VIDEO BASED TM TRAINING
(VBTMT)

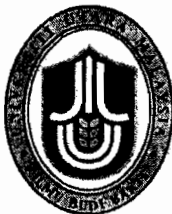## NUR MUIZZ BIN MOHAMED SALLEH

UNIVERSITI UTARA MALAYSIA
2008

VIDEO BASED TM TRAINING
(VBTMT)

A thesis submitted to the Faculty of Information Technology
in partial fulfillment of the requirement for the degree
Master of Science (Information Technology)
University Utara Malaysia

By

NUR MUIZZ BIN MOHAMED SALLEH

KOLEJ SASTERA DAN SAINS
(College of Arts and Sciences)
Universiti Utara Malaysia

PERAKUAN KERJA KERTAS PROJEK
(Certificate of Project Paper)

Saya, yang bertandatangan, memperakukan bahawa
(I, the undersigned, certify that)

NUR MUIZZ BIN MOHAMED SALLEH

calon untuk Ijazah
(candidate for the degree of)   **MSc. (IT)**

telah mengemukakan kertas projek yang bertajuk
(has presented his/her project paper of the following title)

VIDEO-BASED TELEKOM MALAYSIA TRAINING (VBTMT)

seperti yang tercatat di muka surat tajuk dan kulit kertas projek
(as it appears on the title page and front cover of project paper)

bahawa kertas projek tersebut boleh diterima dari segi bentuk serta kandungan
dan meliputi bidang ilmu dengan memuaskan.
*(that the project paper acceptable in form and content, and that a satisfactory
knowledge of the field is covered by the project paper).*

Nama Penyelia Utama
(Name of Main Supervisor): **ASSOC. PROF. ABDUL NASIR ZULKIFLI**

Tandatangan
(Signature)   :   _____

Tarikh
(Date)   :   _____

PERMISSION TO USE

In presenting this thesis in partial fulfillment of requirements for a postgraduate degree from Universiti Utara Malaysia, I agree that the University Library may make it freely available for inspection. I further agree that permission for copying of this thesis in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor or, in their absence by the Dean of the Information Technology. It is understood that any copy or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Requests for my permission to copy or to make other use of materials in this thesis, in whole or in part, should be addressed to

Dean of Information Technology

Universiti Utara Malaysia

06010 UUM Sintok

Kedah Darul Aman

ABSTRACT

Basically the training process for most of Telekom Malaysia (TM) employee in Multimedia College (MMC) especially for company driven programmes is conducted through conventional way. In this situation, trainer will share all information regarding the program supported by pure printed material and slide presentation show. However the knowledge sharing processes are only available during the training session. A pure printed material doesn't always provide effective support for explanation because it only could provide information based on text and images. Since the company driven programs are compulsory for all TM employees, an alternative training material is required. Thus, video-based training has been identified as a suitable and potential alternative since it is could support more dynamic elements such as audio, text, visual and animation that allow trainee to do self training in any place at anytime. This paper discusses a Video-based TM Training (VBTMT), a content which has been developed for MMC trainee as a new training material that could provide more flexibility in term of trainer dependencies and training content quality. By using Powerpoint ™ and Camtasia Studio software, the video-based training that focus on "Living the Brand for Supervisor Program" shows no significant compared result on experimental study for pre-test and post-test question regarding to the conventional and video-based training methodology. Results of user evaluation on the VBTMT indicate that it has good usability in terms of Usefulness, Ease of Use and Outcome/Future Use.

ACKNOWLEDGEMENT

By the Name of Allah, the Most Gracious and the Most Merciful

I would like to express my appreciation to Allah, the Most Merciful and the Most Compassionate who has granted me the ability and willing to start and complete this study. I do pray to His Greatness to inspire and enable me to continue the work for the benefits of humanity.

My most profound thankfulness goes to my supervisor Assoc. Prof. Abdul Nasir Zulkifli for his scientifically proven and creativity encouraging guidance.

Last but not least, I wish to express my sincere thanks to all my dearest family members, especially to my Ummi, my brothers and sisters and not to forget my fiancé for steadfast and loving support as well as understanding and patience. To my lecturers and friends who have given me emotional support during my study, without which this study would never have come to fruition.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

VBTMT	Video-Based TM Training
VBI	Videodisk-based Instruction
TM	Telekom Malaysia
MMCN	Multimedia College (Northern)
CSR	Customer Service Representative
TCS	Total Customer Services
TMBEA	Telekom Malaysia Business Excellence Assessment
HR	Human Resource
SDRM	System Development Research Methodology
AVI	Audio Video Interleave
CD	Compact Disk
CD-ROM	Compact Disc read-only memory
DVD	Digital Video Disc
TSCC	TechSmith Screen Capture Codec
CAV	Constant Angular Velocity
CAI	Computer-Assisted Instruction
CVIS	Cardiovascular Imaging Systems
VHS	Video Home System

CHAPTER 1

INTRODUCTION

1.1   Background

Telekom Malaysia (TM) has long been aware of the importance of training. It is a policy of TM to provide opportunities for personnel at all levels to equip and develop themselves with the necessary knowledge, skills and attitude to be fully competitive in their current job and future career. As far back as 1948, a modest training centre was set up in an old converted house known as Gracelyn at Jalan Ipoh, Kuala Lumpur. This was where many of the pioneer staff learned their early skills.

Within the mandate of TM, Multimedia College (Northern) (MMCN) demand-driven offering is continuously diversified in response to the changing needs of its clients especially TM employees as well as TM subsidiaries for northern area. In ensuring effective provision of services, MMCN has established a Training Policy to govern all issues related to training, education and development program. One of the core training products is Company Driven Programs. Some courses are developed to support the implementation of company driven initiatives such as Kristal, Customer Service Representative (CSR), Total Customer Services (TCS), Telekom Malaysia Business Excellence Assessment (TMBEA), Quick Fix, Re-Branding, Living the Brand, and ISO 9000. These courses are used as channels to communicate the company's expectation and the objectives of those initiatives to all employees.

1

Currently in MMCN, the training process for most of the training programs is conducted through conventional methodology, a regular presentation supported by pure printed material and slide presentation show. Conventional approached to provision the learning and training opportunities often leave much to be desired in terms of their suitability, their relevance and their cost-effectiveness (P. Barker & Manji, 1992). Of course there is nothing wrong with conventional training methodology, but on the other hand to meet the increasing demands that being placed upon conventional training, MMCN is actively searching for new approaches to instruction. Because of flexibility that they offer in terms of trainer independencies, training content quality and could be the suitable solution for the lack of trainers in MMCN, video-based training methodology is the alternatives for these situations.

Empirical findings concerning the effectiveness of such video supported learning consistently show that comprehension and transfer of knowledge can be facilitated by dynamic (audio) visual formats in many domains and this is especially true for interactive presentations (Cognition and Technology Group at Vanderbilt, 1997; Park, 1993). Thus, to overcome the lack of conventional training and meet users needs, this study propose Video-based TM Training (VBTMT) which utilize video technology which allows trainees to do self-training at any time without relying on trainer in training session.

1.2   Motivation for the Research

There are demands from TM trainees for training content and explanation anytime and anywhere. However the sharing knowledge session only happen during training session

2

which is in training session. Since video can be a powerful training tool in face-to-face courses (Leonard, 2003), this motivates the usage of technology in developing on for training methodology and on the same time could be a possible solution to overcome the lack of trainers in MMCN.

1.3   Problem Statement

As highlighted in TM Corporate Human Resource strategic objective, MMCN plays a key role in contributing to culture change and formation, such as during the design and delivery of induction programs. Currently in MMCN, the training processes for most of the training programs are conducted through regular presentation supported by pure printed material and slide presentation show. Even it is nothing wrong with this process; there are a few limitations which are:

i. *Trainer dependencies*: Trainee only can get an explanation about the program contents through trainer face-to-face interaction. After the training session finish, trainee just only can rely on printed materials which are not helping enough because basically those printed material only put the main point without further explanations.

ii. *Training content quality*: Different explanation for different training session on the same program is always happen. With too many information that rely on printed material which have a limited explanation, trainer needs the same quality of support material to cover all training session in order to make sure of its quality.

iii. *Limited training slot:* With limited training slot which takes about 7 to 8 hours per day, trainees were able to spend about 7 to 8 hours of the knowledge sharing process during the contact hours assigned. This ends there.

iv. *Printed material effectiveness:* Pure printed material documents do not always provide support for giving trainees a visual of the necessary computer output. Images can provide clear screen shots, but do not include actions that might be necessary for the trainees to observe.

v. *Lack of trainers:* With only 10 trainers in MMCN, it is not the suitable number of trainer to handle the training session for up to 3000 TM staff for northern region especially for compulsory company driven programs. The invitation for outside trainers could increase the cost of training allocated budget.

1.4   Research Questions

This study aims to investigate the following:

i. What are the user requirements towards the use of Video-based TM Training (VBTMT)?

ii. Is there a significant difference between conventional and video-based training methodology?

iii. What are the criteria to be used for usability evaluation of the Video-based TM Training (VBTMT)?

1.5   Objectives

This study utilize Powerpoint ™ and Camtasia Studio software to develop video-based training for "Living the Brand" for Supervisor Program. The objectives of the study are:

iv. To develop a prototype Video-based TM Training (VBTMT).

v. To conduct experimental study based on pre-test and post-test result for two types of controlled training method.

vi. To conduct user evaluation on the Video-based TM Training (VBTMT).

1.6   Scope of the Study.

This study focuses only on staff of Multimedia College (Northern). It is intended to provide the video-based training methodology for three module of "Living the Brand for Supervisor" program, *Introduction, TM Brand Journey* and *Walk the Talk*. A video-based training prototype was developed by using Powerpoint ™ and Camtasia Studio software for around 30-40 minutes duration per module with Window Media Video format, so that it can be easily viewed by using Window Media Player.

1.7   Significance of Research

The significance of this study are as follows:

i. The VBTMT enhancing the trainer's ability to control instruction and the trainee's learning and practice opportunities.

ii. Allowing the availability of self-study lessons that can contribute to reductions in training time.

iii. Increase instructor trainer and trainee confidence and give additional way to learn along with their reading and limited hands-on training session.

iv. Improve the learning environment so that the trainees could be more successful and effective with less trainer dependencies.

1.8   Summary

Basically this chapter discussed a general background of the study. The objective stated and formulated regarding the experimental study and the research questions. The limitation of this study mentioned and determined.

CHAPTER 2

LITERATURE REVIEW

2.1   Introduction

The background of this study and brief description of the study settings were introduced in the previous chapter. This chapter will continue on the discussion and ideas in previous work related to videodisk-based instruction (VBI), video-based training (VBT), and animation techniques by using Powerpoint™ and Camtasia Studio software. The discussion will go through some details related to the study.

2.2   Videodisc-based Instruction

Videodisk technology has the potential to be the most affordable and flexible instructional tool available to health educators and students. According to (Dowd & Bower, 1997), Videodisc offers many advantages which are:

    i.   Any of the 54,000 images on a 12-inch disc can be selected instantly. This storage capacity is equivalent to 1700 books. Images stored on videodisc can be accessed in about 1 second.

    ii.   Action video segments with sound can be added without changing equipment; in addition, the use of two sound tracks means that the same program could be developed for two different audiences.

    iii.   Segments can be rerun at the touch of a button, and it is possible to switch back and forth between slides and motion segments. This ability is

valuable in teaching a topic such as radio graphic positioning which requires both the performance of a psychomotor skill and an understanding of the resultant image because it allows the student to view the cause and effect.

Discs have been designed according to an industry standard that allows any system to play any videodisc, enhancing compatibility. According to (Chew, 1994) industrial players are preferred to those developed for general markets. Industrial players are equipped with built-in interfaces and do not have to be retrofitted; consumer players typically do.

There are two types of videodiscs available, the first one with a constant linear velocity (CLV) disc; video frames are recorded in a single, continuous spiral track. This type of disc can hold up to 60 minutes of video per side but is not interactive. Also, still images cannot be seen without special added circuitry. The CLV disc is the type used for films and concert videos.

Constant angular velocity (CAV) is the type of disc used in interactive video because it can provide single frames. A constant angular velocity disc rotates at a constant speed of 800 rpm. Each frame occupies one of the concentric circular tracks on the disc. It is capable of interactive mode and freeze-frame. A 12-inch disc also can hold up to 30 minutes of video per side.

2.2.1 Use of Videodiscs

Videodisc format may be used as a tool to enhance lecture presentations or as an interactive program used by students independently, without the assistance of an instructor. When used as a lecture tool, the videodisc player typically is treated much like a slide projector, with the images displayed on a monitor. If the lecturer places barcodes in the lecture along with his or her notes, they can be used to select still images and video sequences. Using a video projector allows the lecturer to project images on a large screen, just like slides. Table 2.1 compares videodiscs with slides and VHS technology as a presentation tool.

Table 2.1: Comparison of Slide, VHS and Videodisk (Dowd & Bower, 1997)

	Slide	VHS	Videodisk
Still images	Yes	No	Yes
Video Images	No	Yes	Yes
Audio	No	Yes	Yes
Random sequencing	Limited	No	Yes

Many variations can be used to implement videodisc technology for individual instruction. At the simplest level, students work with a book that includes both text and barcodes. They review the material by reading the text and then scanning the barcodes to display images related to the text. This method is also compatible for continuing education needs. If a post-test of the material is required, the videodisc can be used as part of the exam simply by incorporating barcodes into the text. In this manner, questions can be posed about a particular image or a video sequence.

9

Programs can be produced from a videodisc using barcodes printed on a dot matrix or laser printer. Barcode software for personal computers is available at prices ranging from $100 to $1000. In (Cohen & Dacanay, 1992) meta-analysis of studies of computer-based instruction in the health professions, the two studies showing the largest effect sizes were nursing studies that used interactive video to simulate clinical settings. One of these studies used a (Cardiovascular Imaging Systems) CVIS instructional program on therapeutic communication.(Cohen & Dacanay, 1992) note that such studies show the qualities of CBI that make it an effective instructional tool - "*active involvement, directive feedback and realistic stimuli.*"

According to (Cronin & Cronin, 1992)interactive video enhances learning because of its interaction with the learner, facilitating the instructional process. In physical therapy, (S. P. Barker, 1988) found interactive videodisc to be as effective as lecture-demonstration in teaching psychomotor skills. In radiology, (Chew, 1994) notes the following uses of videodiscs for instruction, all of which may be implemented by barcode or CAI:

i.   Conversions of existing teaching files (collections of radiographs) to videodisc format.

ii.   Reference encyclopedias.

iii.   Textbooks.

iv.   Single-subject focused tutorial.

v.   Interactive atlas of anatomy.

vi.   Interactive self-evaluation quiz.

(Chew, 1994) also notes that the CD-ROM eventually will supplant the videodisc as the dominant means of digital education in radiology. A number of CD-ROM programs are under development now; they are attractive due to the smaller size of the media and the more common availability of CD-ROM players. Although videodiscs can be developed "in-house," in a college or university setting, this is still rare due to cost, time constraints and the problems associated with copyright infringement. Improvements in technology and a loosening of copyright constraints could help alleviate these problems

2.3   Video-based Training (VBT)

Multimedia-supplemented training can provide trainee with learning materials in the form of text, images, animation and video. Course instruction, especially in a computer-related course, is often dependent upon the trainee being able to view the trainer's interaction with a computer through the output on the screen. Pure textual documents don't always provide support for giving students a visual of the necessary computer screen output (French, 2005) . Images can provide clear screen shots, but do not include actions that might be necessary for the student to observe. Video can deliver content with voice, text, color, and action to provide the student with a real-life representation of the computer output to the screen. Though video can be a powerful teaching tool in distance courses, providing full-motion video in online distance learning environments faces many challenges (Leonard, 2003). According to (Chee, 2007), he listed out the advantages video tutorial training as follows:

i.   Video does not interfere with the learner's time. He can watch at his own pace, wherever and whenever he wants.

11

ii.   With video, it is expected to capture nearly 100% of the learner's concentration. People will watch these training videos, because they are unique presentations.

iii. Video can show how tasks are performed, something which written materials cannot do. It can bring training to life and learning will never be bored.

iv.   Video is an excellent way to teach a subject that has any degree of complexity. The learner is literally looking over the trainer's shoulder on how he carries out a task.

v.   Videos are the most powerful communicative tools in history. Video allows the trainer to communicate his message quickly and effectively, while holding the learners' interest.

vi.   Video presents standardized information for every viewer, every time. This is especially important in training applications, because it allows the viewer to go back over areas they missed.

vii. One of the reasons why video is such a powerful medium is because it involves the learner's emotions. Even for training purpose, the ease of learning can alleviate a person's fear to a particular subject.

viii. Producing a training video often costs no more than writing an ebook. In fact, video is able to give a great deal of information in a short amount of time.

2.4　Alternative Video Capture

Video captured with a camera or other traditional means is subject to compromises in size, clarity and equality in the compression and encoding process. Trainees using video as a training tool for self-training can benefit compared to a non-traditional video which uses screen capture technology.

According to (Baecker, 2002), screen capture video is an ambitious approach to creating video demonstrations of the video interface and does not use compression technology as a video captured with traditional means (Leonard, 2003). When providing screen-capture video, the capturing software captures changes on the computer screen such as typing or mouse movements and compresses the data. The information is compressed, transmitted and the decompressed on the user's end (Matthias, 2000).

According to (Leonard, 2003) experience, video produced from screen capture has many advantages over traditional. Screen capture video provides the viewer with a larger, clearer viewing area of highly quality even at lower bandwidth if network is your chosen delivery medium. However, if the delivery mediums just focus for standalone application like what had planned for VBTMT, the video could be smoother when it played. Since the content is captured directly from the computer screen, it is especially suited for recording views of computer output.

Microsoft for example, unveiled its screen-capture compression technology in May 2000 with their release of Window Media version 7 (Microsoft, 2000). The Windows Screen

13

Media Codec produces an output of full-screen video that suitable for low bandwidth network. The main focus of the software is instructional in nature (Microsoft, 2004) and is suited either for distance learning environment where users use internet connection from 56K to broadband as well as for stand alone delivery medium.

This encoding and compression technology gives priority to on-screen movements for high-quality capture of moving screen objects. In addition to Microsoft, there are other vendors who provide screen capture video with or without voice over. Camtasia, Sonic Foundry, Media Cleaners and others have also adopted the Window Media Screen Capture Technology (Microsoft, 2000). Depending on the software used, the resulting video can be provided in numbers of format.

Screen capture video takes less equipment than traditionally captured video. Since content is taken directly from the computer screen, no camera, VCR, or video capture card is required. The video does not have to be translated to digital from analog. The software includes all of the necessary components to produce a final product.

Software packages such as Camtasia or Microsoft Producer are friendly user. Some are available at no cost. The software starts, settings are chosen (format, bit rate and other options), and the recording session begins. The software records all screen elements such as typing, mouse movement and power point slide transitions. Once recording is completed, the video is saved according to the chosen settings. The final product is low in file size. The quality of the video is high. The movements on the screen are often smooth

and the screen is full-size so that small items such as text are clear. Because of the high quality and low file size, the computer screen captured video is highly suitable for instructional use over the Internet – whether streamed or downloaded for local playback.

Screen capture software can be used to capture video from many sources such as slide presentations, electronic whiteboards, web browsers, electronic document cameras, and many other software packages used in classrooms. These varieties of screen-related sources provide students with a multitude of resources available from the instructor. Whether the educator is describing a picture in an art class or typing a computer program viewable in a text editor, screen capture video provides a high-quality video appropriate for Internet standalone (CD, CD-R, CD-RW or DVD) distribution.

Though the advantages of using screen-capture video are numerous, there are some suggestions with use. The algorithm used in screen-capture video produces changes in the video based on movement on the screen using a frame of reference. Some actions, because they are specifically difficult for the algorithm to compress, should be limited or avoided (Matthias, 2000):

i   Moving windows across the desktop unless the show window contents while dragging is selected.

ii   Avoid scrolling a webpage. A better method is to use the page up or page down key.

iii   Displaying images with a significant variation in color between pixels.

iv   Attempting to screen capture a playing video.

2.5   Camtasia Studio

The Camtasia Studio suite of tools captures the action and sound from any part of the Windows desktop and saves it to a standard Audio Video Interleave (Davis) movie file or streaming video. Camtasia screen recordings could either be shared on a Web site, or distributed via e-mail, the Intranet or a CD. Camtasia suite of tools includes Camtasia Recorder, Camtasia Producer, and the TechSmith Screen Capture Codec (TSCC). Camtasia allows you to record, edit and publish compressed videos for computer based training, technical support solutions, product demonstrations and sales presentations.

Table 2.2 shows the comparison of PowerPoint™ / Camtasia Studio with others software that can be use to develop an animation for video training since many resources have shown that animations are more effective that static sequential images (Nicholls & Merkel, 1996; Pollock, Chandler, & Sweller, 2002). Clearly things that are by nature dynamic should benefit by represented in a dynamic way (Tversky & J.B., 2002).

Table 2.2: PowerPoint™ / Camtasia versus Current Software Package Used for

Video Animation Development (O'Day, 2006).

Animation Package	Strengths	Weaknesses	Ease of Use
PowerPoint™ / Camtasia	Easy to learn; most trainer already use PowerPoint™; Camtasia Studio is an easy to use capture program with 3 month trial	2-D animations only; weak scripting tools; good for quick web content	Easy
Flash CS3	Relatively easy to learn; Small file-size; vector-based graphics (resizeable); Interactivity; Free player	2D animations only; Weak scripting tools; not for quick web content	Easiest to use of true animation software.
Director	True 3D animations; Large file-size; vector-based graphics (resizeable); Interactivity;	Need to learn script language; Not for quick web content	Moderately complex
LightWave	True 3D animations; Large file-sizes; vector-based graphics (resizable); Interactivity	Need to be a programmer; Used by gaming movie industry	Complex; Professional software
Maya	True 3D animations; Large file-sizes; vector-based graphics (resizable); Interactivity	Need to be a programmer; Used by gaming movie industry	Complex; Professional software

According to (O'Day, 2006), the first step in being a good teacher is to getting your student attention. The second is holding that attention. Perhaps, from the great combination of PowerPoint™ and Camtasia Studio as well as good storyboard that is going to develop in *Prototype Design* phase can bring the effectiveness of video-based training application.

17

2.6   Summary

This chapter discussed a background of the research that did about video-based training are a successful example as training methodology. That has identified the approaches to be used for developing video-based training content to help trainee to complete their self-training every where and every time rather than just in training session with highly trainer dependencies.

CHAPTER 3

METHODOLOGY

This chapter elaborates the research methodology which is adapted from System Development Research Methodology (SDRM)

3.1   SDRM Background

In order to start the research and development regarding to video-based training, suitable methodology is needed to assist the flow of activities to ensure the significant result. According to (Hitch & Mc Kean, 1960) scholars today believe that without proper development system, research has no used and without research, development has no base. On the other hand, there are numerous methodologies available today that can be used as a guide to develop various types of applications. As mentioned by (Hoffer, George, & Valacich, 2002), methodology is used to ensure a consistent approach is applied to all phases of a project. Methodology structured the related processes according to the phase defined in order to facilitate project accomplishment.

The methodology for this study was adapted from the System Development Research Methodology (SDRM) that had been used by (Nunamaker, Chen, & Purdin, 1991). The prototype of VBTMT was developed with Powerpoint™ as main platform. The transformation of the Powerpoint™ slide to Window Media Video was took over by Camtasia Studio 4.0, the screen recording software. The screen resolution for capturing process is set to be 1068 X 799 for display quality reason.

The adapted methodology as shown in Figure 3.1 consists of four phase, which are; *Information Gathering, Prototype Design, Prototype Development and Evaluation.* Details of these phases are showed below:
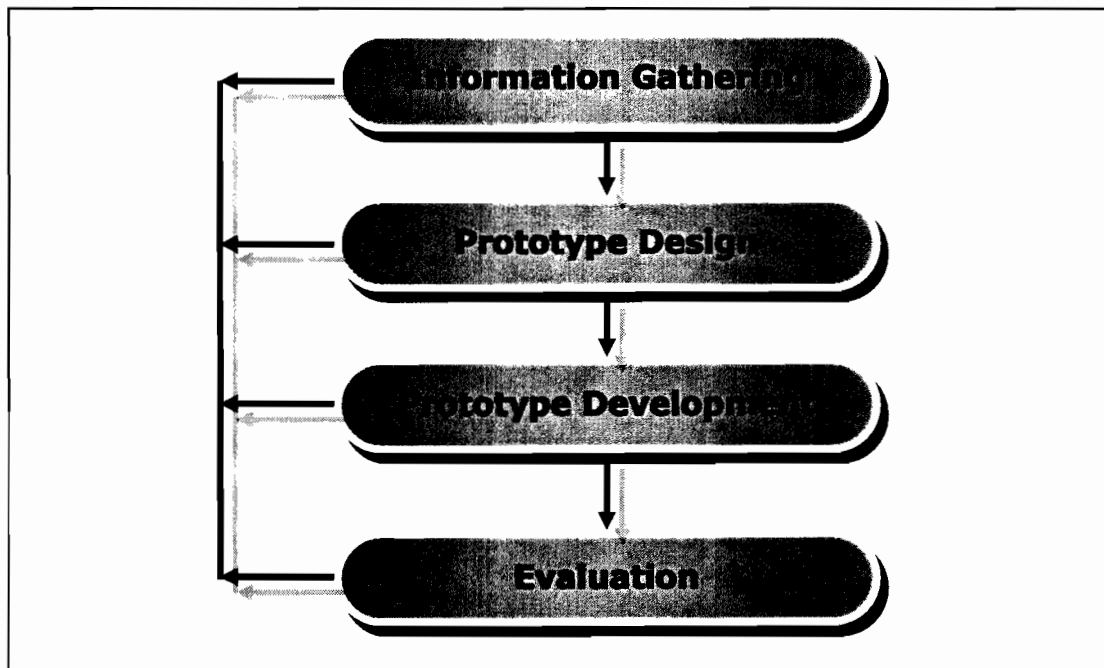
Figure 3.1: System Development Research Methodology (SDRM)

1. Information Gathering:

The first phase of the methodology involves information gathering through interviews with senior trainer and other TM staff. According to (Hoffer et al., 2002), gathering of information could be done through direct interview. Besides that, literature survey from available sources such as books, proceedings, journals, white papers, reports, news and trainer's manuals are reviewed in order to gather and collect the relevance information. Focus was given on studies related to video based training methodology.

2. Prototype Design:

This research proceeded with the design of the prototype based on the information gathered in the previous phase. In this phase video-based training storyboard is developed before it could be used to prepared slide and animation using PowerPoint ™. Developing video or multimedia projects without storyboarding is like trying to go to some place you have never been without directions. Storyboarding is an essential tool for planning any video or multimedia (including Website design) production. Using a storyboard will reduce production time and frustrations. Figure 3.2 shows the sequence of events use to preparing an animation using PowerPoint™ in conjunction with Camtasia Studio. Note that revising the animation is possible at any stage.
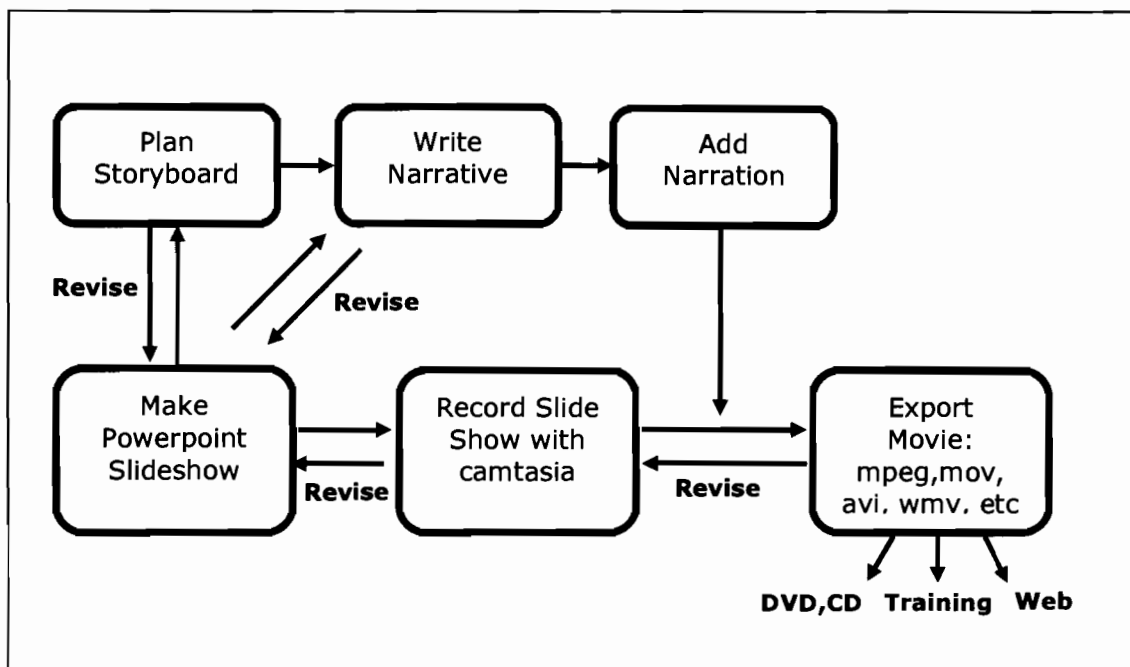
Figure 3.2: The sequence of events used to preparing on animation using

PowerPoint™ in conjunction with Camtasia Studio (O'Day, 2006)

The content and sequence of events are planned and a narrative is written. With professional animation packages, this is a critical stage in the process. Typically the narrative and storyboard must be exact because once it has been completed, the project is locked in. This is not the case with PowerPoint™/Camtasia Studio animations, because the animation can be revised at any stage. More importantly, the final PowerPoint slide show that serves as the basis for animation remains intact and can be altered or revised at any time as detailed in the Discussion. Thus, the ability to revise and edit any aspect of the content of the animation or narrative at any time is a powerful benefit of this animation process.

Figure 3.3: Samples of storyboards for Module 1: *Living the Brand for Supervisor*

Program.

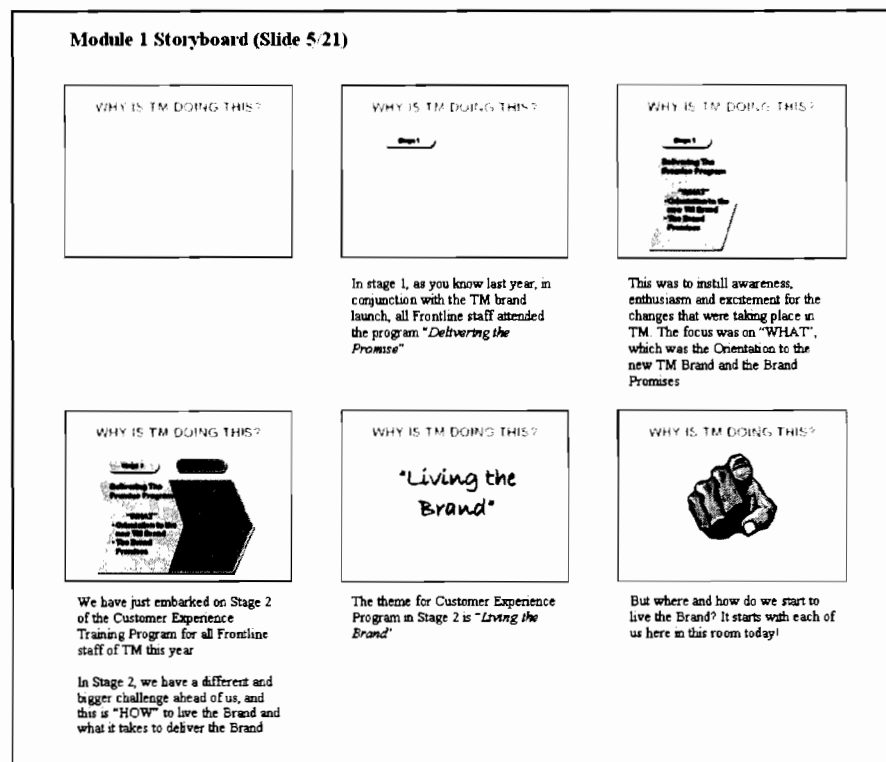To start the actual animation process for this animation, all of the components were drawn in their specific positions. Text was added and then the original component was placed over the 3-D image. Text boxes were used to give the full names of each component or for critical events. This first slide was duplicated multiple times and different labels added to these copies (Figure 3.3). For the final animation, the slides were further duplicated so a single label appeared on each slide. These labels can be animated to appear or simply will appear as each slide is changed. Once this was done, certain components were animated within certain slides.

3. Prototype Development:

The third phase involves the development of prototype VBTMT. The design was translate into the arrangement of content that must be appear in screen when the slide show is running. There are many ways to make things animated within PowerPoint™. All of those used here are detailed in Table 3.1. First, there are different ways to make things appear. An item can simply be placed on a subsequent slide so changing the slide makes it appear. This was done here to make many of the labels appear. An item also can be made to appear in a number of ways by using the Custom Animation tool. This approach was used to replace old components with new "changed" components There are also different ways to make things move. Again, using multiple slides, a component can be placed in different positions so that changing slides makes it seem like the component is moving. More fluid movements are generated within a single slide using *"custom animation path"*. This uses the "Custom Animation" tool with "Draw Custom Path" to move an item along a number of pre-defined paths or a user-defined path. The rate of

movement of the component can also be controlled via a number of selected rates. Items

can be made to appear and change shape by simply placing the new item on a subsequent

slide or by using the Custom Animation to.

Table 3.1: Basic Animation Techniques in Powerpoint

Technique	Method
Making Things Appear	
Add item to next slide	Changing slide makes item appear
Use "Custom Animation"	Single slide; Click "Slide Show" → "Custom Animation" → "Add Effect" → Pick effect/rate (e.g., appear); item appears on mouse click
Making Things Move	
Change position on successive slides	Make multiple copies of slide; move position of component in each slide; changing slides gives appearance of movement
Use "*custom animation path*"	Single slide; Click "Slide Show" → "Custom Animation" → "Draw Custom Path" → Pick/draw path; item will move along path at chosen rate
Making Things Change	
Change in shape/colour	Draw original component in first slide → copy slide → Draw new shape/change color → Place over original component → Remove old component; changing slides makes new shape appear; or place new shape over original and have it appear by "Slide Show" → "Animation Shemes" → "E.g., "Appear" or "Dissolve in" etc.

Before the final animation was captured using Camtasia Studio, the sequence and added, moved and removed slides for continuity and to enhance the flow of the animation must be reviewed. Manual mouse clicks is used to co-ordinate the narration with the animation. The narration recorded on a high quality recorder. Alternatively, the narration could have been done directly into the presentation or added during the final production using Camtasia Studio.

Camtasia Studio: Making the Animation Movie

The installation of Camtasia Studio package automatically inserts a red "Record" button into the PowerPoint™ program. Clicking on this "Record" button automatically starts the recording process as well as the PowerPoint™ presentation. The recording automatically terminates at the end of the presentation. A record audio button (i.e., microphone symbol) is also included and placed to the left of the red "Record" button. Once an animation is captured, there are many options available within Camtasia Studio that is detailed in the booklet provided with the program. The website also provides extensive details about using Camtasia Studio in a diversity of other ways for instructional projects. After adding the narrative, the program is used to convert the PowerPoint™ into various formats (avi, mov, wmv, flash which were also variously embedded in html). These conversions only take a few minutes each, allowing the animator to compare the results with each format. Each format has options on the quality of the final movie and each uses different amounts of memory that has to be considered. The animation also appears slightly different in each format. One can control most of these elements by clicking various options when asked prior to the final conversion of the animation. If the final animation movie is not up

to par, it is very easy to make any changes to either the PowerPoint™ presentation or the Camtasia files and again convert the animation to a movie format. According to (O'Day, 2006),one of the most beneficial attributes of PowerPoint™/Camtasia animations is the ability to edit and revise them easily at any time, a characteristic not shared with animation programs

4. Evaluation:

The last phase of the methodology consists of two different evaluations techniques which are; experimental study and user evaluation. The experimental study was conducted to compare training performance and achievement over time between conventional and video-based trainee enrolled in introductory training of company driven program. The purpose is accomplished by determining if there is a difference in training performance, as measured by pretest and posttest result between trainees receiving conventional training method as opposed to those receiving video-based training method. The procedure was adapted from (Gary, 2004) and (Herron, Cole, Corrie, & Dubriel, 1999) . Primarily, studies have fallen into the two general categories of pretest-posttest models and opinion surveys. Most of the studies have relatively small sample sizes, are performed over short of time periods and measure with two delivery methods (Bearden, Robinson, & Deis, 2002; Cooper, 2001; Holman, 2000).

However, for user evaluation it was conducted to determine users' perception on the usability aspect of VBTMT prototype. The instrument was adapted from (Davis, 1989) and (Lewis, 1995). The instrument covers three dimensions: Usefulness, Ease of Use and

Outcome/Future Use. Study from (Davis, 1989) shows that the Perceived Usefulness and Ease of Use (PUEU) is a strong correlate of user acceptance and should not be ignored by those attempting to design or implement successful applications. All questions in the Questionnaire (Appendix D) are measured using Likert Scale format (Best & Kahn, 2000) ranging from 1 to 5 as in Table 3.2 .

Table 3.2: Likert Scale Classification

Category	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Score	1	2	3	4	5

The experimental study, user evaluation and data analysis will be discussed in details in next chapter (Data Analysis).

3.2   Summary

This chapter discussed the methodology of the research. It was guided to develop and evaluate the VBTMT prototype. The methodology was adapted from SDRM and it includes four steps which are; *Gathering Information, Prototype Design, Prototype Development* and *Evaluation.*

CHAPTER 4

DATA ANALYSIS

This chapter discusses the experimental study and user evaluation of the VBTMT prototype, which was the second and the third objective of this research. Comparison of result for pre-test and post-test for two types of controlled training methodology, descriptive statistics, reliability analysis and t-test were used in this study. SPSS version 13.0 for Windows was manipulated to analyze the data from user evaluation. Results from the comparison, descriptive, reliability and t-test analyses will be discussed in the following chapter.

4.1 Experimental Study.

The purpose of this study was to compare training performance and achievement over the time between conventional and video-based training methodology enrolled in "*Living the Brand for Supervisor Program*". The purpose is accomplished by determining if there is the difference in training performance(Gary, 2004), as measured by pretest and posttest result, between trainees receiving video-based training method as opposed to those receiving conventional training method.

4.1.1 Methodology

A quasi experimental design was used to control for as many threats to internal validity as possible. Randomization and the comparison of both control and an experimental group are utilized in this type of study. Each group was chosen and assigned with random

draw towards conventional and video-based training method as type of control. A nonequivalent pretest-posttest design was used for this study (Cambell & Stanley, 1966). To control for testing effect, the main concern with this design, the posttest questions was arranged randomly from pretest questions (Appendix C).

4.1.2 Participants

Participants for the study were thirty trainees (11 males (36.7%), 19 females (63.3%), enrolled in three sections of 5 days. 15 trainees (50%) was randomly assigned for conventional and another half for video-based training method. In term of education background, 25 (83.3%) of them have diploma, 3 (10%) have degree and 2 (6.7%) have master from various ages. 28 (93.3%) respondents can be categorized as expert in computer. The percentages tell that the respondents' computer experience would be balance for both control grouped to avoid bias.

4.1.3 Research Design

The 40 multiple-choice pretest questions were given four days early before grouping them with different training method. This is to avoid trainees from trying to remember the questions and seeking for answer in training session. There are no detail explanation regarding to the pretest and the trainees need to answer it in 60 minutes. All particulars about both control groups are taken from random draw upon trainees pretest registration. After four days, each of group trained the same training program (*Living the Brand for Supervisor*) and was given the same training period (1 hour) with different training method. The posttest was administered to both control grouped with same period of time

(60 minutes) with randomly arranged multiple-choice posttest questions. The independent variable was the training method while the dependent variable was the different between pretest and posttest result.

4.1.4 Training Procedure

As detailed above, the control grouped attended for the same training program after four days. For video-based, the training procedure consisted of uninterrupted, in-computer lab viewing video for three modules of "Living the Brand for Supervisor program" which cover; *The Introduction, TM Brand Journey and Walk the Talk.* Each of trainees was provided with personal computer complete with headphone for self-training. The trainees watched the 60 minutes videos in its entirety and took notes while viewing. Meanwhile for conventional training method, with same module and same training period, the trainees were provided with printed handout for references during normal lecture. Immediately after both training complete, the posttest will be administered.

4.1.5 Testing Procedures: Pre- and Posttest.

In order to assess the effectiveness of video-based training method over the conventional, all trainees in both control grouped took a multiple-choice pretest four days before training and randomly arranged posttest questions at the end of training. This pretest /posttest was created by researcher and was checked by three senior trainer from MMCN Training Department.

4.1.6   Analysis

Descriptive statistics were applied to selected demography variables, pretest, posttest and time. To show equivalency of groups t-tests and chi-square were used. To compare the time and test scores of students in the conventional and video-based training group, t-tests were used.

As seen in Table 4.1, the pretest results of the both groups were not significantly different. However for posttest, the result for conventional training group is higher than video-based.

Table 4.1: Pretest, Posttest and Time to Complete Test for Trainees and

Comparison of Group

Variable	Conventional		Video-based		df	t
	MEAN	**SD**	**MEAN**	**SD**		
Pretest	2.000	0.37796	1.9333	0.45774	27.52	0.44
Posttest	3.000	0.37796	2.5333	0.63994	25.35	2.43
Pretest Time	1.2667	0.45774	1.3333	0.48795	27.94	-.39
Posttest Time	1.8667	0.35187	1.7333	0.45774	27.13	0.90

4.2   Usability Evaluation

The evaluation is a very important stage of prototype development in order to estimate on the outcome of development. This research used the Summative Evaluation to assess the training and summarize the development of trainees at a particular time. The VBTMT user evaluation was conducted on the same respondents as experimental study which is thirty respondents (Nielsen, 2006). Each of them already experienced the VBTMT and was given the brief explanation regarding to the usage and the module cover of the

31

prototype. Each user was allocated the same and more than adequate time to learn and experience the content of video-based prototype. Once they were done, users were given an evaluation form for user evaluation as shown in Appendix D.

4.2.1 Instrument for User Evaluation

User evaluation was conducted to determine user's perception on the usability aspect of VBTMT prototype. The instrument was adapted from (Davis, 1989) and (Lewis, 1995). The instrument covers three dimensions: *Usefulness, Ease of Use and Outcome/Future Use*. For user evaluation, a set of questionnaire which comprises of General Information and User Evaluations was implemented. The General Information sections act as a mechanism to collect users' demographic data and users' experience and knowledge with computer. The User Evaluation section is intended to collect data on user's opinion regarding the VBTMT prototype usability aspects. A 5-point Likert scale anchored by "Strongly Disagree" (1) and "Strongly Agree" (5) was used.

Questionnaire was used to rate the *Usefulness Ease of Use* and *Outcome/Future Use* of VBTMT prototype from the user respect. Table 4.2 below summarizes the demographic data. Descriptive statistics, reliability analysis and t-test were used in this study. SPSS version 13 for Windows was used to analyze the data.

Table 4.2: Demographic Data Summary

Demographic Data	Frequency	Percentage (%)
Training Methodology		
1. Conventional	15	50
2. Video-based	15	50
Gender		
1. Male	11	36.7
2. Female	19	63.3
Education Background		
1. Diploma	25	83.3
2. Degree	3	10.0
3. Master	2	6.7
4. Ph.D.	0	0
Computer Experience		
1. Less than or equal 12 months	2	6.7
2. Greater than 12 moths	28	93.3

Half of the respondents were involved in conventional training methodology since experimental study approached based on randomization of pre-test question delivered in order to be grouped as conventional or video based. According to (Nielsen, 1993), a minimum eight users are required for reliable measures for each variance in the data. Thus, there was sufficient number of subjects for each group. Meanwhile, from the control grouped, 11 (36.7%) were male. In term of education background, 25 (83.3%) of them have diploma, 3 (10%) have degree and 2 (6.7%) have master from various ages. 28 (93.3%) respondents can be categorized as expert in computer. The percentages tell that the respondents' computer experience would be balance for both control grouped to avoid bias.

4.2.2 Validity and Reliability

Both validity and reliability were addressed for the usability evaluation questionnaire. Validity refers to whether the questionnaire or survey measures what it intends to measure. One of the most commonly reliability coefficient used is Cronbach Alpha (Coakes, 2005). The reliability of questionnaire is the ability of the questionnaire to give the same results when filled out by like-minded people in similar circumstances. It is usually expressed on a numerical scale from zero (very unreliable) to one (extremely reliable) (Kirakowski, 2001).

Thus Cronbach alpha values were calculated using SPSS 13.0 to determine the data inter-item-reliability which assesses the degree of internal consistency between multiple measurements of a dimension. Table 4.3 presents the Cronbach alpha value for each dimension. The *Usefulness* dimension has a Cronbach alpha of 0.822, the *Ease of Use* has a Cronbach alpha of 0.852 and lastly the *Outcome/Future Use* have Cronbach alpha of 0.867. Since all dimensions have Cronbach alpha values greater than 0.7, thus, these measures satisfy internal reliability criterion as recommended by (Nunnally, 1978). The details for "*Number of items included*" for each measure items can be refer from Table 4.5.

Table 4.3: Cronbach Alpha Values for All Dimensions

Measure	Number of items included	Cronbach Alpha
Usefulness	6	0.822
Ease of Use	6	0.852
Outcome/Future Use	5	0.867

Usability evaluation from users' perspective is important in obtaining user's opinion towards the usability of VBTMT. The descriptive statistics for all measures are presented in table 4.3. A suggested by (Clason, 1994), one-way-Chi-Square test of homogeneity was conducted on the response of all the items. A significant p-value indicates that the responses are not equally distributed across the items. As shown in Table 4.4, the results are positive with p-values significant at 0.01 for *Usefulness, Ease of Use and Outcome/Future Use.*

Table 4.4: Descriptive Statistics for All Measures

Measure	N	Mean	Std. Deviation	P (Chi-Square)
Usefulness	30	3.4222	1.04024	0.08
Ease of Use	30	3.6389	0.95368	0.30
Outcome / Future Use	30	3.4467	0.96101	0.14

* *: Significant at the 0.01 level

Table 4.5 shows descriptive statistics for all the items. One item with means more than 4 is bolded which indicate that most of the participants agreed on these items and just neutral on the rest of items that are related to the VBTMT. Overall, the results indicate that the participants slightly towards agreed that VBTMT has good usability.

Table 4.5: Descriptive Statistics for All Items

Item		Mean	Std. Deviation
PERCEIVED USEFULNESS			
1.	Using VBTMT would enable me to accomplish training more quickly	3.3667	1.12903
2.	Using VBTMT would improve my performance	3.4000	1.03724
3.	Using VBTMT would increase my productivity	3.6333	1.06620
4.	Using VBTMT would enhance my effectiveness	3.4667	0.86037
5.	Using VBTMT would make it easier to do my training	3.3667	0.99943
6.	I would find VBTMT useful in my everyday training	3.3000	1.14921
PERCEIVED EASE OF USE			
7.	Learning to operate VBTMT would be easy for me	3.8000	0.99655
8.	I would find it easy to get VBTMT to do what I want it to do.	3.8667	1.04166
9.	My training with VBTMT would be clear and understandable.	3.5000	1.16708
10.	I would find VBTMT to be flexible to interact with	3.1667	0.79148
11.	It would be easy for me to become skillful at using the VBTMT	3.4333	0.89763
12.	I would find VBTMT easy to use.	**4.0667**	0.82768
OUTCOME / FUTURE USE			
13.	I was able to complete the training quickly using VBTMT.	3.7000	0.83666
14.	I could effectively complete the training using VBTMT	3.2000	0.88668
15.	I was able to efficiently complete the training using VBTMT	3.3667	0.80872
16.	I believe I could become productive quickly using VBTMT	3.5000	1.16708
17.	From my current experience with using VBTMT, I think I would use it regularly	3.4667	1.10589

4.3   Comparison between Conventional and Video-based Training Methodology

Independent samples t-test was used to compare the mean values between conventional and video-based training groups for all the measures in order to signify the differences statistically. Table 4.6 shows the means, standard deviations and paired t-test for all the measures. Based on the paired t-test, as the significance value less than 0.05 (Coakes,

2005), there was no significant different between conventional and video-based training groups for *Usefulness, Ease of Use and Outcome/Future Use.*

Table 4.6: Means, Standard Deviation and Paired t-test for all measures

Measure	Group	N	Mean	Std Deviation	Std. Error Mean	t	df	Sig.
Usefulness	conventional	15	3.1000	1.12755	0.29112	-1.780	28.000	0.23
	Video-based	15	3.7445	0.82506	0.21303	-1.780	25.433	
Ease of Use	conventional	15	3.3556	1.08813	0.28095	-1.721	28.000	0.23
	Video-based	15	3.9222	0.71353	0.43208	-1.721	24.170	
Outcome / Future Use	conventional	15	3.0667	0.98688	0.25481	-2.293	28.000	0.39
	Video-based	15	3.8267	0.75859	0.19586	-2.293	25.483	

4.4   Summary

This chapter discussed the analysis of data obtained by questionnaire. It was described and summarized the respective of participants toward VBTMT.

CHAPTER 5

DISCUSSION, FUTURE WORKS AND CONCLUSION

This chapter reviews all the findings from this study by giving full view based on the research objectives, there is much more work towards developing an efficient and effective video-based training material to help the TM staff as a trainee to complete the training on "*Living the Brand for Supervisor Program*". This study highlighted and recommended future work.

5.1 Discussion

As have been described in the introduction chapter, the aim of this study is to design a video-based TM training application to help trainee to complete the training regarding to company driven program. The specific objectives were:

Research Objective 1:

To develop a prototype VBTMT; result are discussed in chapter 4

Research Objective 2:

To conduct experimental study on the VBTMT; Results are discussed in chapter 4. In achieving the first objective, a video-based TM training has been developed. The methodology for prototype development used in this research was adapted from System Development Research Methodology (SDRM) and it had four important steps which

consist of *information gathering, prototype design, prototype development and evaluation.*

The second objective involved quasi-experimental study to compare training performance and achievement over the time between conventional and video-based training methodology enrolled in "Living the Brand for Supervisor Program". The purpose is accomplished by determining if there is the difference in training performance (Gary, 2004), as measured by pretest and posttest result, between trainees receiving video-based training method as opposed to those receiving conventional training method. The results indicate that there is no significant result regarding to pretest and posttest result for conventional and training methodology. Besides the average result for conventional training method is higher compare to video-based training method.

According to the comments from video-based trainee, they find it hard to understand the explanation that was delivered in English. With video-based, they can not ask the question if they did not understand the explanation. It is quite different with conventional training, when trainees are free to ask any questions to the trainer if they have one.

Research Objective 3:
To conduct user evaluation on the VBTMT; Results are discussed in chapter 4. The third objective involved usability evaluation of the VBTMT. Same participants that involved in experimental study are employed in the evaluation. The usability evaluation involved measures such as *Usefulness, Ease of Use* and *Outcome/ Future Use*. The Results

indicate that all the users agreed that VBTMT had good usability in terms of *Usefulness,*
Ease of Use and *Outcome/ Future Use* and all the measures were slightly rated towards
agree.

5.2   Future Works

Hence for future development and expansion of this research, the followings are
suggested:

i.   The explanation of content in English gives a hard time for trainees to
        understand and concentrate. Thus, the explanation should be cover both in
        Bahasa Melayu and English.

ii.   The content could be more relax and enjoy with more attractive elements
        to grab user attention for a long time.

iii.   Expand the software manipulation to include other software like Quest 3D
        or 3D Studio Max to add more exciting elements.

5.3   Conclusion

Video-based TM Training prototype was developed to help trainee as well as trainer
among TM staff to complete company driven training program. The prototype was
experimented and the results show that it is no significant between conventional and
video based training methodology. The evaluation results at the same time shows that
video-based training methodology is easy to use, and capable to help them to complete
their training more flexible in term of training session. However, there are still rooms for
improvement so that it could be one of the important methodologies in training especially

for TM Company driven programs. It is hoped that the findings of this study will encourage trainer to incorporate VBTMT into their training method to improve and enhance the training process so that it is could help trainee to do self training at any place and any time as well as to overcome the lack of trainers in MMCN.
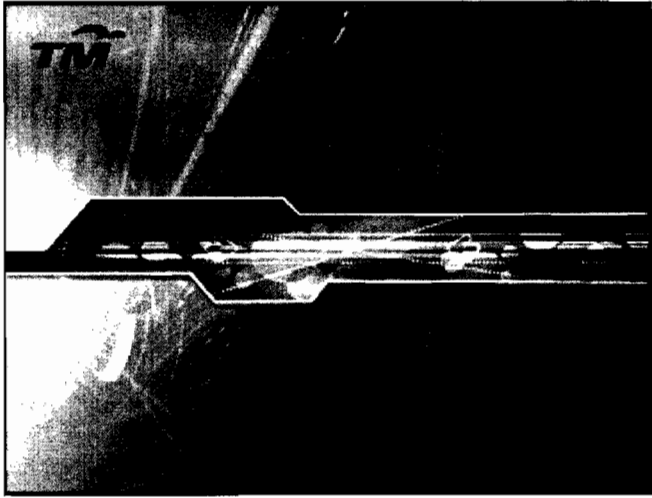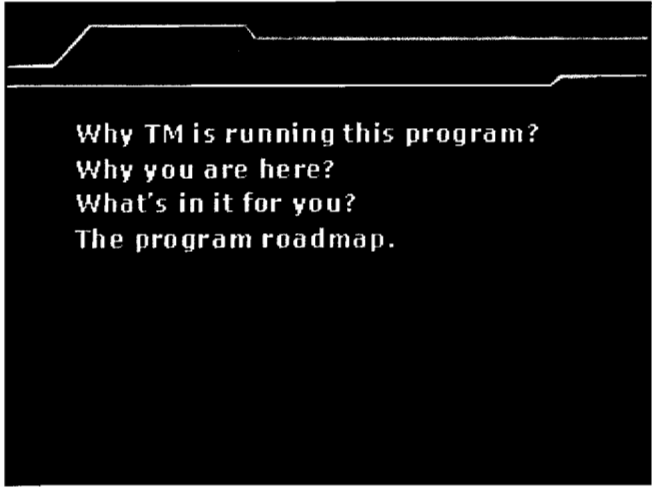
REFERENCES

Baecker, R. (2002). Showing Instead Of Telling. *Journal.* Retrieved from http://www.acm.org/,

Barker, P., & Manji, K. (1992). Computer-based training: an institutional approach. *Education and Computing, 8,* 229-237.

Barker, S. P. (1988). Comparison of effectiveness of interactive videodisc versus lecture-demonstration instruction. *Phys Ther, 68,* 699-703.

Bearden, E. B., Robinson, K., & Deis, M. H. (2002). A statistical analysis of dental hygiene students' grades in online and on-campus course and performance on the National Board Dental Hygiene Exams. *journal of Dental Hygiene, 76*(3), 213-217.

Best, J. W., & Kahn, J. V. (2000). *Research in education* (8 ed.). USA: Allyn & Bacon.

Cambell, G. T., & Stanley, J. C. (1966). *Experimental and quasi-experimental design research.* Chicago: Rand McNally.

Chee, L. (2007). Video Tutorial Training Advantages. *Journal,* (April 26, 2008). Retrieved from http://ezinearticles.com/?Video-Tutorial-Training-Advantages&id=903644

Chew, F. S. (1994). Interactive videodisc for teaching radio logy. *AJR, 162,* 987-991.

Clason, D. L. D., T.J. (1994). Analysing data measured by individual Likert type items. *Journal of Agricultural Education, 35*(4), 31-35.

Coakes, S. J. (2005). SPSS Version 12 for Windows Analysis Without Anguish. *Journal,*

Cognition and Technology Group at Vanderbilt. (1997). The Jasper Project: Lessons in curicullum, instruction, assessment and professional development. *Mahwah, NJ: Lawrence Erlbaum Associates.*

Cohen, P. A., & Dacanay, L. S. (1992). Computer-based instruction and health professions education: a meta-analysis of outcomes. *Evaluation and the Health Professions., 15,* 259-281.

Cooper, L. W. (2001). A comparison of online and traditional computer applications classes. *The journal, 28*(8), 52-55.

Cronin, M. W., & Cronin, K. A. A. (1992). critical analysis of the theoretic foundations of interactive video instruction. *Journal of Computer-Based Instructional Sciences, 19,* 37-41.

Davis, F. D. (1989). Percieved Usefulness, Percieved Ease of Use and User Acceptance of Information Technology. *International Jounal of Human-Computer Interaction, 13*(3), 319-340.

Dowd, S. B., & Bower, R. (1997). Teaching Techniques: Computer-based Instruction. *66*(4).

French, J. H. E. (2005). Alternative video in distance learning environments. *J. Comput. Small Coll., 21*(2), 288-294.

Gary, U. (2004). A comparison of undergraduate student performance in online and traditional courses. *J. Comput. Small Coll., 19*(4), 99-107.

Herron, C., Cole, S. P., Corrie, C., & Dubriel, S. (1999). The Effectiveness of a Video-Based Curriculum in Teaching Culture. *The Modern Language Journal, 83*(4), 518-533.

Hitch, C. J., & Mc Kean, R. N. (1960). The Economics of Defense in the Nuclear Age. *Havard University Press.*

Hoffer, J. A., George, J., & Valacich, J. (2002). *Modern Systems Analysis and Design.* New Jersey: Prentice Hall.

Holman, L. (2000). A Comparison of computer assisted instruction and classrom bibliographic instruction. *Reference & User Service Quarterly, 40*(1), 53.

Kirakowski, J. (2001). Basic Concepts in Questionnaire Design. Retrieved March 2, 2008, from http://www.keysurvey.com/basic_concepts_in_questionnaire_design.jsp

Leonard, J., Riley, E., & Staman, M. (2003). Classroom and Support Innovation Using IP Video and Data Collaboration Techniques. *ACM*, 142-150.

Lewis, J. R. (1995). IBM Computer Usability Satisfaction Questionnaires: Psychometric Evaluation and Instructions for Use. *International Jounal of Human-Computer Interaction, 7*(1), 57-78.

Matthias, M. (2000). An Overview of MS Windows Media Screen Technology. Retrieved 21 January, 2008, from http://www.microsoft.com/technet/prodtechnol/netshow/evaluate/scrcodec.mspx,

Microsoft, C. (2000). Microsoft Announes Unmatched Developer Support for Industry's First Streaming Screen Capture Technology. Retrieved 02 March, 2008, from http://www.microsoft.com/presspass/press/2000/May00/ScreenCapturePR.mspx

Microsoft, C. (2004). Screen based Video in the Enterprise. Retrieved 13 March, 2008, from http://www.microsoft.com/windows/windowsmedia/Enterprise/WMinEnterprise/WM9S_Platform/WM9_Screen/default.aspx.

Nicholls, C., & Merkel, S. (1996). The effect of computer animation on student's understanding of microbiology. *Journal of Research on computing in education, 28*, 359-372.

Nielsen, J. (1993). *Usability Engineering*. San Diego: Academic Press Inc.

Nielsen, J. (2006). Quantitative Studies: How Many Users to Test? Retrieved March 2, 2008, from http://www.useit.com/alertbox/quantitative_testing.html

Nunamaker, J., Chen, M., & Purdin, T. (1991). System Development in Information System Research. *Journal of Management Information Systems, 7*, 89-106.

Nunnally, J. (1978). *Psycometric theory*. New York: Mcgraw-Hill.

O'Day, D. H. (2006). How to make pedagogically meaningful animations for teaching and research using PowerPoint™ and Camtasia™. *Proceedings of the IPSI-2006, International Conference on Advances in the Internet, Processing, Systems, and Interdisciplinary Research.*

Park, O., & Hopkins, R. . (1993). Instructional condition for using dynamic visual displays: A review *Instructional Sciences, 4*(1), 427-488.

Pollock, E., Chandler, P., & Sweller, J. (2002). Assimilating complex information. *Learning and Instruction, 12*(61-86).

Tversky, B., & J.B., M. (2002). Animation: can it facilitate? *International Jounal of Human-Computer Interaction, 57*, 247-262.

APPENDICES

APPENDIX A: Module 1 Storyboard

Module 1: Preparation		Subject: Background
Screen Presentation		Script
		Happy morning to all of you and welcome to this video-based training on **"Living the Brand for Supervisors Program"** I'm muizz, your workshop trainer
		Module 1, Preparation.
Why TM is running this program? Why you are here? What's in it for you? The program roadmap.		The objective of the first module, is to enable participants to understand: • Why TM is running this program? • Why you are here? • What's in it for you? • And to show you, the program roadmap

Why is TM running this program?

The answer is, TM is on a journey to transform the organization.

In stage 1, as you know last year, in conjunction with the TM brand launch, all Frontline staff attended the program "*Delivering the Promise*"

This was to instill awareness, enthusiasm and excitement for the changes that were taking place in TM. The focus was on "WHAT", which was the Orientation to the new TM Brand and the Brand Promises
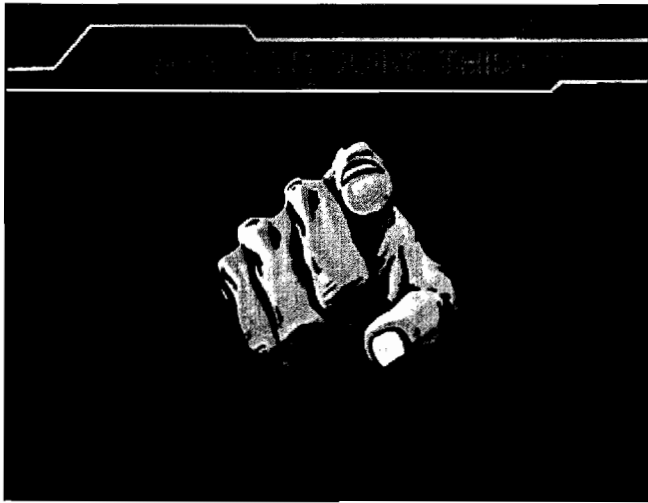
We have just embarked on Stage 2 of the Customer Experience Training Program for all Frontline staff of TM this year.

In Stage 2, we have a different and bigger challenge ahead of us, and this is "HOW" to live the Brand and what it takes to deliver the Brand Promises.

The theme for Customer Experience Program in Stage 2 is "*Living the Brand*"

But where and how do we start to live the Brand? It starts with each of us here in this room today!
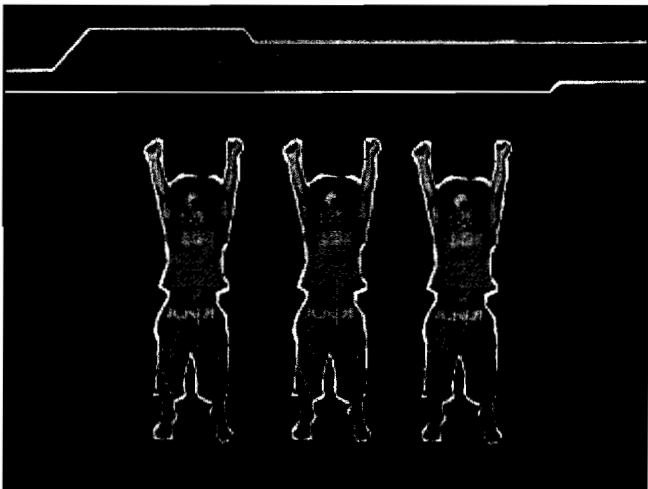

"BETTER YOUR BEST"

Its time for Introductory Exercise!

"BETTER YOUR BEST"

Before we continue our session, with your coordinator assistance, let us stand up and raise our hands up high.
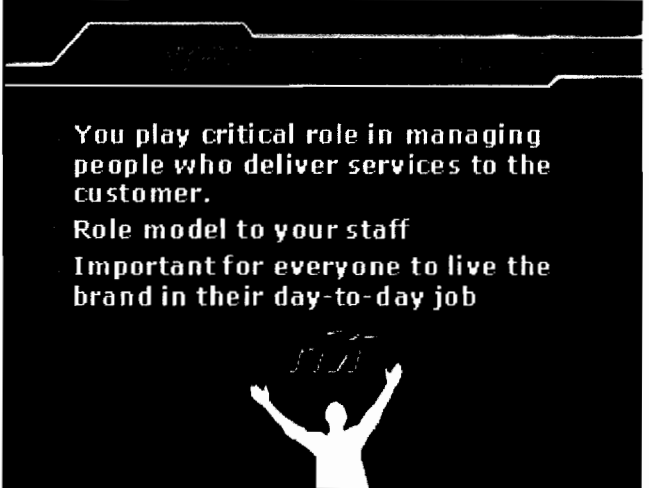
Yes, let do this once again. But this time, really stretching your hands without raising your feet.

Ohhh.. feeling good isn't it?

So, what can you conclude from this demonstration?

Yes, no matter how well you are performing now, you are probably capable of doing "just a little bit better".

We hope this workshop will instill in you that desire to make little extra differences for TM

We hope this workshop will instill in you that desire to make that little extra difference for TM.

You play critical role in managing people who deliver services to the customer.

Role model to your staff

Important for everyone to live the brand in their day-to-day job

Why you are here?

As supervisors, you play a critical role in managing people who deliver the service to the customer.

You have to be role models living the brand to set an example to your staff to also live the brand likewise.

It is very important that everyone in TM lives the brand in his or her day to day jobs.

It is for this reason that we have especially arranged for all frontline Supervisors to be given the necessary training before we run the program for your frontline staff.

So eventually.... Everyone in TM walks and talks.. sleeps, eats and dreams, lives the brand!
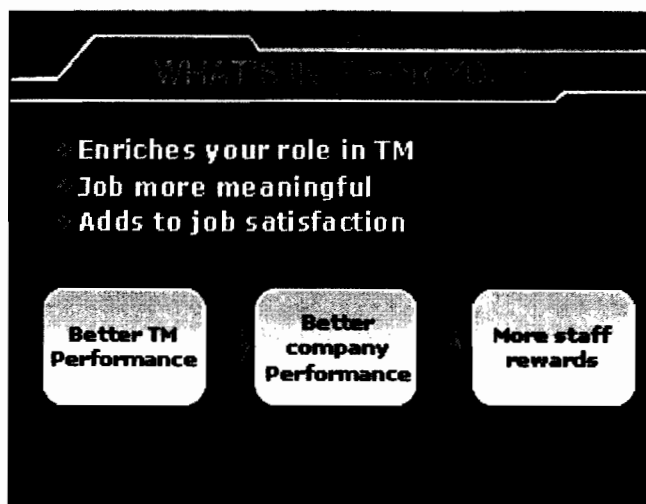
What's in it for you?

You might then ask… "So if I participate in this program, what's in it for me?"

The answer is manifold. By you getting involved in this program, we trust that it will certainly

- Enrich the job role that you have in TM
- Make your job more meaningful
- Add to your job satisfaction
- Ultimately if TM performs better, there will be more satisfied customer, which will lead to more rewards for the company and the staff of TM.
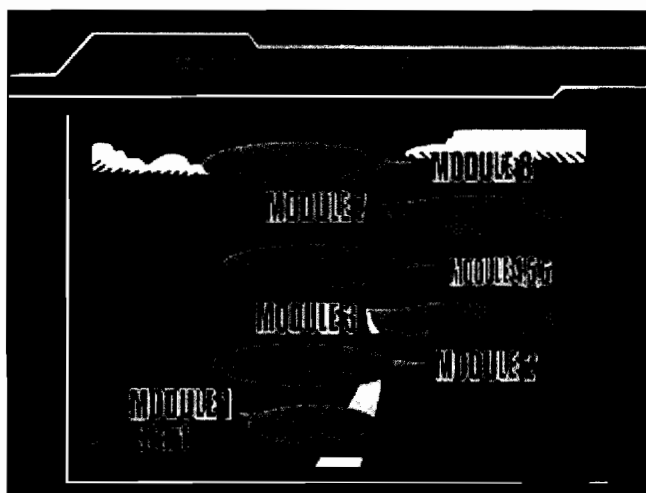
Program Roadmap

Let's show you the Roadmap of the Journey that we are going to take you on in this program.

Like all journeys, before we go anywhere, there needs to be prepare first.

We will then take you on a ride so that you will understand:

Why you are here?
and

What is your role?
and then

Equip you before you are made to undertake a mission.

And finally with Your Commitment.

As for your information, the

duration of the program is 1 ½ days. It hoped that this journey together will give you the opportunity to get to know, network and understand your colleagues from other departments better.

This way we hope that there will be closer interaction and cooperation between departments across the company.

The workshop methodology is:

- Video-based training
- Group discussion and presentations
- Activities
- Sticky wall/ Flip charts
- and last but not least Project work.
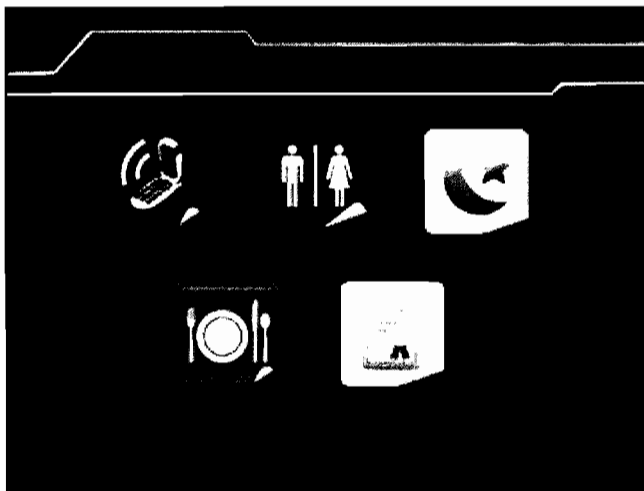
Housekeeping!
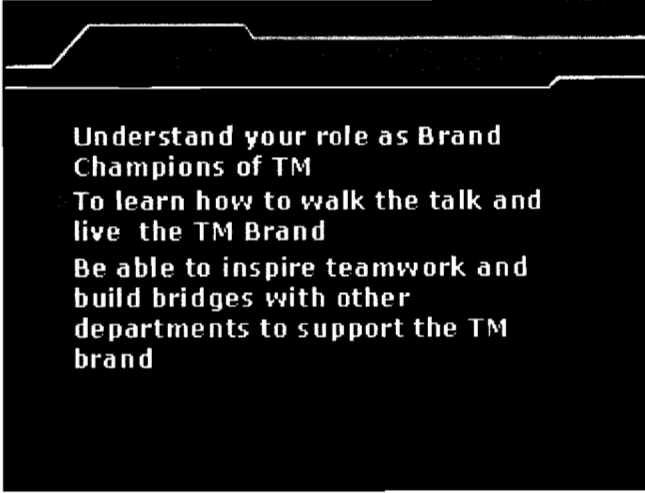
Please put your mobile on silent mode, as it can be very distracting not only to others around but also to you yourself.

We really want you to concentrate on this very important program without interruptions.

Please refer with your coordinator for the location of toilets, smoking area and surau.

Food and beverage will be provided during breaks and lunch.

For attendance, only those who attend full 1 ½ day program will receive the certificate of attendance and appreciation gift.

|	Ensure you are always punctual, especially after the breaks, to avoid delays
 To enable Supervisors to play a more dynamic **role in leading their staff to** **TM**	So, what plans do we have in store for you for the next 1 ½ days? The program objective is to enable Supervisors to play a dynamic role in leading their staff to live the TM Brand.
Understand your role as Brand Champions of TM To learn how to walk the talk and live the TM Brand Be able to inspire teamwork and build bridges with other departments to support the TM brand	Program Outcomes! What do we hope to achieve in this short time we have together? Yes, we want to instill the following: • Understand your role as Brand Champions of TM. • To learn how to walk the talk and live the TM Brand. • Be able to inspire teamwork and build bridges with other departments to support the TM brand.
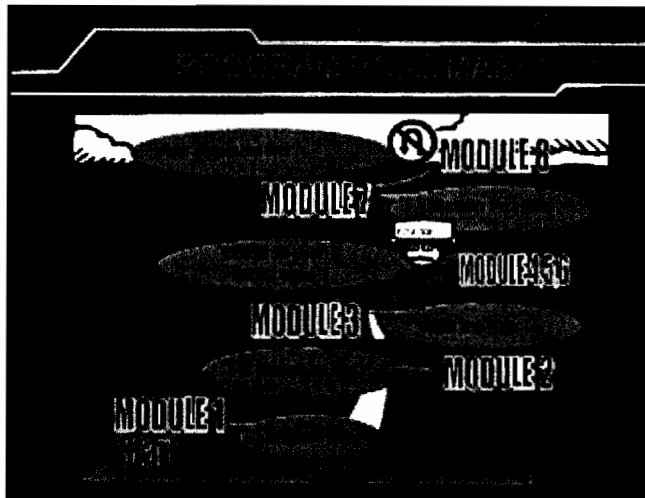
Roadmap of Training.

We will need Preparation (Module 1) which is what we are doing right now, before we embark on the TM Brand Journey (Module 2)

You will need to know what your role is in this Brand Journey, which requires you to Walk the Talk (Module 3)

But we will equip you with the necessary Brand Lessons (Module 4) Moments of Truth (Module 5) and also guide you in Building Bridges (Module 6) which you will need to cross.

We will then have a Pit Stop for you to reflect on the long journey that you have undertaken for the day.

When we resume our journey tomorrow, you will be required to undertake a special Mission Possible(Module 7).

Finally we will invite you to jump on the Brand Wagon and pledge your commitment (Module 8)

Details of the Time Table are in the front of your Workbook.

So, before we go any further, let us do a Warm Up to get you mentally prepared for the course through a fun exercise.

"Brand Personality Traits"

2 3 4 1 2 3 4 1

None of the group must know which card each group has picked.
You are given   to setup the group, pick the card and prepare how you are going to demonstrate this trait.
You could mime or demonstrate, a role play without speaking.
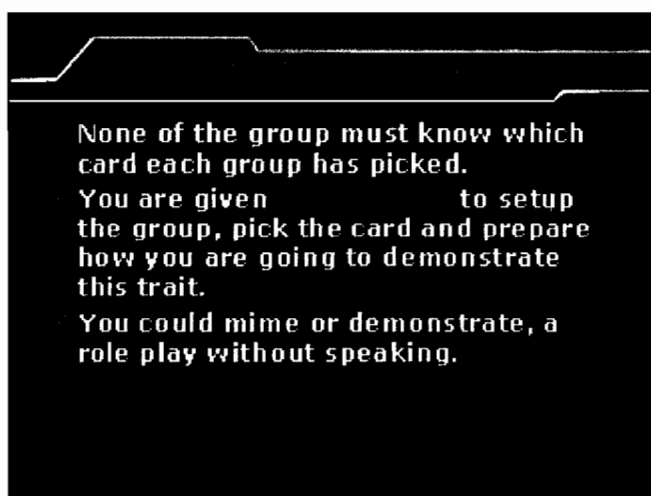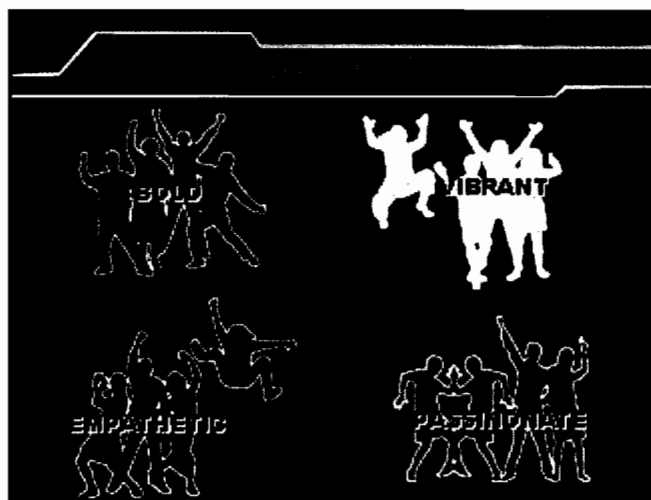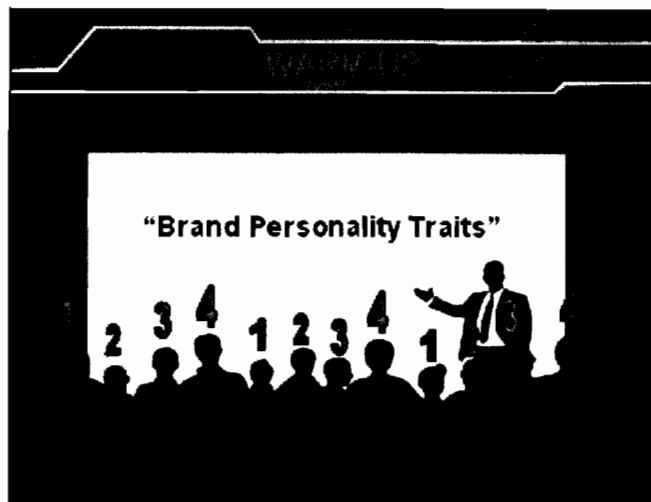
Its time for "Warm-Up" Exercise.

All participants need to count from 1 to 4 in order to create 4 groups.

And after that, shift your seat to be with the group for the rest of the program. This is for fun exercise and sees how you interpret the brand personally.

Each group will pick out a card with one of the brand personality traits. This will be the color of your group for the rest of the program.

- Bold (red)
- Vibrant (yellow)
- Passionate (green)
- Empathetic (blue)

One of the most important things is, none of the group must know which card each group has picked.

You are given 15 minutes to prepare how you are going to demonstrate this trait by acting out the meaning of the word without speaking. You could mime, demonstrate, role play without speaking. Put your imagination and creativity to quick use.

While each group try to present, the rest of the class will have to make out which trait each group is trying to project.

You embrace these traits to live the brand
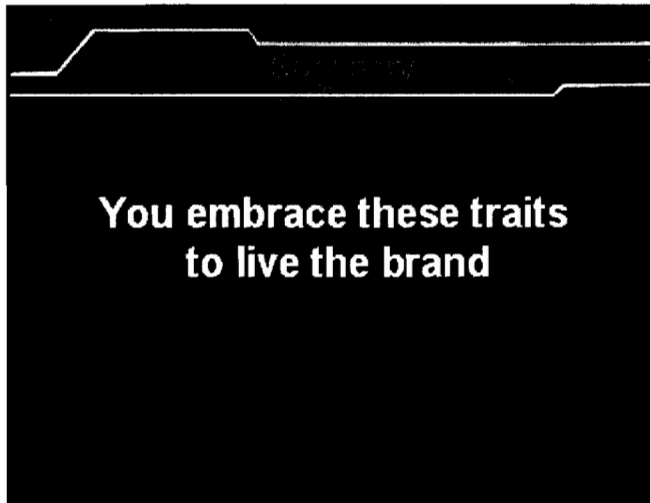
As exercise summary, you have just seen the brand personality traits in action. It is good to know that you are well versed with the brand personality traits; but what is more important is that you embrace these traits to live the brand.

End of Module 1

Click to add sub title
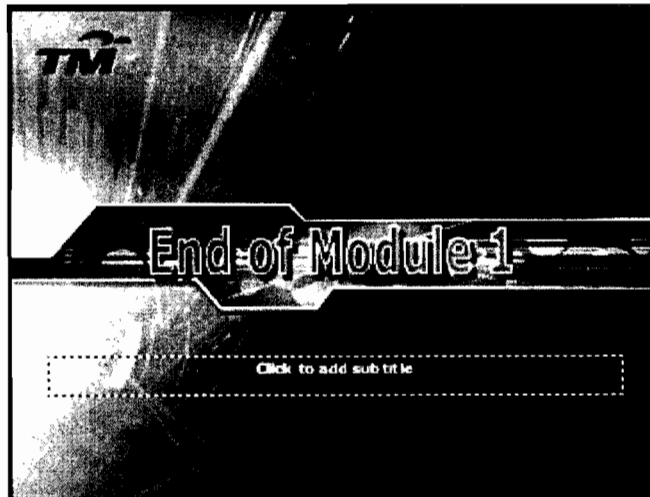
APPENDIX B: VBTMT User Manual

This section consists of user manual as well as screenshots of Video-based TM training (VBTMT). Using Windows Media Player, you can play data CDs that contain VBTMT video files (also known as media CDs) and video CDs (VCDs). VCDs are similar to DVDs, although the video quality is not as high.

To play DVDs, you must have a DVD drive and a compatible DVD decoder installed on your computer. If you encounter an error that indicates that you are missing a DVD decoder, click Web Help on the error message dialog box to determine how to obtain one.

To play VBTMT in CD or DVD

1. Start the Player and insert the VBTMT CD or DVD into the drive. Typically, the disc will start playing. If it doesn't, or if you want to select a disc that is already inserted, click the arrow below the Now Playing tab, and then click the drive that contains the disc.

2. For a DVD or VCD, do the following, if appropriate:
   o In the List pane, click a DVD title or chapter name.
   o In the List pane, double-click a VCD segment.

APPENDIX C:

>>	**PRE-TEST: LIVING THE BRAND FOR SUPERVISOR PROGRAM**	**Estimated Time: 60 Minutes**

SECTION A: RESPONDENT DEMOGRAPHY

This segment is about your background information. Please fill up the blanks and mark [√] where appropriate.

TRAINING METHODOLOGY   :   Conventional [ ]   Video-based   [ ]

GENDER   :   Male   [ ]   Female   [ ]

AGE   :   _____ Years

EDUCATION BACKGROUND   :   Diploma   [ ]   Degree   [ ]

                                     Master   [ ]   Ph.D.   [ ]

YOUR COMPUTER BACKGROUND   :   _____ Months.

SECTION B: MODULE UNDERSTANDING

1. **Which of the following is not covered in Module 1?**
   Manakah antara berikut tidak akan disentuh di dalam Modul 1?

   A. Why TM is running this program? / *Mengapakah TM melaksanakan program ini?*
   B. Where TM stands today? / *Dimanakah kedudukan TM hari ini?*
   C. Why you are here? / *Mengapakah ada berada di sini?*
   D. The Program Roadmap / *Peta Perjalanan Program*

2. **Why TM is running "Living the Brand" program?**
   Mengapakah TM melaksanakan program "Living the Brand" ini?

   A. TM has allocated a big budget for the staff development program. / *TM mempunyai banyak peruntukan untuk program pembangunan anggotanya.*
   B. TM is on the journey to transform the organization / *TM sedang dalam perjalanan untuk mengubah organisasi*
   C. TM wants to be one of the best telecommunication companies in Asia. / *TM ingin menjadi adalah salah sebuah syarikat telekomunikasi terbaik di Asia*
   D. TM still in re-branding campaign. / *TM masih lagi berada di dalam kempen penjenamaan semula.*

3. **When the TM new Brand launch?**
   Bilakah jenama baru TM dilancarkan?

   A. 14 April 2004
   B. 14 April 2005
   C. 16 April 2006
   D. 16 May 2006

4. What is the name of the Stage 1 program?
Apakah nama bagi program Fasa 1?

  A. *Living The Brand*
  B. *Brand Promises*
  C. *Delivering The Promise*
  D. *Customer Experience Training*

5. Who are supposed to attend for the Stage 1 program?
Siapakah sepatutnya hadir untuk program Fasa 1?

  A. Manager / *Pengurus*
  B. Supervisor / *Penyelia*
  C. Executive / *Eksekutif*
  D. Frontline Staff / *Kakitangan Kaunter Hadapan*

6. What is the focus of the Stage 1 proram?
Apakah fokus bagi program Fasa 1?

  A. BRAND / *JENAMA*
  B. WHEN / *BILA*
  C. HOW / *BAGAIMANA*
  D. WHAT / *APA*

7. What is the objective of the Stage 1 program?
Apakah objektif program Fasa 1?

  A. To instill awareness, enthusiasm and excitement for the changes that were taking place in TM. / *Untuk menanam rasa kesedaran, minat dan keterujaan di atas perubahan yang berlaku di dalam TM*
  B. To instill happiness, fun and smile for the changes that were taking place in TM. / *Untuk menanam kegembiraan, keseronokan dan senyuman di atas perubahan yang berlaku di dalam TM*
  C. To live the Brand and deliver the Brand Promises. / *Untuk menghayati Jenama dan melaksanakan Akur Janji*
  D. To orientate the new TM Brand / *Untuk mengorientasi Jenama Baru TM*

8. What is the theme of the Stage 2 program?
Apakah tema bagi program Fasa 2?

  A. Living The Brand
  B. Brand Promises
  C. Delivering The Promise
  D. Customer Experience Training

9. **In Stage 2, we have a different and bigger challenge ahead of us, and this is _____ to live the Brand and what it takes to deliver the Brand Promises.**
Di dalam Fasa 2, kita berhadapan dengan dengan cabaran yang berlainan dan lebih besar dari sebelumnya, iaitu _____ kita akan menghidupkan Jenama dan apakah yang diperlukan untuk memenuhi Akur Janji Jenama tersebut

   A. BRAND / *JENAMA*
   B. WHEN / *BILA*
   C. HOW / *BAGAIMANA*
   D. WHAT / *APA*

10. **Where and how do we start to live the Brand?**
Dimana dan bagaimana kita memulakan penghayatan Jenama?

   A. Its start with each of us in Brand Promises program. / *ianya bermula dengan setiap daripada kita di dalam Program "Brand Promises"*
   B. Its start with each of us in Delivering the Promise program / *ianya bermula dengan setiap daripada kita di dalam Program "Delivering the Promise"*
   C. Its start with each of us in Living the Brand program / *ianya bermula dengan setiap daripada kita di dalam Program "Living the Brand".*
   D. Its start now / *Ia bermula sekarang*

11. **What can you conclude from stretching demonstration in Module 1?**
Apa yang boleh disimpulkan dari demonstrasi peregangan di dalam Modul 1?

   A. No matter how well you are performing now, you are probably capable of doing "just a little bit better". / *Tidak kira bagaimana baik pencapaian kita sekarang, kita masih mungkin berkemampuan untuk melakukan "yang lebih baik"*
   B. You are performing very well right now and you are probably capable doing only at that level. / *Anda melakukan dengan baik sekarang dan anda mungkin berkeupayaan untuk melakukan hanya pada tahap itu.*
   C. No matter how well you are performing now, you cannot do more. / *Tidak kira bagaimana baik pencapaian anda sekarang, anda tidak boleh melakukan lebih daripada itu lagi*
   D. You can do more when forced. / *Anda adalah lebih dari apa yang anda boleh lakukan jika dipaksa.*

12. **Who are supposed to be the most suitable role models to live the Brand?**
Siapakah yang sepatutnya menjadi contoh yang paling sesuai untuk menghidupkan Jenama?

   A. Customer / *pelanggan*
   B. Frontline staff / *Kakitangan kaunter hadapan*
   C. Supervisor / *Penyelia*
   D. All the above / *Semua di atas*

13. **The following is the reasons why you as supervisor are here, EXCEPT?**
Berikut adalah merupakan sebab-sebab mengapa anda sebagai penyelia perlu berada di sini, KECUALI?

A. Role model to your staff / *Contoh ikutan kepada anggota anda*
B. You play a critical role in managing customer / *Anda memainkan tugas yang kritikal dalam menguruskan pelanggan*
C. Important for everyone to live the brand in their day-to-day job. / *Penting kepada setiap orang untuk menghayati Jenama di dalam kerjaya harian mereka*
D. You manage people who deliver service to the customer / *Anda menguruskan orang yang melaksanakan perkhidmatan kepada pelanggan.*

14. **Which of the following is the benefit when you participate with "Living the Brand" program?**
Manakah antara berikut adalah kelebihan apabila anda menyertai program "Living the Brand"?

A. Role model to your staff / *Contoh ikutan kepada anggota anda*
B. Add to number of customer / *Menambahkan bilangan pelanggan.*
C. Make your job more meaningful / *Menjadikan kerja anda lebih bermakna*
D. TM performs better / *TM berkeupayaan lebih baik.*

15. **The following methodologies are to be use in this program, EXCEPT?**
Berikut adalah kaedah-kaedah yang akan digunakan di dalam program ini KECUALI?

A. Interview / *Temuramah*
B. Group Discussion and presentations / *Perbicangan kumpulan dan persembahan*
C. Activities / *Aktiviti-aktiviti*
D. Project work / *Kerja projek*

16. **Which of the following is not the target that we hope to achieve in this short time program?**
Manakah antara berikut bukan perkara yang kami harap dapat dicapai di dalam program jangka pendek ini?

A. Understand you role as Brand Champions of TM / *memahami tugas anda sebagai Peneraju Jenama TM*
B. To learn how to walk the talk and live the TM Brand / *untuk belajar bagaimana untuk hidup dan berbicara sebagai Jenama TM*
C. Be able to inspire teamwork / *berkebolehan untuk mengaspirasikan semangat kerjasama di kalangan ahli.*
D. Build bridges with customer to support the TM brand / *membina penghubung dengan pelanggan untuk menyokong jenama TM.*

17. How many modules in "Living the Brand" program?
Berapakah bilangan modul yang terdapat di dalam program "Menghidupkan Jenama"?

A. 3
B. 6
C. 7
D. 8

18. After which module, the "pit stop" will be provided in "Living the Brand" program?
Selepas modul apakah "hentian pit" disediakan di dalam program "Menghidupkan Jenama"?

A. 3
B. 6
C. 7
D. 8

19. Why the "pit stop" is be provided in this program?
Mengapakah "hentian pit" disediakan di dalam program ini?

A. For you to reflect on the long journey that you have undertaken for the day. / *Supaya anda dapat mengimbas kembali perjalanan yang telah anda lalui sepanjang hari tersebut.*
B. To invite you for lunch / *menjemput anda untuk makan tengahari.*
C. To invite you to jump on the Brand Wagon and pledge your commitment. / *Untuk menjemput anda menaiki "Wagon" Jenama dan menyatakan komitment anda*
D. To get you mentally prepared for the course through a fun exercise. / *untuk menyediakan mental anda untuk menghadapi kursus melalui latihan yang menyeronokkan.*

20. What can you summarize about Brand Personality Traits exercise?
Apakah yang boleh anda simpulkan berkaitan dengan latihan Ciri-ciri Personaliti Jenama?

A. You can do more if you push yourself. / *Anda adalah lebih dari apa yang anda boleh lakukan jika dipaksa.*
B. Make your job more meaningful / *Menjadikan kerja anda lebih bermakna*
C. Build bridges with customer to support the TM brand / *membina penghubung dengan pelanggan untuk menyokong jenama TM.*
D. You embrace these traits to live the brand / *anda menerima pakai ciri-ciri ini untuk menghidupkan Jenama*

21. TM's vision is _____
Visi TM adalah _____

A. To be the world class champion of telecommunication / *untuk menjadi juara syarikat telekomunikasi bertaraf dunia.*
B. To be a leader of telecommunication engineering / *untuk mengetuai kejuruteraan telekomunikasi.*
C. To be Asia's emerging communication leader / *untuk menjadi peneraju komunikasi yang menonjol di Asia.*
D. To lead the mobility in Malaysia and in Asia / *untuk menjadi peneraju di dalam mobility di Malaysia dan Asia.*

22. Why TM need to keep on moving forward?
Mengapakah TM perlu terus bergerak ke hadapan?

A. To be the favorite telecommunication company / *untuk menjadi syarikat telekomunikasi yang menjadi kegemaran ramai.*
B. To the leader telecommunication engineering / *untuk mengetuai kejuruteraan telekomunikasi.*
C. To be Asia's emerging communication leader / *untuk menjadi peneraju komunikasi yang menonjol di Asia.*
D. To be establish as a unique position in the market / *untuk memastikan kita mempunyai kedudukan yang unik di pasaran.*

23. If TM wants to become the telecommunication company of choice in mobility and regionally, what should TM do?
Jika TM ingin menjadi syarikat telekomunikasi pilihan serantau bagi mobilitinya, apa yang TM perlu buat?

A. Promise to the customer to provide a good services / *berjanji dengan pelanggan untuk menyediakan perkhidmatan yang terbaik.*
B. TM needs to become the Brand of choice in mobility and regionally / *TM perlu menjadi Jenama pilihan serantau bagi mobilitinya.*
C. TM needs to achieve the company goal / *TM perlu mencapai sasaran syarikat.*
D. TM need to become a Brand Driven organization / *TM perlu menjadi organisasi berteraskan jenama*

24. The customers are very _____ conscious.
Setiap pelanggan sangat mementingkan _____

A. price / *harga*
B. color / *warna*
C. benefit / *keuntungan*
D. brand / *jenama*

25. What is the meaning of Brand Driven Organization?
Apakah yang dimaksudkan dengan Organisasi Berteraskan Jenama?

A. The effort and action taken aligns with the direction / *usaha dan perlaksanaan yang diambil selaras pada tujuan yang sama.*
B. Think, plan and act from a Brand perspective. / *Berfikir, merancang dan melaksanakan mengikut perspektif Jenama.*
C. These are internal values, which should be felt in the heart and mind of TM staff / *Ini merupakan nilai dalaman yang perlu dihayati dan dirasai di dalam hati dan minda kakitangan TM.*
D. Have uncompromising integrity / *mempunyai sikap jujur yang tidak berbelah bagi.*

26. How are we going to align ourself to the TM Brand?
Bagaimana kita dapat menjajarkan diri kita terhadap Jenama TM?

A. Embracing Kristal / Menerima Kristal
B. Living the Brand Personality / Menghidupkan Personaliti Jenama
C. Deliver the Brand Promises / Melaksanakan Akur Janji Jenama
D. All the above / *semua di atas*

27. Which are the important facts in KRISTAL?
Manakah antara berikut adalah benar berkaitan perkara penting yang terdapat di dalam KRISTAL?

A. Totally commited to the customer / *komited sepenuhnya kepada pelanggan*
B. Have uncompromising / *mempunyai sikap jujur yang tidak berbelah bagi*
C. Respect and care / *Rasa hormat dan mengambil berat*
D. All the above / *semua di atas*

28. KRISTAL is _____ , which should be felt in the heart and minds of TM staff?
KRISTAL adalah _____, yang perlu dihayati dan dirasai di dalam hati dan minda kakitangan TM

A. promise / *akur janji*
B. internal *values* / *nilai dalaman*
C. rules / *undang-undang*
D. culture / *budaya*

29. Which of the following is in TM Brand Personality?
Manakah antara berikut terdapat di dalam Personaliti Jenama TM?

A. Funny / *Lucu*
B. Integrity / *Jujur*
C. Bold / *Berani*
D. All the above / *semua di atas*

30. **Which of the following is true about TM Brand Promises?**
Manakah antara berikut terdapat di dalam Personaliti Jenama TM?

   A. There are 3 of Brand promises. / *Terdapat 3 Akur Janji Jenama*
   B. We will trait your appointments with us as top priority / *Kami akan melayan setiap temujanji sebagai satu keutamaan.*
   C. Deliver the services to reflect the TM Brand Personality / *Memberikan perkhidmatan yang melambangkan Personaliti Jenama TM*
   D. All above true / *Semua di atas benar.*

31. **What is a Brand Champion?**
Apakah Juara Jenama?

   A. The great follower / *Pengikut yang setia*
   B. The person who treated appointments with top priority / *Seseorang yang melayan setiap temujanji sebagai satu keutamaan.*
   C. The person who delivered the services to reflect the TM Brand Personality / *Seseorang yang memberikan perkhidmatan yang melambangkan Personaliti Jenama TM*
   D. The person who bring the brand alive to everyone around them / *Seseorang yang sentiasa menghidupkan dan mempamerkan jenama kepada orang di sekelilingnya.*

32. **What is the relationship between the Brand, the Company, the Customer and the Employee?**
Apakah hubungannya di antara Jenama, Syarikat, Pelanggan dan Pekerja?

   A. One-way relationship / *hubungan 1 hala*
   B. Two-way relationship / *hubungan 2 hala*
   C. Three-way relationship / *hubungan 3 hala*
   D. No relationship at all / *tiada sebarang hubungan*

33. **TM established the relationship with its customers through the brand message, which is _____**
TM mengasaskan hubungan bersama pelanggannya melalui pesanan jenama, iaitu _____

   A. The Walk / *Mengotakan*
   B. The Talk / *Kata-kata*
   C. Brand Alignment / *Penjajaran Jenama*
   D. All above not true / *Semua di atas tidak benar.*

34. In order to "walk the talk", it is necessary for both the employee and the company to be on the same page, to _____
Bagi melaksanakan akur janji, adalah perlu bagi kedua-dua pihak iaitu pekerja & syarikat untuk bertindak dengan matlamat yang sama, iaitu _____

A. Align to the Brand / Menjajarkan Jenama
B. Brand Message / Pesanan Jenama
C. Delivery of Brand Promises / Mengotakan Akur Janji Jenama
D. All above are not true / Semua di atas tidak benar.

35. Which of the following is true for Brand Champion qualities?
Manakah antara berikut adalah benar untuk kualiti bagi Juara Jenama?

A. Embrace the Kristal values / menghidupkan nilai Kristal
B. Be role model / menjadi contoh ikutan
C. Adopt a sense of urgency / memandang penting setiap aspek pekerjaan
D. All above are true / Semua di atas benar.

36. Dato CEO mentioned in the video in the Brand Journey that he is the _____.
Dato CEO ada menyebut di dalam video Perjalanan Jenamanya bahawa beliau merupakan seorang _____

A. TM Chif Executive Officer / Ketua Pegawai Eksekutif TM
B. Brand Messager / penyampai Jenama
C. Brand Champion / Juara Jenama
D. Great Leader / Ketua yang bagus.

37. Brand Champions are _____ of TM
Juara Jenama adalah merupakan _____ bagi TM

A. catalyst / pemangkin
B. asset / aset
C. urgency / segera
D. employee / pekerja

38. Whenever top management makes a decision involving staff and communicates this down, we need _____ to carry through what the management has decided.
Setiap kali pihak pengurusan atasan membuat sebarang keputusan melibatkan kakitangan dan menyampaikan maklumat kepada orang bawahan,mereka memerlukan _____ untuk menjayakan matlamat syarikat.

A. big budget / peruntukan yang besar
B. brand messager / penyampai Jenama
C. strong middle layer / pengurusan pertengahan
D. great Leader / ketua yang bagus.

39. Brand Champions are supposed to _____

Juara Jenama mestilah _____

A. be time focused / *fokus kepada masa*
B. inspire & influence staff around them / *sebagai sumber inspirasi dan mempengaruhi kakitangan sekitarnya.*
C. be customer-centric / *berteraskan khidmat pelanggan*
D. All of the above true / *Semua di atas benar.*

40. How do Brand Champions do the above tasks?

Bagaimana Juara Jenama melaksanakan tugasan di atas?

A. Understand that everything they do in their job will have an impact on the impression they leave with customers. / *Memahami bahawa setiap kerja yang mereka lakukan akan memberi kesan kepada pelanggan mereka.*
B. TM Brand should drive everything that you do at work / *Jenama TM seharusnya menjadi teras bagi setiap kerja kita*
C. Live up the Brand Promises / *menunaikan Akur Janji Jenama*
D. All the above true / *Semua di atas benar.*

THANK YOU FOR YOUR TIME AND VALUEABLE CONTRIBUTION

APPENDIX C:

>>	POSTTEST: LIVING THE BRAND FOR SUPERVISOR PROGRAM	Estimated Time: 60 Minutes

SECTION A: RESPONDENT DEMOGRAPHY

This segment is about your background information. Please fill up the blanks and mark [√] where appropriate.

TRAINING METHODOLOGY   :   Conventional [ ]   Video-based [ ]

GENDER   :   Male   [ ]   Female   [ ]

AGE   :   _____ Years

EDUCATION BACKGROUND   :   Diploma   [ ]   Degree   [ ]

    Master   [ ]   Ph.D.   [ ]

YOUR COMPUTER BACKGROUND :   _____ Months.

SECTION B: MODULE UNDERSTANDING

1. **When the TM new Brand launch?**
    Bilakah jenama baru TM dilancarkan?

    A. 14 April 2004
    B. 14 April 2005
    C. 16 April 2006
    D. 16 May 2006

2. **What is the name of the Stage 1 program?**
    Apakah nama bagi program Fasa 1?

    A. *Living The Brand*
    B. *Brand Promises*
    C. *Delivering The Promise*
    D. *Customer Experience Training*

3. **Why TM is running "Living the Brand" program?**
    Mengapakah TM melaksanakan program "Living the Brand" ini?

    A. TM has allocated big budgets for the staff development program. / *TM mempunyai banyak peruntukan untuk program pembangunan anggotanya.*
    B. TM is on the journey to transform the organization / *TM sedang dalam perjalanan untuk mengubah organisasi*
    C. TM wants to be one of the best telecommunication companies in Asia. / *TM ingin menjadi adalah salah sebuah syarikat telekomunikasi terbaik di Asia*
    D. TM still in re-branding campaign. / *TM masih lagi berada di dalam kempen penjenamaan semula.*

4. Which of the following is not covered in Module 1?
Manakah antara berikut tidak akan disentuh di dalam Modul 1?

A. Why TM is running this program? / *Mengapakah TM melaksanakan program ini?*
B. Where TM stands today? / *Dimanakah kedudukan TM hari ini?*
C. Why you are here? / *Mengapakah ada berada di sini?*
D. The Program Roadmap / *Peta Perjalanan Program*

5. What is the focus of the Stage 1 proram?
Apakah fokus bagi program Fasa 1?

A. BRAND / *JENAMA*
B. WHEN / *BILA*
C. HOW / *BAGAIMANA*
D. WHAT / *APA*

6. Who are supposed to attend for the Stage 1 program?
Siapakah sepatutnya hadir untuk program Fasa 1?

A. Manager / *Pengurus*
B. Supervisor / *Penyelia*
C. Executive / *Eksekutif*
D. Frontline Staff / *Kakitangan Kaunter Hadapan*

7. What is the objective of the Stage 1 program?
Apakah objektif program Fasa 1?

A. To instill awareness, enthusiasm and excitement for the changes that were taking place in TM. / *Untuk menanam rasa kesedaran, minat dan keterujaan di atas perubahan yang berlaku di dalam TM*
B. To instill happiness, fun and smile for the changes that were taking place in TM. / *Untuk menanam kegembiraan, keseronokan dan senyuman di atas perubahan yang berlaku di dalam TM*
C. To live the Brand and deliver the Brand Promises. / *Untuk menghayati Jenama dan melaksanakan Akur Janji*
D. To orientate the new TM Brand / *Untuk mengorientasi Jenama Baru TM*

8. In Stage 2, we have a different and bigger challenge ahead of us, and this is _____ to live the Brand and what it takes to deliver the Brand Promises.
Di dalam Fasa 2, kita berhadapan dengan dengan cabaran yang berlainan dan lebih besar dari sebelumnya, iaitu _____ kita akan menghidupkan Jenama dan apakah yang diperlukan untuk memenuhi Akur Janji Jenama tersebut

A. BRAND / *JENAMA*
B. WHEN / *BILA*
C. HOW / *BAGAIMANA*
D. WHAT / *APA*

9. **What is the theme of the Stage 2 program?**
   Apakah tema bagi program Fasa 2?

   A. Living The Brand
   B. Brand Promises
   C. Delivering The Promise
   D. Customer Experience Training

10. **Where and how do we start to live the Brand?**
    Dimana dan bagaimana kita memulakan penghayatan Jenama?

    A. Its start with each of us in Brand Promises program. / *ianya bermula dengan setiap daripada kita di dalam Program "Brand Promises"*
    B. Its start with each of us in Delivering the Promise program / *ianya bermula dengan setiap daripada kita di dalam Program "Delivering the Promise"*
    C. Its start with each of us in Living the Brand program / *ianya bermula dengan setiap daripada kita di dalam Program "Living the Brand".*
    D. Its start now / *Ia bermula sekarang*

11. **Who are supposed to be the most suitable role models to live the Brand?**
    Siapakah yang sepatutnya menjadi contoh yang paling sesuai untuk menghidupkan Jenama?

    A. Customer / *pelanggan*
    B. Frontline staff / *Kakitangan kaunter hadapan*
    C. Supervisor / *Penyelia*
    D. All the above / *Semua di atas*

12. **The following is the reasons why you as supervisor are here, EXCEPT?**
    Berikut adalah merupakan sebab-sebab mengapa anda sebagai penyelia perlu berada di sini, KECUALI?

    A. Role model to your staff / *Contoh ikutan kepada anggota anda*
    B. You play a critical role in managing customer / *Anda memainkan tugas yang kritikal dalam menguruskan pelanggan*
    C. Important for everyone to live the brand in their day-to-day job. / *Penting kepada setiap orang untuk menghayati Jenama di dalam kerjaya harian mereka*
    D. You manage people who deliver service to the customer / *Anda menguruskan orang yang melaksanakan perkhidmatan kepada pelanggan.*

13. What can you conclude from stretching demonstration in Module 1?
Apa yang boleh disimpulkan dari demonstrasi peregangan di dalam Modul 1?

A. No matter how well you are performing now, you are probably capable of doing "just a little bit better". / *Tidak kira bagaimana baik pencapaian kita sekarang, kita masih mungkin berkemampuan untuk melakukan "yang lebih baik"*
B. You are performing very well right now and you are probably capable doing only at that level. / *Anda melakukan dengan baik sekarang dan anda mungkin berkeupayaan untuk melakukan hanya pada tahap itu.*
C. No matter how well you are performing now, you cannot do more that that anymore. / *Tidak kira bagaimana baik pencapaian anda sekarang, anda tidak boleh melakukan lebih daripada itu lagi*
D. You are more than what you can do if you force it. / *Anda adalah lebih dari apa yang anda boleh lakukan jika dipaksa.*

14. Which of the following is the benefit when you participated with "Living the Brand" program?
Manakah antara berikut adalah kelebihan apabila anda menyertai program "Living the Brand"?

A. Role model to your staff / *Contoh ikutan kepada anggota anda*
B. Add to number of customer / *Menambahkan bilangan pelanggan.*
C. Make your job more meaningful / *Menjadikan kerja anda lebih bermakna*
D. TM performs better/ *TM berkeupayaan lebih baik.*

15. The following methodologies are to be use in this program, EXCEPT?
Berikut adalah kaedah-kaedah yang akan digunakan di dalam program ini KECUALI?

A. Interview / *Temuramah*
B. Group Discussion and presentations/ *Perbicangan kumpulan dan persembahan*
C. Activities / *Aktiviti-aktiviti*
D. Project work / *Kerja projek*

16. Which of the following is not the target that we hope to achieve in this short time program?
Manakah antara berikut bukan perkara yang kami harap dapat dicapai di dalam program jangka pendek ini?

A. Understand you role as Brand Champions of TM / *memahami tugas anda sebagai Peneraju Jenama TM*
B. To learn how to walk the talk and live the TM Brand / *untuk belajar bagaimana untuk hidup dan berbicara sebagai Jenama TM*
C. Be able to inspire teamwork / *berkebolehan untuk mengaspirasikan semangat kerjasama di kalangan ahli.*
D. Build bridges with customer to support the TM brand / *membina penghubung dengan pelanggan untuk menyokong jenama TM.*

17. **After which module, the "pit stop" will be provided in "Living the Brand" program?**
Selepas modul apakah "hentian pit" disediakan di dalam program "Menghidupkan Jenama"?

    A. 3
    B. 6
    C. 7
    D. 8

18. **Why the "pit stop" is be provided in this program?**
Mengapakah "hentian pit" disediakan di dalam program ini?

    A. For you to reflect on the long journey that you have undertaken for the day. / *Supaya anda dapat mengimbas kembali perjalanan yang telah anda lalui sepanjang hari tersebut.*
    B. To invite you for lunch / *menjemput anda untuk makan tengahari.*
    C. To invite you to jump on the Brand Wagon and pledge your commitment. / *Untuk menjemput anda menaiki "Wagon" Jenama dan menyatakan komitment anda*
    D. To get you mentally prepared for the course through a fun exercise. / *untuk menyediakan mental anda untuk menghadapi kursus melalui latihan yang menyeronokkan.*

19. **TM's vision is _____**
Visi TM adalah _____

    A. To be the champion of telecommunication company in the world / *untuk menjadi juara syarikat telekomunikasi bertaraf dunia.*
    B. To be the leader of telecommunication engineering / *untuk mengetuai kejuruteraan telekomunikasi.*
    C. To be Asia's emerging communication leader / *untuk menjadi peneraju komunikasi yang menonjol di Asia.*
    D. To be the leader in mobility in Malaysia and in Asia / *untuk menjadi peneraju di dalam mobility di Malaysia dan Asia.*

20. **What can you summarize about Brand Personality Traits exercise?**
Apakah yang boleh anda simpulkan berkaitan dengan latihan Ciri-ciri Personaliti Jenama?

    A. You can do more if you push yourself. / *Anda adalah lebih dari apa yang anda boleh lakukan jika dipaksa.*
    B. Make your job more meaningful / *Menjadikan kerja anda lebih bermakna*
    C. Build bridges with customer to support the TM brand / *membina penghubung dengan pelanggan untuk menyokong jenama TM.*
    D. You embrace these traits to live the brand / *anda menerima pakai ciri-ciri ini untuk menghidupkan Jenama*

21. How many modules in "Living the Brand" program?
Berapakah bilangan modul yang terdapat di dalam program "Menghidupkan Jenama"?

A. 3
B. 6
C. 7
D. 8

22. Why TM need to keep on moving forward?
Mengapakah TM perlu terus bergerak ke hadapan?

A. To be a favorite telecommunication company / *untuk menjadi syarikat telekomunikasi yang menjadi kegemaran ramai.*
B. To be a leader of telecommunication engineering / *untuk mengetuai kejuruteraan telekomunikasi.*
C. To be Asia's emerging communication leader / *untuk menjadi peneraju komunikasi yang menonjol di Asia.*
D. To be establish a unique position in the market / *untuk memastikan kita mempunyai kedudukan yang unik di pasaran.*

23. What is the meaning of Brand Driven Organization?
Apakah yang dimaksudkan dengan Organisasi Berteraskan Jenama?

A. The effort and action taken aligns with the direction / *usaha dan perlaksanaan yang diambil selaras pada tujuan yang sama.*
B. Think, plan and act from a Brand perspective. / *Berfikir, merancang dan melaksanakan mengikut perspektif Jenama.*
C. These are internal values, which should be felt in the heart and mind of TM staff / *Ini merupakan nilai dalaman yang perlu dihayati dan dirasai di dalam hati dan minda kakitangan TM.*
D. Have uncompromising integrity / *mempunyai sikap jujur yang tidak berbelah bagi.*

24. If TM wants to become the telecommunication company of choice in mobility and regionally, what should TM do?
Jika TM ingin menjadi syarikat telekomunikasi pilihan serantau bagi mobilitinya, apa yang TM perlu buat?

A. Promise to the customer to provide a good services / *berjanji dengan pelanggan untuk menyediakan perkhidmatan yang terbaik.*
B. TM needs to become the Brand of choice in mobility and regionally / *TM perlu menjadi Jenama pilihan serantau bagi mobilitinya.*
C. TM needs to achieve the company goal / *TM perlu mencapai sasaran syarikat.*
D. TM need to become a Brand Driven organization / *TM perlu menjadi organisasi berteraskan jenama*

25. The customers are very _____ conscious.
Setiap pelanggan sangat mementingkan _____

A. price / *harga*
B. color / *warna*
C. benefit / *keuntungan*
D. brand / *jenama*

26. How are we going to align ourself to the TM Brand?
Bagaimana kita dapat menjajarkan diri kita terhadap Jenama TM?

A. Embracing Kristal / *Menerima Kristal*
B. Living the Brand Personality / *Menghidupkan Personaliti Jenama*
C. Deliver the Brand Promises / *Melaksanakan Akur Janji Jenama*
D. All the above / *semua di atas*

27. Which are the important facts in KRISTAL?
Manakah antara berikut adalah benar berkaitan perkara penting yang terdapat di dalam KRISTAL?

A. Totally commited to the customer / *komited sepenuhnya kepada pelanggan*
B. Have uncompromising / *mempunyai sikap jujur yang tidak berbelah bagi*
C. Respect and care / *Rasa hormat dan mengambil berat*
D. All the above / *semua di atas*

28. Which of the following is in TM Brand Personality?
Manakah antara berikut terdapat di dalam Personaliti Jenama TM?

A. Funny / *Lucu*
B. Integrity / *Jujur*
C. Bold / *Berani*
D. All the above / *semua di atas*

29. Which of the following is true about Brand Promises?
Manakah antara berikut terdapat di dalam Personaliti Jenama TM?

A. There are 3 of Brand promises. / *Terdapat 3 Akur Janji Jenama*
B. We will trait your appointments with us as top priority / *Kami akan melayan setiap temujanji sebagai satu keutamaan.*
C. Deliver the services to reflect the TM Brand Personality / *Memberikan perkhidmatan yang melambangkan Personaliti Jenama TM*
D. All above true / *Semua di atas benar.*

30. KRISTAL is _____ , which should be felt in the heart and minds of TM staff?
KRISTAL adalah _____, yang perlu dihayati dan dirasai di dalam hati dan minda kakitangan TM

A. promise / *akur janji*
B. internal *values / nilai dalaman*
C. rules / *undang-undang*
D. culture / *budaya*

31. What is a Brand Champion?
Apakah Juara Jenama?

A. The great follower / *Pengikut yang setia*
B. The person who treated your appointments with top priority / *Seseorang yang melayan setiap temujanji sebagai satu keutamaan.*
C. The person who delivered the services to reflect the TM Brand Personality / *Seseorang yang memberikan perkhidmatan yang melambangkan Personaliti Jenama TM*
D. The person who bring the brand alive to everyone around them / *Seseorang yang sentiasa menghidupkan dan mempamerkan jenama kepada orang di sekelilingnya.*

32. TM established the relationship with its customers through the brand message, which is _____
TM mengasaskan hubungan bersama pelanggannya melalui pesanan jenama, iaitu

_____

A. The Walk / *Mengotakan*
B. The Talk / *Kata-kata*
C. Brand Alignment / *Penjajaran Jenama*
D. All above not true / *Semua di atas tidak benar.*

33. What is the relationship between the Brand, the Company, the Customer and the Employee?
Apakah hubungannya di antara Jenama, Syarikat, Pelanggan dan Pekerja?

A. One-way relationship / *hubungan 1 hala*
B. Two-way relationship / *hubungan 2 hala*
C. Three-way relationship / *hubungan 3 hala*
D. No relationship at all / *tiada sebarang hubungan*

34. **In order to "walk the talk", it is necessary for both the employee and the company to be on the same page, to _____**
   Bagi melaksanakan akur janji, adalah perlu bagi kedua-dua pihak iaitu pekerja & syarikat untuk bertindak dengan matlamat yang sama, iaitu _____

   A. Align to the Brand / Menjajarkan Jenama
   B. Brand Message / Pesanan Jenama
   C. Delivery of Brand Promises / Mengotakan Akur Janji Jenama
   D. All above not true / Semua di atas tidak benar.

35. **Which of the following is true for Brand Champion qualities?**
   Manakah antara berikut adalah benar untuk kualiti bagi Juara Jenama?

   A. Embrace the Kristal values / menghidupkan nilai Kristal
   B. Be role model / menjadi contoh ikutan
   C. Adopt a sense of urgency / memandang penting setiap aspek pekerjaan
   D. All above are true / Semua di atas benar.

36. **Dato CEO mentioned in the video in the Brand Journey that he is the _____.**
   Dato CEO ada menyebut di dalam video Perjalanan Jenamanya bahawa beliau merupakan seorang _____

   A. TM Chif Executive Officer / Ketua Pegawai Eksekutif TM
   B. Brand Messager / penyampai Jenama
   C. Brand Champion / Juara Jenama
   D. Great Leader / Ketua yang bagus.

37. **How do Brand Champions do the above tasks?**
   Bagaimana Juara Jenama melaksanakan tugasan di atas?

   A. Understand that everything they do in their job will have an impact on the impression they leave with customers. / Memahami bahawa setiap kerja yang mereka lakukan akan memberi kesan kepada pelanggan mereka.
   B. TM Brand should drive everything that you do at work / Jenama TM seharusnya menjadi teras bagi setiap kerja kita
   C. Live up the Brand Promises / menunaikan Akur Janji Jenama
   D. All the above true / Semua di atas benar.

38. Whenever top management makes a decision involving staff and communicates this down, we need _____ to carry through what the management has decided.
Setiap kali pihak pengurusan atasan membuat sebarang keputusan melibatkan kakitangan dan menyampaikan maklumat kepada orang bawahan,mereka memerlukan _____ untuk menjayakan matlamat syarikat.

A. big budget / *peruntukan yang besar*
B. brand messager / *penyampai Jenama*
C. strong middle layer / *pengurusan pertengahan*
D. great Leader / *ketua yang bagus.*

39. Brand Champions are supposed to _____
Juara Jenama mestilah _____

A. be time focused / *fokus kepada masa*
B. inspire & influence staff around them / *sebagai sumber inspirasi dan mempengaruhi kakitangan sekitarnya.*
C. be customer-centric / *berteraskan khidmat pelanggan*
D. All of the above true / *Semua di atas benar.*

40. Brand Champions are _____ of TM
Juara Jenama adalah merupakan _____ bagi TM

A. catalyst / *pemangkin*
B. asset / *aset*
C. urgency / *segera*
D. employee / *pekerja*

THANK YOU FOR YOUR TIME AND VALUEABLE CONTRIBUTION

APPENDIX D: QUESTIONNAIRE

System to be rated:

      Video-based TM Training (VBTMT).

Objective:

      Obtain your view on the evaluation of the VBTMT.

Introduction:

      This questionnaire consists of two sections:

- Section A: Respondent Demography
- Section B: Video-based TM Training Prototype Evaluation

Section A: Respondent Demography				
This segment is about your background information. Please fill up the blanks and mark [√] where appropriate.				
Training Method	Conventional	[ ]	Video-based	[ ]
Gender	Male	[ ]	Female	[ ]
Age	_____ Years			
Education background	Diploma [ ] Degree [ ] Master [ ] Ph.D. [ ]			
Your computer experience	_____ Months.			

Section B: Video-based TM Training Prototype Evaluation
This segment is intended to obtain your view on the prototype of TM Video-based Training. Please check or shade the answer to the following questions.

1 – Strongly Disagree
2 – Disagree
3 – Neutral
4 – Agree
5 – Strongly Agree

PERCEIVED USEFULNESS		1	2	3	4	5
1.	Using VBTMT would enable me to accomplish training more quickly	☐	☐	☐	☐	☐
2.	Using VBTMT would improve my performance	☐	☐	☐	☐	☐
3.	Using VBTMT would increase my productivity	☐	☐	☐	☐	☐
4.	Using VBTMT would enhance my effectiveness	☐	☐	☐	☐	☐
5.	Using VBTMT would make it easier to do my training	☐	☐	☐	☐	☐
6.	I would find VBTMT useful in my everyday training	☐	☐	☐	☐	☐

PERCEIVED EASE OF USE		1	2	3	4	5
7.	Learning to operate VBTMT would be easy for me	☐	☐	☐	☐	☐
8.	I would find it easy to get VBTMT to do what I want it to do.	☐	☐	☐	☐	☐
9.	My training with VBTMT would be clear and understandable.	☐	☐	☐	☐	☐
10.	I would find VBTMT to be flexible to interact with	☐	☐	☐	☐	☐
11.	It would be easy for me to become skillful at using the VBTMT	☐	☐	☐	☐	☐
12.	I would find VBTMT easy to use.	☐	☐	☐	☐	☐
OUTCOME / FUTURE USE		1	2	3	4	5
13.	I was able to complete the training quickly using VBTMT.	☐	☐	☐	☐	☐
14.	I could effectively complete the training using VBTMT	☐	☐	☐	☐	☐
15.	I was able to efficiently complete the training using VBTMT	☐	☐	☐	☐	☐
16.	I believe I could become productive quickly using VBTMT	☐	☐	☐	☐	☐
17.	From my current experience with using VBTMT, I think I would use it regularly	☐	☐	☐	☐	☐

Thank You for Your Time and Cooperation