APPENDICES

GROUP STRUCTURE

ABRIC BERHAD

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                          ABRIC BERHAD
                               |
        +----------------------+----------------------+
        |                                             |
  Manufacturing                                  Engineering
    Division                                      Division
        |                                             |
        |                                   +---------+---------+
        |                                   |                   |
        |                                  APM                 ACSB
        |                                  100%                100%
        |                                   |
        |                                  MFE
        |                                  51%
  +-----+-----+-----+-----+-----+-----+-----+
  |     |     |     |     |     |     |
 APSP  AMFG  AISB  AEL  AQSB  AWSB  AMKT   AMS
              (UK)                        (S'pore)
 100%  100%  100%  100%  60%   80%   49%   60%
                          DORMANT DORMANT        |
                                               ATS
                                             (S'pore)
                                              100%
                                             DORMANT
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ORGANISATION CHART

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                    SENG JEE TONG
                  EXECUTIVE DIRECTOR

                    PETER LALAS
                  DESIGN CONSULTANT

                   YONG CHUAN CHIN
                 SNR MANAGER - OPERATION
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SU TING NEE	CLARISS TAN	TANG WENG YIN	LEE CHING GUAN
ASST MANAGER - PRODUCTION	ASST MANAGER - CONTRACTS & ADMIN	MANAGER - PROJECTS	ENGINEER - TECHNICAL/QUALITY CONTROL

SU TING NEE - ASST MANAGER - PRODUCTION:
- VINCENT TEOH — FACTORY SUPERVISOR
- FONG KOK KONG — FACTORY SUPERVISOR
  - FACTORY WORKERS
- VELOO RATNAN — FACTORY SUPERVISOR

CLARISS TAN - ASST MANAGER - CONTRACTS & ADMIN:
- TAN KWENG — EXEC - ACCOUNTS
  - LEE MUK U — ASSISTANT
- CHOW YEN WEE — EXEC - PURCHASING
  - DANZEELA — ASSISTANT
- YVONNE ONG — EXEC - ADMIN
- EDWARD LEE — EXEC - QS

TANG WENG YIN - MANAGER - PROJECTS:
- TEO CHUAN DUT — SNR SITE SUPERVISOR
  - INSTALLERS
- SUGINAMAN — SITE SUPERVISOR

LEE CHING GUAN - ENGINEER - TECHNICAL/QUALITY CONTROL:
- WONG CHAN HOE — DRAUGHTSMAN
- ZULKAKAUM — DRAUGHTSMAN
- WOK MENG SONG — DRAUGHTSMAN
- SIMON TAP — DRAUGHTSMAN

APPENDIX C:

SOLVING PROBLEM SOLVING – EXPLORING AND MAKING DECISIONS

The method for Exploring and Making Decision has the original source from Checkland's Soft System Methodology (SSM). EMD-Exploring and Making Decisions articulates a process of enquiries, it is a learning system that leads to purposeful action in a continuous cycle. This differs from hard systems approaches which adopt means-end directives, seeking to achieve preset goals.

The clear aim is to explore different perceptions about what to do. The method therefore develops a rich appreciation about the problem situation, identifies themes about the problem situation and from this, explores those themes with the aims of uncovering options about what to do and then makes a decision about what to do.

<u>Introduction</u>
The analysis of human resources provides the core competency and corporate direction to strategic management process. An assessment of the number and types of different skills within an organization is clearly important especially in construction industry.

As mentioned by Peters and Waterman(1992),
"The excellent companies live their commitment to PEOPLE.'

Therefore, we need to recognize and develop our employees. In analysing ACSB's human resources in terms of recognizing and developing employees, I will approach the EMD by initially providing a view of the actual system occurring in ACSB and then comparing it against an ideal system which will become the objectives of the theme, to reveal the strength and weaknesses as well as the inherent effects. The critique and details analysis will be provided below :

Stage 1:
   Undertake further creative thinking about the problem situation.
   Key features of the rich pictures:
1. Who is involved?
2. What is happening?
3. What conflicts exists and other crucial issues?
Those who involve are operation,project, production,technical, contract, procurement and account department.

The actual-system of recognising and developing ACSB employees are:

1. Training schedule/plan is issued by Human Resources' Training Section as yearly basis but it always changes due to tight budget or no commitment from the management.

2. Training is done by internal personnel. Sometimes, the trainer is incompetent. Moreover, he/she has a very different objective which conflict to the corporate objective.

3. There is definitely a record of attendants but never seem to be able to trace back as requested by department head.

4. For external training courses, a person will be bonded according to the value of the course. For instance, for a course of RM2,000, an employee will be bonded for two years.

The problem situation are summarised into the following:

- No proper training schedule/plan.
- No proper training records.
- High turnover of employee.
- Lack of effective communication.
- Unknown of types of training required.
- Non measurable on the effectiveness of the training.
- Incompetent Trainer.
- Lack of motivation to be trained.

Stage 2:

Identify relevant themes for debate.

The Theme For Debate :

Recognizing and developing employees. (A Human Resource Development System)

Stage 3:

Explore the most relevant systems.

The ideal system is constructed around six elements that together power-up systemic thought. CATWOE

Customer:- Who are the customers on this ideal system, that is who will benefit from or a victim of the purposeful activity of the ideal system?

The customers are all ACSB employees-Senior Manager, Project Manager/Site Supervisor, Production Manager/Factory Supervisor, Designer, Contract Manager/Estimator, Purhasing Executive, Account Executive.

Actors:- Who are the actors in this ideal system, that is, who will carry out the activities?

STEERING COMMITTEE

	Team Members	Position	Dept/ Section
Facilitator:	YCC	Senior Manager	Operation
Leader:	TWY	Project Manager	Project
Secretary:	STN	Production Manager	Production
Members:	LCG	Designer	Technical
	TCH	Asst Contract Manager	Contract And Admin
	CYM	Purchasing Exec.	Procurement
	TKE	Account Exec.	Account
	TCD	Site Supervisor	Project

Transformation process:- What is the transformation process of these ideal system, that is, what is the purposeful activity that transforms inputs of the system into outputs of the system, and what exactly are those inputs and outputs?

The inputs of the system are mentioned above and the outputs of this transformation are :

- A list of training needs (gaps) for each department.
- Training Needs Analysis for each department.
- A list of right tools for the jobs (essential).

World view:- What is the view of the organisation represented here as an ideal system that makes the transformation identified above a meaningful one?
To have a better informed and competent work force.

Owners:- Who are the owners of this system, that is who on the whole scheme

of things have or may have the inclination and capacity to stop the activity?

All the members of the team described above.

Environment constraints:- What are the constraints in the environment of this ideal system that have to be taken as given, that is, what factors exists that are neither controlled nor influenced by this ideal system?

·Note: Identify the core transformation first and then put in place the world view that attaches a purpose to the transformation.

Due to the environment mentioned below, these conditions can cause great upset in the transformation.

➢ Pressured with meeting deadlines due to inefficient or delay from other departments. (Project Dept)

➢ High staff turnover causing inefficiency. (Production Dept,)

➢ Insufficient manpower resulting overloaded work. (Technical Dept.)

➢ Lack of technical support. (Technical Dept.)

➢ Too dependent on certain individual to do his stop result limit in sharing technical or other kind of information. Selfishness. (Technical Dept.)

➢ Too many accounts to dispute. (Account Dept.)

➢ Procedure are not being followed thus creating problems in stock and documentation because lack of product knowledge.(Purchasing)

➢ Poor working relationship/co-operation with other colleagues. (Production Dept.)

➢ Involved in jobs not related to own position.(Project)

➢ Lack of motivation because of high turnover rate.(Contract & Admin)

Stage 4:

To construct a systems diagram of the ideal System.

The diagram (Table C1) shows the logical flows and controls between the main activities of the ideal system.

Stage 5:

Comparison between the ideal systems and the rich picture of actual situation.

The aim is to generate debate about possible decisions that could be taken leading to improvements in the problem situation. This is where the logic-based inquiry and cultural inquiry are used in comparative mode to engender

meaningful debate about what can be done.

The ideal systems are:

- To enhance individual's job performance.
- To improve the morale of the work force.
- To enhance the communication between employees.
- To enhance the customers' perceptions of ACSB. e.g. "Think curtain wall, think of ACSB"
.

These are basically the Objectives of the Steering Committee.

The ideal–actual system comparison reveals serious flaws in terms of what should exist to meet the purposive activity of ACSB, even if the basic consideration is given to the practical issues and compromises made.

The actual-system reveals the weaknesses as described below :

- No proper training schedule/plan.
  Some training have had been done on ad-hoc basis. Training was given to overcome problems which have arise, hence, is reactive rather than given earlier or proactive.
- No proper training records.
  Without proper records, the supervisor does not know whether the particular employee has been trained or not.
- High turnover of employee.
  When a well experienced and trained employee leaves the company, many times the new employee will follow what his predecessor did without understanding why he/she is doing so.
- Lack of effective communication.
  Training is not given priority. This is evident where training is halted or post-phone due to some slight interruptions. Furthermore, "instructions" are given rather than coaching.
- Unknown of training required.
  During face-to-face interviews, many employees do not even know what sort of training they require.
- Non measurable on the effectiveness of the training.
  At this moment, there is no benchmark to gauge the employee's performance, skills and knowledge. Many employees will pretend that they know the skills and

in actual fact they don't. Therefore, no one knows whether the employee needs another training or not.

- Trainer.

Sometimes, the trainer or the superior himself is not experienced and knowledgeable to explain or train the employee.

- Lack of motivation to be trained.

Lack of motivation normally comes when the employees' relationship with their superiors are not very good or when the training is not given priority by their superiors.

Stage 6:

Make a decision about what to do (refer Table C1).

The proposed decision about what to do generally are being layout in the following:

1. To identify training gaps (attached) to considered.
2. Training Programme to be established by each department.
   (a) Training Schedule/Plan.
   (b) Frequency and duration of training.
3. Training records & evaluation to be kept by each department.
4. Employees provided with set of tools should be made accountable.

Conclusion on EMD

The primary value of EMD in contemporary management is that it tackles dimension of organisation mess which no one has catered for such as taking a holistic approach, ensuring all angles are considered. The EMD format is easy to grasp, making the task of explaining the tools, their purposes, the programme of intervention etc. Most importantly EMD ensures that the cultural dimensions of the organisation are not neglected. In short, with the advantage of EMD it is obvious that the reductionist and analytic thinking that characteristic our initial way of thinking about the problem was a conceptual trap.

Table C1 : Logical Flows & Controls for Selected Theme

Step	Action	Monitor/Control	Knowledge
1	Establish employees' job functions and tools required through interview with the employees and their immediate superior.		
2		Check with employees if they have the skills or knowledge and the tools to carry out their jobs as described in (1)	
3		Counter check with the employees' immediate superiors if the employees have the skills or knowledge and tools to carry out their job efficiently and effectively.	
4	Identify the differences of discrepancies in (2) and (3) compared to (1) as the training and tools required.		Appreciate employees capability
5	List the 'On-The-Job' training and tools required for each department		Appreciate ACSB objectives.
6	Recommend the list of training and tools required for each department to the Steering Committee and seek approval.		Appreciate ACSB capabilities.
7		Upon approval will plan implementation.	
8		Measure the effects after the implementation to determine success by conducting the same interview with the same employees.	
9	Upon success, will standardise to other depots.		

Comparison with the ideal-actual model system reveals significant weaknesses resembling unstructured, fragmented, ad-hoc and unrealistic. This has led to enormous "mess" throughout the organization with long term damaging effects such as conflicts, lost of corporate image, customer perception as being incompetent etc. The ultimatum would be a severely inferior to the organization's core competencies which would create some uniqueness of product in an "commodity-like" industry.

<u>Critique on EMD</u>

The main source of information is obtained through informal and formal communication such as quarterly Steering Committee meeting and monthly department meeting to reveal this matter.

This analysis has been carried out very successfully, at least we get started to improve this long-waited problem situation. The success in bringing about attitudinal change in fact is the most obvious one. One could feel the tremendous achievement of EMD. It has brought us into creatively thinking about the problem situation holistically which most of us appreciate, because most of us feel they have brought out all the crucial issues and key features. This methodology allowed us to narrow or focus in themes instead of trying to solve too many problems at one time. EMD recognises "cultural feasibility" rather than the Hard System Methodology which strives towards the means-end rationality in a mechanistic manner. EMD has led us to structure or building purposeful conceptual models of human activity systems as listed above. In other words, there is a clear sense of purpose which can and will pursue. EMD also help us to structure a logical flows and controls, which build around human activity system.

The weaknesses of SSM

The weaknesses in SSM arelisted below:

- Need patience, tolerance and openness with one and other.
- Difficult if the participants are coercive , risk of getting out of control during debate.
- Need to involve people with certain degree of literacy.
- Process of encountering competing argument in a dialogical fashion is very seldom in Asia's Confucianism and modest context.
- Participation and time. Difficult for managers who has no time management consciousness and always practice fire-fighting.

They are two main root of causes of the above system that will break into pieces if care is not taken. These are

1. Top management must make an effort to retain employees.
2. Top management must not cut the training budget further especially during this current economic turmoil.