

Training Needs Assessment Of Functional Staff At Central Lombok Region

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ABSTRACT

Development of Human Resources (HR) in the form of education and training (Diklat) for an organization is absolutely necessary, so that Human Resources is able to solve various problems and tasks in accordance with the development and advancement of technology or be able to face various challenges/obstacles in their duties, both at work now and in the future. The purpose of this research is to know the type of training needs of functional staff in central Lombok regency. With regard to organizational structure and organizational work procedures, that the details of functions and tasks are only regulated to the lowest echelon level officials (Echelon IV). Staff position positions are usually not regulated. Job descriptions for staff employees are generally unclear. This indicates that efforts to foster staff performance still receive less proportional attention. During this training for staff employees less developed. So it is understood that the performance of staff employees as the main supporters of the organization have not been able to contribute their energy and thoughts optimally as expected. This type of research used by researchers is descriptive research, while for data collection, survey research is used. The population in this survey is all staff employees in all Local Government Work Units (LGWU) in Central Lombok Regency, which consists of 14 Dinas, 8 Agencies, 8 Offices and Secretariat, including sub-district and kelurahan offices. Respondents were determined purposively, that is, for each Office and Agency two people were taken as a sample of respondents, while in the Office and Secretariat one person was taken as a sample of respondents. The result and conclusion of this research are: (1) Employees holding general functional positions in the scope of the Central Lombok District Government, which in carrying out the assigned duties, there is still a negative gap between the competencies (knowledge, skills and attitudes) possessed by the demands of their work. This means that JFU implementing employees are still less competent with the demands of their job duties, so their performance is not yet optimal. While they are required to work professionally in their respective fields with appropriate competencies. (2) Staff employees are positioned as executors of various positions under the Echelon IV structural positions, or under the Head of Subdivision (Kasub Bag) or Head of Sub Division (Kasub Bid) in each section in each field or in each section contained in each LGWU namely in the General Administration Section, Staffing Section, Finance Section, Equipment Section and Service Technical Section.

Keyword : Human Resources, Training Need assessment

BACKGROUND

Development of Human Resources (HR) in the form of education and training (Diklat) for an organization is absolutely necessary, so that Human Resources is able to solve various problems and tasks in accordance with the development and advancement of technology or be able to face various challenges / obstacles in their duties, both at work now and in the future.

Human Resources who have been recruited and placed in position according to the needs of the position or job, and who are considered competent (according to the requirements of the position), even if they have

experience and receive certain training, they cannot be guaranteed to be able to carry out work duties properly and satisfactorily. For this reason, Human Resources still needs to receive training in accordance with the field of assignment it carries. This training including to improve satisfaction and commitments (Azmi and Ansori, 2020).

It can be illustrated that government institutions such as Regency and City Governments in the Province of West Nusa Tenggara Province, both those who act as structural officials, holders of special functional positions, and holders of general functional positions (staff). Staff in general can be interpreted as employees who do not hold structural and functional positions. Staff position as executors of activities that are very strategic position in supporting organizational performance.

With regard to organizational structure and organizational work procedures, that the details of functions and tasks are only regulated to the lowest echelon level officials (Echelon IV). Staff position positions are usually not regulated. Job descriptions for staff employees are generally unclear. This indicates that efforts to foster staff performance still receive less proportional attention. During this training for staff employees less developed. So it is understood that the performance of staff employees as the main supporters of the organization have not been able to contribute their energy and thoughts optimally as expected.

For this reason, a step is needed to empower or increase regional capacity through increasing the competence of Human Resource as a government apparatus through the Education and Training program in accordance with their respective fields of work. An effective education and training program begins with a Training Needs Analysis activity. Training Need Assessment (TNA) is a systematic process of identifying gaps or gaps between performance targets with real conditions or discrepancies between standard performance and real performance that are resolved through training. Or a process of activities aimed at finding a gap in knowledge, skills and attitudes, which can be improved through education and training.

LITERATURE REVIEW

The Need for Human Resource Development

Human Resource Development for an organization seems absolutely necessary, for very basic reasons, especially to face the challenges of the current task and to answer future challenges. Siagian (2003) states the experience of many organizations shows that even with the introduction of a very comprehensive introduction program, it does not guarantee that new employees can immediately carry out their duties satisfactorily. This means that the new employees still need training on various aspects of the work assignments entrusted to them.

This training and education is carried out both for new employees (in order to carry out new tasks that are charged) and for old employees (in order to improve the quality of the implementation of their duties now and in the future). Thus it is clear that employee training and education programs in organizations are very important in order to advance the organization concerned.

Benefits of Development and Training Programs

Siagian (2003) has outlined some of the benefits of organizing training and development programs both for the Organization and for members of the organization. For organizations will get the following benefits:

(1) increasing organizational work productivity as a whole, (2) the realization of a harmonious relationship between superiors and subordinates, (3) the occurrence of a faster and more appropriate decision making process, (4) increasing the morale of all employees in the organization with more organizational commitment high, (5) encouraging openness of management through the application of participatory managerial style, (6) facilitating effective communication, (7) functional conflict resolution.

Benefits for Organization Members

1. Help employees make better decisions
2. Improving the ability of employees to solve various problems they face
- The internalization and operationalization of motivational factors
4. The emergence of encouragement in employees to continue to improve their work abilities.
5. Increased employee's ability to deal with stress, frustration and conflict which in turn increases self-confidence
6. The availability of information about various programs that can be utilized by employees in the context of their respective growth technically and intellectually

7. Increased job satisfaction
8. The greater the recognition of one's abilities
9. The greater the determination of employees to be more independent
10. Reduce fear of facing new tasks in the future.

Functional Position

Positions in government agencies are divided into structural positions and functional positions. Whereas functional positions consist of credit functional positions and general functional positions (non credit figures). Functional credit position numbers, and general functional positions (non-credit figures) arranged according to the field of work, as shown in the table 1.

Table 1. The names of positions

Credit Functional Positions	General Functional Positions
1. Staffing Analyst,	1. Public relations documentation and information,
2. Archivist,	2. Legal sector,
3. Auditors,	3. Foreign cooperation,
4. Instructor,	4. Administration,
5. Litkayasa,	5. Leadership administration,
6. Researchers,	6. Financial and budget fields,
7. Drafting laws and regulations,	7. Computer sector,
8. Engineer,	8. Organizational and governance fields,
9. Planner,	9. Education and training,
10. Public Relations Institution,	10. Internal control,
11. Computer Resources,	11. Internal affairs,
12. Librarian,	12. Staffing.
13. Statistic,	
14. Widyaiswara.	

From this table functional positions consist of functional positions of expertise and functional positions of skills. A functional position of expertise is a functional position of professional implementation qualifications its tasks and functions require mastery of science and technology in its area of expertise. Whereas the functional skill position is a technical functional position or professional supporter whose tasks and functions require mastery of technical knowledge in one or more fields of science.

Education and Training

Civil Servants as the main elements of the Human Resources of the State Apparatus have a very strategic role in developing government and development tasks. The figure of civil servants who are expected in the struggle to achieve national goals are civil servants who have full competence of loyalty and obedience to Pancasila, the 1945 Constitution, Homeland, professional, virtuous, efficient, effective, effective, aware of their responsibilities as elements of the State Apparatus, servants of the community and servants in a demorative State of law.

Form the figure of civil servants as mentioned above required Education and Training (Diklat). Education and training is the process of organizing teaching and learning in order to improve the ability of civil servants (PP 101 of 2000 article 1) which leads to:

- a. Increasing the attitude and spirit of community-oriented service,
- b. Increased technical competence, management, and / or leadership,
- c. Increase with the spirit of cooperation and responsibility in accordance with the work environment and organization.

The purpose of the Training is:

- a. Increase knowledge, skills, skills and attitudes to be able to carry out professional duties based on the personality and ethics of civil servants in accordance with agency needs.

- b. Creating apparatus that is able to act as a reformer and glue of national unity,
- c. Strengthen the attitude and spirit of devotion to service, shelter, and community empowerment,
- d. Creating a common vision and dynamics of pokir patterns in carrying out government, general and development tasks for the realization of good governance (PP No. 101 of 2000 Article 2).

To achieve the training objectives, prior to the training it is necessary to identify the training needs. This identification is to determine the type of training that suits the needs of the institution and the needs of individual civil servants according to their competencies.

Types of education and training consist of Pre-service Training and In-Service Training. Functional education and training is one of the training programs in a position intended to develop skills knowledge, and attitudes of civil servants so that they can carry out the tasks of government and development as well as possible. Functional training is implemented to achieve competency requirements that are appropriate to the type and level of each functional position. This training is attended by civil servants who will or have occupied functional positions.

The Training of Education and Training itself is directed at:

- a. Increasing the attitude and spirit of devotion oriented to the interests of the community, nation, state and homeland.
- b. Enhancing functional, technical, managerial and / or leadership competencies.
- c. Increasing the efficiency, effectiveness, and quality of task implementation carried out in a spirit of cooperation and responsibility in accordance with the demands of the task and the organization (State Administration Institute, 2006).

Training Needs Analysis

Boydell (1979) defines the need for training now as "something that arises when there are obstacles that hinder the achievement of goals that can be eliminated through training. This need arises due to an error and can be identified by looking at the relevant indicators signs. While the definition of future training needs as "something that arises when training can eliminate obstacles that will come in achieving goals or if by removing these obstacles, goals that are more than desired can be achieved".

The Training Needs Assessment (TNA) is the initial step that must be carried out by an organization before compiling education and training program planning (Diklat) and is based on the needs of all relevant parties. TNA is a logical and systematic process in identifying and determining the types and strategies of training that are most effective and efficient. At the TNA stage, all data and information both primary and secondary relating to the main task function (Auth) and the various competencies needed are collected , analyzed, interpreted, concluded and arranged in the order of competency needs that will be received.

Purpose of Training Needs Analysis

- a. The results of the education and training needs analysis can be used as a basis for preparing the training program (because the data and information obtained will be used to prepare the training program)
- b. In addition, the results of the education and training needs analysis can be used as an organizational guideline in designing education and training programs; because the competency discrepancies found, will be the goals and objectives of the training in the program design process.
- c. Increase the competency of human resources who will face new tasks and new policies.

The benefits of doing TNA are:

- a. Produce training programs that are arranged according to the needs of the organization, the needs of the position or individual
- b. Fostering training participants' motivation because it is in accordance with their interests and needs
- c. Maintain and increase productivity
- d. Knowing the real training needs in order to meet the requirements of the position.

Even though each training program has its own way of determining training needs, there are the same basic principles, namely: That the training needs are a description of the expected performance, standard performance and actual performance. In a system that is already running, work performance can be observed by superiors so that the representation can be seen as long as the work unit has standard performance standards. But for new systems, job descriptions and standard performance must still be created and developed.

Model Organizational Training Needs

This model of identifying the need for training can be applied to determine the need for standard training for a work unit or if we will introduce or implement a new regulation, procedure, or technology in that work unit. Functions and tasks that are used as the basis for identifying training needs can be taken from Decree or other regulation products issued by the Minister for the Department level and Decree or other regulation products issued by the Governor for the provincial level and the Regent / Mayor for the regency / city.

Job Training Needs Model

In this model the need for training is directed to specific positions. The need for training is intended as a basic material in making training programs for someone who occupies or is projected to occupy a certain position. Therefore the need for training in this model is to prepare a person for a particular position, the material that must be covered is the same for each of the same position. The need for this training can also arise in the context of developing one's career or for promotional purposes.

Individual Training Needs Model.

According to this model, the need for training is the difference between the competencies an employee should have (standard competencies) to carry out the tasks that become responsibility with the competence or knowledge and skills they mastered at the time of the assessment. Because it relies on individuals, the AKD will produce training needs for all employees who are the focus of this activity. The role of unit leader / organizational unit is very important because it can assess the staff.

Analysis Approach Training Needs

There are several approaches or techniques in carrying out Analysis of Training Needs, both in terms of the people who do it and can also be seen from data sources, namely:

- a. In terms of training people, there are two techniques, namely intuitive techniques that prioritize training needs based only on 'intuition', and leadership review techniques that emphasize the assumption that leaders are more observant in seeing staff shortages.
- b. On the basis of secondary data analysis, which is a literature study technique that relies on records from work units, future lead policy, organizational structure, workforce planning and others, and job analysis techniques, namely by identifying competency gaps between worker qualifications and position requirements.
- c. Focus Group and Nominative Group, namely efforts to trace qualitative training needs aiming to focus on what the material training needs are in one training target group.
- d. Liteningr Analysis (DIF Analysis), this analysis is based on a job analysis followed by finding the DIFFICULTY level (D = Difficulties), the INTEREST level (I = Importancy) and the DROUGHT level (F = Frequency).
5. Competency Model Needs Assessment (CMNA), this approach is used to look at gaps / differences in the work capabilities of workers with those expected or demanded by the organizations that give them the position (Module HR Development HR Project, 2007).

Job Design

Work carried out by employees is work that has been designed by the organization in such a way. Job Design is the process of forming, creating or making work by paying attention to various elements such as organizational elements, work environment elements and behavioral elements.

Mathis and Jackson (2001) say that the design or work design is concerned with managing the work, duties and responsibilities in a productive work unit. While Handoko (2001) said job design is a function of determining the work activities of an individual or group of employees in a way organizational The aim is to regulate work assignments that meet organizational, technological and behavioral needs.

The nature of the design of the work

Job design can be seen from its nature containing at least two dimensions namely the breadth or range of work and enrichment or depth of work. Gobson (1997) states the range of work shows the number of tasks expected to be done by someone to do a job. The more tasks needed, the wider the range of work. The greater the task performed, the longer the task is completed. While the depth of work is a number of discretion for individuals to decide on work activities and work results. In other words shows the level of freedom of an individual in determining various choices in carrying out a job.

Job Characteristics

Hackman and Oldham in Robbins (2003), Mathis and Jackson (2001) and Gibson et al (1997) have created a job characteristic model (JCM-Job Characteristics model) where work can be seen from the behavioral dimension, which has the following characteristics: diversity of skills, job identity, the importance of tasks, autonomy, and feedback which will later be associated with work motivation, job satisfaction and employee performance.

Measuring the contents of the work

According to Gibson (1997) that to measure job content the Job Diagnostic Survey (SDP) approach is used, where the SDP measures the worker's perception of the five main dimensions of job content as job characteristics namely diversity of skills or expertise, significance or importance of tasks, task identity, autonomy, and feedback. Studies have been carried out that the validity of the SDP supports the continued use of this to measure the work holder's perception of job content.

Usually the positions or work units that exist in an organization have been designed in such a way, which with the description will be carried out by people who are in accordance with the work requirements. Management certainly recruits and puts people in office / work in accordance with it. However, due to environmental factors and changing working conditions, office holders are required to adjust to the new conditions. This means that the work holders are expected to increase their capacity or competence. What management can do is to conduct competency-based training.

METHODS

This type of research used by researchers is descriptive research, while for data collection, survey research is used. The population in this survey is all staff employees in all Local Government Work Units (LGWU) in Central Lombok Regency, which consists of 14 Dinas, 8 Agencies, 8 Offices and Secretariat, including sub-district and kelurahan offices. Respondents were determined purposively, that is, for each Office and Agency two people were taken as a sample of respondents, while in the Office and Secretariat one person was taken as a sample of respondents. So that the total number of respondents for staff employees was 55 people. While the data collection method used in this study is; (1) questionnaire distribution, (2) Focus Group Discussion, and (3) Indepth Interview.

RESULTS

Description of general functional positions (GFP), education and training carried by employees, then the characteristics of work with the perspective of staff employees and descriptions of staff service positions that show attitude to their work, as well as problems faced by staff employees in carrying out their duties, can be stated that employees general functional position (GFP) of Central Lombok Regency Government in carrying out the assigned duties assigned to it, is still less competent.

The capacity of staff employees in terms of education is not yet fully in accordance with the demands of the task. Employees have a high level of education, but their education related to the knowledge needed to complete the task is not in accordance with the demands of the task itself, so that employees tend not to understand the task and less able to solve problems at work. Staff employees formally improve education through study permits (not study assignments) that are in line with job demands. They follow / take education programs, while they work (outside working hours); unfortunately the education he took was not in line with the demands of his job duties. It can be said that the educational gap that is held by staff employees with their assigned duties remains.

The capacity of staff employees in terms of skills is inadequate because there are still many staff employees who have not received training (55 percent), especially those that are technical in carrying out their duties. All staff employees receive pre-service training which is an organizational orientation orientation and little about their job duties. Some of them have received technical training to improve their work skills. By experiencing a long period of work and a shift or rotation of positions, the technical training they have ever received is not applied. The gap between the demands of the task and the skills of the employees is very clear, because all staff employees put forward professional demands and increase work skills to improve their performance.

In terms of attitudes and behaviors in carrying out tasks, it can be shown that staff employees have morale and work motivation, are classified as mediocre, while all tasks require implementers to work with enthusiasm, with high work motivation, so that from there it is expected to emerge employee innovation and creativity. Staff employees tend to work with the attitude of waiting for orders from superiors, not being pick up the ball, they do not demand work let alone responsibility. So it can be said that in carrying out the duties of the office there are still gaps in the attitudes and behavior of staff employees with the demands of their job duties.

To overcome the competency gap of staff position above with the demands of their duties, management should in this case the Regional Government Agency (RGA) in charge of staffing especially in the field of Education and Training (Diklat), be able to program and design training programs in accordance with employee task needs.

Considering that general functional employees or staff carrying out office duties, who are under the structural positions of section heads or section heads in each LGWU, it is certain that they need training to improve their competence, according to their area of work. Training required by staff employees in each section includes:

- a. Office Administration Training (Official Manuscript)
- b. Financial Administration Training
- c. Treasurer training (expenditure assistance)
- d. Computer Operations Training (work program)
- e. Information Access Training (E-mail and Internet)
- f. Data Collection and Processing Training
- g. Training on Planning and Work Programs
- h. Monitoring, Evaluation and Reporting Training
- i. Management and Service Training (Description of Auth)
- j. Work Motivation Training (Emotional and Spiritual)
- k. Archiving Training (data documentation)
- l. Technical Training in Accordance with Tasks

The required skills can be applied by staff employees who are given office assignments in each section that is in each field or each section contained in each LGWU namely on:

- a. General Administration Section,
- b. Staffing Section,
- c. Finance Section,
- d. Equipment Section, and Service Technical Section.

CONCLUSIONS

- 1) Employees holding general functional positions in the scope of the Central Lombok District Government, which in carrying out the assigned duties, there is still a negative gap between the competencies (knowledge, skills and attitudes) possessed by the demands of their work. This means that JFU implementing employees are still less competent with the demands of their job duties, so their performance is not yet optimal. While they are required to work professionally in their respective fields with appropriate competencies. The competency gap referred to is:
 - a. The knowledge (education) possessed by staff is relatively high, but the majors or fields of science are less appropriate to their fields of work, so they tend to lack understanding of the task and less able to solve problems at work.
 - b. Work skills of staff employees that are inadequate or not in accordance with the demands of their duties, because there are still many staff employees who have not received training, especially those of a technical nature, so that the work is certainly not optimal.
 - c. Attitudes and Behavior of staff employees who are shown through mediocre enthusiasm and work motivation and with the attitude of waiting for orders from superiors, do not fully support the achievement of good work. They are required to be dedicated and have high morale and to innovate and be creative in carrying out their duties.

- 2) Staff employees are positioned as executors of various positions under the Echelon IV structural positions, or under the Head of Subdivision (Kasub Bag) or Head of Sub Division (Kasub Bid) in each section in each field or in each section contained in each LGWU namely in the General Administration Section, Staffing Section, Finance Section, Equipment Section and Service Technical Section. Training required by staff employees in each of the existing sections, across agencies including:
 - a. Secretariat Training (Official Text Management)
 - b. Archiving Training (data documentation)
 - c. Treasurer training (expenditure assistance)
 - d. Computer Operations Training (work program)
 - e. Information Access Training (E-mail and Internet)
 - f. Data Collection and Processing Training (Inventory)
 - g. Training on Planning and Work Programs (Renop and Renstra)
 - h. Monitoring, Evaluation and Reporting Training
 - i. Training in Personnel Management (Description of Auth)
 - j. Work Motivation Training (Emotional and Spiritual)
 - k. Technical Training in Accordance with Tasks.

RECOMMENDATION

In connection with the negative gap between the competencies held by staff employees and the demands of their job duties, it is recommended to the management in this case the Central Lombok Regional Personnel Development Board (PDB) to program the implementation of training for staff employees. The type of training required by staff employees in each section or field in each LGWU is as mentioned above.

Operationally PDB Parties and / or Office of Education and Training can plan Training for Staff Employees:

- 1) Create a training program in stages with priority scale in a continuous period of time, with the types of training above Skills Priorities; provide training for task implementers with priority skills that are very much needed now (short term) in each field or section in each LGWU or in the Technical Services Unit (UPT). Example that in each section it is necessary to implement a task that is skilled in operating a computer, then the computer operating training program can be given to staff position who have the potential to handle computer equipment, in each section, each area in each LGWU.
- 2) If the number of LGWU is 32, with 5 fields each, the number of staff required to obtain computer operating skills training is 160 people. Training as many staff employees as possible can be done in 4 rounds or 8 times. Likewise with other training.
- 3) Employee Priorities; The assignment of employees who carry out priority tasks for training are employees who within the next 4 or 5 years can be promoted at a higher level (will hold structural positions at least Echelon IV), with the hope that they will already know and understand the position assignments below. There are some structural Echelon IV officials who do not understand their duties and those of their subordinates.
- 4) On The Job or Cross Sectoral; Training can be held by the district government. Attic under the PDB or the Office of Education and Training directly.
- 5) To accelerate the achievement of employee skills needs, the Technical Office can send staff to its staff through the list of technical agencies such as if the training was conducted by the province or central department. The local government can also collaborate with accredited professional training institutions, or that can guarantee quality.
- 6) Staff employees who are given the training can be a form of appreciation from the institution to those concerned, which can later be linked to their career development. But on the other hand, employees are also guaranteed to have a higher commitment than before and can support the implementation of various institutional activities where they are.

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