

**AKEPT**

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UNIVERSITI TEKNIKAL MALAYSIA MELAKA

# EVALUATION REPORT PROGRAMME

## THE ROLES OF MALAYSIAN PREMIER POLYTECHNICS IN HUMAN CAPITAL DEVELOPMENT: TRANSFERRING MINDSET FOR INNOVATION 2012

1st - 3rd July 2012 , AKEPT Seminar Hall, Bandar Enstek, Negeri Sembilan

By

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## Executive Summary

The 3-day programme, namely The Roles of Malaysian Premier Polytechnics in Human Capital Development: Transferring Mindset for Innovation 2012 was organized from 1<sup>st</sup>- 3<sup>rd</sup> July, 2012 at AKEPT Campus, Enstek, Negeri Sembilan. With a general aim to provide participants with knowledge and skills for innovation and documentation of research projects, this program was organized by AKEPT in collaboration with UTeM. It was attended 111 academics from three premier polytechnics throughout the country. The programme was structured into sessions of professional talk and mentor-mentee. The mentor-mentee approach provides a personalized learning process for the participants.

Two main tools, the online survey and conventional survey questionnaires were utilized to investigate participants' perception of innovation and their knowledge, and experience in conducting research projects and documenting the research product/output. Meanwhile, the effectiveness delivery of the programme was measured using AKEPT evaluation forms and three evaluation forms designed by UTeM.

The purpose of this report is twofold: first it aims to document the effectiveness of this programme and second, it aims to profile the knowledge, skills and opinion of the participants regarding innovation as well as conducting research, writing and publishing articles in journals. In doing so, this report is divided into two main sections. The first section reports the activities and effectiveness of the programme together with the participant's innovation mindset and their experience in conducting research and writing articles. The second part of this section provides visual evidences of the activities throughout the programme.

The majority of participants were novice researchers who were optimistic of becoming innovators and researchers. They were eager to participate in research projects and learn how to write different genres of research reports. Overall, the programme has been rated as a good programme and its objectives have been achieved. Participants were satisfied with the speakers, mentors, modules, as well as the secretariat. They highly appreciated the mentor-mentee approach and requested for more sessions with mentors. They felt that they need more guidance on writing skills, hence requested for more emphasis on the skills to write research proposals and various genres of documenting their research output.

During the time when the country is in need of innovative and creative nation, this programme is important especially for educators in Technical and Vocational Education and Training (TVET). They need this programme to motivate them to actively participate in research and to guide them on how to document their research output. This programme also provides platforms for them to build networking with other parties for potential collaboration efforts. As this is its first implementation, this programme can be improved in many ways such such, encouraging active participation from participants, emphasizing managing research resources and writing as well as publishing journal articles.

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## 1.0 PROGRAMME OVERVIEW

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**PROGRAMME:** The Roles of Malaysian Polytechnics in Human Capital Development:  
Transferring Mindset for Innovation

**DATE** : 1<sup>st</sup>– 3<sup>rd</sup> July 2012

**VENUE** : AKEPT Campus, Bandar Enstek, Negeri Sembilan

**SPEAKERS** :

1. Prof Ir. Dr Mohd Jailani Mohd Noor
2. Mr Ahmad Bin Yahya
3. Datuk Kamarulzaman Darus
4. Mr Abdul Shukor Abdul Razak
5. Ms Hajah Yah Awang Nik
6. Assoc. Prof Dr Burairah Hussin
7. Assoc. Prof Dr Hanipah Hussin

**MENTORS** :

1. Assoc. Prof Dr Hanipah Hussin (UTeM)
2. Assoc. Prof Dr Burairah Hussin
3. Dr Nik Azidah Abdul Ghani (PUO)
4. Dr Faizah Sha'ri (PSA)
5. Dr Anidah Robani (UTeM)
6. Pn Logiswari A/P Indiran (PIS)
7. Dr Mariana Yusoff (UTeM)
8. Dr Hazmillah Hassan (UTeM)
9. Dr Shahrul Anuar Mohamed (UTeM)
10. Mr Rahman Hashim (UTeM)
11. Ms Norida Abdullah (UTeM)
12. Ms Safiah Sidek (UTeM)
13. Ms Noor Azlin Bidin (UTeM)
14. Ms S. Indera Devi (UTeM)
15. Ms Zanariah Jano (UTeM)
16. Ms Yah Awg Nik (UMT)

**PARTICIPANTS:** 111 lecturers from three premier polytechnics:

- i) Polytechnic Ungku Omar, Ipoh, Perak
- ii) Polytechnic Ibrahim Sultan, Johor Bahru, Johor
- iii) Polytechnic Sultan Salahuddin Abdul Aziz Shah, Shah Alam

**MODULES** :

Module 1: Professional Lectures on Innovation  
Module 2: Academic Journal Writing

## 2.0 PROGRAMME ORGANIZING COMMITTEE (UTeM)

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<b>PROGRAM DIRECTOR :</b>	Assoc Prof Dr Hanipah Hussin
<b>SECRETARY :</b>	Ms Noor Azlin Bidin Ms S.Indra Devi
<b>CHIEF MODERATOR :</b>	Dr. Anidah Robani
<b>CHIEF MENTOR :</b>	Dr. Kalthom Husain
<b>MEDIA AND PUBLICITY :</b>	Mr Rahman Hashim
<b>SECRETARIAT :</b>	Dr. Shahrulanuar Mohamed Ms Norida Abdullah
<b>RAPPORTEUR :</b>	Ms Safiah Sidek

## 3.0 PROGRAMME OBJECTIVES AND ACTIVITIES

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- 1.0** The 3-day program, namely The Roles of Malaysian Polytechnics in Human Capital Development: Transferring Mindset for Innovation was organised by AKEPT Centre for Leadership Research and Innovation (ACRI) in collaboration with Universiti Teknikal Malaysia Melaka (UTeM). This program, which took place at AKEPT Campus, Bandar Enstek, Negeri Sembilan was attended by 111 participants from three premier polytechnics. **Objektif Program**

### 3.1 Programme Objectives

With a general aim for participants to acquire an innovative mindset, the programme stipulated six (6) objectives, in which at the end of the program participants are expected to:

- i. Comprehend all aspects of human capital development notably in the innovation milieu through participatory dialogues, talks and forums;
- ii. Develop their academic writing skills through revision the innovation-based articles;
- iii. Identify new innovative and collaborative projects crucial to engineering and TVET education;
- iv. Apply the concept of Triple-Helix in proposing their research projects;
- v. Form working teams in accordance with the fields of specialization and interest;
- vi. Develop the skills of publishing in academic journals through forums and participatory dialogues.

## **3.2 Programme Activities**

Throughout the 3-day program, participants were exposed to seven sessions of professional talk delivered by speakers who have vast experience and knowledge in innovation and research either in the academic and industry realm. Questions and answers sessions were allocated for each of the session in order to allow the participant to interact with the speakers. The main points delivered by each speaker together with the questions asked by the audience are provided in Appendix 1.

In addition to that, a four-hour session of group discussion was carried out on the first day of the program. This session, which was facilitated by one or two mentors per table allowed participants to get to know each other, ask questions or seek guidance pertaining to documenting their innovations and possible collaboration projects. Mentors at the respective tables were responsible to guide participants and gather information regarding participants' experience and readiness of doing research and writing journal articles. Throughout the programme, participants received personalised advice and guidance from mentors at the respective table.

## **4.0 EVALUATION METHODOLOGY**

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There were two forms of evaluation carried out during the programme and the purpose of the evaluation was to:

- i. Profile participants' innovation mindset and their experience of doing research and documenting their research projects;
- ii. Measure the effectiveness of the program.

### **4.1 Innovation Mindset and Research Experience**

Two types of instruments were designed to capture the profile of the participants. The first type is an online survey via Google dot com comprising of seven aspects of innovation mindset. The sample of the online survey is provided in Appendix 2. Participants were expected to respond to statements based based on a Likert scale rating from 1 to 5, each representing Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5). The online survey was made accessible to participants a week before the program. Two lap tops were also placed at the back of the Seminar Hall to allow participants to respond to the online survey anytime during the programme. 77 participants responded to the online survey and the data were analysed using SPSS statistical programme, focusing on the descriptive statistics.

The second instrument is the conventional survey questionnaires. This survey form consists of three parts which elicit information regarding participants' background and their experience in conducting research, participating in collaborative project and documenting research output. The sample of the survey form is provided in Appendix 3. The survey forms had been distributed by mentors to their respective mentees during the group discussion session. Data from the survey were analysed by using SPSS statistical tool analysis focusing on descriptive statistical.

### **4.2 Effectiveness of the Program**

The effectiveness of the program was measured using the standard AKEPT evaluation form together with four additional forms designed by the Unit of Rapporteur. The forms are:

- i. UTeM evaluation form for measuring the effectiveness of mentors and modules. The sample of this form is available in Appendix 4;
- ii. Feedback from mentors on the achievement of the programme objectives (Refer to Appendix 5);
- iii. A report on the group discussion completed by mentors (Refer to Appendix 6.)
- iv. A report from the head of unit (Refer to Appendix 7)

The three subsequent forms that are the feedback form for mentors, report on group discussion and report from head of the organizing unit serve as a tool of measuring the effectiveness of the programme from the perspectives of mentors and organizing committee. Both AKEPT and UteM evaluation forms have similar structure. Specifically, participants were expected to respond to statements based on a Likert scale ranging from 1 as poor, 2 as fair, 3 as good and 4 as excellent. Open-ended questions pertaining to participants' comments on respective aspects of the programme were also included.

AKEPT evaluation forms were collected on the third day of the programme, while UTeM evaluation forms, feedback forms and report on group discussion were collected by mentors at the respective table. Only 100 AKEPT evaluation forms were received. However, one of the evaluation forms was rejected due to incomplete data. UTeM evaluation forms were distributed during the group discussion and collected by mentors at the end of the programme. A total of 94 UTeM evaluation forms were collected. Data from both forms were analysed for basic descriptive statistical analysis using SPSS. A total of 14 feedback form and 14 reports on group discussion were returned by mentors and five reports were collected from the heads of organizing committee.

## 5.0 FINDINGS

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The presentation of the findings in this section is organised in two sections. The first section reports the findings related to the profile of participants on their innovation mindset and experience in conducting research and publishing their research output. The second section presents the findings on the effectiveness of the programme.

### 5.1 Participation

A total of 160 participants from the three premier polytechnics were nominated to attend the programme and 111 participants attended the programme. There were also new names who replaced the nominated participants and new name tags had to be prepared for them. Full attendance was recorded for all of the sessions in the programme, indicating that the participants were interested and committed to learn new knowledge relating to research and innovation. **Table 3.1:** Statistic of participation.

Registered Participants	Attended	Walk-in Participants	Total Participants
160	111	-	111



15 tables have been set up for participants and the seating arrangement for participants and mentor were arranged a day before the beginning of the programme. In general nine participants and a mentor have been identified for each table and the seating arrangement are fixed throughout the programme.

## 5.2 Overall Rating of the Programme

Overall rating of the programme is measured based on two aspects: overall impression of the programme and meeting the program objectives. As shown in Figure 1, 70% of the participants viewed the programme as good, 24% viewed as excellent, 6% viewed as fair and none viewed as poor. This shows that participants were generally satisfied with the programme.

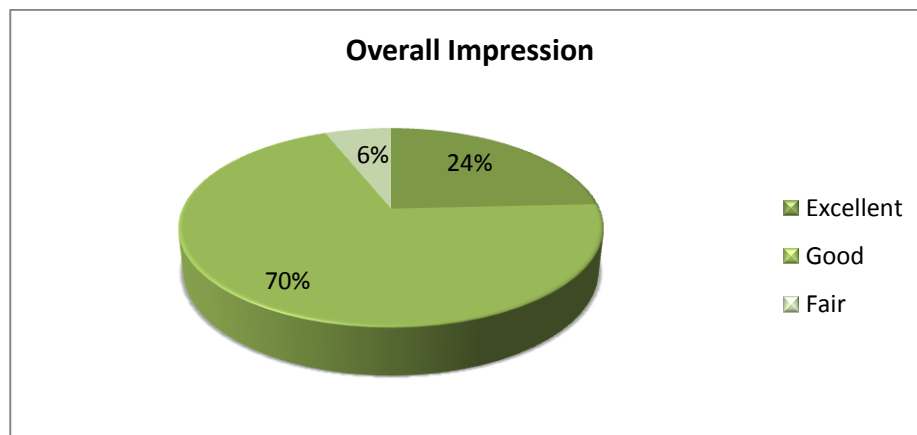


Figure 1: Overall Impression of the Programme

Mixed responses were received from participants regarding the programme. Some of the comments given by participants regarding their impression of this program are listed in the box below:

- Quite good but must have a little bit improvement
- Perbanyak bengkel dengan mentor
- Beneficial as many information can be shared among participants, mentors and presenters
- Gain a lot of knowledge
- Limited time to discuss with mentors
- I like Mr Ahmad Yahya, Ir Abdul Shukor Abdul Razak and Dr Burairah Husin for their informative talk
- Well done
- Masa malam dicadangkan tiada aktiviti
- Could be a little more interactive as to the first day
- Very helpful especially our mentor
- Out of expectation but very impressed

Based on participants' responses, it can be inferred that the programme is informative and beneficial, but they wanted more interaction and activity-based sessions. They generally appreciated the existence of mentors and the selection of speakers.

Feedbacks from mentors regarding the programme were also sought after and they are outlined below.

- Overall participants are quite happy with the activities especially the academic writing
- Most of professional lectures take too long to finish
- Very tight schedule and they feel very tired

The success of the programme was also evaluated based on the meeting of programme objectives. As shown in Figure 2, 95 participants viewed that the programme has achieved its objectives, while only 4 participants viewed otherwise. This means that overall participants agreed that the programme has achieved its objectives.

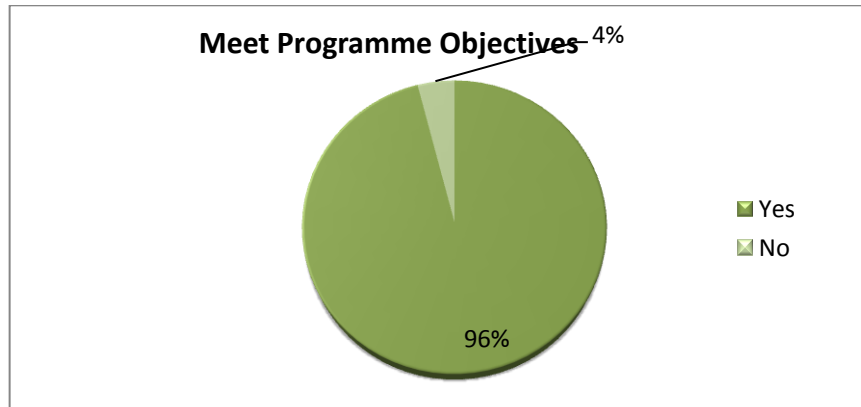


Figure 2: Meeting Programme Objectives

The responses given by participants can be classified as positive and constructive comments. The positive comments given by participants are shown in the box below:

- Speakers content is relevant to theme
- Super cool presenters
- Good exposure
- The mentor is very cooperative and helpful
- The speakers are all excellent, and their content are good
- Yes, in opening our mind on innovative approaches

From the comments above, participants viewed that this programme provides good exposure and they appreciate the speakers and mentors.

Constructive comments given by participants are listed in the box below:

- It is too much on advertising their products; it should be more on sharing corner where it inspires us. Not bragging

- But we facing difficulty to review our writing because we have to share mentor with other group
- Lack of practical on technical writing techniques
- Group discussion seperti yang dirancang dalam jadual tidak dilaksanakan kerana masa tersebut telah digunakan oleh speaker yang dijemput untuk memberi talk
- 2 out of 6 objectives were not covered properly
- Should focus more on 2<sup>nd</sup> programme objective which is how to develop their academic writing skills
- Hope that the second objective can be strengthen more
- Need improvement on programme implementation; less group discussion activity after speakers presentation
- Masih kurang memahami dalam menulis artikel
- Should reduce lecture session. You should stress more on group discussion (to write research paper in proper way)
- ... but the production of research article as said was not given any importance
- But we still need more information on how to produce an academic writing, We need an exposure on ths topic more.

Based on the comments, participants viewed that the second (2<sup>nd</sup>) objective of the programme – to develop their academic writing skills through revising the innovation-based articles was not achieved. They viewed that the lecture/professional talk sessions should be reduced, while group discussion with mentors should be extended.

Feedback from mentors pertaining to the achievement of the programme objectives were also collected. As shown in Figure 3, all mentors agreed that objectives 1 and 3 have been achieved, but there mixed responses particularly for objective 4, followed by objective 2, and objective 6. This findings shows that in general the objectives of the programme are achieved. However, objective 4 is the least achieved followed by objective 5, objective 2 and objective 6.

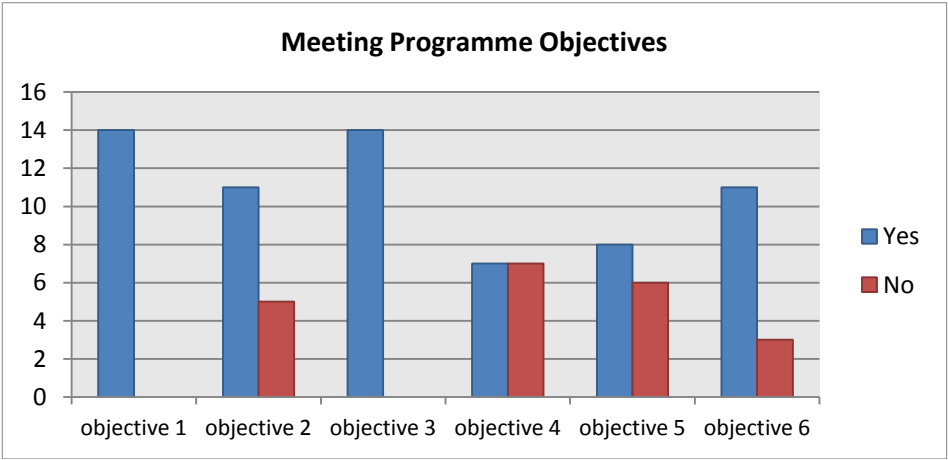


Figure 3: Meeting Programme Objectives

Mentors were also requested to provide comments regarding to the achievement of the program objectives. Mentors’ comments particularly for objectives 4 and 5 are outlined in the box below.

#### Objective 2

- Most of the participants are very new with journal publication. Only one article was discussed during the group discussion
- They may get the theory as many of them are at early stage of writing their articles
- A few participants are still find it difficult to develop their writing skills- need practices
- There were no articles to be reviewed.
- They are not ready with paper. They only have topic to do research
- Participants are not motivated to write. Time constraints of guiding the participants to write

#### Objective 4

- Participants are not familiar with Triple-Helix term
- They have the ideas but still struggling on the 'how' part.
- They know about Triple-Helix but no one is practising it in their research
- Time constraints

#### Objective 5

- They have four different background. Hard for them to work in a team for the time being
- Time constraints

#### Objective 6

- They need more examples
- They requested for some workshops on publication
- Most of title proposed are project-based and not findings for research conducted

Mentors claimed that most of the participants are new in conducting research and writing research articles. "They have the ideas, but are struggling on the *how* part". Their views seem to be consistent with the participants' view that more time should be allocated to improve participants writing skills. Further, time constraints was one of the contributing factors for the limitations to achieve the programme objectives.

### 5.3 Effectiveness of the Programme

As shown in Figure 4, the effectiveness of the programme was also measured based on five (5) elements:

- i. programme structure
- ii. understanding
- iii. relevance
- iv. applicability and
- v. innovativeness

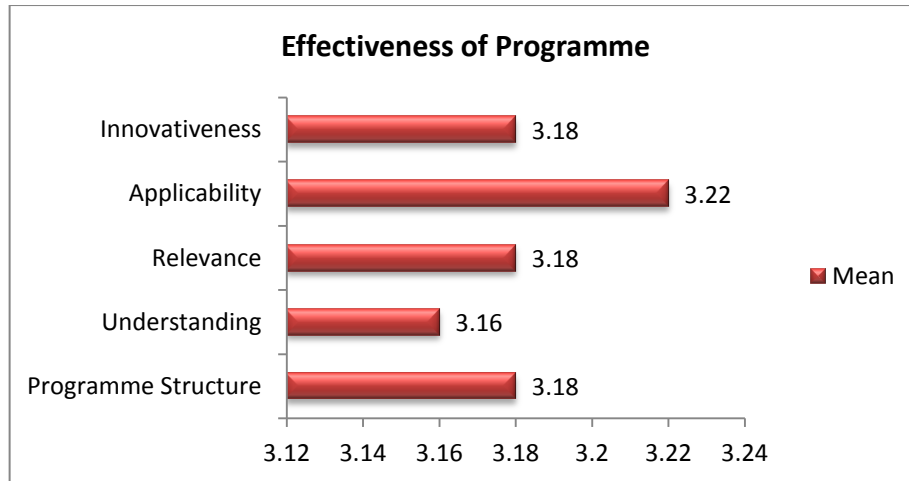


Figure 4: Effectiveness of Programme

Based on Figure 4, the mean rating of the five elements is within the range of 3.16 to 3.22 which shows a 'good' programme. Among the five elements, applicability received the highest mean (3.22), followed by the programme structure, innovativeness and relevance, each had the same mean (3.18), and finally understanding (mean 3.16) of the programme.

Comments by participants regarding the effectiveness of the programme are listed in the box below:

- Mentors should give more information and guideline
- Should be focus pada penulisan/penghasilan jurnal
- Should offered 'the focus training'
- Please restructure the programme to put more time in one discussion with one mentor
- Lecture session should be held in the morning only; evening session should be stressed and focus on discussion group only
- should reduce lecture sessions; should stress more on research paper writing workshop

The participants felt that the programme is good but there are rooms for improvement with respect to;

- allowing more time for mentors to guide participants;
- focusing on journal writing rather than professional talk; and
- scheduling lecture sessions during the day and group discussion during the evening

#### 5.4 Effectiveness of Speakers

Seven (7) speakers were invited to share their knowledge and experience in research and innovation and they were given one to two hours to deliver their talk followed by Questions and Answers session. The effectiveness of speakers were measured based on four dimensions: expertise, delivery, methodology and interaction. They were rated from a scale of 1 (poor), 2 (fair), 3 (good) and 4 (excellent). The following reports the effectiveness of the seven speakers based on mean rating.

##### 5.4.1 Speaker 1: Prof Ir Dr Mohd Jailani Mohd Nor

As shown in Figure 5, the mean rating of the four aspects for speaker 1 falls within the range of 3.40 to 3.70. This indicates that Speaker 1 is rated as a good speaker. Specifically, speaker 1 received the highest mean (3.70) for his expertise, followed by both his delivery and methodology (mean 3.44) and his interaction ( mean 3.40).

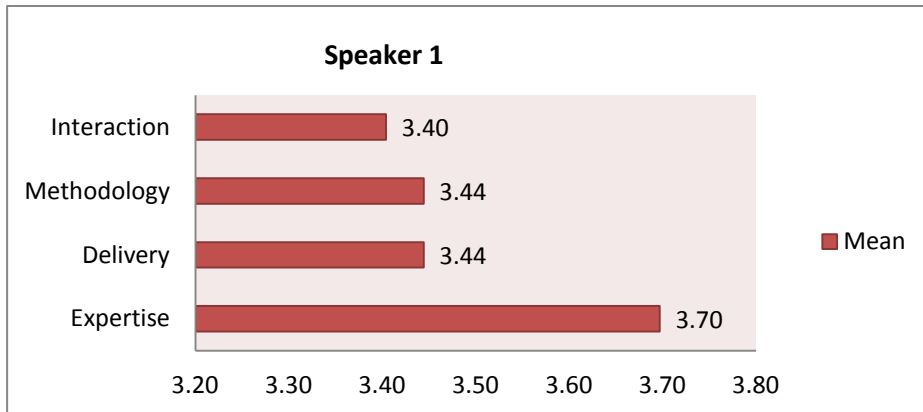


Figure 5: Mean Rating for Speaker 1

Only two comments were written for speaker 1 that are he is “Ok” and “a very motivated person”. Overall, participants rated Speaker 1 as a good speaker and they were satisfied with his presentation.

#### 5.4.2 Speaker 2: En Ahmad Bin Yahya

As shown in Figure 6, the mean rating of the four aspects for speaker 2 falls within the range of 3.44 to 3.68. This indicates that Speaker 2 is rated as a good speaker. Specifically, speaker 2 received the highest mean (3.63) for his expertise, followed by his delivery (mean 3.49) then his interaction (mean 3.46) and finally his methodology (mean 3.46).

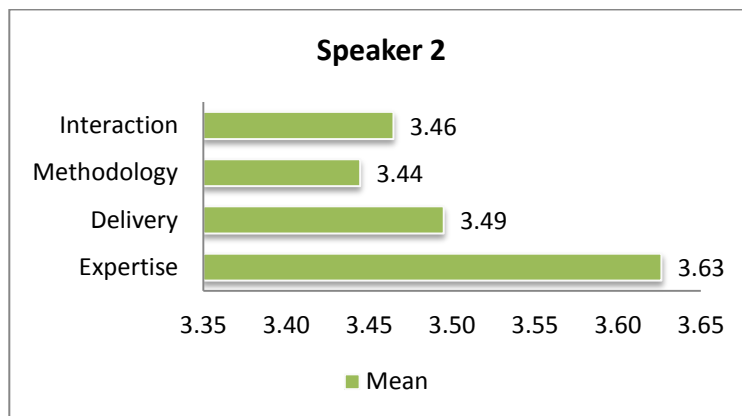


Figure 6: Mean Rating for Speaker 2

Generally, participants were satisfied with Speaker 2, but they suggested shortening the length of the presentation. The comments about Speaker 2 are listed below.

- Ok

- Very good but too long
- Good presentation
- Very good innovation

Based on the mean rating and participants comments, it shows that Speaker 2 is a good speaker and participants were satisfied with the speaker.

#### 5.4.3 Speaker 3: Datuk Kamarulzaman Darus PJN

As shown in Figure 7, the mean rating of the four aspects for speaker 3 falls within the range of 3.44 to 3.68. This indicates that Speaker 3 is rated as a good speaker. Specifically, speaker 3 received the highest mean (3.76) for his expertise, followed by his methodology (mean 3.41) then his delivery (mean 3.34) and finally his interaction (mean 3.46).

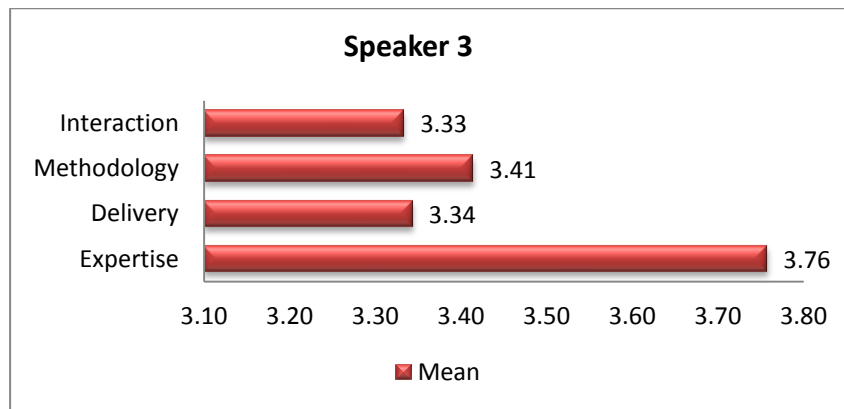


Figure 7: Mean rating for Speaker 3

Participants were generally satisfied with Speaker 3 and suggested that the speaker should give short responses during the Questions and Answer session. Participants' comments are presented below.

- Ok
- Answers to questions should be focused and short
- Very informative; obtained a lot of knowledge
- He shows the way how to become a business mind

#### 5.4.4 Speaker 4: Engr Abdul Shukor

As shown in Figure 8, the mean rating of the four aspects for speaker 4 falls within the range of 3.43 to 3.71. This indicates that Speaker 4 is rated as a good speaker. Specifically, speaker 4 received the highest mean (3.71) for his expertise, followed by his methodology (mean 3.49) then his interaction (mean 3.43) and finally his methodology (mean 3.43).

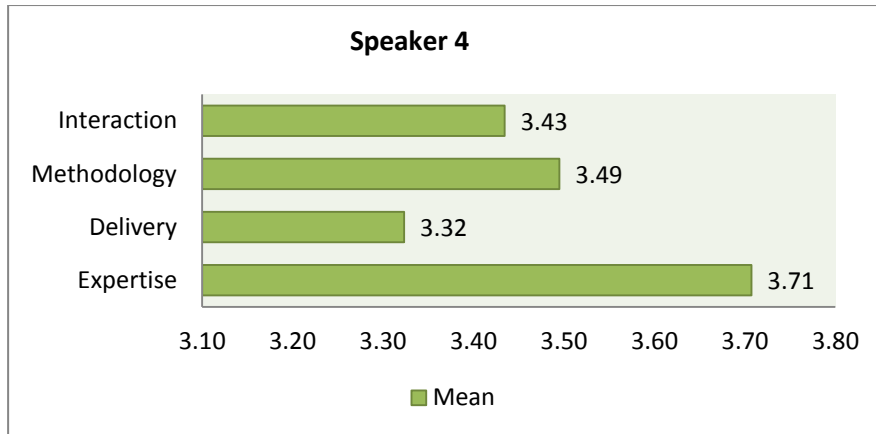


Figure 8: Mean Rating for Speaker 4

Participants gave positive comments to Speaker 4 that the presentation was good and interesting. However, they viewed that the speaker’s voice was too soft in which one of the participants assumed that there was a problem with the microphone. Overall, Speaker 4 is a good speaker but he has to project his voice during the presentation. Participants’ feedback on Speaker 4 is presented below.

- A good reminder
- Very good idea but soft voice
- His voice not so clear
- The content and expertise are excellent but the delivery not clear
- Delivery /voice is not clear enough
- A very interesting presentation and very pleasant personality
- Mic problem

#### 5.4.5 Speaker 5: Puan Yah Awg Nik

As shown in Figure 9, the mean rating of the four aspects for Speaker 5 falls within the range of 3.22 to 3.56. This indicates that Speaker 5 is rated as a good speaker. Specifically, Speaker 5 received the highest mean (3.56) for his expertise, followed by his methodology (mean 3.33) then his delivery (mean 3.32) and finally his interaction (mean 3.22).



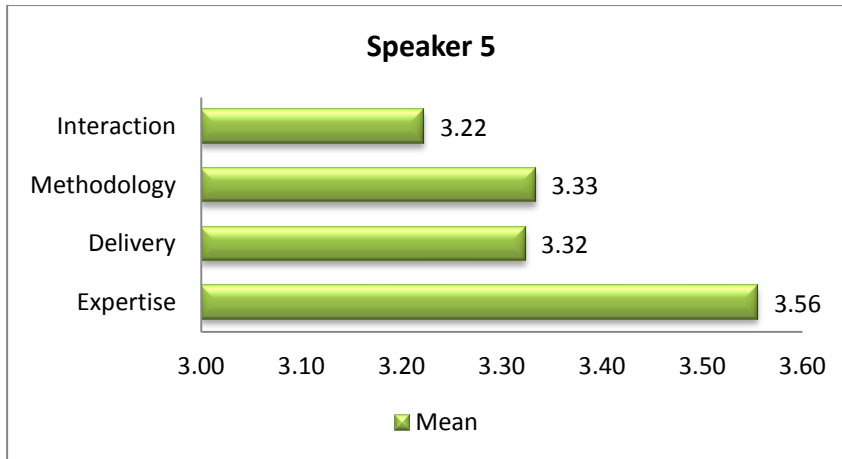


Figure 9: Mean rating for Speaker 5

Participants viewed that Speaker 5 is a good presenter and has good voice projection. However, they gave were dissatisfied with the content delivered as they claimed that the content is not new knowledge. Participants; feedback are presented below. Overall participants viewed Speaker 5 as a good speaker; but they were not quite satisfied with the content of the presentation.

- No attention grabber. Intonation and interactive delivery should be improved
- Voice very clear and very good presenter
- It was something that some of use already know
- Thank you very much for the sharing information in language

### 3.4.6 Speaker 6: Assoc Prof Dr Burairah Hussin

As shown in Figure 10, the mean rating of the four aspects for Speaker 5 falls within the range of 3.22 to 3.56. This indicates that Speaker 5 is rated as a good speaker. Specifically, Speaker 5 received the highest mean (3.56) for his expertise, followed by his methodology (mean 3. 33) then his delivery (mean 3.32) and finally his interaction (mean 3.22).

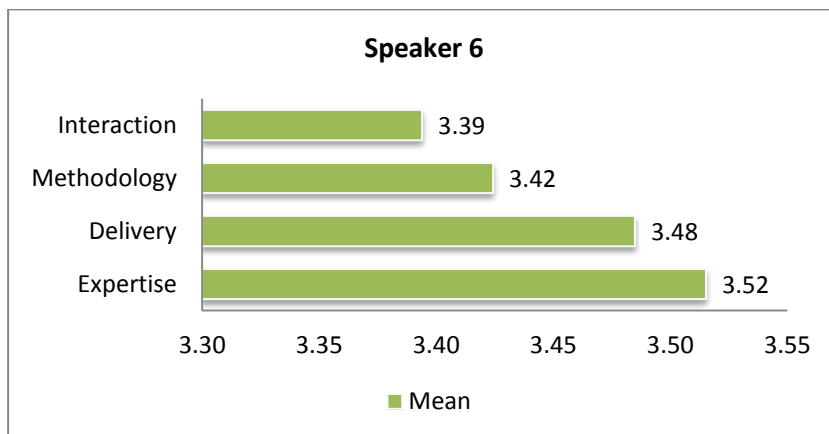


Figure 10: Mean rating for Speaker 6

Participants were generally satisfied with the performance of Speaker 6. For them, Speaker 6 delivered the presentation clearly and they appreciated the knowledge disseminated by Speaker 6. Overall, Speaker 6 is a good speaker and has effectively delivered his content. Participants' comments on Speaker 6 are outlined below.

- Congrats! Very straight forward content
- Capai objective
- Voice very clear and very good presenter
- Interesting; a total eye-opener; thank you for the sharing corner
- Full of information
- It would be better if the grammar mistakes are corrected. Very good, clear and loud systematic and he shares everything he knows. Well done
- Very informative, straight to the point
- Very helpful information
- He gave a lot of information how to browse the journal , thank you

#### 5.4.7 Speaker 7: Assoc Prof Dr Hanipah Hussin

As shown in Figure 11, the mean rating of the four aspects for speaker 4 falls within the range of 3.42 to 3.71. This indicates that Speaker 7 is rated as a good speaker. Specifically, speaker 11 received the highest mean (3.71) for his expertise, followed by his methodology (mean 3.42) then his interaction (mean 3.43) and finally his methodology (mean 3.42).

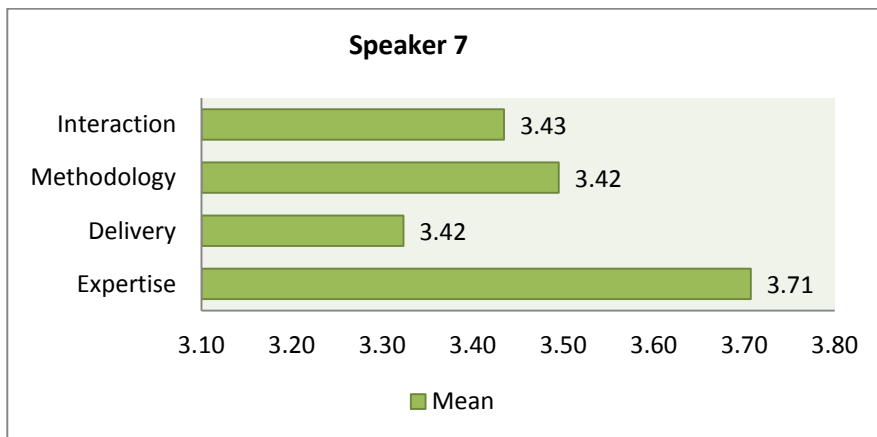


Figure 11: Mean rating for Speaker 7

An overview of the effectiveness of the seven speakers is presented in Figure 12. As shown in Figure 12, Speakers 1, 2, 3, 4, 5 and 6 have quite similar rating for all the four elements except for Speaker 7. Speaker 7 received the lowest rate because about 39% of the respondents did not rate her in the evaluation form. There were occurrences of non-response in the evaluation of Speaker 6 (8%) and Speaker 7 (38%-39%). This is perhaps due to the fact that participants did not have time to give their rating to both speakers as they were the last to present.

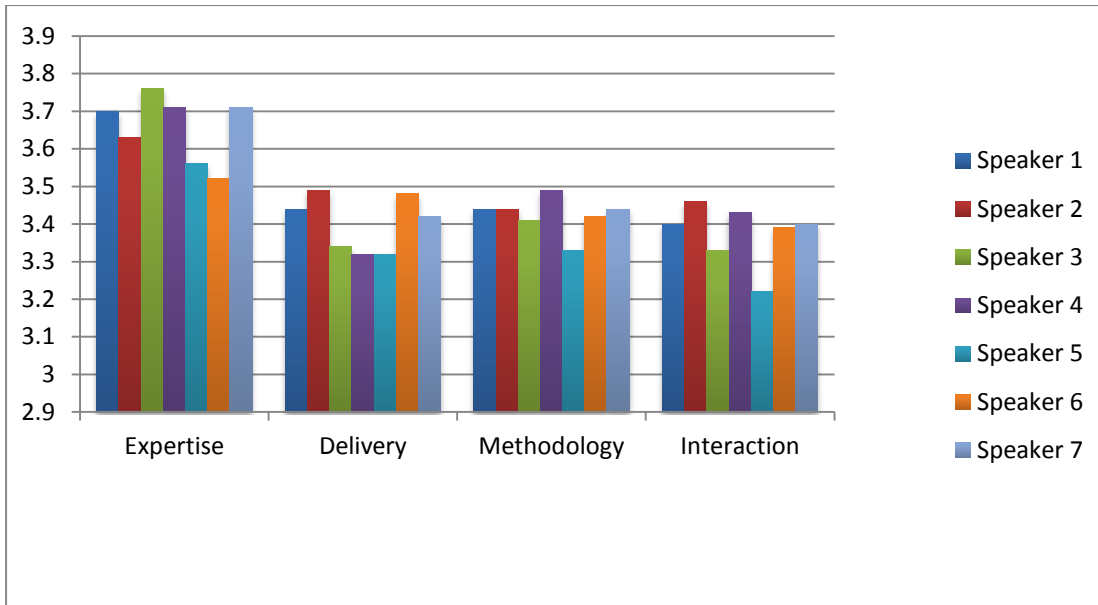


Figure 12: An Overview: Effectiveness of the Seven Speakers

### 5.6 Effectiveness of Programme Secretariat

The effectiveness of program secretariat were measured based on a range of rate from 1 as poor, 2 as fair, 3 as good and 4 as excellent. As shown in Figure 17, 60% of participants rated the programme secretariat as good, 36% rated the programme secretariat as excellent and 3% rated the programme secretariat as fair. None of them rated the programme secretariat as poor. This indicates that participants were generally satisfied with the programme secretariat.

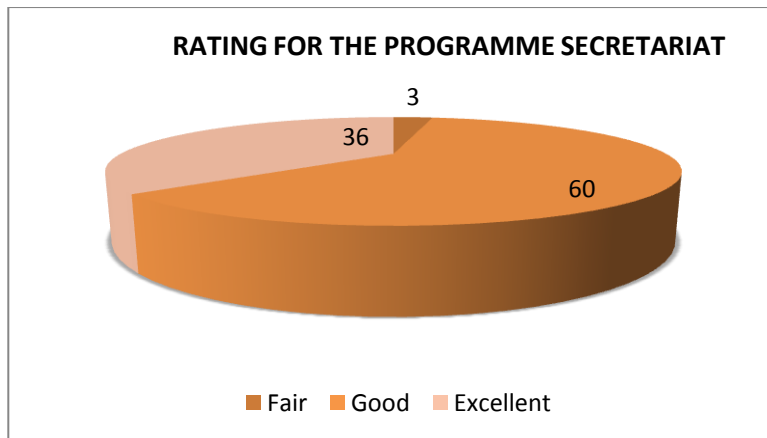


Figure 17: Overall Rating for Programme Secretariat

Based on the analysis of the participants' feedback, there were mixtures of responses ranging from general comments to specific aspects of the programme. The following are the feedback categorized according to six (6) themes.

<p><b>1. General Comments</b></p> <ul style="list-style-type: none"> <li>• Excellent job</li> <li>• Overall good, keep up the good work</li> <li>• Good</li> <li>• Very helpful and accommodating</li> </ul>
<p><b>2. Seating Arrangement</b></p> <ul style="list-style-type: none"> <li>• The arrangement of table and chair should be more conducive for learning. Round table is not suitable.</li> <li>• Susunan meja kurang sesuai</li> <li>• Roundtable suitable for group discussion but not for enjoying the speech</li> </ul>
<p><b>3. Name tags/ Name list</b></p> <ul style="list-style-type: none"> <li>• Thank you very much for such a good commitment. Next time, may be the secretariat can fix any trouble as fast as they can especially on participants names</li> <li>• Urusetia perlu bertindak dengan segera menyelesaikan masalah apabila peserta mengadu tiada name tag dan siapa pula PIC yang sepatutnya menguruskannya.</li> <li>• List nama kumpulan perlu diletakkan di atas satu tempat untuk disemak oleh peserta dan peserta hanya perlu pergi terus ke meja tersebut sahaja, dan bukannya kami terpaksa memusing setiap meja di dalam dewan untuk mencari nama kami</li> </ul>
<p><b>4. Facilities /Food/Accommodation</b></p> <ul style="list-style-type: none"> <li>• Time and accomodation management excellent</li> <li>• Food catering excellent</li> <li>• Terimakasih atas kerjasama dari pihak tuan kerana <b>menyediakan printer</b> untuk printout maklumat yang diperlukan</li> <li>• Tandas perlu dipasang dengan stopper untuk mengelakkan daripada terkunci sendiri</li> <li>• Thank you for your effort but there was no vegetarian food for lunch (2/7/2012) even though I had explained to the chef a few times. When there are other races, there should be a substitute for beef. Food should be labelled because someone ate beef because she as told that it was mutton. Thank you vegetarian fried rice was sered for dinner.</li> <li>• Pastikan makanan cukup untuk semua peserta</li> </ul>
<p><b>5. Time management/ Monitoring</b></p> <ul style="list-style-type: none"> <li>• Mohon pihak AKEPT memasang <b>speaker di dewan makan</b> supaya 5 minit sebelum sesi ceramah bermula pengumuman untuk mengingatkan peserta supaya bersedia ke dewan. Dengan ini. Dr Hanipah tidak perlulah berdiri di dalam dewan makan (5-10 minit) untuk memberi signal kepada peserta supaya bergerak segera. Kami berasa tension semasa menikmati sarapan pagi.</li> <li>• Could be more diplomatic in instructing the participants</li> <li>• Time management – we have been informed that the morning session on 2<sup>nd</sup> July will start at 8.30 am but the session started at 8.15 am. Almost half of the participants did not take their breakfast. Please stick to the schedule.</li> </ul>
<p><b>6. Information</b></p> <ul style="list-style-type: none"> <li>• <b>Information letter for participant</b> must be clear especially the objective of the programme, so can make preparation early what have to bring and so on.</li> <li>• Give clearly information what should participant bring along the conference</li> </ul>
<p><b>7. Program Structure</b></p>

- Tak perlu buat **lecture pada setiap sesi**. Cukup sekadar diadakan lecture session pada sebelah pagi sahaja, sebelah malam and petang sepatutnya diisi dengan discussion group saja dan diajar bagaimana menulis artikel dan kertas penyelidikan yang betul
- Give a lot of time to discuss about the paper work because it can give more help to us
- Kurangkan lecture session, tetapi banyakkkan group discussion supaya kami dapat hasilkan paper yang bagus dan dapat disiapkan dalam masa yang telah ditetapkan
- Terlalu padat dengan input sehinggakan tiada masa kepada tujuan asal dalam membantu penulisan artikel
- 1 mentor : 2 groups so peer-to peer conversation can be more effective
- Content of the programme excellent
- Mentor-mentee interaction should be improved.

#### Comment by Head of unit

- slot ceramah sebaiknya dikurangkan bagi member ruang lebih kepada sesi LDK dan dialogue di antara mentor-mentee
- peserta tidak bersedia dengan artike
- peserta tidak dibudayakan dengan penulisan akademik
- permintaan untuk kolaborasi dengan UTeM (kejuruteraan dan TVET)
- engagement time between mentor and mentee is too limited
- terdapat peserta menggantikan peserta lain di saat akhor
- **peserta dari PSA tidak dapat dating sepenuhnya**
- tag nama sukar diasingkan mengikut kumpulan

#### Suggestions

- Tambahan AJK/mentor bdiang teknikal/kejuruteraan (selari dengan nature kumpulan peserta, politeknik
- keselarasan tajuk-tajuk dalam sesi forum perlu diperkemaskan
- design workshop focusing on developing skills in writing

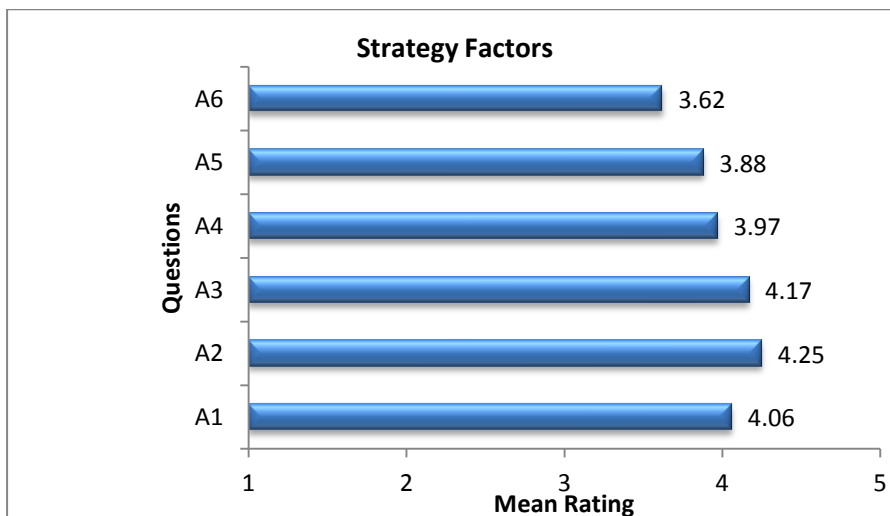
- tag nama dicadangkan secara umum- peserta
- pegawai penghubung semua politeknik premier dicadangkan memastikan pada peringkat awal peserta akan hadir

comments by mentors

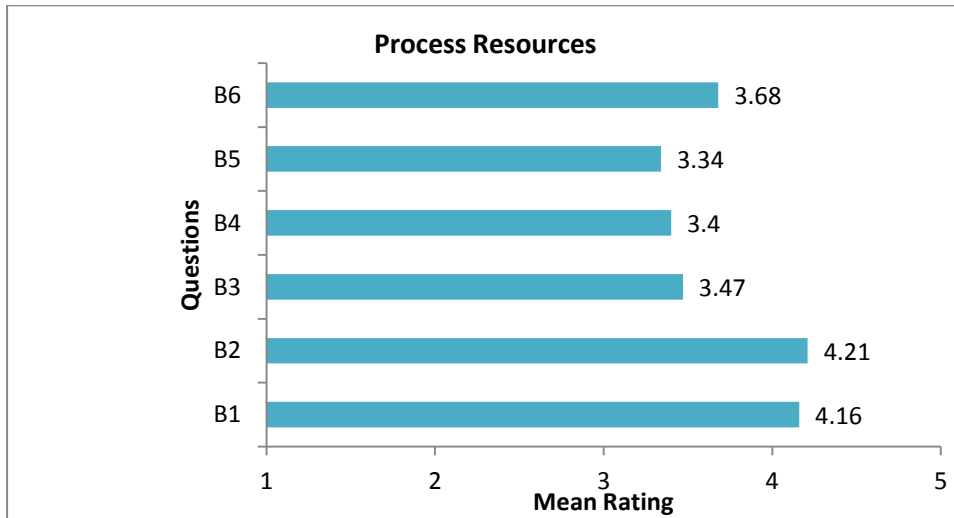
- aktiviti bersama mentor terlalu terhad
- very good exposure
- presentations are excellent, thank you so much
- perlu perbanyakkan masa untuk bengkel menyiapkan penulisan berbanding ceramah bersiri
- continues program with mentor
- objective of the program still blur until the end
- please guide more means in practising the correct way to write a good journal

## 5.8 Participant's Innovation Mindset

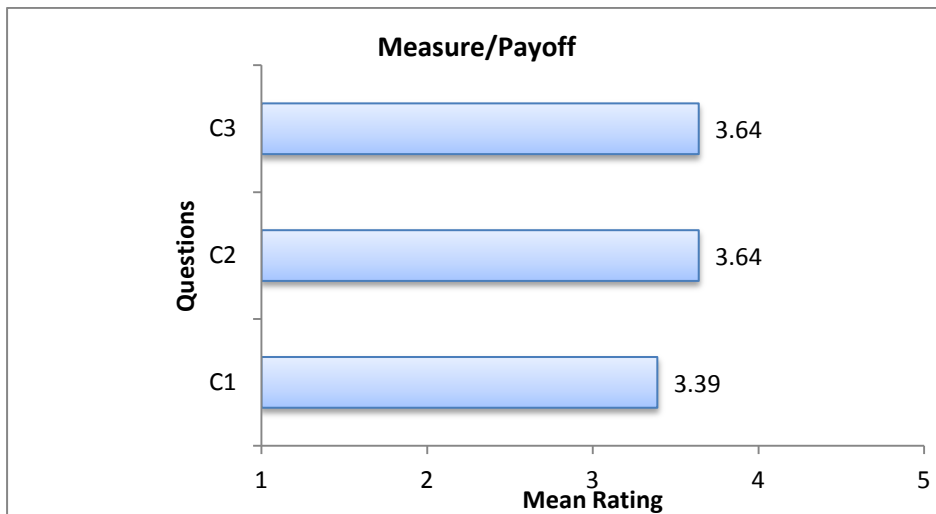
### 3.1.1.1 Strategy factors



### 3.1.1.2 Process Resources



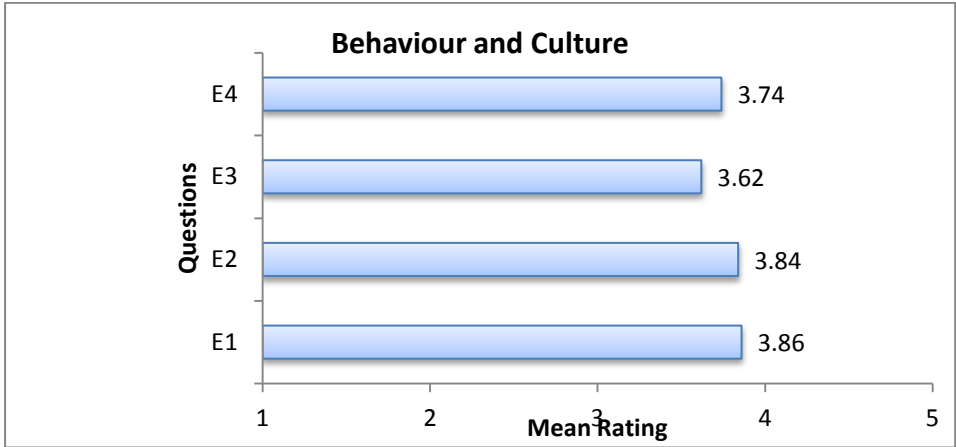
### 3.1.1.3 Measure/Payoff



### 3.1.1.4 Rewards and Recognition

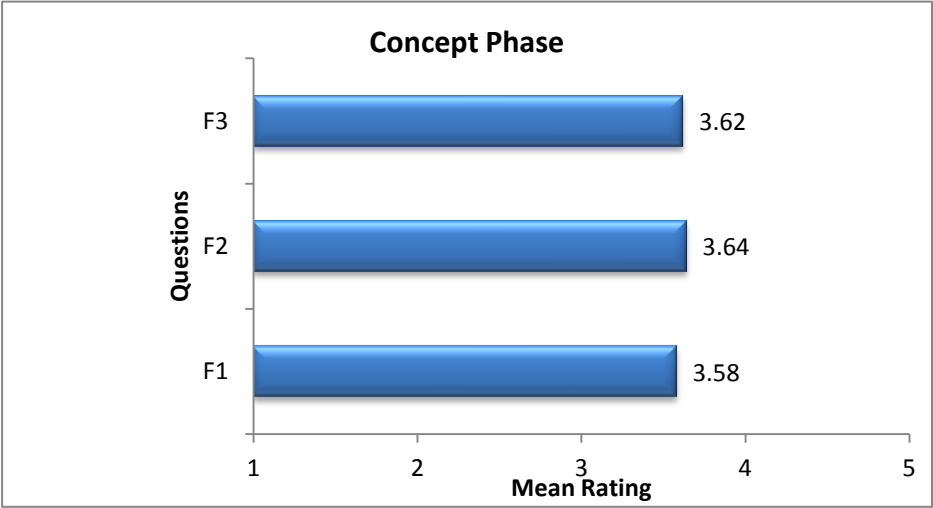


3.1.1.5 Behaviour and Culture

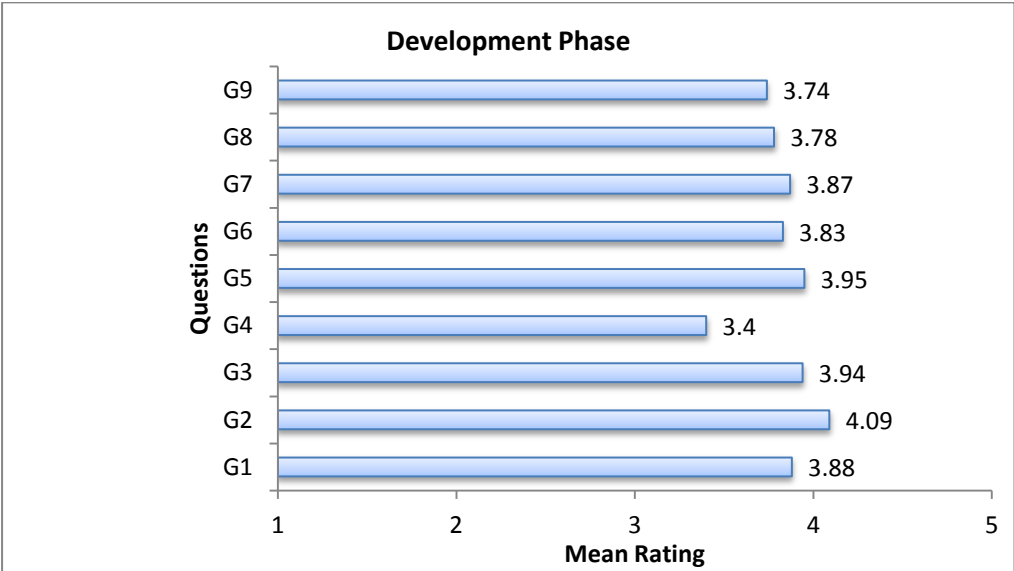


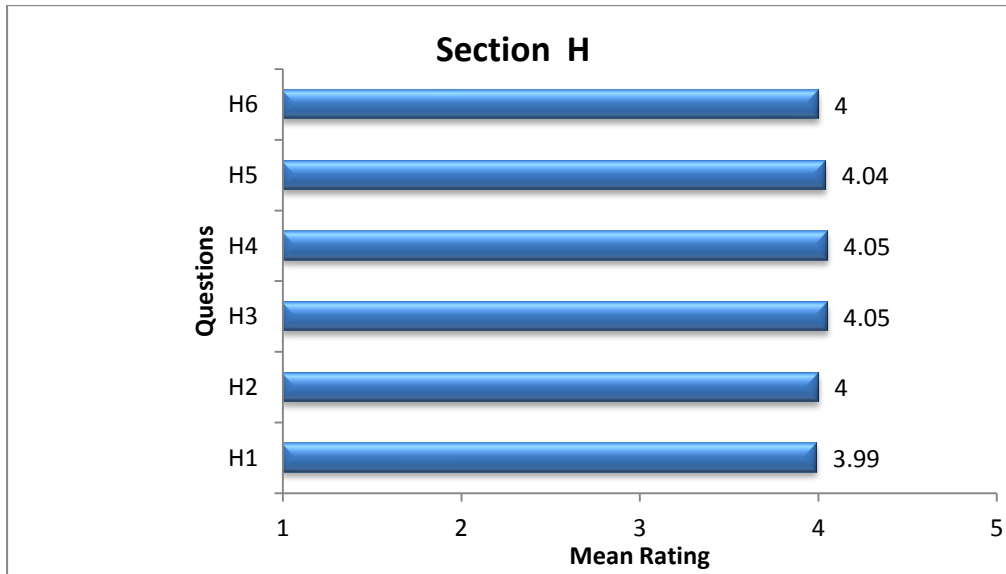


3 Concept phase



.7 Development Phase





- 1.1.1.1 Strategy factors
- 1.1.1.2 Process/Resources
- 1.1.1.3 Measure/Payoff
- 1.1.1.4 Rewards and Recognition
- 1.1.1.5 Behavior and Culture
- 1.1.1.6 Concept phase
- 1.1.1.7 Development phase

## 5.9 Participants' Research Experience

- 1.1.2 DOCUMENTING INNOVATIONS
  - 1.1.2.1 Knowledge Of Writing Journal Articles
  - 1.1.2.2 Publication in scholarly journals

## 6. FINANCIAL IMPLICATION

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### Financial Justification

No.	Item	Amount
1.	<b>Managing and Coordinating of Workshops Before Program</b>	RM 19,850.00
3	<b>Mileage and Subsistence Claims for Steering Committee Members</b>	RM 5,500
4	<b>Professional Speakers and Mentors, Reportouers and Moderators</b>	RM 69,650,00
5	Program Output (ROI)  1 Workshop Report (5 pages)  7 Sub Modules of Transferring Mindset for Innovation Program  8 Sub Module of How to Write an Article for International Journal  160 Premier Polytechnic lecturers equipped with input on transferring mindset for innovation  1 Monograph on Transferring Mindset for Innovation	
	<b>Total</b>	<b>RM 95,000.00</b>

## 7. CONCLUSION & RECOMMENDATION

### 7.1 Malaysian Polytechnics Need Effectiveness of Mentors

In general the mentors were evaluated based on four categories: 1 as poor, 2 as fair, 3 as good and 4 as excellent. As shown in Figure 13, the mentors were rated as either excellent or good, particularly 78% participants rated mentors as excellent, 18% rated mentors as good. 4% of the participants did not give their rating. This indicates that the mentors performed their tasks successfully.

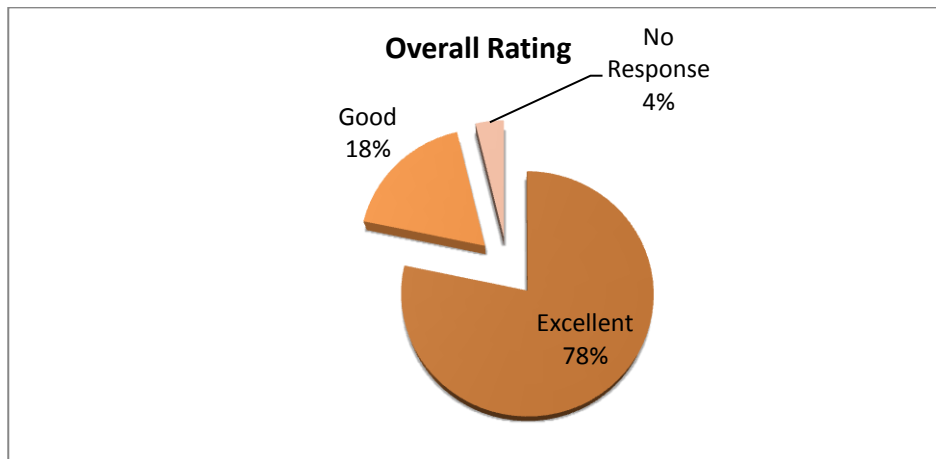


Figure 13: Overall Rating of Mentors

The effectiveness of mentors was also evaluated according to their expertise, support, methodology and interaction. As shown in Figure 14, the mean rating of the four aspects falls within the range of 3.6 to 3.79. The high mean ranking shows that participants were satisfied by their mentors. Specifically, mentors received the highest mean (3.79) for their interaction, followed by their supports (mean 3.77), their expertise (mean 3.66) and finally their methodology (mean 3.6). This results show that participants were satisfied with the mentors.

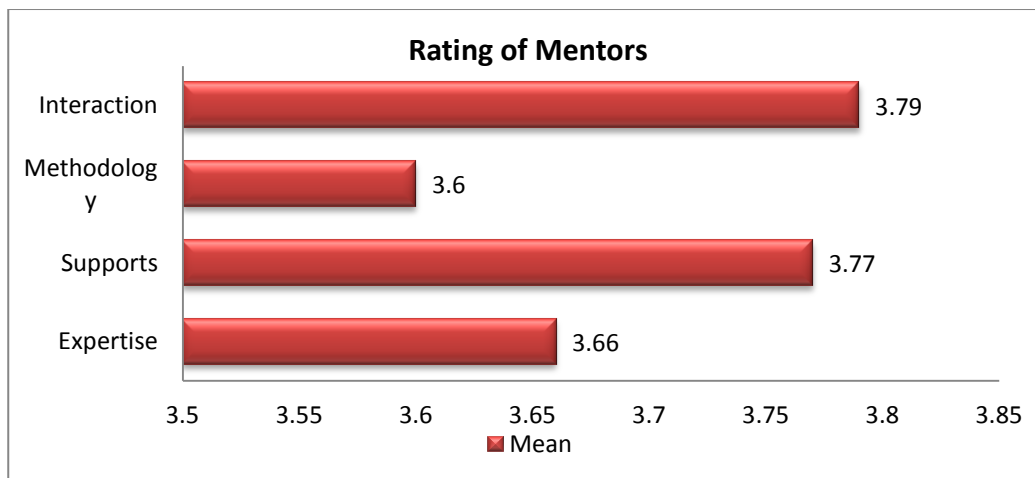


Figure 14: Mean Raking for Mentors

Analysis on the feedback of participants on mentors shows that participants gave positive remarks to mentors. They were satisfied with the interactions they have had with mentors. They highly appreciated the guidance and assistance given by mentors. Thus, they requested for more sessions with mentors. These findings were evidence in the feedback given by participants. As shown below, participant's feedback on mentors are categorised into two: mentors' attributes/roles and need more time with mentors:

<p><b>a) Mentors' Attributes and Roles</b></p> <ul style="list-style-type: none"><li>• Very good person and good guidance</li><li>• Very satisfied with the way mentor handle good guidance</li><li>• Very helpful and facilitating</li><li>• Very cooperative and helpful</li><li>• Keep up your good work</li><li>• Good interaction</li><li>• Good interaction between mentor and protege</li><li>• Motivating and inspiring us to do our best in writing and publishing</li><li>• A good mentor and very supporting</li><li>• She[mentor] is a nice person</li><li>• Give full support and thank you for the comment on our first draft</li><li>• Give valuable input</li><li>• She[mentor] is supporting and always give us a moral support to finish our paper</li><li>• She[mentor] had given some beneficial information that might be very useful in the future</li><li>• She[mentor] is knowledgeable, kind, helpful- wish more time with her</li><li>• She[mentor] teaches us how to write a critical literature review which I really appreciate</li><li>• She[mentor] gives lots of positive comments and also she encourages active participation from the mentees, Kudos</li><li>• She[mentor] made it very clear how to break the topic to an executable level</li><li>• I believe all the mentor is truly professional and are knowledgeable</li><li>• I love the way she gave her opinion, guidelines and very respectful to her mentee. Keep it up</li><li>• Unfortunately with the absence of appointed mentor, our group were unable to have eye to eye interaction, and thus with lack of supervision, the main objectives were not very clearly delivered. and fully achieved Bagus</li><li>• Memberikan kerjasama yang menyeluruh dan memberikan tujuk ajar/panduan yang sempurna</li><li>• Sangat membantu dalam aktiviti penulisan dan kaya dengan pengalaman</li><li>• Memberi galakan yang baik tapi kurang sesi bersama mentor</li></ul>
<p><b>b) Requested for More time With Mentors</b></p> <ul style="list-style-type: none"><li>• ... However, it would be really helpful if more slots were given to participants to write up their papers.</li><li>• I would have given her 4/excellent if given more time</li><li>• Don't have enough time to do mentoring and discussion</li><li>• Presentation yang berterusan menghadkan waktu untuk berbincang dengan mentor</li><li>• Time is limited to discuss with mentor</li><li>• Wasn't given much importance on research activity, thus limited time spent with mentor on discussion</li><li>• more communication with mentor</li></ul>

## 7.2 Effectiveness of the Modules

Two modules were provided for participants and mentors during the programme. The modules are:

- i. Module 1: Professional Lectures on Innovation
- ii. Module 2: Academic Journal Writing

Participants were also requested to evaluate the modules supplemented during the programme (Refer to Appendix for the front cover of the two modules). The modules were rated based on 1 as poor, 2 as fair, 3 as good and 4 as excellent. As shown in Figure 15, 91% (50% + 41%) of participants rated the modules as either excellent or good, particularly 50% participants rated the modules as excellent, 41% rated the modules as good, and only 6% participants rated the modules as fair. None (0%) of the participants rated the modules as poor. 3% respondents did not rate the modules. These results indicate that the participants were satisfied with the modules.

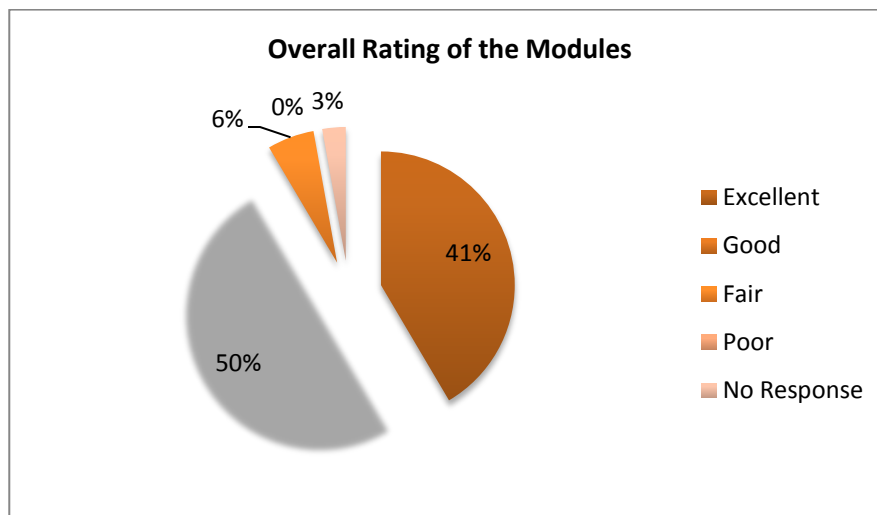


Figure 15: Overall Mean Rating of the Modules

The effectiveness of modules was also evaluated according to their sufficient information, relevance and clarity. As shown in Figure 16, the mean rating of the three aspects falls within the range of 3.35 to 3.41. Participants gave the highest rate for relevance (mean 3.41), followed by clarity (mean 3.36) and sufficient information (3.35). These results show that participants were satisfied with the module

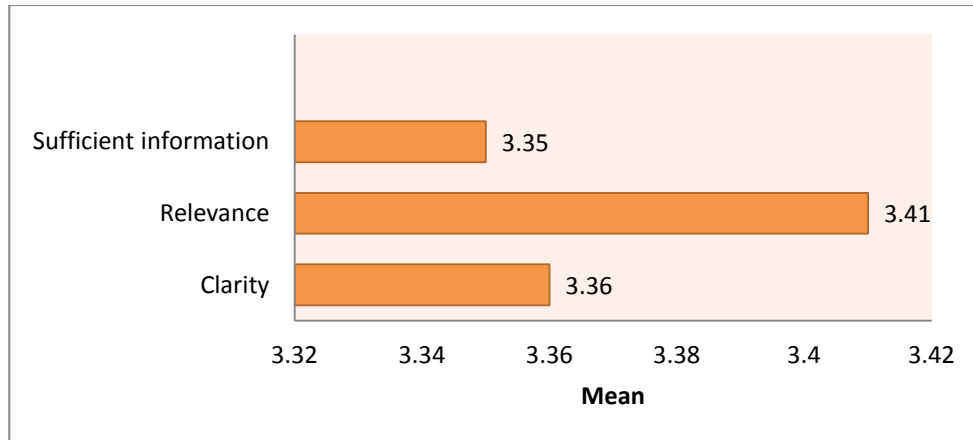


Figure 16: Mean Rating of the Modules

Analysis on the feedback of participants shows that they highly valued the modules. They viewed that the modules are good and can be a good source of reference. As shown below, participant's feedback on mentors are categorised into two: positive remarks of the modules and suggestions for improvements. Participants gave positive comments regarding the modules by stating that the modules have attractive layout, handy and convenient to read. They regarded the modules as good reference and would like to share the modules with their colleagues. Participants also suggested some improvements such as providing soft copy, CDs. The comments are outlined below:

#### Positive Remarks

- module 1 excellent
- very good
- very good guide, attractive
- overall it is good
- attractive layout, handy and convenient to read
- content is good but not enough time to discuss further
- overall module is useful as a reference in the future and it is easily understood
- give guidance for participants in doing research, writing and publishing
- good presentation give more on how to write and discuss about article
- well presented and meaningful reference module. This module could be shared with my colleagues
- amat membantu dalam asas penulisan dan penerbitan journal
- module yang dihasilkn bagus
- sangat membantu bagi memulakan kertas kajian dan penulisan. Cuma perlukan masa bagi mendapatkan idea-idea

-

### 7.3 Suggestions for future initiatives workshop

- Demonstration and fully supervision on academic writing skill
- Discuss more on writing for different format eg journal, industry report, dissertation
- Discuss what is the important characteristics of good writing should have
- Need more detail example in form of paper
- Small group discussion
- More time with mentors in writing an article
- More time for preparation and interaction
- Please have workshops included so we can do and complete a paper here itself
- I slot on how to write abstract and methodology
- Add some physical activities for health and fitness.
- Adakan workshop/bengkel untuk masa akan datang
- Should provide a specific time for group discussion in paper writing
- Slot unruk perbincangan kumpulan berkenaan research
- Please do not stop here. This is a life changing programme and keep up the good work
- To get some expertise from other universities
- Hope there will be another course on research writing hands-on (Submission and publications)
- Workshop with mentor at least 1 or 2 days; it helps a lot
- Good content and knowledge in technical IT solution especially Web 2.0 for supporting research