

Contents

Contents.....	1
1.0 Introduction	1
2.0 Functional Requirements	2
3.0 Literature Review	4
3.1 Bumiputera Undergraduates Employment and Employability	7
3.2 Challenges in Bumiputera Undergraduates Employment and Employability.....	8
4.0 Objectives	10
5.0 Primary Data Analysis.....	11
6.0 Secondary Data Analysis	14
7.0 Project Obstacle	20
8.0 Overall Work Plan.....	21
9.0 Implementation Approach.....	22
10.0 Project Organisation Chart	29
11.0 Bridging Program – Dimension 1.....	31
11.1 Work Breakdown Structure	31
11.2 Bridging Program Flow Chart	31
11.3 Gantt Charts for Bridging Program.....	33
.....	34
11.4 Bridging Program Deliverables	35
4.0 Success Trailer/Tracer Program	36
5.0 Conclusion	37

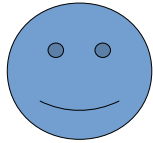
1.0 Introduction

Riverbank Academy wishes to propose an initiative under the the Economic Planning Unit, Prime Minister's Office that focuses on the strengthening of Indian's capacity building. The objectives include increasing the quality, quantity and relevance of Indian talents in line with the Government's effort to lead Malaysia to a high income nation status though academic and vocational education. Riverbank Academy has taken the task to ensure that the capabilities and expertise of the Indians will continue to develop competitively at the global level through quality education.

Riverbank's objective is give opportunity to pursue tertiary education and to shape scholars into graduates with skills talent and sense of social responsibility.

2.0 Functional Requirements

Riverbank Academy Indian Graduate Development Scheme is a scholarship programme for students intending to pursue tertiary education locally and abroad. The first batch of IGD students is estimated to be launched in end of 2013. The students recruited will primarily be from Sijil Pelajaran Malaysia (SPM) and Sijil Tinggi Pendidikan Malaysia (STPM) in 2012 with potential from high-need areas and from low to middle income families to be channelled into high quality tertiary education (both degree and foundation programme). Based on the success of the 1 batch, Riverbank shall proceed with second batch of students in 2014 which shall estimated around 500 students. Refer below for pictorial presentation of the functional requirement.



CRITERIA

500 Bumiputra students (400 SPM & 100 STPM)
Comes from challenge environment
Household income <RM3000 per mth
Single parents or orphan
Ethnics minorities
Minimum 5A for SPM and 2A for STPM
20% of leadership and co-curriculum activities in school

PLACEMENT

40 - STUDENTS TO INTERNATIONAL FOUNDATION PROGRAME
200 - STUDENTS WITH IEP (POTENTIAL A)
120 - STUDENTS WITH IEP & LOCAL FOUNDATION PROGRAM (POTENTIAL B)
40 - STUDENTS , SPECIAL CASE (POTENTIAL C)

100 - STUDENT WITH IPTA / IPTS
LOCAL INSTITUTION WHICH HAS SETARA 4 AND ABOVE
OVERSEAS INSTITUTIONS WHICH HAS TOP 50 RANK IN THE WORLD

DEVELOPMENT PROGRAM

ACADEMIC ADVISOR

PERSONAL DEVELOPMENT

TALENT DEVELOPMENT

COMMUNITY INVOLVEMENT

CERTIFIED COUNSELOR

OUTCOME

**Excellent and holistic graduates
Desired by job market**

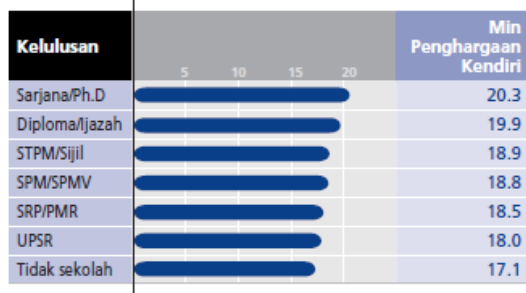
3.0 Literature Review

The Indian undergraduates of Malaysia have a critical role to play in the country's effort to achieve the status of a fully developed country by the year 2020. Malaysia's development plan, known as Vision 2020, aims to develop all aspects of the country including national unity, social cohesion, economy, social justice, political stability, and system of government, quality of life, social and spiritual values and national pride and confidence.

Indian undergraduates remain one of the most vulnerable groups in society. Such vulnerability was demonstrated by the impact of Malaysia's recent economic recession particularly on Indian undergraduates. Researchers have voiced that the job market and the needs of the labor market for young Malaysians are different in comparison to twenty years ago. The labor market is now less predictably changing is more rapidly and is more competitive. As a result, some Indian undergraduates face difficulties in finding jobs and adapting to the working environment .

There are huge numbers of Indian undergraduates which lack in skills, experience and morale ethics. Generally, there is a trend that most organizations prefer to recruit those with experience and with good track record of morale ethics. The work environment now requires Indian undergraduates to have some work experience in addition to the requirement of graduation to ensure that employers sustain their economic competitiveness. In the current labor market, Indian undergraduates not only need to compete among themselves, but also with other less educated candidates with years of work experiences. As a result, chances of employment are becoming a growing problem.

PENGHARGAAN KENDIRI DAN KELULUSAN BELIA



* Sumber: Institut Penyelidikan Pembangunan Belia Malaysia (IPBPM), 2006

From the statistic provided by Undergraduates Development Malaysia, percentage of those obtained Masters Degree, Degree, Diploma and Certificates are far to less (**i.e 59.1**) of those who have lesser education qualifications (**i.e 72.4**). It has been assumed that the lack of experience, skills and proper self development programs are the causes leading to the unemployment of Indian Undergraduates. In Malaysia, the private sector today is not interested in recruiting local's because they lack several important skills, such as the capacity to communicate well in English, a lack of ICT proficiency, and a lack of interpersonal skills. This scenario reveals that, there is a skills gap between what skills are required by employers and what skills Indian Undergraduates have.

According to studies done by Prof Madya Dr Faizah Yunus of University Malaya; Employment in Malaysia is set back by educational and skill mismatches. This usually happens when institutes of learning produce a new workforce that cannot enter the labor market because of the differences in what they perceive is needed in the market and what is actually needed. The students themselves also tend to underestimate the job market while the job market's preference for experience over qualification tends to aggravate the situation even more. Prior to the problem mentioned the most important factor is the Indian Undergraduates mind set as well. Along this, they also carried with them negative personalities such as low self esteem, lack of motivation, unable to realize their future which is now at stake.

3.1 Undergraduates Employment and Employability

In today's competitive world, entering the workforce requires Indian undergraduates to adapt to new social realities such as

- a) Complex and adaptation of open society as mean of globalization
- b) Ever changing labor markets which gives new term to "work/job" as opposed by stable employment
- c) Difficulty / complexity and ever demanding criteria of today's work/job.
- d) Unable to change their mind set and to see things in a new perspective

The task of preparing young people to enter the labor market requires a sustained effort on several stakeholders concerned with the problem. Parents, educators, guidance counselors, government agencies and department as well as Indian undergraduates' leaders all have a role to play in helping to prepare young people for the future.

Employability is about the potential of the individual to obtain fulfilling work. In other words, do Indian undergraduates have the attributes that will make them employable? Theories of employability are especially linked to institutional performance. The institution provides a range of implicit and explicit opportunities to Indian undergraduates which include job getting knowledge and abilities, such as labor market information, interview techniques and curriculum vitae writing. Employability is, thus, more about ability than it is about being employed. To summarize employability means developing a range of achievements, understandings and personal attributes that make it more likely you'll get a job and be successful at it. Employers value applicants with degrees because they can 'add value' to their organization.

3.2 Challenges in Undergraduates Employment and Employability

There are two major entities which we need to look at despite of stakeholders interest in building high performance Indian undergraduates;

1. Indian undergraduates itself
 - a. Capability to analyze , to critique , to synthesize and lateral thinking
 - b. Good knowledge of the subject and profession
 - c. Internal skills such as self confident , self reliance , self management so that they are able to compete and be successful in their chosen career
 - d. Able to respond and anticipate change in their total behavior and mind set
 - e. Initiative and risk taking
2. Employer
 - a. Believe undergraduates should have employability skills ready before entering into workforce.
 - b. Understand the relation of skills and world of work and how it is being transformed into actual work context
 - c. Undergraduates to be ready for work with clear evidence of job specific skills
 - d. Wants someone who can help them deal with **change**

Refer to the table below for some issue surrounding learning pattern of a student and issues emerge in the learning process itself

Issues around Goals of student Learning	<ul style="list-style-type: none"> • Employability and the development of skills and personal qualities. • Gaps in students' knowledge, given variation in prior experiences • Disparity between theory and practice • Fragmented learning on modular programs
Issues around The learning	<ul style="list-style-type: none"> • Traditional passive transmission approaches foster surface learning • Divergence between research and teaching • Mass higher education can lead to a sense of anonymity and social isolation • Poor student motivation • Diversity of learner needs • Awareness of the need for sensitivity in teaching methods to the subject and • Institutional context • Competitive approaches to learning seen as less appropriate in professional contexts

Employability development has three aspects;

- (i) the development of employability attributes;
- (ii) the development of self-promotional and career management skills; and
- (iii) a willingness to learn and reflect on learning.

Employability is about how individuals engage with opportunities, and reflect and articulate their skills and experiences. **Employability is about three abilities:**

- (i) gaining initial employment;
- (ii) maintaining employment; and
- (iii) Obtaining new employment if required

4.0 Objectives

It is a request from **Riverbank Academy** to establish a collaborative relationship with qualified and well experienced political leaders or Non governmental organization in **delivering Indian Graduate Development programme.**

In accordance to the request of proposal by the mentioned organisation , RIVERBANK ACADEMY wishes to present a proposal to intended organization *for* consideration, the model of operations and proposed concept in establishing in-country and off shore delivery of this program. This is an appropriate approach in increasing the quality , quantity and relevance of Indian talents in line with the government's effort to lead Malaysia to a high income nation status through academic and vocational education.

This proposal, in the first instance, involves the delivery of Indian Graduate Development program to meet the human resource requirements of industry and to provide a successful pathway to young Malaysian Indian's.

Based on the case study above , Riverbank Academy has conducted various fact finding. Riverbank Academy is also involved in **a long term project with Yayasan Vijayaratnam in educating the underachievers** and based on our primary and secondary data gathering , we have design a conducive and effective programs which are based on our success story and as well as external data analysis.

5.0 Primary Data Analysis

Riverbank Academy is joining hands with **Vijayaratnam Foundation** in an effort emulating the visions of the Malaysian Government in wanting to create skilled, educated and productive human resources with good human values required to fuel the nation's growth towards industrialization.

Vijayaratnam Foundation served as sponsor and appointed Riverbank Academy as the implementor for the project. They provide an interest free education loan for the specially selected 12 students based on their socio-economic level and commitment towards pursuing their **Vocational Skills Career Certificate awarded by Open University Malaysia**.

All the selected students are from the low socio-economic background with low **academic achievements at SPM level or the school drop-outs**. The project kicks off in November 2010.

The implementation of this program will encourage skills upgrading among all segments of society. Emphasis will also be given to develop human capital that is progressive in thinking and attitude with strong ethics and universal values as espoused by spirit of **One Malaysia**.

The project is not considered as skills training alone, but rather uses the competency skills in creating high value youths. This program is considered as the first in the Nation which is targeted to change the youth mindset whereby it helps them to gain

- Self esteem
- Good decision upon completing the program
- Able to choose the right pathway
- Additional skills which enables to empower their life's

The project emphasises on total development concept of Stephen Covey

Riverbank Academy is please to present sample project report from 2009 – 2012 :

1. Total of 136 students have enrolled over the period of 2009 to 2012
2. 28 students have quit during the foundation programme. This shows they are unable to accept the changes and Riverbank's concept
3. Total 9 students has quit during the actual training programme due to family and discipline
4. Riverbank has achieved 99% of job placement for the year 2009 to 2012
5. Average salary per month of the students are recorded at RM1214.00

Sample Student Tracer Report



Sample Record from Batch 1

Centre : Riverbank Academy, Kajang

Program : Career Certificate in Electroni

No	
----	--

Sample Record from Batch 2

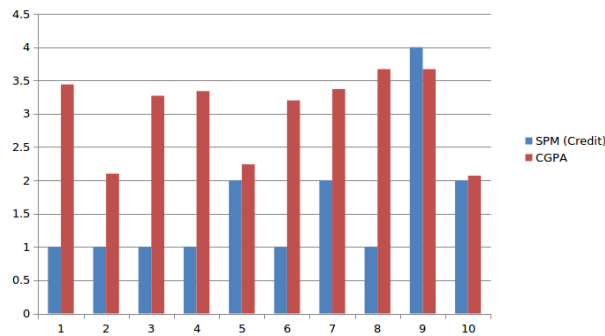
Program : Career Certificate in Office Administration CCOA Batch (2)

No	Name	Student ID	IC	SPM (Credit)	CA	CS	FA	FDM	HRA	MM	ODA	PA	COMM	PCSG	CGPA	Vijayaratriam Founda	Graduated	Tracer Programme	Salary	Company	
1	TARANA A/P GANESAN	CCOA-121523	920815-14-6118	1	B+	A	C	A	A	B	B+	B+	B+	A	3.44		✓	Working & Studying	2,000.00	MUDAH MT @DIPLOMA -RB	
2	ZYEE SOON XIONG	CCOA-121529	920827-14-5999	1	C	C	B	C	C	D	C	D	B	B	3.10		✓	Working & Studying	1,000.00	BILLIANT PLUMBING SDN. BHD@ DIPLOMA -RB	
3	JOHNYA SHARHEEN A/P CHINAPPAN	CCOA-121520	911227-10-5550	1	B	A	C	A	A	A	C	B	B+	A	3.27		✓	Working	1,200.00	PKNS BANGI	
4	APREMA A/P NAGALINGAM	CCOA-121522	910709-10-5076	1	B	A	B	A	C	B	B	B+	A	A	3.34		✓	Working	1,001.00	TAKAHATA PRECISION SDN. BHD	
5	SECHRISTINA A/P SATHORIKKAN	CCOA-121531	920308-05-5414	2	B	A	C	D	D	C	C	C	C	B+	2.24		✓	Working	850.00	LITTLE WORLD KINDERGARTEN	
6	SRANUPRIYA A/P SUBRAMANIAM	CCOA-121530	901016-14-6222	1	C	A	B	B	B	B	B	B	A	A	3.20		✓	Working	1,000.00	BALAKONG	
7	IRUBEENY A/P PALANISAMY	CCOA-121525	921220-14-5540	2	B+	A	B	B+	A	A-	C	B	A-	A-	3.37		✓	Working	1,000.00	YOKOHAMA BATTERY SDN. BHD	
8	BYAMINI A/P PERIASAMY	CCOA-121532	910501-10-5832	1	B	A	B+	A	A	B+	B+	A-	A	A	3.67		✓	Working	1,200.00	KILAT KLEEN SDN. BHD	
9	AGILAASHAA A/P SURESH	CCOA-121524	920823-10-5316	4	A	A	B+	A	A-	B	A	B+	A-	B+	3.67		✓	Studying		BINARY COLLEGE	
10	MANIMALA A/P ALAGEYA	CCOA-121518	910810-14-6232	2	A-	A	D	C	C	D	D	D	C	B	2.07		P	Not working			
11	PRASHANTINI A/P SIVASANGARAN	CCOA-121519	910621-10-5220	0																DROP	
12	GANASAN AIL CHANDRAN	CCOA-121562	910915-08-6037	2																	DROP

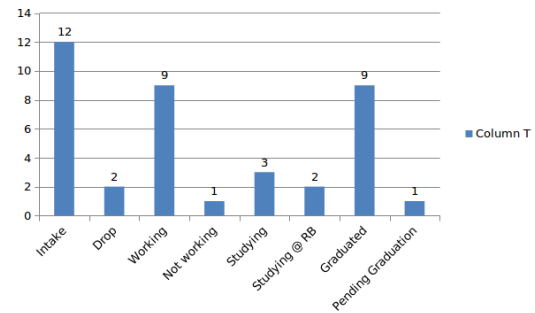
COMMUNICATION	COMM
COMPUTER APPLICATION	CA
CUSTOMER SERVICE	CS
FILED ADMINISTRATION	FA
FRONTDESK MANAGEMENT	FDM
HUMAN RESOURCE ADMINISTRATION	HRA
MAINTENANCE MANAGEMENT	MM
OFFICE DOCUMENT ADMINISTRATION	ODA
PRACTICAL ACCOUNTING	PA
PURCHASING	PCSG

Summary	
Intake	12
Drop	2
Working	9
Not working	1
Studying	3
Studying @ RB	2
Graduated	9
Pending Graduation	1
Average Salary	1,156

B 2 - Student 's Result



SUMMARY



The project is a real live show case on how we use Covey's concept in developing. the underachievers in a more holistic way. Please refer to detail report in Riverbank's Achievement page.

6.0 Secondary Data Analysis

Another study's of background and academic achievement in higher educational institution was conducted by Norsida binti Hasan , from Department of Mathematics , Faculty of Science and Mathematics , University Pendidikan Sultan Idris.

She has conducted the studies to see the differences in academic achievement among students which are a topic that has drawn interest of many academic researchers and Malaysian society. In her paper called **"Statistical Fact of Students' Background and Academic Achievement in Higher Learning Institution"** which describes the results of a detailed statistical analysis to the degree classification obtained at the end of their studies (first class , second class upper or second class lower) between undergraduate students and their backgrounds.

In this student, students' data from one higher education institution in Malaysia from 1997 to 2006 are used. Visual analysis of categorical data techniques had been applied to reveal the students' academic achievement pattern from various backgrounds. Her findings can assist to provide the necessary plans to improve student achievements.

The studies was conducted by looking at different entry level of channel to the university I.e

1. Matriculation (SPM)
2. STPM
3. In service Teachers via PKPG
4. Teachers with Diploma
5. Second channel via, special case or diploma holders.

Out of 100%, there 87.8 percent majority of bumiputra which consist of (Malay and Bumiputra Sabah /Sarawak). There are total of 3108 graduated student's data collected from recognize higher learning institution. The student CGPA upon graduation, intake channel, gender, race group and age were obtained from Academic department. The CGPA were classified into (first class 1 , Second class upper 2A or 2B (refer to Table 1 below).

Table 1: Background of Students

Variables	Percentage
Gender	
Male	29.0
Female	71.0
Race Group	
Bumiputra	87.8
Non-Bumiputra	12.2
Age Group	
29 or below (AG1)	47.2
30 – 39 (AG2)	31.4
40 – 49 (AG3)	17.7
50 and above (AG4)	3.7
Intake Channel	
Diploma	7.6
KDPK	5.3
Special Case/Diploma	9.5
Matriculation	41.0
PKPG	26.0
Second Channel	7.3
STPM	3.3
Degree Classification	
First Class (1)	0.5
Second Class Upper (2A)	41.9
Second Class Lower (2B)	57.6

Results and Discussion of the research

1st Analysis (Performance According to Gender)

The first analysis was done performance of students according to their gender. The mosaic plat shows that female were the majority group and they also perform better than males. Out of 0.5 percent pf the total students received first class degree , 88 percent are females and only 12 percent are males.

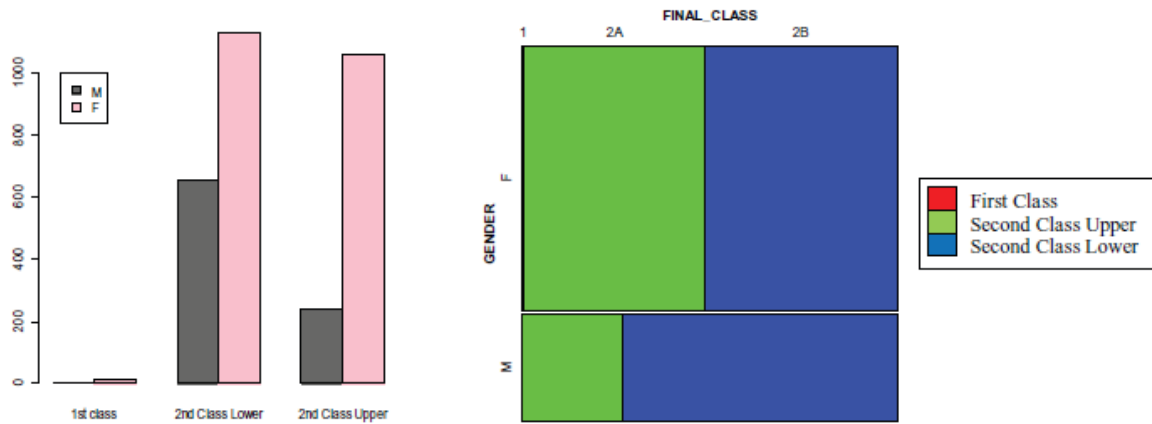


Figure 1: Degree Classification by Gender; Bar Chart (left) and Mosaic Plot (right)

2nd Analysis (Performance According to Gender and Intake Channel)

Figure 2 below shows the performance related to gender and qualifications at entry. Even though STPM students are the minority group for both genders, they outperform other groups. Out of 88 percent of the female students receive first class degree, 67 percent are STPM holders, 27 percent were either from matriculations or PKPG and 6 percent are diploma holders. Out of 12 percent of the male students received first class, they are neither from diploma or STPM.

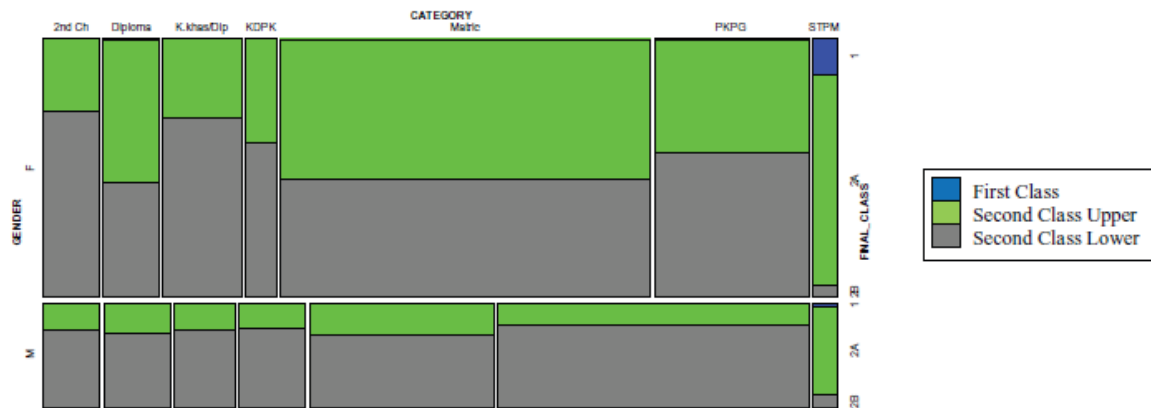


Figure 2: Mosaic Plot of Degree Classification by Intake Channel and Gender

3rd Analysis (Performance According to Race and Intake Channel)

In figure 3 below achievement of Bumiputra students are centred at Second class upper and lower. None of them received first class degree. Out of 82 percent of the total Non-bumiputra students receive first class degree, 79 percent are STPM holders , whilst total 1st class degree holder by Bumiputra students are only at 12% out of which majority of them are female.

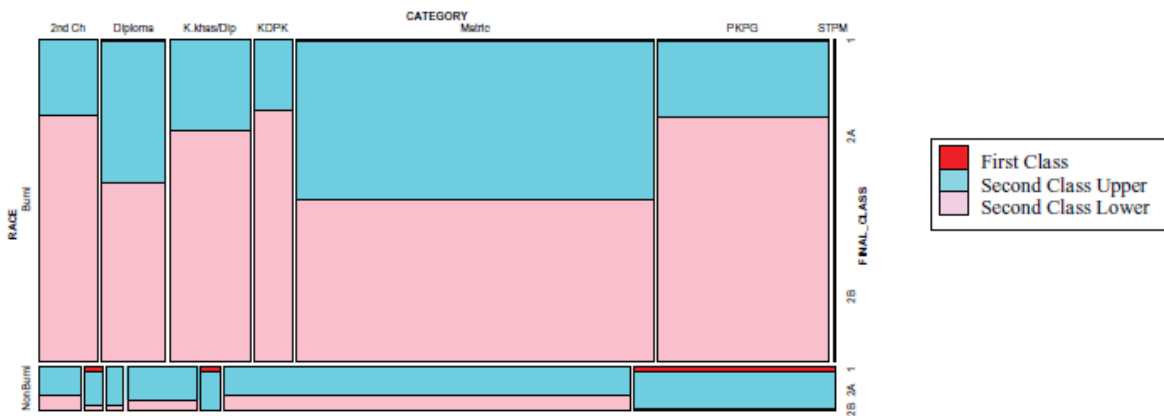


Figure 3: Mosaic Plot of Degree Classification by Intake Channel and Race

The research by Norsida is in-fact an eye opener for many institutions or foundation. Out of 3108 graduate being analyst only 12% of Bumiputra obtained 1st Class Degree qualifications. From the studies we can conclude that

1. Many Bumiputra students obtained second class degree award
2. Majority of first class achievers are female , from STPM channel and Non bumi.
3. Female students did better than male ,, extra care need to be taken for male students
4. STPM students seems to have done better , additional observation need to be conducted in identifying knowledge and soft skills received during this period of time.
5. Student who came from SPM or matriculation seems to be lacked in certain skills or need mind set change.

The statistical results also show us the importance of gender and race group in explaining differences in student achievements at the University level. The training program for 500 bumiputra students will look at advantages of skills and knowledge learn during STPM.

7.0 Project Obstacle

Based on the case study , Riverbank Academy has also identified obstacles which requires certain input and as well as diversification of the whole program. Here are the lists of obstacles which we find important for us to recognize it and create alternative solutions.

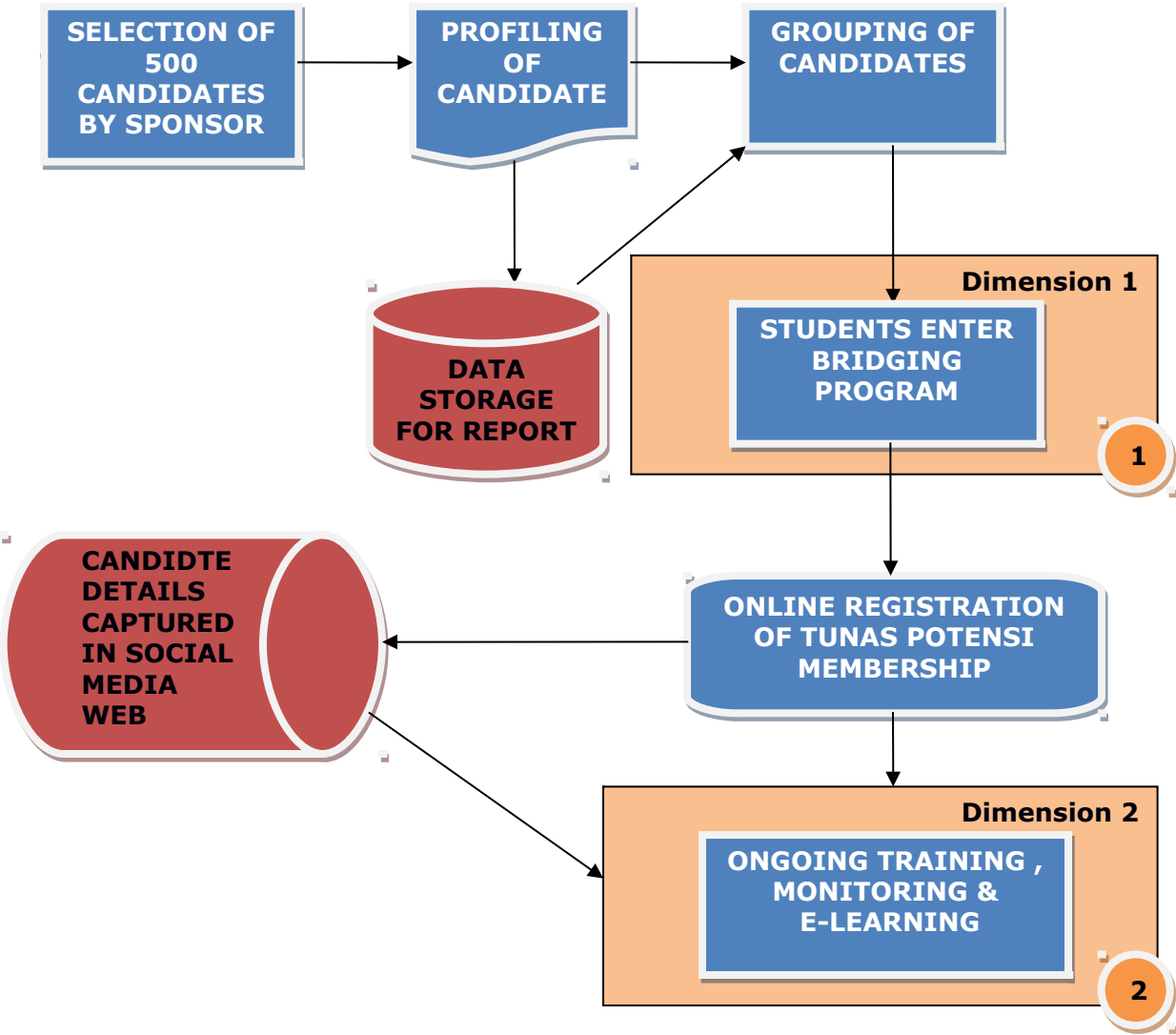
1. Placement of students are scattered, from previous 2012 report students are being placed in 15 institutions nationwide.
2. It is also anticipated that their semester break may not be synchronized this is due to IPTA and IPTS is known to have different calendar and some students perhaps may have programs during their semester break.
3. Riverbank Academy shall be given an opportunity to conduct assessment which can help to identify student capability especially in identifying their competency level in English language and as well as their knowledge in general issues and also their self esteem.
4. Classification or grouping problem as per statement in item 1.

8.0 Overall Work Plan

This section shall elaborate in detail in regards to

- 1. Implementation approach
- 2. Work plan and scope of work
- 3. Critical activities Resources required
- 4. Deliverables and timeline for the 1st 24th month and bridging program timetable

The diagram below shows the project overall summary flow chart



9.0 Implementation Approach

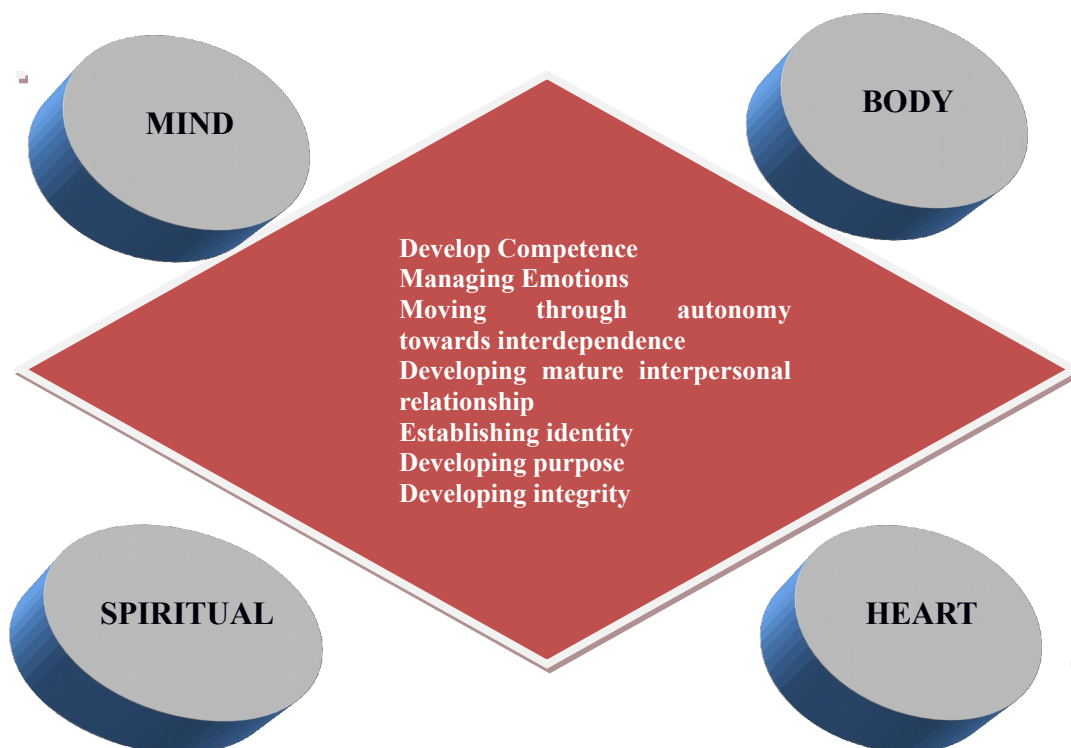
Obviously there will be two dimension in this project as illustrated below :

Dimension 1 : Before students enter into their respective learning centers or universities

Dimension 2 : While there are engaged with the actual learning and environment of their respective universities

Based on two famous theory of human and student development by Chickering and Covey , the whole project shall be design and implemented on various categories and stages.

Embarking on 4 important elements in human life, RIVERBANK's training lies on these concepts to mould each student's to attained a successful career path. Table below identify the importance elements of development stage and master skill set which need to be trained or monitored.



STUDENT DEVELOPMENT MASTER SKILL SET

MIND	<i>To provide continuous knowledge and skills , by nourishing their mind</i>
<ul style="list-style-type: none"> • Competency 1 - Develop Competence 	
BODY	<i>Emphasizing on personal grooming and physical appearance</i>
<ul style="list-style-type: none"> • Competency 2 - Establishing identity • Competency 3 - Developing mature interpersonal relationships 	
HEART	<i>Retained the candidates to service their community and to love their society and nation</i>
<ul style="list-style-type: none"> • Competency 4 - Managing Emotions • Competency 5 - Moving through autonomy towards interdependence 	
SPIRITUAL	<i>With the three elements in place , trainees are ready to seek their voice / choice and would also be able to help others to seek theirs. Understand their ancestors role and contribution to the nation and their community</i>
<ul style="list-style-type: none"> • Competency 6 - Developing purpose • Competency 7 - Developing integrity 	

Referring to the Table above , further analysis of Competency was made and derived with performance output.

DESCRIPTION OF COMPETENCY AND ITS PERFORMANCE OBJECTIVES

MIND	To provide continuous knowledge and skills , by nourishing their mind
• Competency 1 - Develop Competence	
Performance Objectives	
<p>If competence is developed, students are more willing to take risks, which spur growth in other areas, and provide them with greater capability in managing a variety of social situations. Without gaining some maturation along this competency, maturation along subsequent competencies may be difficult.</p>	
<ol style="list-style-type: none">1. Intellectual competence (knowledge acquisition, critical thinking skills, capacity for analysis, synthesis, evaluation, creation of ideas) which is directly tied to academic programs.2. Physical and manual competence (master previously unattainable skills) which may be developed through athletic & recreational activities and/or through hands-on contact with art, lab or construction materials3. Social and interpersonal competence (interactive, relational and communication skills) which may be developed through communication with individuals or groups (i.e. class group/team work, co-curricular activities/organizations)	

BODY

Emphasizing on personal grooming and physical appearance

• Competency 2 – Establishing identity**Performance Objectives**

This vector builds on and requires some growth in each of the four before it. It is a complex vector that is especially challenging for students forming identity based on sexual orientation, ethnicity, differing abilities, gender, etc. During this stage of development, students are clarifying personal values, selecting a moral and ethical position for themselves and answering the questions of "Who am I?" and "Where am I going?" Students will begin to develop a clear concept of self, comfort with their roles and lifestyles, self-acceptance and self-esteem, personal stability and integration.

1. Ability to integrate many facets of one's experiences
2. Negotiate realistic and stable self-image (including comfort with body and appearance, sexual orientation)
3. Change is perceptual and attitudinal
4. Encourages experimentation in realms where decisions are required (relationships, purpose and integrity)
5. Know the kinds of experiences they prefer

• Competency 3 - Developing mature interpersonal relationships**Performance Objectives**

Students begin to develop the ability to accept individuals for who they are, respect differences (including inter-cultural differences), and appreciate commonalities.

Experiences with relationships are a significant contributor to the development of a sense of self. Students need to develop their abilities to listen, understand and empathize with others (without the need to dominate or pass judgment) and to build relationships based on openness, trust & reciprocity.

1. Increased tolerance for and acceptance of differences between individuals
2. Increased capacity for mature and intimate relationships

HEART

Retained the candidates to service their community and to love their society and nation

• Competency 4 - Managing Emotions**Performance Objectives**

At this stage, students are learning how to assess consequences, how to handle different feelings and to find new ways of expressing themselves. A student's limited ability to manage their emotions can be seen in a number of common concerns roommate conflicts, sexual impulses, academi(c anxiety, substance abuse and aggression).

1. Increasing awareness of one's feelings, becoming aware of the range and variety of impulses from within and how emotions are expressed
2. Integration of feelings (able to recognize & label feelings, trust one's feelings and define what will be expressed to whom)

• Competency 5 - Moving through autonomy towards interdependence**Performance Objectives**

Traditionally aged students typically begin to move away from a dependence on their parents and increase their reliance on peers during this stage. Students begin to adopt good coping behaviors and start to find a middle ground between individuality and conformity.

1. Establishing emotional autonomy, which decreases the need for reassurance, affection and approval
2. Goal development, including the ability to make plans, solve problems, identify resources and use systematic methods of problem solving
3. Recognition of one's interdependence

SPIRITUAL

With the three elements in place , trainees are ready to seek their voice / choice and would also be able to help others to seek theirs. Understand their ancestors role and contribution to the nation and their community

• Competency 6 - Developing purpose**Performance Objectives**

Students must develop the ability to intentionally make and stay with decisions, even in the face of opposition.

• Competency 7 - Developing integrity**Performance Objectives**

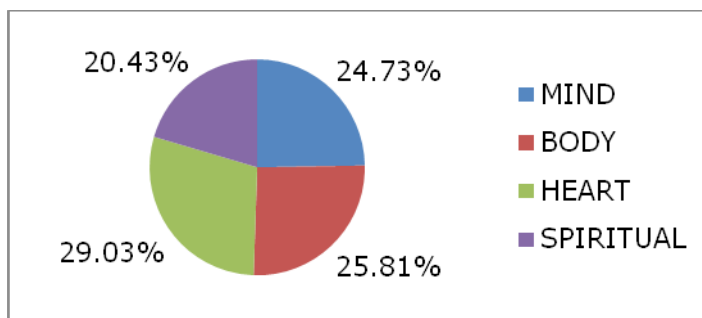
Students will begin to look more objectively at complex situations. They usually begin to reach this stage close to graduation, though some begin to develop this vector earlier in their educational career.

1. Humanizing values: students become aware of the relativity of values
2. Personalizing values: students decide on a personally valid set of beliefs
3. Developing congruence: values and actions become and authentic as self-interest is balanced by a sense of social responsibility.

Final stage of the program development is the most crucial part as we develop training matrix to match the training programs with their relevant competency.

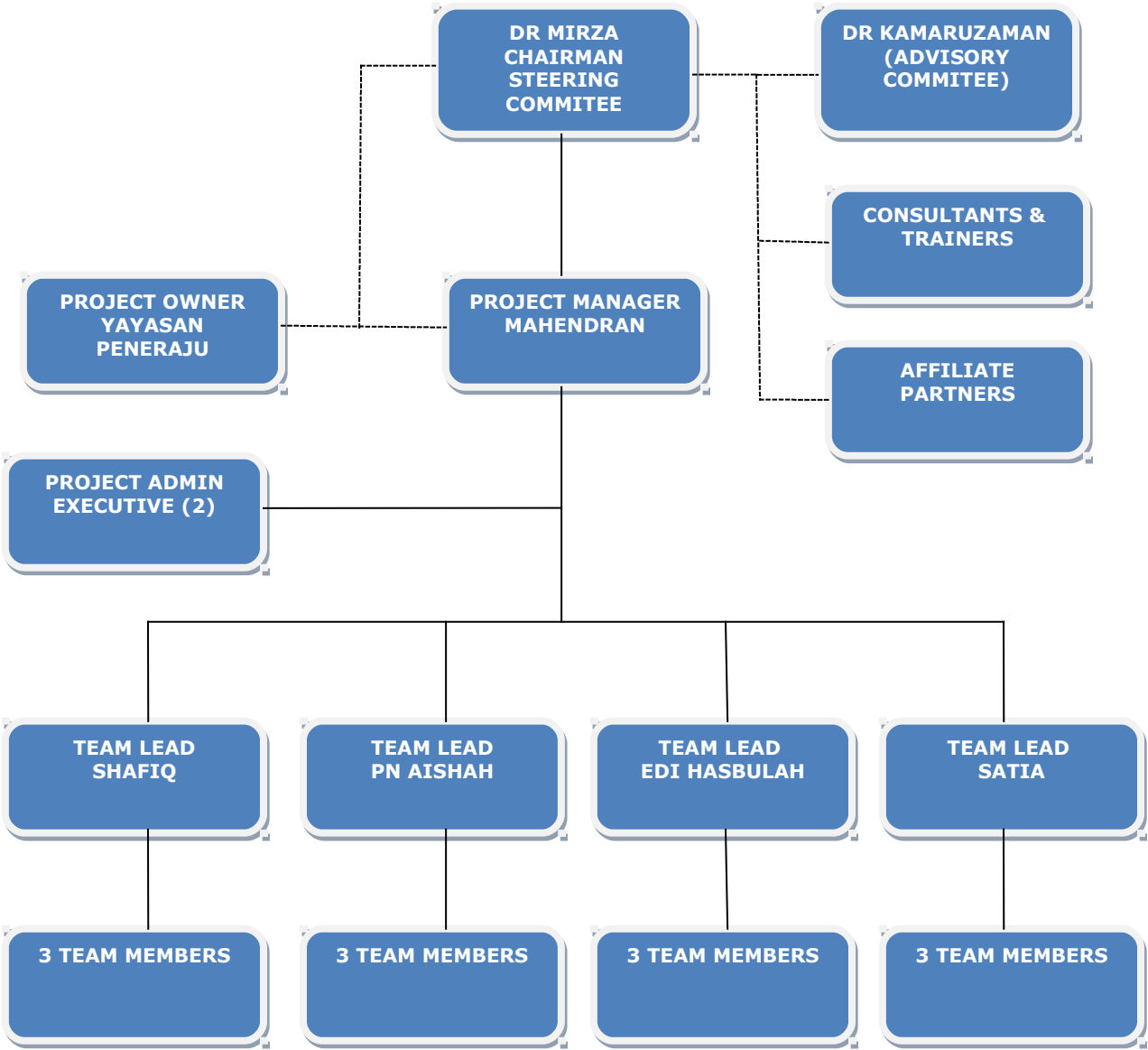


PIE CHART : PROPOSITION OF SKILL SET AGAINST THE CONCEPT



The whole concept and training purpose are now visualized in the pie chart above and shows a clear picture of meeting the objectives in transforming the students to have more holistic capability.

10.0 Project Organisation Chart



Note : The project organization chart consists of Riverbank's management team and as well as working consultants. There are being designated to take up the post in regards to their expertise in handling projects.

1. Each team lead shall oversee 125 students
2. Each team lead shall be given team members. Their job functions are as below
 - To monitor student social media web
 - To act as mentor (brother or sister) for the students
 - To attend stress calls or problem escalation within 24 hours
 - To perform student visitation to their respective university
 - to provide visitation report to team lead
 - to create good customer service rapport with university or colleges
 - to receive and disseminate information to the students
 - to compile progress report soft skill and academic report by the students
 - to coordinate any activity / training conducted within their group.
 - To work hard to maintain their group performance and hitting the KPI given
 - To liaise with lecturer in getting survey from in regards to students performance

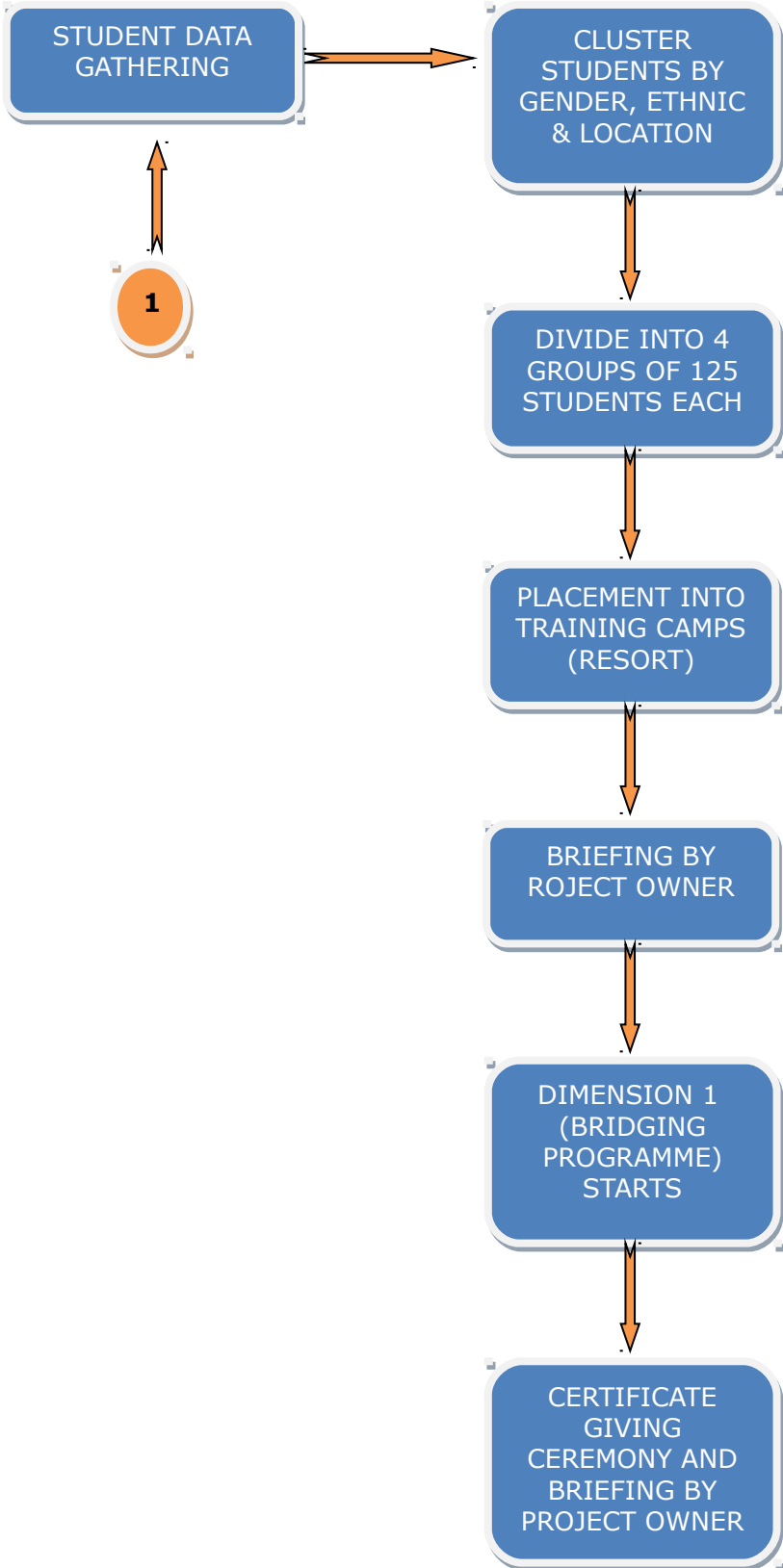
11.0 Bridging Program - Dimension 1

11.1 Work Breakdown Structure

SKILL SET		DURATION (DAYS)
1	STUDY AND LISTENING SKILLS	1.5
2	PRESENTATION SKILLS	1
3	CRITICAL THINKING SKILLS	1
4	CREATIVE THINKING	1
5	ENGLISH	3
6	COMMUNICATION SKILLS	1.5
7	ICT SKILLS 1	2
8	TIME MANAGEMENT	0.5
9	MONEY MANAGEMENT	0.5
10	WRITING SKILLS	1
11	TEAM BUILDING	2
12	GROOMING AND DEPARTMENT	1
13	DECISION MAKING	1
14	MINDSET CHANGE	1
15	SELF AWARENESS AND REALISATION	1
16	SPIRITUAL SEMINAR	1
TOTAL		20

1. The total 500 students shall be divided into 125 of them in each group , totaling to 4 groups.
2. 1 day in the WBS above is counted as full day from 8am to 10pm (14 hrs)
3. Duration shown is the full day course and not necessarily conducted in a stretch, some programs are divided into few smaller session across the bridging duration
4. The skill set will be divided into 4 cluster of 5 days each cluster.

11.2 Bridging Program Flow Chart



11.3 Gantt Charts for Bridging Program

BRIDGING PROGRAMM

GROUP 1 (125 STUDE



BRIDGING PROGRAMM

GROUP 2 (125 STUDE



BRIDGING PROGRAMM

GROUP 2 (125 STUDE



BRIDGING PROGRAMM

GROUP 2 (125 STUDENTS)



11.4 Bridging Program Deliverables

Here is the list of tasks and programs to be delivered upon completion of bridging program

1. 4 camps of 20 days with 125 students in each camp
2. To deliver 16 training programs
3. To register students membership in their Tunas Potensi portal

At the end of this bridging program, students are able to :

1. Know more about themselves identify their weakness and strength
2. Acquired adequate skills which can help them during the 1st semester , such as study skills and presentation skills
3. Make good decision on their future course
4. Use Microsoft office application software for academic research and typing
5. Safeguard their work against virus and other risk related hazard
6. Use money more wisely
7. Complete the introductory stage of Cambridge Business English
8. To dress according to the occasion and understand the value of social etiquette
9. Manage time wisely and reduce stress
10. Ability to solve problem and think creatively
11. Use Tunas student portal effectively

4.0 Success Trailer/Tracer Program

The objective of this element is to enable us, as the solution provider to review the effectiveness of the entire program. This includes identifying various steps to planning an effective tracer program besides discussing improvements and tips to successful tracing the status of our participants after certain duration upon completion of the program.

The Tracer program includes :

- a) Path or decision made upon completion of the training program
- b) Compare real time practices by participants on all knowledge and skills obtained.
- c) Ensure all business activities implemented by the participants are in accordance with all policies and procedures set.
- d) To measure the outcomes and to ensure the objectives are met.
- e) To understand variations in performance of participants once they have started their own business, enrollment into training programs and challenges they face.
- f) To gather data to monitor for improvements for our future batches.

5.0 Conclusion

The Bumiputera Undergraduates population is a valuable asset to this nation, thus it is necessary to develop and equip Bumiputera Undergraduates with attitudes, knowledge and skills we need for our development and enable them to be stronger to face challenges in the future. In this context two issues are important;

- (i) our system of education may need reorientation towards productive citizens and
- (ii) our national politics and politician needs reorientation towards creating opportunities

for employing educated mass to contribute to the national economy.

Bumiputera Undergraduates everywhere set out in life with a dreams, hopes and aspirations. is Yet, these young men and women often face many challenges in the labor market and also their life's. If young people are to be given opportunities, then multiple pathways to decent employment or business are needed. Achieving decent work or business for young people is a critical element in sustainable development, growth and welfare for all. There is growing evidence of a global situation in which young people face increasing difficulties when entering the labor force. Without the right foothold from which to start out, Bumiputera Undergraduates are less able to make choices that will improve their own job prospects and those of their future dependents. This in turn will perpetuate the cycle of insufficient education, low-productivity employment and working poverty from one generation to the next. Therefore, there is an urgency to develop strategies that aimed to give young people a chance to make the most of their productive potential. To conclude, Bumiputera Undergraduates development programs must continue to focus on developing the right attitudes and skills to ensure they get employment and contribute to the development of our **1 Malaysia concept**.

