TABLE OF CONTENTS

1. TITLE

Newcomers Dilemma

2. KEYWORDS

Training, organizational socialization, motivation, effective communication, job placement, job description, training need analysis and job satisfaction.

3. ABSTRACT

This case study focused on organizational socialization, training, motivation and job satisfaction. This case study related to human resource management as a whole picture in managing subordinate that consist of various experience. Controlling employees consisting of various layers is very important to ensure synergy of all employees in the same direction as the mission, the vision and objectives of the department. The negative condition can't let it nearby because it would probably be a virus and a traditions within an organization. Recruiting the new staff in an organization to be driven and adequately briefed not to be influenced by negative culture and bring a positive wave of change is compulsory to make sure the relevance of existing organization. Maslow's needs theory approach as a guide to increase motivation and ongoing can be practice in an organization.

4. INTRODUCTION

Throughout the expansion of an institute, the organization and stakeholders may distinguish some advantages in diversify actions based on the existing necessitate. It possibly will be required to reorganize the culture to protect one or more actions or to divide organization resources so that the stakeholders can take accountability for different elements of the company or so that part of a business can be sold with the residue being retain. New technology, new or changing laws that affect business and actions that competitors take can indicate the group has to

transform or lose its competitive perimeter. It's up to human resources professionals to help everyone in the company come through the changeover effectively. In any organization, newcomers through their socialization experiences will learn what behaviours, attitudes, work styles, norms, career paths, etc., that organization considers adequate. The critical phase of socialization begins with the initial contact between an individual and an organization and continues until sometime after the individual essentially enters the organization. In the path of the first contact, the organization presents to the employee an overview of itself and possibly the particulars of a position. After entry into the organization, the words and actions of those around the newcomer expose him or her to additional information, implicit and explicit, pertaining both to the organization and to successful in the organization. Thus, the individual picks up cues concerning suitable attitudes and behaviour, the norms and values of the organization, and what people with a given job title actually do. These early socialization experiences expose the newcomer to what goes on and to what is acceptable within the organization of which he or she is becoming a member. Organizational socialization, are used in order to evaluate and discuss the influence that social interaction with, and observation of, colleagues and superiors have on newcomers' knowledge processes. The purpose is to outline the association between newcomers' use of organizational socialization outcome, taking a numerous approach to organizational socialization as individual, social and civilizing learning processes.

The most important dilemma in this case study was the unavailability of planning program designed for employees who had just reported for duty. Clear job descriptions that do not comprehensible will decrease the motivation of newcomers to contribute ideas to the organization. Failure to plan training needs analysis for existing workers also consequence in motivation to be mix together and sense of responsibility to the organization declined. Imperfect communication levels as well resulted in the tune-up of aspiration is not reached to all workers and causing the thickened individualistic feelings. Sharing knowledge and skills do not take place because there is elevated gap between the workers due to lack of esprit de corps oriented programs.

5. BACKGROUND

The Ministry Of Youth And Sports (MOYS) (refer appendix 1) had established the Youth Skills Training Institute (refer appendix 2) on 1st January 1990. The objective of the institute as to provide training for school dropout from various ethnic and social backgrounds with skills in various fields that were required by the manufacturing industries and servicing sector such as electronics, tool and die, automotive and mechanical. The main aim of the Ministry was to reduce the number of school dropout and prevent them from getting involved in undesirable activities such as drug addiction and prostitution. By providing them with the training, it was hope of the ministry that they would be able to seek useful employment and thus lead a better life in society

National Youth Skills Institute formerly known as the Youth Training Centre was introduced by the Ministry of Youth and Sports in 1964. Initial goal is to tackle unemployment by providing skills training among youth dropped out. In the early 1990s expanded the training program to the development of human resources in the field of training youth vocational and technical skills to produce skilled manpower for the needs of the country's industrial sector.

Up to at the moment the Ministry of Youth and Sports has 21, the development of the Government institute is dedicated to providing more opportunities for skills training to youth in various vocational and technical fields in accordance with the requirements of skilled manpower. The addition of courses in various fields and enlarge skill levels are able to produce more skilled workers.

The goals of the establishment of the institute are:

- Provide opportunities for skills training in various areas of the school leavers
- Provides exposure to entrepreneurship in the field of skills acquired
- Provide leadership programs , spiritual, and statehood for laying/shaping youth with superior identity

- The institute also conduct integrated training concept (Integrated Approach). Through this system of training components run simultaneously. Training component implemented:

  - Skills Training
  - Leadership and Government
  - Religion and Spirituality
  - Entrepreneurship
  - Drill
  - Sports and Recreation

5.1 Vision

Youth build self-esteem and who have competence in the skills development needs of the country.

5.2 Mission

Produce youth who are skilled, disciplined , honorable and visionary for the manpower needs in line with the country's development.

5.3 Objectives

Provide skills training opportunities to youth through a variety of approaches to produce skilled manpower to meet the country's needs.

6. SITUATION

The hiring progression will only embark on when an organization has established its staffing needs. There are three mechanism in the hiring process to be exact; recruiting, selection and socialization. Recruiting is a process of creating a group of capable candidates for a meticulous profession which were generally done by announcing the job's availability to the market to attract eligible candidates. This could be done by advertising the job vacancy in the mass media, bulletin, website or social media. Selection is a process of making decision on hiring the correct candidate for the job and socialization is a process of orienting new employees to the organization. Usually, socialization familiarize new staffs to the organization and to the units in which they will be working and this process can make the new employers either sense like an unknown or feeling like a team member. Normally, socialization can be viewed as a learning process that a newcomer obtains the social knowledge and skills necessary to presume an organizational role. It is also a process where newcomers is taught and learns what conducts and perceptions are predictable and necessary within the work setting as well as what ones are not.

New officers generally felt uncomfortable of the new environment when entering an organization. As a rule, they are easily inclined during their first few weeks in a new organization and accordingly are exposed to organizational influence regarding improper behaviour, values, attitude, and emotions. Therefore, an organization should carry out an appropriate socialization process by which an individual could acquire the values, expected behaviour, and social knowledge needed to accept as a member of the organization.

Erina was appointed as Vocational Training Officer, holding the rank of J41 (J41, J29 are the different ranks of groups of staff working in the government organization. J41 is higher rank than J29 and J29 is more senior than N17) by Ministry Of Youth And Sports on 7th December 2003, she reported to the youth skills training institute. When she reported to the institute, she was told to sit at a corner of the office. She was not given any instruction about her new job. She tried approaching some of the senior officer to find out more about her job, but was ignored. After two month, Erina felt depressed and decided to open up to her colleague, Mr.Airil who was from another institute.

6.1 Scene 1

Erina   : Hi Airil! How are you? I am so disappointed with this place. I just want to get out from here.

Airil   : Why Erina? What happened? You are only in two month in service and you are complaining already!

Erina   : This is a miserable place in Youth Skills Training Institute! I wonder how people can get things done over here. On day one. I was already given a bad impression by the staff. When I first approached the personnel clerk, Puan Aminah. and gave her my appointment letter, she took it, read it and then she just brought me to a corner of the office and left me there. There was no introduction to the other staff members at all. No proper furniture was given to me either. Only four walls!

Airil   : That is a nice welcome! (In a teasing manner) What else?

Erina   : Every day when I enter the office, I do greet them, but to them I don't seem to exist at all. I existed only when itt comes to 'collection' time for payments.

Airil   : Payments! What do you mean?

Erina   : They had a small function and a birthday party recently. For both the functions they collected RM 20 from me, but i was not invited. Even some who didn't contribute were invited. But me, I got none! After the function one of them had the cheek to ask why i didn't turn up. At only that. Every day for the first two weeks since I reported for duty, I had been asking the person-in-charge when i will get my proper furniture and my computer. Various replies and unpleasant remarks were given to me such as, *new here and already making demands! Can 't you see I am busy?* Their attitude is unbelievable! The Chief Clerk, Puan Laila an elder woman who is about to retire is no better, if not worse. Whenever I approached her to give her some work to do she made all sorts of remarks like, *Why bother? Who cares? I am retiring soon. Don't disturb me.* Then, there is Mr. Adam, a J29 instructor. Every day he plays games on his computer. When I asked him why, he was not attending to the

students his reply to me was. *Why bother? Every month we receive our salary. Anyway I have already given assignments to them.* He told me , *Take it easy. madam.*

Airil   :   I see this is a serious matter. You must approach your Head and see what he says about this. By the way, how is he? Is he a task or people oriented person?

Erina   :   I am not sure, Airil. According to people from the Ministry Of Youth And Sports, they have a very high regard for him. They say he is high caliber and a good leader. They also say that he is soft spoken and easy to approach, But to my mind. I find him not so. I think he is reserved, snobbish and unreasonable. When people greet him he just stares or ignores them. He doesn't mix or interact with us. One can say there is hardly any communication or interaction between him and us. Most times he is inside his room. The staff is left to manage alone. So they feel neglected and they do whatever they like. Most of them could get away with what they do.

Airil   :   Maybe he has to keep a distance from the staff to avoid showing favoritism. But **I** think you should approach him about this matter.

Erina   :   Yes Airil. I think I will do that. I must at least try to do something about this place. Thank you for the advice.

6.2 Scene 2

The next day, Erina made an attempt to see the Head of Institute. Mr. Hairul Jefri to inform him about the situation.

Erina	:	Good afternoon sir. Can I have a moment of your time please?
Mr. Hairul Jefri	:	Yes! Yes! Come in.
Erina	:	Thank you sir. **I** am actually not feeling too happy about the current situation **I** am facing right now.
Mr. Hairul Jefri	:	What current situation? You are new here and you are already having ill feeling about this Institute! Why?
Erina	:	It's like this sir. When **I** first reported **I** was just put into one corner of the office without any proper furniture, only a student's desk and a broken chair. and four blank walls to look at. When I approached the person-in-charge, I was given remarks and looks. Until now, **I** still haven't received the proper furniture designated to me. Next. when I approached the Chief Clerk, Puan Laila. to ask her to do some important clerical work which had a dead line, it was not done at all.
Mr. Hairul Jefri	:	Is that all madam? You shouldn't be telling me this. It looks like a simple ladies squabble. You should solve it yourself.
Erina	:	Sir. this is not a *"ladies squabble"* It also involves others and the men as well. For instance the J29 instructors (refer Appendix 2). I don't want to mention names. They are always playing computer games, and not attending to the students in class. Students are left alone and some of them are taking the advantage to play truant.
		When I asked them why they are doing this, their reply was. *Why bother? Every month our salary is being paid. So who cares!.* When it came to office functions, they made me contribute some money, which I don't mind, really. But, I wasn't even invited to the function. I feel my presence is being ignored, nobody seems to care.

Mr. Hairul Jefri	:	Okay young lady. Keep your cool. I know about these problems happening in this place, I have been the Head of this Institute for the past two years and have noticed this, You see most the staff here are elderly and nearing retirement. (Refer Appendix 2: Age Profile of Staff), They are not as enthusiastic and energetic as you young people, So the only way is to be patient with them and understand them better. Take your time to settle down,
Erina	:	Mmmrn. Okay sir. I will take your advice and try and blend in,
Mr. Hairul Jefri	:	Good! That's what I like from you, be positive! I have a task for you, Since you are new and would like to see some changes taking place, I want you to try to motivate the existing staff and also train the new staff that will be sent here soon by the MOYS. I don 't want them to be influenced by the attitude of the older staff, I don't care how you do it just try your best. Give me a report and we can discuss it later. Good day to you,
Erina	:	Thank you. sir.

6.3 Scene 3

Erina came out of the room and went back to her desk in the corner and gave a long thought what her boss had said, *"What shall I do? I really have no idea what to do!"* She thought to herself. After a while, she decided to telephone her good friend Miss Rose, who was a Human Resource Consultant, to get some advice,

Erina	:	Hello! Good evening, May I speak to Miss Rose please",
Rose	:	Speaking, How may I help you and who is on the line?
Erina	:	Hi Rose! It's Erina. I need your help actually some advice from you,
Rose	:	Okay, What kind of advice?
Erina	:	I have a problem in my Institute. The problem is how to motivate my staff. The Head of Institute has given me this task and has asked me to come out with some ideas. That's why you are the right person to ask for advice.
Rose	:	Ok. Let's take one step at time. Describe your staff to me. How are their behaviour?
Erina	:	Firstly, most of them are quite elderly. Some are already grandmothers and grandfathers nearing retiring age. I feel they are too comfortable at their present posts. I think they are lazy and have a *"don't care"* attitude. They lack discipline and take their time to complete any given tasks. There is little interaction between the supporting staff and the other ranks. Each department also keeps to themselves and do not know what's going on in other departments. They ignore each other and everyone seems to be complaining all the time. I notice that unimportant issues are always brought up at meetings whereas important matters are ignored. Seems to me these people do need a lot of motivation and this has to be done fast before the arrival of the new trainers.

Rose	:	Wow! That seems a lot of problems! All right. First thing you have to do is try to loosen up and blend in. Find out the strengths and weakness of each staff. You should read some books on supervisory management, motivation and human resource management. You can also have a meeting with them to create more interaction with each other. Try to foster a family and team spirit by conducting some outdoor or indoor activities such as *Gotong - royong* activities, games and picnics. Try and conduct some courses also.
Erina	:	Those are a lot of ideas you have given me. Thank you! Do you conduct courses on motivation and so on? If you do, please inform me how much it will cost. I can present it to my Boss for consideration.
Rose	:	I can list down the suitable courses that are required for your organization. Once ready, I will fax them to you together with the costs.
Erina	:	Thank you very much Rose.
Rose	:	You are most welcome.

6.4 Scene 4

The next day. Erina received the fax from Rose. While she was going through the contents, she was told that Mr. Hairul Jefri, the Director wanted to see her.

Mr. Hairul Jefri	:	Miss Erina, I would like to know whether you have come out with an idea on how to motivate the staff.
Erina	:	Yes. As a matter of fact I do. I contacted a friend of mine from a consultancy company and she has briefly given me some ideas on how to get things moving, including some suitable courses that can be conducted for our staff in our Institute.
Mr. Hairul Jefri	:	Good. I just came back from a meeting from the Ministry Of Youth And Sports and was told that thirty-five new J29 instructors will be sent to our Institute in two months time. I want to get these new officers motivated as fast as possible, so that they will not end up with bad work attitude. I would like you to come up with a plan, along with the suitable courses that we can conduct and the budget to implement the program. I would like to see the proposal on my table by tomorrow.
Erina	:	Tomorrow! That's very short notice. Can I have three days?
Mr. Hairul Jefri	:	No! Tomorrow means tomorrow! Can't waste any more time as we have less than two months before the new trainers arrive. You may leave now.

Erina walked out of the room slowly with a heavy heart. She felt that it was most unfair of the Boss to ask her to carry out this task when she was so new in the organization. She thought. *Why must it be me*? *I am so new. What can I do? 1 am not the Boss here."*

7. LITERATURE REVIEW

7.1 Organizational Socialization

Organizational socialization is the development by which a person obtain the social information and skills to assume an organizational role (Van Maanen and Schein, 1979), changed from "outsider to full member" (Feldman, 1981, Wanous, 1980), learn the culture (Van Vianen, 2000) and "learning to welcome values, abilities, anticipated manners and social understanding" (Taormina, 1997). Some critics state that the organizational socialization literature has principally discussed phase models (Bauer et al.,1998), strategy that organizations use to indoctrinate newcomers (Cooper-Thomas and Anderson, 2002), information looking for during organizational socialization (Miller and Jablin, 1991), and how newcomers make good judgment of what they come across during the socialization process (Louis, 1980). Chao et al. (1994) have more recently alert on the information-attainment and feedback-in quest of behaviour of newcomers as an area of organizational socialization.

The second area is what is essentially cultured during organizational socialization (Ostroff and Kozlowski, 1993). And finally, the role of community network ties during the socialization process has been addressed (Morrison, 2002). Captivating these areas of organizational socialization into relation, slight consideration has been given the significance of supervisors, co-workers, and mentors for knowledge (Ostroff and Kozlowski, 1992; Miller and Jablin, 1991). In Cawyer's and Friedrich's (1998) study, newcomers anxiety the meaning of being fully learned about all aspects of the profession, since newcomers found variations between their opportunity and their genuine understanding of the organization. They establish less support than anticipated and their advice to other newcomers is to take the idea in developing interpersonal associations, both within and outside the organization. It is commonly agreed that newcomers enter the organization with personal previous considerate and understanding (Tierney, 1997). Potential, skill and self-efficacy seem to affect organizational socialization outcomes.

However, research on the role of newcomers' previous experience requires development of more sophisticated procedures of pre-entry work experience (Adkins, 1995). After the pre-entry

process, organizational socialization strategy (Van Maanen and Schein, 1979), information looking for (Miller and Jablin, 1991), and the newcomer as practical (Finkelstein et al., 2003), all contribute to an understanding of organizational socialization. However, it is recognized that each domain has a different center of attention, reflects various concepts (Kraimer, 1997), and cannot be built-in as element of the same development (Chao et al., 1994; Morrison, 2002, Ostroff and Kozlowski, 1993). It seems meaningful to develop socialization models that are definite for a few or even one domain (Kraimer, 1997). The essentials of an organizational socialization development, i.e. what newcomers be taught during organizational socialization (Chao et al., 1994), recommend that crucial categories include task mastery, role clarification, acculturation and social integration (Morrison, 1993, Ostroff and Kozlowski, 1992; Kraimer, 1997; Griffin et al., 2000).

Research suggest that superiors, co-workers, peers and secretarial staff, as interpersonal sources, are imperative source of information for newcomers (Feij et al., 1995; Anakwe and Greenhaus, 1999; Taormina, 1997; Thomas and Anderson, 1998; Morrison, 1993; Louis et al., 1993; Nelson et al., 1995), which indicates how significant it is for newcomers to fit into place in relationship-building (Adkins, 1995; Griffin et al., 2000; Morrison, 2002; Saks and Ashforth, 1997; Chan and Schmitt, 2000). So undoubtedly, recognized members as role models symbolize an important knowledge source for the newcomer.

7.2 Motivation

Motivation refers to the action , path , and determination of behaviour concentration (PH Gordon et al , 1983) . Motivation in the workplace is determined by three principles expressly interpersonal desires (Hackman JR & Oldham GR, 1976) which refers to the intrinsic and extrinsic motivation and psychology principle purposes.

Mangkunagara (2005) states: "The motivation is shaped of thoughts people themselves in work situations at work. Motivation is the supremacy that drives the circumstances or the workers themselves to accomplish organizational goals. Pro- worker approach and positive impact on the employment condition that is build up his motivation to achieve the stage of maxima". Based on

the above disclosure, motivation is a retort to the employees themselves to support work and attain what is most wanted by the employee.

In the situation of profession, worker motivation is inclined by environment, working conditions, satisfaction (Holden 1990/91). When the thought of competences is also introduce in the early 2000 which led to the resolve of job performance (Mohd. Sahandri, 2008). This happens when workers , surrounded by others , influenced by various factors , such as environment and ecology , perception , memory , cognitive development , emotional , and personality its commission (Huitt , 2001). Rewards for example, possibly will also stimulate motivation and produce action to perform incredible (Enabou & Tirole, 2003). At the same time emotional sustain and material may make additional staff are committed (Brandit. R, 1995) activity of doing things.

Respect given to staff be able to increase obligation and job performance in their circles (Mohd Sahandri , 2008). In fact, the system surrounded by the organization also helped encourage job satisfaction, job performance and work commitments which may be measured an advantage in an organization (Mohd. Sahandri, 1998; Sharifah, Joni & Balan, 2001). Enhancement that the constant evaluation and the motivation of the organization's staff should be agreed dominance that was always rising organizational performance. Thus, the testimony shows the position segment staff normative dedication and job satisfaction are high phase (Glue Boon, 1983) was constantly competent to be maintained and developed.

Motivation divided to two (2) types namely extrinsic motivation and intrinsic motivation. According to the Longman Dictionary (2005), intrinsic purpose as the party of bringing value, quality or naturally treatment in the form of a oneself innards such as liver feel satisfied with the achievement or triumph achieved. When extrinsic also take a mean value or qualities that come in outcomes such as giving rewards, workplace conditions and other environment factors.

Manolopoulos study (2006) conducted to the lay sector in Greece found that extrinsic factors (memorable divide income/job fair and assuredness) and intrinsic factors (work creativity, recognizing achievement and autonomy at work) was a contributing factor to the accomplishment of individual performance and organizations .

Robbins and Judge (2007) defines motivation as a process that encourage concentration, direction and persistence of effort for someone to attain something objective . Motivation define by Robbins (1993) is the aptitude " to have on expression higher than objective attempt in the direction of organization, efforts to gather the insist fairly cold " individual needs . Whenever, Samsudin (2005) present an perceptive of motivation as the process of influencing or encouraging any person or compilation so that they accomplish something that has been set.

E. A . & Latham, GP (1990) said, "The thought of motivation refers to the intensity factors that compel achievement and result factors that may act as an impulsion for action. Beck, C. Robert (1990) stated "Motivation is a psychological aspect to clarify concerning variations in behaviour, differing between individuals and within the same period. He also adds, the determination is made more complicated motivation because there are differing approaches to motivation than the two approaches is monitoring approach and approach. Ramlall Sunil (2004) stated "Motivation theories differed from where it originated and where the power over definite purposes, people will try to be met and mostly agree that motivation requires an aspiration to act, ability to act , and has one objective".

Robert C.Beck (1990) finally showed, "systematic theories such as geographical maps of the area, select somewhat associated aspects of the area. Theory that this is the greatest step to which they may test, effectively, simple, and wide-ranging "and he emphasized" The purpose of this theory is the hierarchy which, some individual, the motive is more vital and permanent than others". Ramlall Sunil (2004) said, "In an aggressive labor market today, there is proof stating that without thinking organization size, technology advances, market focus and other factors faced challenges without end. Indeed many workers are still enabled the practice within the organization, but no concrete theories that can demonstrate it. Swanson (2001).

7.3 Training

Training is one of the functions of human resource management and development are very significant (DeSimone et al., 2002; Tannenbaum and Yukl, 1992) . It is frequently defined as a planned learning process that seeks to get better the capabilities of solving existing problems,

resolve the problems that may be present in the future, expand employee competencies and build up the competitiveness of the organization in the future (DeSimone et al., 2002; Abraham, 2001; Kraiger et al., 1993).

Obtainable training can develop knowledge, skills and attitude transform from the time before and through training and after training (Sogunro, l997, Joyce and Showers, 1980, Goel, 1984). Training as well as adjoin skills and knowledge it is required by those who have been in service (Scott, 1976). Apart from improving the skills, training helps people to work enhanced in line with the projected efficiency (Report of the National Workshop on Co -operative Training Policy And Standards, 1985).

Joyce and Showers (1980) introduced the 5 components of the training model which includes; presentation and explanation of strategies theory, demonstration models of learning, practical standpoint, feedback and self- training to apply the training model. In-service training is needed in schools to build up human resources. But the training set should be considered with the needs of students in the same classes, changes in the organizational and social circumstance of the school. Teachers would benefit from training to achieve their requirements, appropriate and constructive to help improve existing experience (Burrello and Arbaugh, 1982, Lowther, Gill and Coppard, 1985). Staff enlargement training corresponding process occurred based nested framework in line with the school's organization, content, the training process and context (Sparks, 1983). Qualified maturity can be obtained on their own are not exempt from seminars, workshops or training designed by the organizers (Fullan, 1982).

Historical improvement of training programs can be separated into two perspectives: the traditional approach - oriented training and training - oriented contemporary approach. Training - oriented traditional approaches exist in organizations that operate in a established environment and less competition. In this condition, the training programs implemented in routine activities, informal and ad-hoc basis to develop the capability of employees to perform the duties and responsibilities of the short-term (Analoui, 1999; Buckley and Caple, 1992). Although the carry out of this training can help improve performance during the work, it is unable to attract, preserve and motivate employees to boost organizational competitiveness in the universal economic market (Goldstein and Ford, 2002; Goldstein and Gilliam, 1990; Lane et al., 2001).

7.3 Job Satisfaction

Job satisfaction is the most imperative component in management and organization area, in common, and in organizational performance area, in exacting. Job satisfaction is acknowledged as a measurement of organizational commitments; it is distinct as a kind of contentment resulting in adopting an individual principle for a assured job. Job satisfaction can be definite as the compilation of feelings and viewpoint in a current job, as a positive feeling that is believed leads to high performance or as an indication of an employee's thoughts about various aspects of a work (Aljinović Baravc, 2011). To learn job satisfaction two aspects are distinguished: first, human aspect that it is praiseworthy to treat employees comparatively and courteously; second, behavioural aspect that allowing for job satisfaction can show the way the behaviour of employees so that it influences organizational functions and tasks and consequences in positive organizational behaviours (Mirkamaly, 2010).

Suzuki E et al. (2006) thought job satisfaction is a positive or negative approach that an employee has toward his or her job or some explicit aspects of the job, and is an inner state of mind of an individual. Disch J et al. (2004) pointed out it is a reaction or affection held by a member of an occupation system; if the feeling is positive or the response is active, then the member is contented, and vice versa. Melnyk BM (2006) proposed that job satisfaction is an employee's feeling about his or her work environment, which includes the job itself, supervisor, work group, organization, and life. Castle NG et al (2007) and, Porter LW et al (1973) suggested that the level of job satisfaction depends on the difference between what a person actually gains from his or her job and what he or she expects. Judge TA et al (2001) proposed that job satisfaction is the level in which an employee likes or dislikes his or her job. Best ME and Thurston NE (2004) also pointed out that job satisfaction is an employee's feeling about his or her job and is a common approach consequent from an evaluation of all aspects in a job.

Various and from time to time contradictory concepts about job satisfaction have been shaped and urbanized. Scholars like Herzberg think that job satisfaction has two dimensions. One dimension is factors and conditions the lack of which leads to frustration, including staff attitudes and perceptions, managerial practices, organizational policies, the environment and

level of supervision; job safety, working situation, job position, compensation level, establishment of reciprocal interaction between managers, peers, subordinates, and private life of employees. Herzberg calls them hygiene or influencing factors on maintaining the status quo or continued existence factors. He believes that lack of these factors makes employees disappointed so that they go away from the organization and pressure its entity. The other is valuable factors on motivation, the continuation of which results in motivation and personal satisfaction and the lack of which leads to fragile disappointment. According to Herzberg, effective factors on motivation contain job achievements, sympathetic and appreciation of people and their work, job enlargement, personal development, nature of work and duties (Beishekeev, 2001).

According to Jans and Frazer-Jans (2004), job satisfaction is formed as a result of the employees' sensitivity of how to present their significant potential by their job. Also, Davies et al.(1992), believe that job satisfaction as the most important factor for ensuing organizational performance. Scholars claim job satisfaction be able to effect in efficiency and organizational promise (Kyung, A 2005). Moreover, Jorgensen et al. (2005), believe that job satisfaction and learning skills are cost of job rotation and play effective role of deterministic variables on performance. Finally Zare (2005), defines job rotation as a method to realize human resource goals, amplified quality, job satisfaction of employees and output.

8. OPTIONS & ACTION

8.1 SWOT Analysis

SWOT analysis is a structure for identify and analyze the internal and external factors that can have an impact on the viability of a project, product, place or person. SWOT analysis has defined as figure 8.1: SWOT Analysis:

STRENGTH
- Qualified Vocational Training Officer with in various field
- Experience workers
- Well develop curriculum in skills training
- Comprehensive legal framework

WEAKNESSES
- Generation gap of intake
- Lack of motivation
- Insufficent budget

SWOT

OPPORTUNITY
- Sharing knowledge and expertise from outside
- Technology and skills transfer
- Support from government

THREAT
- Changes in government policy
- Rapid changing in technology
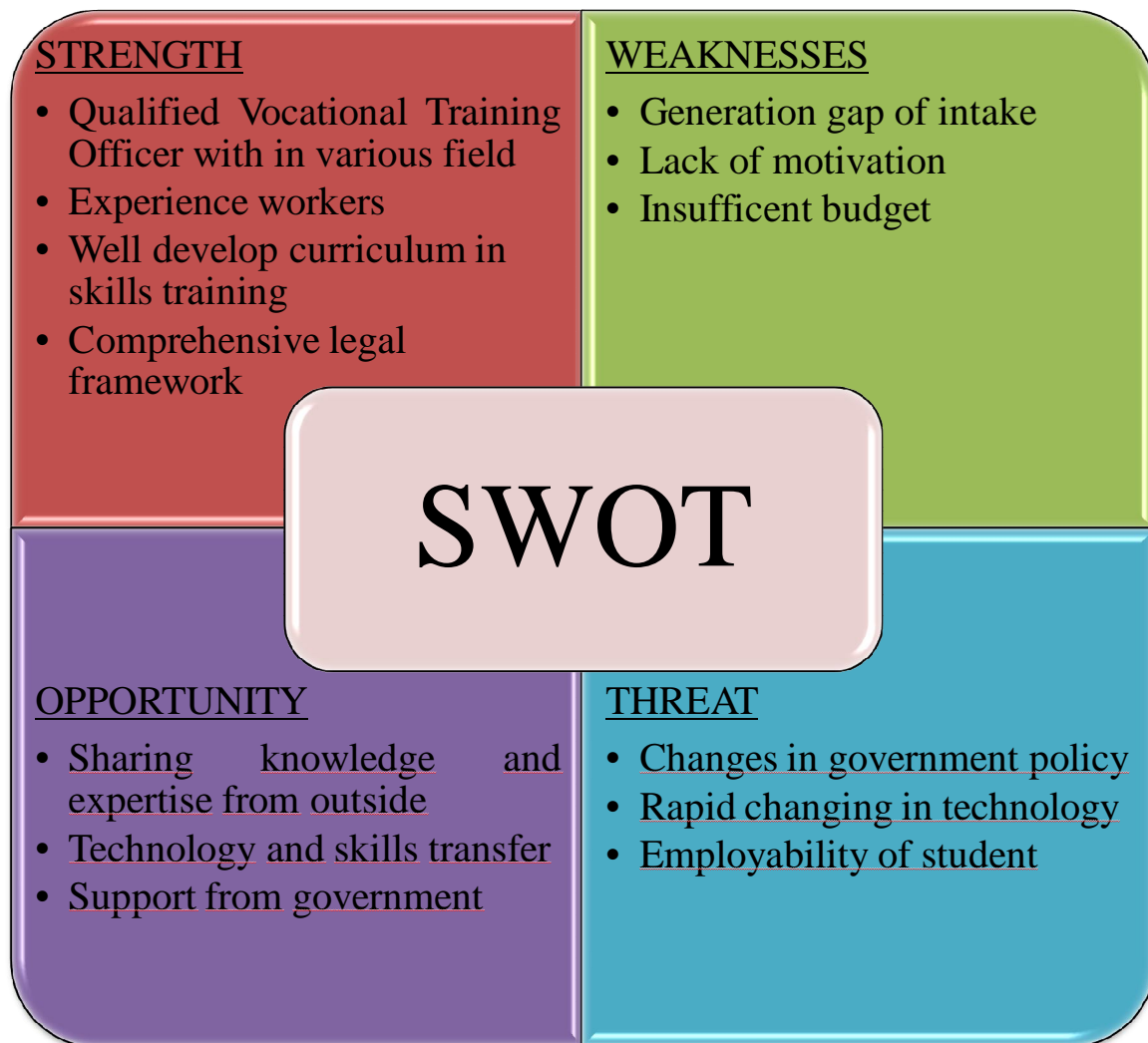- Employability of student

Figure 8.1: SWOT Analysis

8.2 Strategic Analysis

When the SWOT factors are acknowledged, decision makers should be able to enhance discover if the project or goal is worth pursuing and what is required to make it successful. The analysis aims to help an organization match its resources to the competitive environment in which it operates. By the factors of SWOT analysis, we can define strategy and program with this strategic analysis as shown as Figure 8.2: Strategic Analysis .

	External Opportunities (O) 1. Sharing knowledge and expertise from outside 2. Technology and skills transfer 3. Support from government	External Threats (T) 1. Changes in government policy 2. Rapid changing in technology 3. Employability of student
Internal Strengths (S) 1. Qualified Vocational Training Officer with in various field 2. Experience workers 3. Well develop curriculum in skills training 4. Comprehensive legal framework	SO Strategy 1. Engage the services of technical expertise to strengthen and enhance the sharing of knowledge and skills.	ST Strategy 1. Strengthen the curriculum and more comprehensive training system.
Internal Weaknesses (W) 1. Generation gap of intake 2. Lack of motivation 3. Insufficient budget	WO Strategy 1. Enhance knowledge sharing and increase programme related to esprit de corp.	WT Strategy (defensive) 1. Creating harmony and creative in teaching and learning.

Figure 8.3: Strategic Analysis

8.3 Strategy and Program

8.3.1 SO Strategy

Engage the services of technical expertise to strengthen and enhance the sharing of knowledge and skills.

Program:

- Curriculum and programs specifically for new workers
- Session/workshop on the interaction between staff to share their knowledge
- Create a scheme/incentives to encourage the sharing knowledge
- Contribution of the expertise as one of the criteria and merit for career development

8.3.2 ST Strategy

Strengthen the curriculum and more comprehensive training system

Program:

- Curriculum development and revise relate to technology update
- Curriculum development involve from all related staff
- Create a session on involvement and experience in curriculum development
- Bulid up creative environment in teaching and learning

8.3.3 WO Strategy

Enhance knowledge sharing and increase programme related to esprit de corp

Program:

- Create team building program
- Develop web based sharing knowledge system
- Create fun learning environment
- Organized sports activities, recreation, welfare and so on outside office hours

8.3.4 WT Strategy

Creating harmony and creative in teaching and learning.

Program:

- To implement teaching and learning is fun
- Having a mentor and mentee
- To strengthen lifelong learning programme
- Encourages knowledge sharing

8.4 Related Theory

Planning for staff development to be done, particularly in training need analysis. Therefore, a special program for new staff and existing employees can be implemented to further reduce the communication gap existing synergy restore. Based on Maslow's theory, the hierarchy of human needs, desires and satisfaction of a job can be divided into several levels as shown as Figure 8.4 Maslow's Hierarchy of Needs .

Figure 8.4: Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs theory is a popular way of thinking about the needs of the organization. Maslow's hierarchy of presenting a set of requirements, which are:

- Physiology / body requires
- Security is required.
- Love / belonging needs
- Self-esteem
- Self-actualization

Maslow's theory is important for two reasons: First, it shows that not only met the needs of the money (which can be said to deal with level 1 and 2). People encompass many desires to be met, and while people may very well pay, they still can be satisfied if the necessities are not met.

Second, it gives managers diversity of apparatus they can use to construct team satisfaction, even if they do not have much money to give . It frequently does not cost much to afford a safe working environment. It is commonly cheaper to have a social force (eg, around a barbecue) where team members can get to know each other outside of the work environment. And cost nothing for the compliment on a job well done. Thus, Maslow's Hierarchy of difficult managers give "permission" to be "good boss", knowing that as such, they do their best to build highly effective, highly productive team.

9. DISCUSSION AND CONCLUSION

This case study recognizes the significance of taking a multiple approach to newcomers' organizational socialization in order to investigate the importance of established colleagues for newcomers' learning processes. Traditionally, theory and research within organizational socialization has focused on these processes as personage cognitive processes and merely together with the learning of norms, ethics and expected behaviour. Also within the role model literature, the main center of attention has been on individual cognitive processes, including the lucid point of view that often addresses the use of total role models (Bandura, 1986). Within this approach the importance of knowledge development between members of the organization has been recognized, but more as an individual knowledge alteration and not as a social commitment and interaction between participants in different communities of practice. The main contribution of this study is to admit that newcomers' organizational socialization must be focused on as community and civilizing learning processes, and therefore organizational socialization includes all wisdom from when a new member enters the organization and until he or she becomes an well-known member of the same organization.

Within a social and cultural perspective, it will be tremendously hard to differ between organizational socialization and newcomers' learning processes. The newcomer's knowledge development will be a consequence of involvement and contact in social communities. As a result, knowledge is joint among the participants, as part of everyday experiences, and not as individual knowledge processes. Some new research results within organizational socialization have focused on relations among colleagues as a competition between newcomers' preferences and organizational culture (Van Vianen, 2000), the function of social network ties (Morrison, 2002), and pro-activity (Chan and Schmitt, 2000).

The newcomers require own experiences in order to enlarge own tacit knowledge. Established instructor represent the organization's tacit knowledge and therefore the newcomers need to have their own experiences in relations with established instructor to be able to develop their own personal style as instructor. The newcomer's ability to build

relationships with established generation differs. The significance of pro-activity has been outlined by earlier research (Morrison, 2002; Chan and Schmitt, 2000; Finkelstein et al., 2003). In this case study the significance of pro-activity is acknowledged in relation to the newcomer's self-confidence and how self-confidence is of meaning to their capacity in and motivation for being proactive in building affairs. The newcomer's most important personal uniqueness were expectations, experience, self-confidence and competitive personality. These characteristics are exaggerated by the organization's social and cultural context and within these contexts the importance of recognition with established members affect whom the newcomers used as role models.

Management can be intentional by providing a newcomer with available role models who at the same time have some personal characteristics, attitudes and behaviour that they want the newcomer to be taught and imitate. Managerial implications, in accordance with contributions from this case study, are consequently basically:

- The newcomer's opportunity of obtaining tacit knowledge means that management must organize for the newcomer to be able to monitor and perform their new job in social communications with reputable members of the organization.
- The newcomer's special uniqueness, (expectations, experience, self-confidence and competition instinct), must be clarified in the process of recruiting and "getting to know" the newcomer, in accordance with giving the newcomer a correct "picture" of the organization's reality.
- The substance of early experience, the first four to six weeks, and how strappingly early experience can influence organizational socialization result, can help management to organize training and involve co-workers in the newcomer's organizational socialization.
- The newcomer desires to be esteemed as "new" and that he is "new" for about 12 months. During that time he must be able to carry out in his new job, as well as being able to responsiveness trial and errors.

Planning for the growth of human resources in an organization is very vital. This is for the reason that, every employee has different experience and skills. Job satisfaction for each employee is different and varies. Therefore, it is important for a leader of an organization to ensure that the training requirement planning cautiously to ensure that appropriate training is given to the experience and requirements of employees. Perfect communication is also very important in order to launch the mission, vision and objectives of the department met with the same direction. Teamwork is essential to ensure that the level of motivation is always in optimum condition. Steer and support each employee to perform the duties is essential to ensure knowledge sharing can be implemented and make the organization continued to be relevant. An effective socialization is needed to reduce uncertainties, assist newcomers cultivate productive relationships at work, and ensures that individuals and organizations benefit from their working relationships. This could be done by designing the socialization that best fit to the organizational needs.

10. REFERENCES

Bauer, T.N., Bodner, T., Erdogan, B., Truxillo, D.M. and Tucker, J.S. (2007). Newcomer Adjustment During Organizational Socialization: A Meta-Analytic Review of Antecedents, Outcomes, and Methods. *Journal of Applied Psychology, Vol. 93, No. 3,* 707-721

Beishekeev, K. Job Satisfaction: Do People Really Like Their Job, American University in Kyrgyzstan. // Bishkek, 11, (2001), pp. 91-102.

Best ME, Thurston NE. Measuring nurse job satisfaction. Journal of Nursing Administration. 2004;34:283–290. doi: 10.1097/00005110-200406000-00007.

Cable, D.M., Gino, F. and Staats, B.R. (2013). Breaking them in or eliciting their best? Reframing socialization around newcomers' authentic self-expression. *Administrative Science Quarterly, 58 (1)* 1-36.

Castle NG, Engberg J, Anderson RA. Job satisfaction of nursing home administrators and turnover. Medical Care Research and Review. 2007;64:191–211. doi: 10.1177/1077558706298291.

Cosgel, M. M.; Miceli, T. J. Job Rotation: Cost, Benefits, and Stylized Facts. // Journal of Institutional and Theoretical Economics, 155, (1999), pp. 301-320.

Davies, A.; Kirkpatrick, I.; Oliver, N. Merger and Cultural Adjustment: A Report on the UWCC Library System. Cardiff: Cardiff Business School, 1992.

Disch J, Edwardson S, Adwan J. Nursing faculty satisfaction with individual, institutional, and leadership factors. Journal of Professional Nursing. 2004;20:323–332. doi: 10.1016/j.profnurs.2004.07.011.

Flanagin, A.J. and Waldeck, J.H. (2004). Technology used and organizational newcomer socialization. *Journal of Business Communication, Vol. 41, Number 2,* 137-165

Jans, N.; Frazer-Jans, J. Career Development, Job Rotation, and Professional Performance. // Armed Forces & Society, 30, 2 (2004), pp. 255–277.

Jones, G.R. (1986). Socialization Tactics, Self-Efficacy and Newcomers' Adjustments to Organization. *Academy of Management Journal, Vol. 29, No. 2,* 262-279.

Jorgensen, M.; Davis, K.; Kotowski, S.; Aedla, P.; Dunning, K. Characteristics of Job Rotation in the Midwest US Manufacturing Sector. // Ergonomics, 48, (2005), pp. 1721-1733.

Judge TA, Timothy A, Joyce EB. Relationship of core self-evaluation-self-esteem, generalized self-efficacy, locus of control, and emotional stability – with Job satisfaction and job performance: A meta-analysis. Journal of Applied Psychology. 2001;86:80–92. doi: 10.1037/0021-9010.86.1.80.

Kammeyer-Muller, J., Wanberg, C., Rubenstein, A. and Song, Z. (2013). Support, undermining, and newcomer socialization: fitting in during the first 90 days. *Academy of Management Journal, Vol. 56, No. 4,* 1104-1124.

Kyung, A. The Effects of Locus of Control and Organizational Structure on Job Satisfaction and Turnover Intention of Hotel Managerial Employee. // Submitted to the Faculty of the Graduate College of the Oklahoma State University Requirement for the Degree of Doctor of Philosophy, 2005.

Lu Hong, E; Alison, K. W.; Barribal, L. Job Satisfaction and Its Related Factors: a Questionnaire Survey of Hospital Nurses in Mainland China. // International Journal of Studies, 44, (2007), pp. 574-575.

Melnyk BM. The latest evidence on factors impacting nurse retention and job satisfaction. Worldviews on Evidence-Based Nursing. 2006;3:201–204. doi: 10.1111/j.1741-6787.2006.00071.x.

Mirkamaly, S. M.; Hayat, A. A.; Noruzi, A.; Jarahi, N. The relationship between psychological empowerment and job satisfaction and organizational commitment among employees in Tehran University. //Daneshvar Scientific Journal - Behaviour / Training and community sixteenth year, 39, 2(2010), pp. 67-34.

Porter LW, Lawer RE. Organizational, work, and personal factors in employee turnover and absenteeism. Psychological Bulletin. 1973;88:151–176. doi: 10.1037/h0034829.

Scholarios, D., Lockyer, C. and Johnson, H. (2003). Anticipatory socialization: the effect of recruitment and selection experiences on career expectations. *Career Development International 8/4,* 182-197.

Suzuki E, Itomine I, Kanoya Y, Katsuki T, Horii S, Sato C. Factors affecting rapid turnover of novice nurses in university hospitals. Journal of Occupational Health. 2006;48:49–61. doi: 10.1539/joh.48.49.

Tadić, I.; Aljinović Baravc, Z. Impact of accounting regulatory framework complexity on accountants' job satisfaction in Croatia. // Management-Journal of Contemporary Management Issues, 1, 1(2011), pp.1-21.

Van Maanen, J. and Schein, E.H. (1979). Toward a theory of organizational socialization. *Research in Organizational Behaviour , Vol. 1,* 209-264

Zare, D. A. Displacement effect on job satisfaction and organizational commitment in bank credit management. // Practical Psychology Quarterly, 5, 1(2005), pp. 47-26,

APPENDIX 1

Organization Chart of Ministry Of Youth And Sports (MOYS)

APPENDIX 2

Organization Chart of Youth Skills Training Institute

```
                          ┌─────────────────┐
                          │  Director (J52)  │
                          └─────────────────┘
                 ┌─────────────────┴──────────────────┐
      ┌──────────────────────┐          ┌──────────────────────────┐
      │   Skills Training     │          │  Administration And       │
      │  Department (J48)     │          │   Finance (S48)           │
      └──────────────────────┘          └──────────────────────────┘
   ┌──────────────────┬──────────────┐      ┌──────────────┬──────────────┐
┌───────────────┐ ┌───────────────┐     ┌──────────┐  ┌──────────────┐
│School of Tool │ │School of      │     │ Finance  │  │Administration│
│& Die (J44)    │ │Electronic(J44)│     └──────────┘  └──────────────┘
└───────────────┘ └───────────────┘
┌───────────────┐ ┌───────────────┐
│School of Tool │ │School of Tool │
│Maintenance(J44)│ │Machinist (J44)│
└───────────────┘ └───────────────┘
┌───────────────┐ ┌──────────────────┐
│Industrial     │ │School of Tool     │
│Relation (J41) │ │Multimedia (J44)   │
└───────────────┘ └──────────────────┘
        ┌───────────────────────────┐
        │Instructor (J41, J38,       │
        │J36, J29) : in every        │
        │school                      │
        └───────────────────────────┘
```
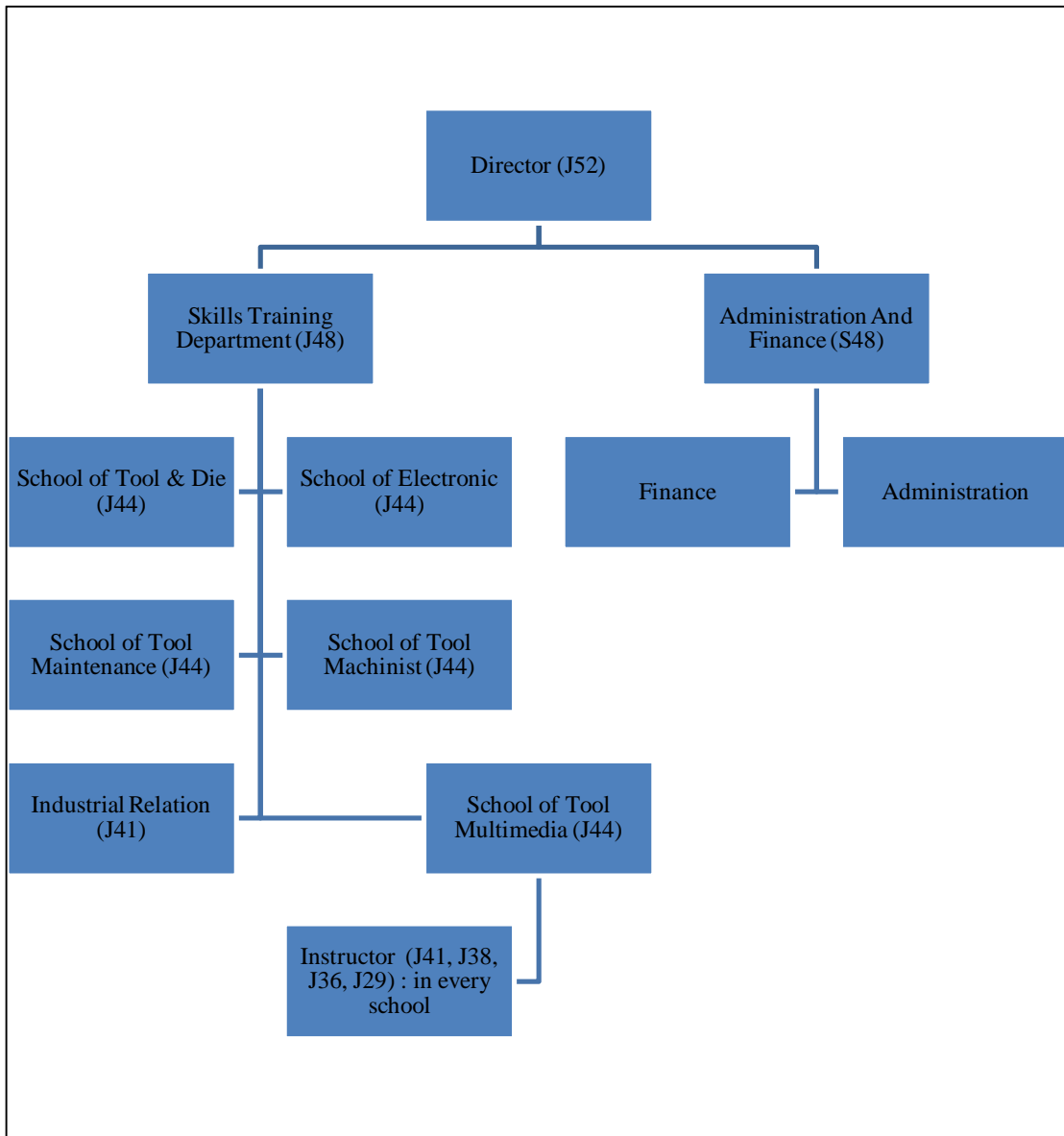
APPENDIX 3

Age Profile Of Staff

Age Of Group	No.Of Staff
51 - 54	7
46 - 50	25
40 - 45	37
36 - 39	29
30 - 35	15
26 - 29	19
20 - 25	11
15 - 19	2