination
5. Innovation and Quality Awards
6. Total Quality Management (TQM)
7. Quality Control Circle (CCC)
8. Departmental Library
9. Research and Development

LAND AND SURVEY DEPARTMENT
SARAWAK
FUNCTIONAL CHART

Superintendent
(Gred 2)

Survey Branch
(Staff Surveyor, J3)

1. Cadastral Control Surveys
2. Cadastral Surveys
3. Mining Survey
4. Privatisation of Cadastral Surveys
5. Survey Computations
6. Creation and maintenance of Divisional Control Network Master Plan
7. Cadastral Clearing
8. Creation and maintenance of Cadastral Sheets
9. Maintenance of the Strong Room for Cadastral Sheets, Field Books, Plans, Maps, Aerial Photographs and Traverse Volumes
10. Sales of Maps, Plans and Reproduced Documents
11. Creation and Maintenance of the Graphic Database (numeric and digitised) for the Land Information Systems
12. Microfilming

Planning Branch
(Planning Officer, J3)

1. Processing applications for subdivision and variation of title condition.
2. Checking of building and engineering plans in connection with planning approval.
3. Assisting in locating sites for government building and projects.
4. Monitoring progress of development projects undertaken by the Department.
5. Other miscellaneous planning works.

Information System Branch
(System Analyst, F3)

1. Manage the System Resources for maximum utilisation.
2. Develop and review procedures on security, backup, fault reporting for effective and efficient service.
3. Compile annual operational budget.
4. Provide first level technical support for the users.

Land Branch
(Administration Officer, N3)

1. Conversion of title conditions, Land subdivision, Land Title Preparation, Renewal of term, Vesting of land, etc.
2. All types of Land alienation, i.e. agricultural, residential, industrial, commercial, etc.
3. Registration of Land Titles and all dealings in Land.

Valuation Branch
(Valuation Officer, V3)

1. Premium and Annual Rent Assessment for Land Alienation, Conversion of land title, Extension of term, Resettlement Schemes, Land rent, etc.
2. Valuation Services for Stamp Duty, Estate Duty, High Court Auction, Student loans, rental, temporary occupation licenses, etc.
3. Premium and Annual Rent for Alienation to Federal Land Commissioner, State and Federal Statutory bodies, Local Authorities, etc.
4. Valuation Reports.
5. Request for fund
6. Compulsory Land acquisition work
7. Preparation Serving and Monitoring of Statutory Notices

Enforcement Branch
(Administration Officer, N3)

1. Revenue collection for the Department
2. General/Exclusive Prospecting Licenses, License to remove earth, sand and gravel, Mining Lease, Quary Licence, Wharf Licence, etc.
3. Illegal subvesting, Breach of title conditions, right of way, remittance, support, etc.

Settlement Branch
(Settlement Officer, N3)

1. Settlement of rights to land in accordance with Part V of Land Code. (Cap 81)

Administration Branch
(Administration Officer, N6)

1. To cater for all incoming and outgoing mail.
2. To establish alphabetical and numerical index for personal and subject filing system.
3. To secure security and confidentiality of all files.
4. Dealing with all matters pertaining to staff e.g. confirmation of appointment, transfers, leave, loans, service award and pensions.
5. Purchase and stocking of stores, stationary and equipment.
6. Maintenance of inventory records of all office furniture and equipment, office machines, vehicles, outboard motors, air conditioners, telephones and boats.
7. Arrangement for the repair and maintenance of office machines and equipment.
8. Preparation of annual budgets
9. Control of Expenditure
10. Matters relating to salary, Claims, payment.

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ORGANISATION CHART
LAND AND SURVEY DEPARTMENT, SARAWAK

(HEADQUARTERS)

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                    DIRECTOR
                        |
                 DEPUTY DIRECTOR
                        |
    ┌─────┬────────┬──────┬──────────┬──────────────┬─────────────┬────────────────────┐
  SURVEY PLANNING LAND VALUATION ADJUDICATION ADMINISTRATION INFORMATION  HUMAN RESOURCE
                                                             SYSTEM       DEVELOPMENT
```

(DIVISIONAL OFFICE)

```
                  SUPERINTENDENT
                        |
 ┌──────┬────────────┬────────────┬───────────┬────────────────┬──────────────┬─────────┬──────────┬─────────────────┐
LAND ENFORCEMENT ADJUDICATION VALUATION ADMINISTRATION REGISTRATION SURVEY PLANNING INFORMATION SYSTEM
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Proposed In-House Training Programme 1997

Month	Week 1	Week 2	Week 3	Week 4
March		Workshop on Corp. Culture (Daimai) *15th-16th*		Survey + K.I.K (Sarikei) *24th-27th*
April			.	Planning (Sibu) *21st-23rd*
May	Survey (2) (Miri) 5th-6th & 5th-7th		Valuation (Sri Aman) *22nd-24th*	K.I.K. + O-L-V (Bintulu) *26th-29th* & *26th-31st*
June		Land (Kuching) *9th-12th*	Departmental Examination *18th-20th*	K.I.K + O-L-V (Sarikei) *30/6-3/7* & *30/6-5/7*
July		S. Enf.Unit July-August		K.I.K. + O-L-V (Kapit) *21st-24th* & *21st-26th*
August	Survey + KIK (Miri) *4th-6th* & *4th-7th*	Land (Kuching) *14th-16th*	Team-Building (Camp Permai) *21st-23rd*	Survey (2) (Sarikei) *25th-27th*
September		KIK: (Limbang) *8th-11th*		Survey (Sri Aman) *22nd-24th*
October	Survey (Bintulu) *6th-9th*	S. Enf.Unit Oct.-Nov.	Planning (Sibu) *20th-23rd*	
November	Adjudication (Limbang) *3rd-6th*		Survey (2) (Kapit) *17th-20th*	
December		Departmental Examination *10th-12th*		

MALAYSIA (SARAWAK)
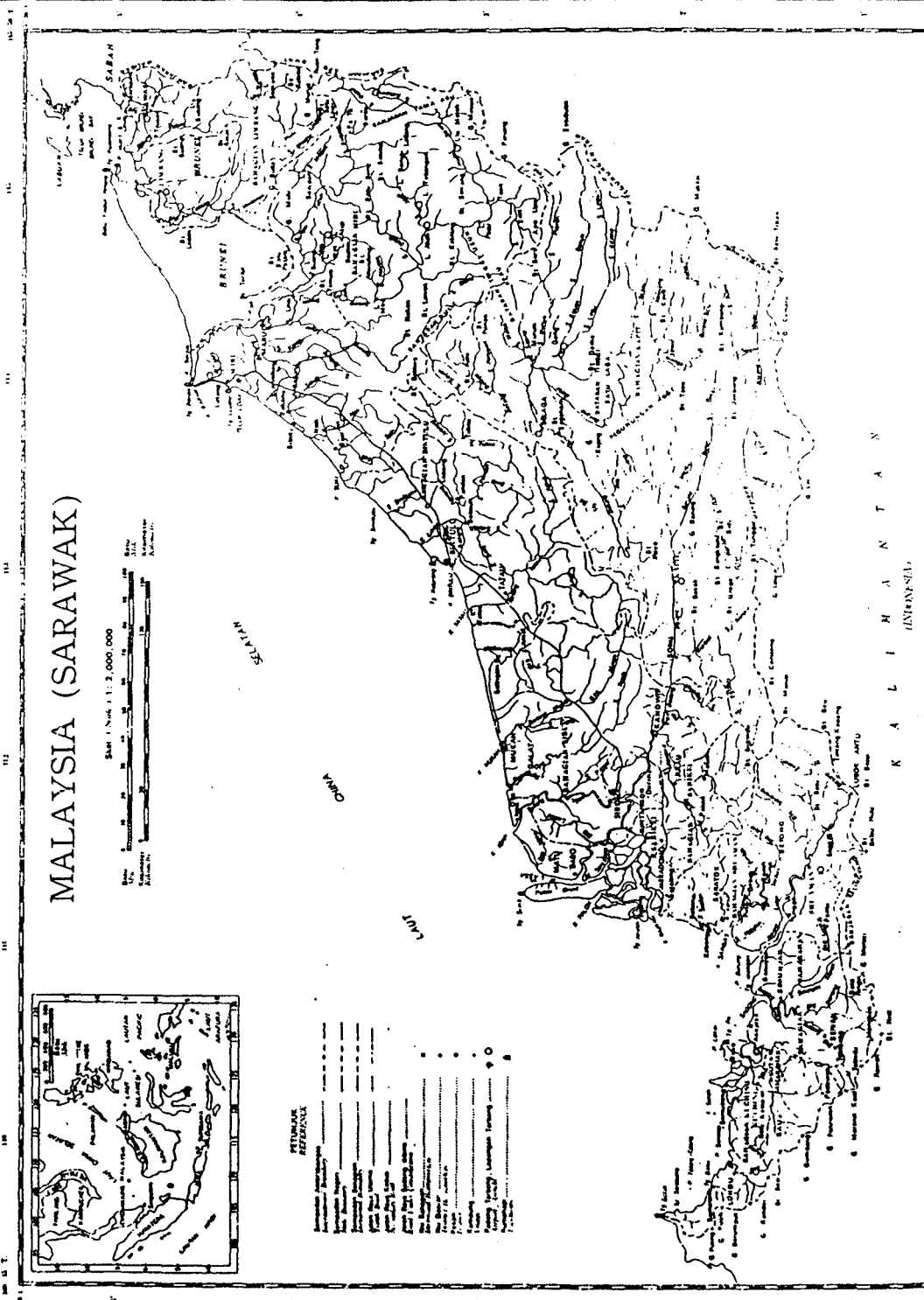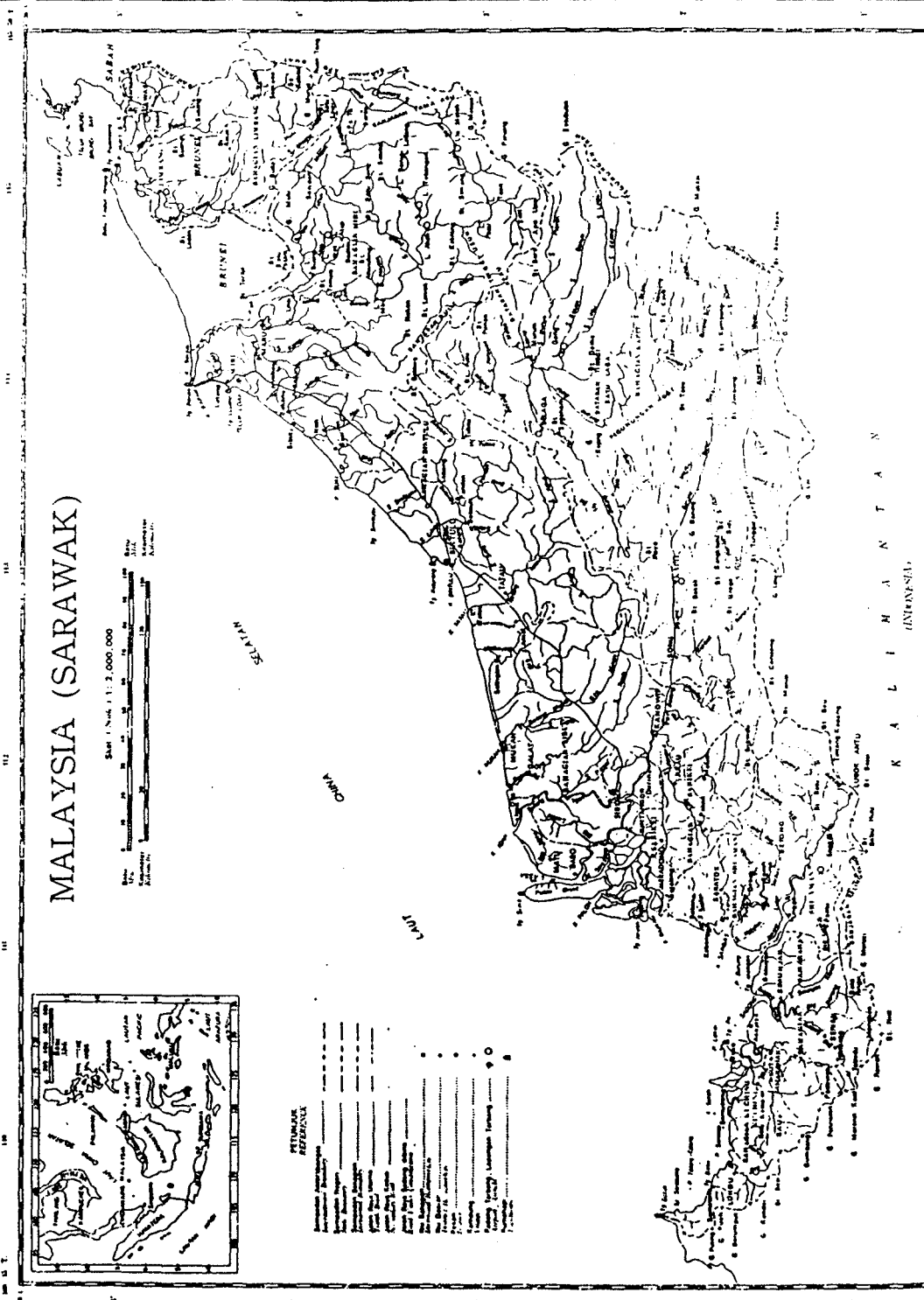
OUR OBJECTIVES

1. To manage land to its most profitable and beneficial use to the society.

2. To administer land efficiently and effectively in accordance with the existing laws.

3. To adjudicate Native Customary Land which is free from dispute and has potential for development having regard to the priority and existing policy on Native Customary Land development.

4. To provide efficient cadastral survey and mapping services under a unified and improving survey control network.

5. To manage land acquisition in accordance with the government development programme; to asscess promptly all fees due to the government; and to provide sound professional valuation advice to government agencies.

6. To plan, control and regulate the use of land so as to ensure that all developments are carried out in accordance with sound town and country planning principles; to manage and monitor the implementation of approved development projects; and to provide professional planning advice to the government and the private sectors.

7. To monitor the activities of the holders of General Prospecting Licence, Exclusive Prospecting Licence, Mining Certificate and Mining Lease, in order to encourage full exploitation of the State's mineral resources and to regulate the issue of mining leases and licences so as to ensure the participation of genuine operators in the mining industry.

8. To computerise all functions of the Department towards a fully electronic organisation contributing and linked to the State Network.

9. To collect promptly all land based revenue due to the Government; to maintain proper revenue records; and to inculcate accountability.

10. To manage and develop effectively our human resource to achieve the visions and objectives of the Department and the Civil Service as a whole.

KERTAS MINIT
MINUTE SHEET

Ag. DDLS/ADA
ADL
ADP
ADS
ISM
SEO
S1D
S8D

ACTION RESEARCH

Currently, Mr. Ang Tze How and Mr. Brahim Lumpu are pursuing their one year Msc. in Human Resource Development course in UNIMAS. For the fulfilment of the requirement for the Master Degree, they have to submit a research thesis. Their research will be work-based action research with the research topic as follow:

For Ang, "To explore possible ways to help new employees become effective and productive members of Land and Survey Department"

For Brahim, "To develop an effective planning and reporting system for surveillance and enforcement activities of the Enforcement Section of Land and Survey Department in Samarahan Division"

2. Their action research will need to have research group members to work on the problem/issue. In this connection, I would ask for your full co-operation to provide them your assistance in terms of necessary data and possibly your staff to become their research group members. Should your staff be required and willing to become their research members, they will approach you for your approval to release them at certain time for the research briefing, data collection and necessary meetings. You may find out more from them directly.

KERTAS MINIT

MINUTE SHEET

3.   Once again, I support them for their research and would like you to do likewise.

"BERSATU BERUSAHA BERBAKTI"

(KHO TENG HONG)
Pem. Pengarah Tanah dan Survei

BIL.

TARIKH: 18.12.1997

S.K.   Ang Tze How•
Brahim Lu mpu

KERTAS MINIT
MINUTE SHEET

AgDLS
ADP
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ADS
ISM
SEO
S1D

Ref: BRIEFING ON ACTION RESEARCH PROJECT STUDY

Currently, Mr.Ang Tze How is pursuing one year Msc.in Human Resource Development course in UNIMAS. For the fulfilment of the requirement for the Master degree, he has to submit a research thesis based on necessary findings on the following project:-

'To explore possible ways to help new employees become effective and productive members of Land and Survey Department'

2.   One of the prerequisites for Action Research (AR) is to form an action research group of six to eight members. He has so far talked to a number of our members of staff, and seven (7) members of various branches have agreed to join him. However, the management would like to know more about Action Research before these seven potential members can be approved.

3.   In this connection, I have agreed that a briefing on this matter is to be presented by him to all of us on Thursday (8-1-98) @ 2.30pm at the main conference room, 9th floor, HQ. Your presence is required please.

4.   The following seven potential 'AR group members' are also required to attend. Relevant Branch Heads and Superintendent are therefore requested to let them attend.

1.	Lim Siau Chung	Survey (Photogrammetry)	HQ
2.	Lai Chaw Min	Survey (Topo)	HQ
3.	Jefri Ngalambai	Land	HQ
4.	William Jee	Planning	HQ
5.	Diana Ng Chung Hui ISB		HQ
6.	Foo Ting Ching	Account section	HQ
7.	Johan Achu Jupan	Administration	Kuching

"BERSATU BERUSAHA BERBAKTI"

(PHILIP T. ASSAN)
AgDDLS

sk.   Ang Tze How
Lim Siau Chung
Lai Chaw Min
Jefri Ngalambai
William Jee
Diana Ng Chung Hui
Foo Ting Ching
Johan Achu Jupan

BIL:
TARIKH: 5.1.98

UNIVERSITI MALAYSIA SARAWAK

94300 Kota Samarahan

Sarawak Malaysia

Tel (082) 671000

Fax (082) 672281

UNIMAS-CMM/12-01/01-01(c.?)

6 January 1998

Acting Director, (Mr. Kho Teng Hong)
Headquarters, Land and Survey Department
State Complex
Jalan Simpang Tiga
93632 Kuching

Sir

This is to certify that Mr Ang Tze How is required to undertake a work-based research project in his organisaton to fulfill his thesis requirement under the UNIMAS-CMM joined MSc(HRD) programme.

This work-based research project is slightly different from the one using a traditional research methodology. To undertake this work-based research, Mr. Ang Tze How is required to form a problem-solving group made up of his colleagues and staff, besides obtaining the necessary data and other relevant information.

The cooperation and support given by your Department to Mr. Ang Tze How while undertaking this research project is highly appreciated .

Thank you.

Yours Sincerely,

Assoc. Prof. Dr. Peter Songan
Coordinator, UNIMAS-CMM Joined MSc(HRD) Programme

c.c.: Mr. Ang Tze How

G. 20
(Rev. 8/64)

KERTAS MINIT
MINUTE SHEET

ADP
ADL
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ISM
SEO
SID

Ref:- Action Research Meeting Time Schedules

In view of the time constraint and the coming 'Double Celebration ' festival, I would like to seek your approval to release the following officers to attend the first Action Research Group Meeting on 16-1-98 (Friday) @ 2.45pm to discuss and agree on the 'Action Plan' for the project.

i.	Lim Siau Chung	(Photogrammetry) HQ
ii.	Lai Chaw Min	(Survey) HQ
iii.	Hashimi b. Alwi	(Planning) HQ
iv.	Jefri Ngalambai	(Land) HQ
v.	Diana Ng Chung Hui	(ISB) HQ
vi.	Foo Ting Ching	(Account) HQ
vii.	Johan Achu Jupan	(Administration) Kuching

2.   The following is the tentative meeting schedules from now until April, 1998, for your earlier attention and necessary approval, please.

Meeting	Date	Day	Time	Place
Second	13-2-98	Friday	2.45 p.m.	2nd flr survey conf. Room, HQ
Third	27-2-98	Friday	2.45 p.m.	2nd flr survey conf. Room, HQ
Fourth	13-3-98	Friday	2.45 p.m.	2nd flr survey conf. Room, HQ
Fifth	27-3-98	Friday	2.45 p.m.	2nd flr survey conf. Room, HQ
Sixth	10-4-98	Friday	2.45 p.m.	2nd flr survey conf. Room, HQ
Seventh	24-4-98	Friday	2.45 p.m.	2nd flr survey conf. Room, HQ

"BERSATU BERUSAHA BERBAKTI"

(ANG TZE HOW)
HR

sk: AgDLS
        AgDDLS
        S1D
        Lim Siau Chung
        Lai Chaw Min
        Hashimi b. Alwi
        Jefri Ngalambai
        Diana Ng Chung Hui
        Foo Ting Ching
        Johan Achu Jupan

Bil:-
Tarikh:- 10-1-98

SEX: Male / Female

AGE:

GRADE:

DIVISION: HQ / KUCHING

BRANCH: Land / Survey / Planning / Valuation / ISB / General Administration

TYPE OF COURSE: One-Line-Vote / Kursus Induksi Khusus

DATE OF ATTENDING: ____ / ____ / 9___

Please circle your choice of answer.

Strongly disagree = 1   **Disagree = 2**   Not sure = 3

Agree = 4   **Strongly agree = 5**

<u>Departmental Vision, Mission, Structure, and Functions</u>

1. The orientation programme had enlightened me about our departmental vision and mission.   1   2   3   4   5

2. The orientation programme had given me a general picture of departmental structure and functions.   1   2   3   4   5

3. The interrelationship among the various branches in the department had been <u>basically</u> demonstrated in the course.   1   2   3   4   5

4. The orientation programme had provided me with the basic knowledge and skills to do my job <u>immediately</u>.   1   2   3   4   5

5. The orientation programme had provided me with a picture of the departmental culture (belief, norms, working styles, habits, behaviours, etc).   1   2   3   4   5

Learning of Knowledge and Skills

6. After attending the orientation programme, I could basically understand my work role. 1 2 3 4 5

7. Contents of the subjects were sufficient for the orientation programme. 1 2 3 4 5

8. The ways that the instructors conducted their subjects were interesting and effective. 1 2 3 4 5

9. All instructors have knowledge in their respective fields. 1 2 3 4 5

Facilities For the Programme

10. The venue chosen for conducting the orientation programme was suitable. 1 2 3 4 5

11. Visual aids (e.g. OHP transparencies, computer presentations) were attractive and clear. 1 2 3 4 5

12. Accommodation provided during the orientation programme was comfortable. 1 2 3 4 5

13. Refreshment provided during the orientation programme was sufficient. 1 2 3 4 5

14. Classroom setting during the orientation programme was comfortable. 1 2 3 4 5

The Orientation Programme

15. Duration of the orientation programme was just enough. 1 2 3 4 5

16. The sequence of the subjects in the orientation programme was well 1 2 3 4 5

    arranged.

17. The notes on each subject were too detail. 1 2 3 4 5

18. The notes should be given before each subject was commenced. 1 2 3 4 5

19. Simple test after each subject is important to' measure the 1 2 3 4 5

    understanding of the subject by the participant.

20. The orientation programme had provided us, from all divisional 1 2 3 4 5

    offices, an opportunity to mix around and understand each other

    better.

21. The orientation programme had enabled me to understand better the 1 2 3 4 5

    real setup of the divisional office during the visiting session.

KERTAS MINIT
MINUTE SHEET

DLS

Tuan,

THESIS FOR MSc IN HUMAN RESOURCE DEVELOPMENT

I am writing to inform your goodself that the above mentioned course has approached the end of second semester. It is scheduled to be completed in July, 1998.

2. One of the requirement for graduation is to submit a thesis on work-based problem. To deal with the problem, the method used has to be an Action Research method. The action research method requires a formation of an action research group, which consists of a minimum of six members from various branches. Since January, 1998, with the approval of Acting Director, Mr. Kho Teng Hong, the action research group had been formed. The group members consists of:

i.	Lim Siau Chung	HQ (Photogrammetry)
ii.	Lai Chaw Min	HQ (Survey Topo)
iii.	Jefri Ngalambai	HQ (Land)
iv.	Hasimi bin Alwi	HQ (Planning)
v.	Diana Ng Chung Hui	HQ (ISB)
vi.	Johan Achu Jupaw	KUCHING (Gen. Admin.)

3. The topic of my thesis is *"To explore possible ways to help new employees become effective members of Land and Survey Department, Sarawak"*. The thesis has four corollary research questions to be answered:

I. To what extent is the current orientation programme helping new employees become effective quickly?

II. Are there other possible ways within an orientation programme that might better prepare new employees become effective members at their workplaces in the Department?

III. Are there other possible ways that might better prepare new employees, *even without having to attend an orientation programme*, to become effective members at their workplaces in the Department?

IV. To what extent are members prepared to introduce Action Learning in their specific workplaces?
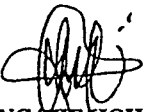
4.   After a few group meetings, the questionnaires (see appendix 1) have been developed with the aim to answer the research question I. An orientation programme with four modules (see appendix 2) has been developed to answer the research question II. However, as time is the main constraint, I have been instructed by Dr. Selva Abraham (from Gibaran Action Research Management Institute, Adelaide, South Australia) and my project supervisor that I must initiate at least an implementation of module 1 of the orientation programme. The group has gone through a great deal of dialogues and reflections on how best the research question III can be answered. The possible ways like On-The-Job training; Mentoring; Coaching; Job-Rotation; Attachment; Apprenticeship training; and Computer-based training have been brainstormed. It was agreed that the new employees would still have to go through an orientation programme for them to be socialised into the organisation during their earlier tenure of their jobs. The first few days to a month is the crucial period for the new employees to decide whether they should stay or leave. Therefore, the research question III has been negatively answered.

5.   In the connection with item (4), I am seeking your approval to allow

   a) the action reseach group to conduct a answering-the-questionnaires session for those new employees who have already attended the previous orientation programmes (both one-line-vote orientation programme and Kursus Induksi Khusus). These participants (40 minimum) will be from Headquaters and Kuching division only. This is for statistic finding purpose. The session will be conducted on next Friday afternoon (27/3/98) @ 3.30pm to 4.45pm at headquarters.

   b) to implement the module 1 of the orientation programme for at least twenty (20) new employees from Headquarters and Kuching division (may be including some from Samarahan division to make up the number). This is considered as a 'Pilot test'. The date should not be later than the first week of April. The participants will be given an orientation kit each(see appendix 3) during the programme.

   c) the group members to be involved in the facilitating of the programme as they will have to observe how the new employees react to the programme. They will also be requested to reflect collaboratively on the programme later on in the group meeting. The outcomes will affect the implementation of the module 2 and the feedback will be reported to the top management for subsequent implementation policy of the orientation programme.

6.   The implementation of the new orientation programme is very important for my thesis and also for the department. Its success will boost the image of the department, the leadership in the department, and the productivity of the department. I beg for your support and approval for the requests made above in item (5 a, b, and c) please.

"BERSATU BERUSAHA BERBAKTI"

ANG TZE HOW
(HR)

sk: DDLS

BIL: /4-19/319
TARIKH: 19.3.98

G.4.
(Pind. 1/86)

MEMORANDUM RASMI

DARIPADA Pengarah Tanah dan Survei	KEPADA Penguasa Tanah dan Survei, Bahagian Kuching.
PERKARA Answering Questionnaires.	SALINAN KPD.
RUJ.KAMI ∂855/4-19/319 TARIKH 24/3/1998	RUJ. TUAN TARIKH

As agreed by DLS, all selected respondents as named in the list attached are required to attend the above mentioned session on Friday (27/3/98) @ 2.45 pm. sharp at the main conference room, 9th floor, HQ.

2.   Please inform them urgently.

"BERSATU BERUSAHA BERBAKTI"

(Ang Pee How)
b.p.Pengarah Tanah dan Survei

DDLS
ADA
ADP
·ADL
ADS
ISM
SCA

LIST OF RESPONDENTS

NO	NAME	STATION
1.	Antonette Ak Diwes	HQ
2.	Augustine Ak Ngelai	HQ
3.	Bibi Kisturi Bt. Abas Khan	HQ
4.	Candida Ak Sibong	HQ
5.	Cynthia Ak Bobbie	HQ
6.	Foo Ting Ching	HQ
7.	Hadi B. Suut	HQ
8.	Hasimah Bt. Mursidi	HQ
9.	Jimang Ak Noging	HQ
10.	Jineg Ak Lunoi	HQ
11.	Macluther Martin Nyibomb	HQ
12.	Mariam Bt. Hj. Lamat	HQ
13.	Mary Trancer Ak. Kiai	HQ
14.	Mohd. Yazid B. Abu Bakar	HQ
15.	Muhammad Hadzman B. Mohamad Jali	HQ
16.	Rosedah Bt. Krim	HQ
17.	Sapiah Bt. Bujang	HQ
18.	Sharini Bt. Osman	HQ
19.	Siti Handaiyani Bt. Hj. Sebli	HQ
20.	Albert Pero	Kuching
21.	Angiw Ak. Banan	Kuching
22.	Cicylia Ak Mathew Sintan	Kuching
23.	Daisy Kho Hui Tze	Kuching
24.	Dusun @ Tuto Ak Taim	Kuching
25.	Howard Tambom	Kuching
26.	Jackson Ak. Dimbat	Kuching
27.	Khalid B. Kuil	Kuching
28.	Kho Chin Yong	Kuching
29.	Lim Yong Seng	Kuching
30.	Mohamad Noor B. Buang	Kuching
31.	Mokhtar B. Yaman	Kuching
32.	Normala Bt. Mamsor	Kuching
33.	Nurolhardi B. Ismailly	Kuching
34.	Osinah Bt. Yahya	Kuching
35.	Pauline Tang Pick Yong	Kuching
36.	Safidi B. Tumboh	Kuching
37.	Saimaon Nicholas Juna	Kuching
38.	Sakob Ak. Siyon	Kuching
39.	Teo Chet B. Kawi	Kuching
40.	Tieng Siew Nguk	Kuching

G. 20
(Rev. 8/64)

KERTAS. MINIT
MINUTE SHEET

DDLS

Ref:- <u>New Employees Orientation Programme, Module 1</u>

Attached is a copy of Orientation programme Module 1 for your perusal and information, please.

2)   Your approval is sincerely sought to allow the following group members to facilitate some subjects as scheduled in the programme, please:

i.	Ang Tze How	
ii.	Lim Siau Chung	(Photogrammetry)
iii.	Hashimi bin Alwi	(Planning)
iv.	Jefri Ngalambai	(Land)
v.	Johan Achu Jupaw	(AA, Kuching)

3)   Your approval is also sought to allow an office tour in HQ. for the participants on 14/4/98 afternoon starting from 2.30pm. I will lead them. During the tour, the Director, your goodself, Assistant Directors, and relevant senior officers and supervisors will be introduced to them.

"BERSATU BERUSAHA BERBAKTI"

(ANG TZE HOW)
HR

Date: 6/4/98

New Employees Orientation Programme (Module 1)

14th -15th April 1998
Land and Survey Department HQ.

Organised by
LAND & SURVEY DEPARTMENT HQ.

Course Programme

New Employees Orientation Programme

Time	Subject	Facilitator
8.00a.m.	Registration of participants	
8.30a.m.	Opening ceremony by the Director	
9.30a.m.	Tea break	
10.00a.m.	Departmental vision, mission, objectives, structures, and functions. Short test.	Mr.Jefri Ngalambai
11.30a.m.	Entitlement. Priviledge. Short test.	Mr. Johan Achu Jupan
1.00p.m.	Lunch break	
2.00p.m.	Know your Department.	Mr. Ang Tze How
2.30p.m.	Office tour. Know your senior officers and supervisors	
3.00p.m.	Tea break	
3.15p.m.	Office tour (cont.) Know your senior officers and supervisors	
3.45p.m.	Short test	
4.15p.m.	Free	

For yesterday is but a dream, and tomorrow only a vision.
But today, well-lived, makes every yesterday, a dream of happiness.

New Employees Orientation Programme

Time	Subject	Facilitator
8.00a.m.	Work roles. Short test	Mr. Ang Tze How
10.00a.m.	Tea break	
10.30a.m.	Work ethics. Culture. Short test	Mr. Lim Siaw Chung
12.30p.m.	Lunch break	
2.00p.m.	Health and safety.	Mr.Hashimi b. Alwi
3.00p.m.	Short test.	
3.30p.m.	Tea break	
3.45p.m.	Environment and facilities.	Mr.Hashimi b. Alwi
4.30p.m.	Short test	
5.00p.m.	Module 1 ends.	

Make each day a rich, full day. Yesterday, you cannot change.
Tomorrow may never come. Now is the only acceptable time. Go for it!!!
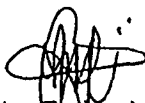
G.4.
(Pind. 1/86)

MEMORANDUM RASMI

DARIPADA Pengarah Tanah dan Survei	KEPADA Penguasa Tanah dan Survei, Bahagian Kuching dan Samarahan
PERKARA Sila lihat dibawah	SALINAN KPD.
RUJ.KAMI 285⅓/4-19/319 TARIKH 24/3/1998	RUJ. TUAN TARIKH

ORIENTATION PROGRAMME

The selected participants as shown in the list attached will be attending the above mentioned programme from 14-15, April 1998. The venue will be at the main conference room, 9th floor, HQ.

2.   · Please take note that no one is allowed to be absent.

3.   All participants will have to register themselves at 8am at the same venue mentioned above on 14th April, 1998.

4.'   All participants are reminded to wear official attire, and no jean is allowed throughout the programme.

"BERSATU BERUSAHA BERBAKTI"

(Ang Tze How)
b.p.Pengarah Tanah dan Survei

DDLS
ADA
ADP
ADL
ADS
ISM

List Of Participants

HQ

1. Mistiani
2. Pauline ak Michael Rihap

KUCHING

3. Amer bin Hamdan
4. Kasmin bin Kasut
5. Serjuki bin Othman
6. Mislan bin Pani
7. Wan Mashor bin Wan Salleh
8. Mohamad Chil bin Noh
9. Saftuyah binti Sidek
10. David ak Suip
11. Normen ak Suip
12. Hasnah binti Ali
13. Timah binti Timot
14. Ramli bin Mohd. Jamali

KOTA SAMARAHAN

15. Mohamed bin Yusof
16. Abdul Hamid bin Drahman
17. Bohri bin Tanjong
18. Siti Aminah binti Haili
19. Megawati binti Abdul Wahap
20. Alinda ak Mohing

<u>Soalan Kursus Orientasi.(14.4.1998)</u>
(Pengenalan kepada Jabatan)

Nama:

<u>Jawab semua soalan.</u>

1. Nyatakan dua (2) daripada objektif Jabatan Tanah dan Survei, Sarawak?

2. Apakah tujuan misi Jabatan kita ?

3. Cuba terangkan apakah maksud visi(wawasan) Jabatan Tanah dan Survei?

4. Siapakah yang mengetuai setiap cawangan induk di Jabatan Tanah dan Survei?

5. Siapakah Ketua Jabatan di peringkat Bahagian, Jabatan Tanah dan Survei?

6. Nyatakan bilangan dan setiap nama Cawangan induk di Jabatan Tanah dan Survei?

7. Nyatakan salah satu daripada fungsi Cawangan Tanah?

> **HAK KEISTIMEWAAN DAN KALAYAKAN**

1. Pergerakan gaji bagi pegawai yang belum disah dalam jawatan adalah:-

   a). Mendatar
   b). Menegak
   c). Melintang
   d). Statik atau Mendatar

2. Apakah jenis elaun yang boleh dituntut selain daripada elaun makan (Subsistence) dan lodging apabila pegawai tersebut diarah berbuat tugas rasmi di luar pejabat selama empat hari.

   i). _____
   ii). _____
   iii). _____

3. Seorang pegawai lelaki boleh diberi kelulusan untuk mengambil 'Paternity Leave' sebanyak beberapa hari?

   a). 2
   b). 3
   c). 4
   d). 5

4. Pegawai wanita boleh diberi cuti bersalin (Maternity leave) sebanyak berapa kali?

   a). 2
   b). 3
   c). 4
   d). 5

5. Berapa tahunkah pegawai boleh mengumpul cuti rehatnya yang beliau layak?

   a). 1
   b). 2.
   c). 3
   d). 4

6. Senaraikan jenis cuti yang dimantubkan dalam *General Order* .

   ̀i). _____
   ii). _____
   iii). _____

7. Senaraikan jenis pinjaman yang boleh dipohon oleh pegawai Perkhidmatan Awam.

   ̀i). _____
   ii). _____
   iii). _____
   iv). _____
   v). _____

8. Gaji boleh diambil dari mana?

   a). Ketua Kerani di Pejabat
   b). Bank
   c). Kedua-duanya.

9. Apakah akibatnya apabila pegawai berkenaan telah membuat tuntutan palsu (false claim).

   a). Tidak jadi masalah
   b). Di beri peluang kedua
   c). Akan disiasat oleh BPR (ACA)
   d). Pihak Pengurusan tidak akan mengambil tindakan

10. Berapa hari cuti sakit yang maksimum dibawah G.O. 127(2) dibenarkan dalam setahun.

    ̀i). 2
    ii). 5
    iii). 10
    iv). 15

- *Selamat Berjaya* -

Subject: Know Your Department

Name:

Date:

Answer the following 3 questions. Time allocated is 1/2 hour.

(A) Write down the name of the following senior officers in HQ:

1. Director:

2. Deputy Director:

3. Any one Assistant Director:

(B) Who is the Superintendent of:

1. Sri Aman Division:

2. Limbang Division:

3. Sarikei Division:

(C) Which floor is the office of the following branch / section located:

1. Land Branch:

2. Library:

3. Photogrammetry section:

4. Correspondence section:

Subject: Work Role

Nama: **Tarikh:**

Jawab 3 soalan berikut.

(A) Saya berkerja kerana:

1.

2.

3.

(B) Peranan saya di jabatan ini adalah :

1.

2.

3.

(C) Peranan saya boleh mencapai visi jabatan kita melalui:

1.

2.

3.

4.

Subject: Culture & Ethic

Name:

Date:

Answer the following 5 questions. Time allocated is 1/2 hour.

(A). Circle the cultural issues that you think they exist in the Department

1. Senior Officers expect 'Respect and Honour' from the junior officers.

2. No compromise of ideas or point of views amongst staff.

3. Come to office late or disappear from office without giving any reason.

4. Take teabreak within half an hour is allowed.

5. Clean working environment.

6. Serious working environment.

7. Friendly working environment

8. Always interrupted by your colleague when working.

9. Directives from senior officers are always clear.

10. Senior officers are not willing to help.

(B). List 2 other cultural issues in the Land & Survey Department, that you think, are not included in the above.

(C) Circle the ethical issues that you have to observe closely.

1. Be responsible to your job.

2. Spread rumours in office.

3. Could not care-less attitude (sikap tak-apa)

4. Always produce quality output in your work.

5. Take care of the facilities used.

6. Respect privacy and confidentiality.

7. Maintain a professional attitude at work

8. Return the files at their original places after used.

9. Disclose official confidential issue to public.

10. Always want to acquire work competence.

(D) List two other ethical issues that you have to observe in your work

(E) Are you happy with the cultural environment or ethical issues in the Department?
Give your comments.

Subject: Health and Safety

Nama:

Tarikh:

Jawab semua soalan berikut.

(A) Keselamatan dan kesihatan penting kerana:

1.

2.

(B) Keselamatan diri boleh dicapai melalui:

1.

2.

(C) Senaraikan lima faktor untuk mencapai kesihatan diri:

1.

2.

3.

4.

5.

D) Panggilan penting:

1. 999 untuk _____.

2. 994 untuk _____.

3. 991 untuk _____.

Subject: Work Environment and Facilities

Nama: **Tarikh:**

Jawab semua soalan berikut.

1.   Apakah faktor-faktor yang akan menetukan suasana kerja anda?

    I.   _____

    II.   _____

    III. _____

2.   Nyatakan cara-cara untuk mendapat maklumat dalam kerja harian anda.

    I.   _____

    II.   _____

    III. _____

3.   Senaraikan lima kemudahan yang terdapat di pejabat anda.

    I.   _____

    II.   _____

    III. _____

    IV.   _____

    V.   _____

4.   Nyatakan suasana kerja samasa anda dan jelaskan kenapa anda kata demikian?

RESULTS OF SHORT TESTS

(NEW EMPLOYEES ORIENTATION PROGRAMME - MODULE ONE)

PAPER 1 = DEPARTMENTAL VISION, MISSION, STRUCTURE, OBJECTIVES AND FUNCTIONS (14 marks)

PAPER 2 = PRIVILEDGE AND ENTITLEMENT (18 marks)

PAPER 3 = KNOW YOUR DEPARTMENT (10 marks)

PAPER 4 = WORK ROLES (10 marks)

PAPER 5 = WORK CULTURE AND ETHICS (21 marks)

PAPER 6 = HEALTH AND SAFETY (12 marks)

PAPER 7 = WORK ENVIRONMENT AND FACILITIES (15 marks)

NO.	NAME	PAPER 1	PAPER 2	PAPER 3	PAPER 4	PAPER 5	PAPER 6	PAPER 7	TOTAL
1	Siti Aminah bt. Halii	12	14	9	10	15	10	12	82
2	Megawati Abdul Wahap	12	15	9	10	18	10	13	87
3	Edbin Salin	10	16	9	10	16	12	13	86

NO	NAME	PAPER 1	PAPER 2	PAPER 3	PAPER 4	PAPER 5	PAPER 6	PAPER 7	TOTAL
4	Kasmin bin Kasut	0	15	9	10	12	9	10	65
5	Wendy Sembe	12	14	10	10	18	12	12	88
6	Abuna Chang	12	15	10	10	17	12	13	89
7	Sebi Ayok	12	15	10	-	-	-	-	NA
8	Amer bin Hamdan	6	18	8	8	13	11	10	74
9	Hasnah bt. Ali	12	15	10	10	16	12	12	87
10	Alinda ak Mohing	14	17	10	10	17	12	14	94
11	Mohamed bin Yusof	14	13	10	10	15	8	11	81
12	Timah bt Timot	7	13	10	6	9	8	8	61
13	Wan Mashor bin Wan Salleh	9	16	10	10	15	8	10	78
14	David ak Nyaon	7	17	10	5	14	9	7	69
15	Ramli bin Mohd. Jamali	1	5	3	5	11	7	10	42 *
16	Mohd. Chil bin Noh	5	8	7	6	12	8	7	53
17	Miskin bin Pani	0	13	8	8	13	10	9	61

NO.	NAME	PAPER 1	PAPER 2	PAPER 3	PAPER 4	PAPER 5	PAPER 6	PAPER 7	TOTAL
18	Sequki bin Othman	3	8	7	3	12	10	10	53
19	Normen ak Suip	4	17	9	7	11	7	7	62
20	Abdul Hamid bin Drahman	4	15	9	8	12	7	10	65
21	Bohri bin Tanjong	4	14	8	8	15	7	8	64
22	Pauline Michael Rihap	9	15	8	8	16	10	13	79
23	Mistiani Jameo	10	16	8	8	16	11	12	81

PROGRAMME EVALUATION QUESTIONNAIRES

SEX:

AGE:

GRADE:

DIVISION:

BRANCH:

DATE OF ATTENDING: _____ / _____ / 9___

PROGRAMME / COURSE TITLE: _____

Strongly disagree = 1   Disagree = 2   Not sure = 3

Agree = 4   Strongly agree = 5

Departmental Vision, Mission, Structure, and Functions

1. The orientation programme had enlightened me about our departmental vision and mission.   1   2   3   4   5

2. The orientation programme had given me a general picture of departmental structure and functions.   1   2   3   4   5

3. The inter-relationship among the various branches in the department had been basically demonstrated in the programme.   1   2   3   4   5

4. The orientation programme had provided me with a picture of the departmental culture (belief, norms, working styles, , behaviours, etc).   1   2   3   4   5

Learning of Knowledge and Skills

5. After attending the orientation programme, I could basically understand my work role   1   2   3   4   5

6. The ways that the instructors conducted their subjects were interesting and effective.   1   2   3   4   5

7. All facilitators have knowledge in their respective fields   1   2   3   4   5

8. After the programme, I had learnt better about the issues related to departmental culture and work ethics.   1   2   3   4   5

Strongly disagree = 1   Disagree = 2   Not sure = 3   Agree = 4   Strongly agree = 5

9. The orientation programme had improved my knowledge on the keeping 1 2 3 4 5
of my own health and safety as well as of the group and department.

10. The orientation programme had provided me the knowledge of how to 1 2 3 4 5
use the departmental facilities and the emergency exit.

11. The orientation programme had provided me an opportunity to mix 1 2 3 4 5
around with other participants and understand each other better.

12. The orientation programme had enabled me to understand better the real 1 2 3 4 5
setup of the HQ office during the visiting session.

13. The orientation programme had been able to make me feel like a member 1 2 3 4 5
of the department.

14. The orientation programme had provided me a guidance for consulting the 1 2 3 4 5
right person in times of problem.

Facilities For the Programme

15. The venue chosen for conducting the orientation programme was suitable 1 2 3 4 5

16. Visual aids (eg. OHP transparancies, computer presentatioins) were 1 2 3 4 5
attractive and clear.

17. Refreshment provided during the orientation programme was sufficient 1 2 3 4 5

18. Classroom setting during the orientation programme was comfortable. 1 2 3 4 5

Strongly disagree = 1   Disagree = 2   Not sure = 3   Agree = 4   Strongly agree = 5

The Orientation Programme

19. Duration of the orientation programme was just enough	1	2	3	4	5
20. The sequence of the subjects in the orientation programme was well arranged.	1	2	3	4	5
21. The notes on each subject were sufficient	1	2	3	4	5
22. The notes should be given before each subjects was commenced	1	2	3	4	5
23. Simple test after each subject was important to measure the understanding of the subject by the participant	1	2	3	4	5

Strongly disagree = 1   Disagree = 2   Not sure = 3   Agree = 4   Strongly agree = 5

<u>SUMMARY OF WRITTEN EVALUATION ON PROGRAMME AND FACILITATORS</u>

(After Implementation of the Orientation Programme Module One)

TOTAL RESPONDENTS = 21

MALE RESPONDENT = 9

FEMALE RESPONDENT = 12

AVERAGE AGE = 31.6

NAME OF FACILITATOR	SUBJECT	COMMENTS
Jefri Ngalambai	Departmental vision, mission,objectives, structure and funtions	- Knowledgeable - Easy to understand - Not to be so serious. Smile a bit.
Johan Achu Jupaw	Priviledge and Entitlement	- Knowledgeable - Interesting subject - Easy to understand - Smile a bit.
Ang Tze How	1. Know Your Department & Office Tour 2. Work Roles 3. Health and Safety	- Knowledgeable - He knows everyone and branches very well - Easy to understand - Good presentation and not boring.
Lim Siau Chung	Work Culture and Ethics	- Knowledgeable - Good presentation - Use Bahasa Malaysia more for better understanding
Hashimi bin Alwi	Work Environment and Facilities	- Knowledgeable - Good presentation - Easy to understand