

CHAPTER FOUR

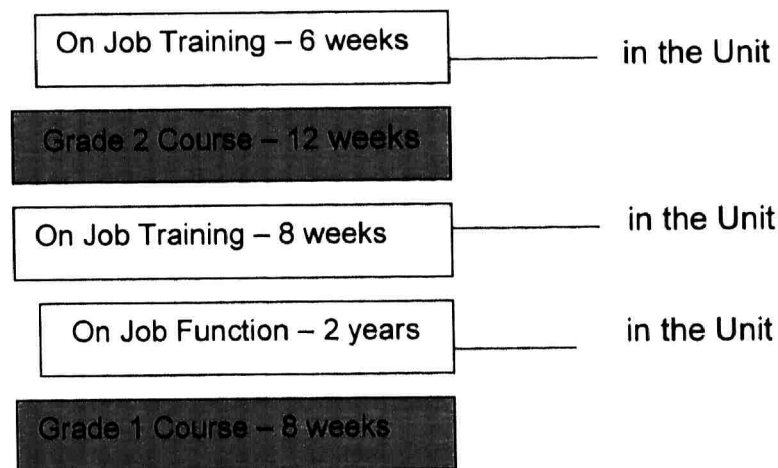
CHAPTER 4

EVALUATION OF TRAINING

BACKGROUND

Institute of Army Management or commonly known as IPDA, is responsible to train the Armed Forces personnel related to administrative, pay and account, computer, education, clerical and logistic aspects. The conduct of all courses was based on the Armed Forces Code 2 and it should be in tandem with the Malaysian Army Training System. However, for the clerical courses the prerequisite requirement to attend the clerical course grade one and two is stipulated in the Training Management Plan. For grade two, the personnel should perform on job training for period of six month in the unit before been allow attending this course. On completion of twelve weeks course, the students will be send for another eight weeks on job training. After two year performing as trained grade two, the personnel then qualified to attend grade one course.

Figure 8 - Clerical Course Process Flow



Source : Training Management Plan for Clerical Course Grade One

The grade one course was conducted for eight weeks. The maximum capacity that allows IPDA to train student is 120 students for both courses. This course is a career course that determines their advancement in the Malaysian Army. Once the clerks completed the clerical Grade One and Two with the good grade, they will be consider to be promoted to Lans Corporal and subsequently to Corporal after six month holding of Lans Corporal rank. Figure 7, illustrate the clerical course process flow.

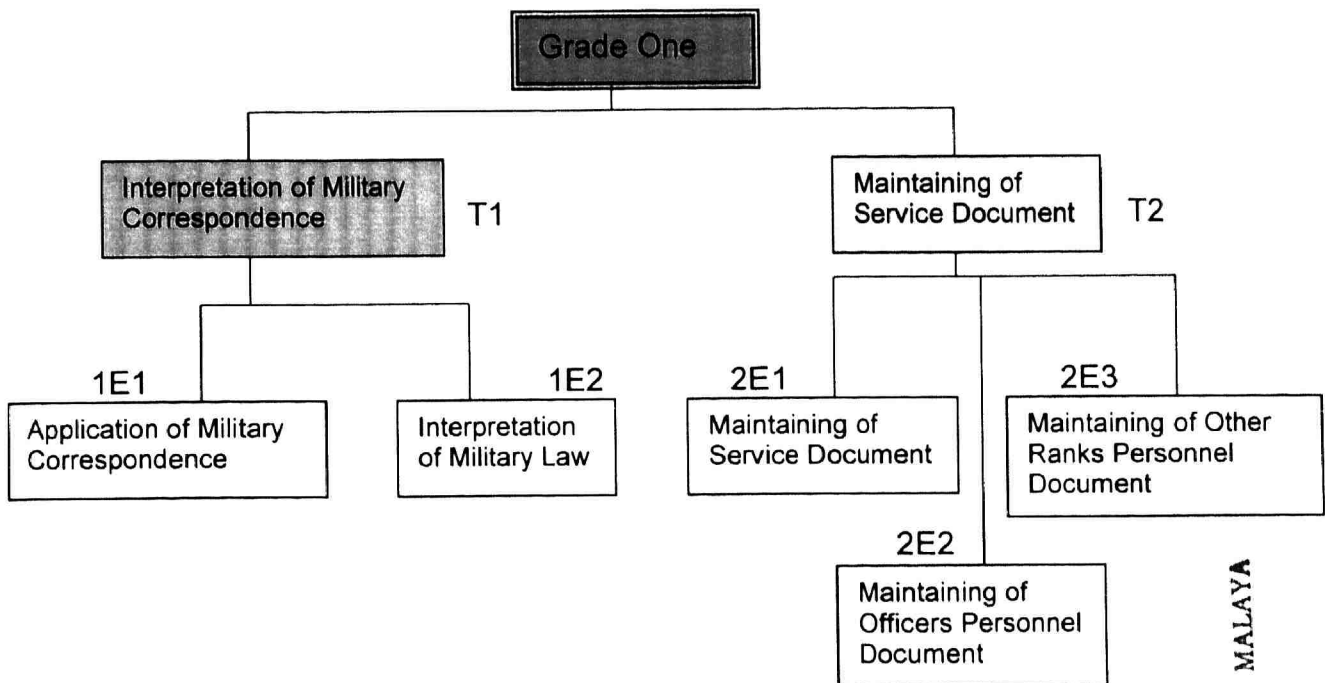
TRAINING OBJECTIVES

The design phase of Malaysian Training System was formulated in phase two, which derives specific objectives from first phase analyze training. In this phase the training objective will be formulated. The training objective for both courses known as terminal objective and enabling objective. The terminal objective is to measure the ultimate of task performance. They are the basis upon which the trainer and the trainee can be assured that the tasks identified as parts of the job can be performed. Terminal objectives are tested oriented.

The enabling objectives are related to the knowledge and skills that support the performance of a task. They are objectives the trainee must be able to perform in order to achieve the related terminal objective. Enabling objective are learning and test oriented. The terminal and enabling objectives are all training objectives. As such they include a statement on the performance, conditions and standards. Depending on the situation, a specific training objective could be placed in any of these categories. However, the enabling objective relates to, and supports a terminal objective. On the other hand, terminal objective is a specific goal for training and relates directly to the task requirement of the soldier's employment or to a unit's role. The terminal and

enabling objectives for both courses are illustrated on Figure 9 (Grade One) and 10 (Grade Two).

Figure 9 – Training Objectives for Grade One Clerical Course



Note: 'T' denotes Terminal Objective and 'E' Enabling Objective.

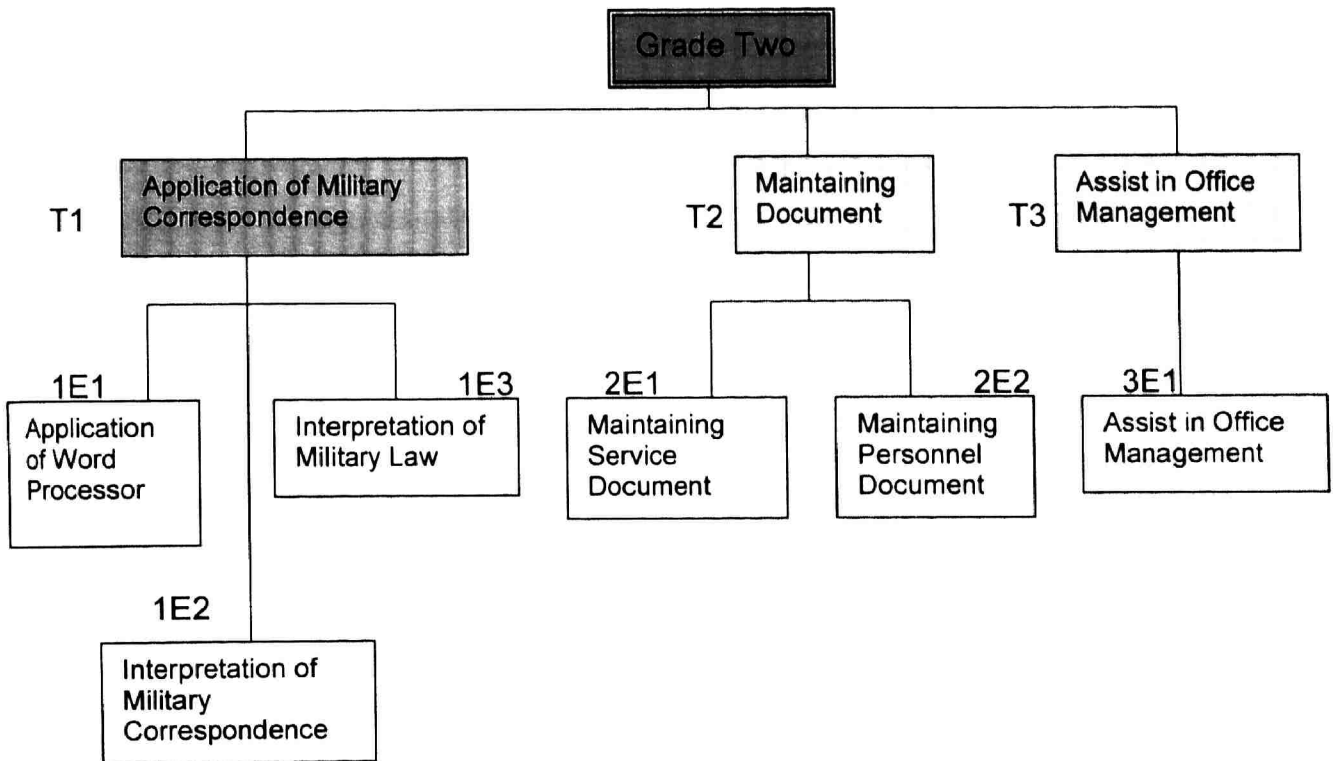
Source : Training Management Plan for Clerical Course Grade One

The enabling objective (1E1) is to expose the trainee on the correct procedure in preparing the service letter, messages, and minute of meeting according the military convention. In the enabling objective 1E2 is to expose the trainee how to interpret the Armed Forces Law 1972 in relation to minor punishment that can be award by the subordinate commander, and preparing the charge sheet.

The yellow boxes of terminal objectives are focuses on managing and maintaining the service and personnel documents. In enabling objective 2E1 encompasses the maintaining of service document such as warrant ticket,

domestic and overseas course, election rolls, performing Haj, civil court trial, and court martial trial. The enabling objectives for 2E2 and 2E3 are quite similar. The differences are maintaining the officers and other ranks personnel documents. It includes for promotion, performance appraisal report, extension of service, termination of service, and pay of higher ranks.

Figure 10 – Training Objectives for Grade One Clerical Course



Note: 'T' denotes Terminal Objective and 'E' Enabling Objective.

Source : Training Management Plan for Clerical Course Grade Two

The Grade Two course is a platform to mould the basis soldier as a clerk. The design of training wills emphasis on the introduction to various service document and military law. In enabling objective 1E1, the trainee will be exposed on basis application of word processor such as Microsoft Word, Excel, and Power Point (Figure 10). The interpretation of military correspondence (1E2) trainee will be teach how to prepare letter, message, filling system, and

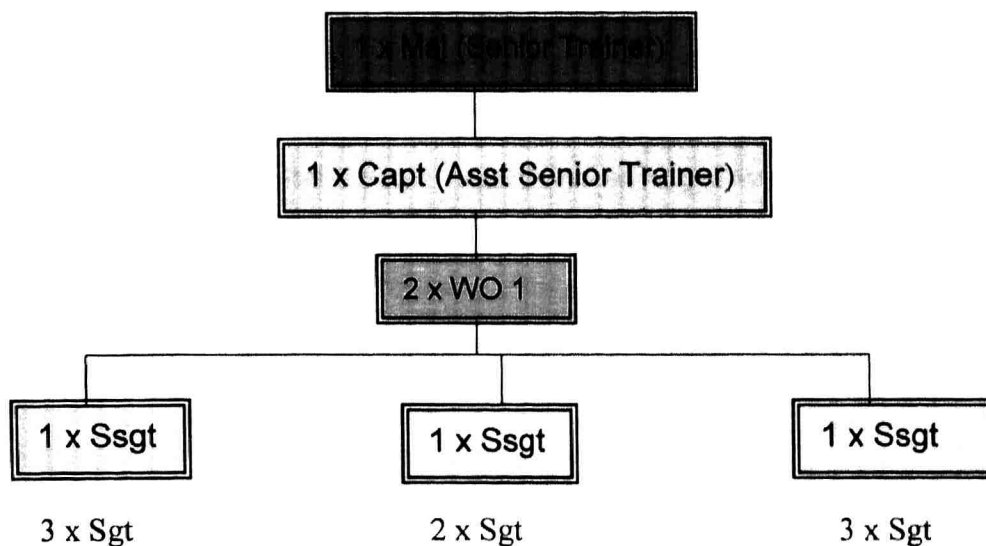
managing secret file. The enabling objective 1E3 will be an introduction on how to read the Armed Forces Act 1972 and understand the various minor punishments.

In the terminal objective (T2) encompasses the aspects of maintaining the service and personnel document. This includes on preparing Part One and Two Orders, process vehicle demand, interpretation of various leaves in the Armed Forces, prepare documentation for domestic and overseas course, and interpret the other ranks term of service. The trainee is expected to assist other coworker in managing the office. This was explained in enabling objective 3E1, which covers on prepare the first sight for the officer, record the incoming and outgoing messages, prepare and update chart in the office.

ORGANIZATION OF TRAINING WING

The organization of the training wing is shown on Figure 11. Based on the scope of work in the training, most of the trainers understand their role and all activities are focused on the accomplishment of training mission and goals.

Figure 11- The Organization of Clerical Wing



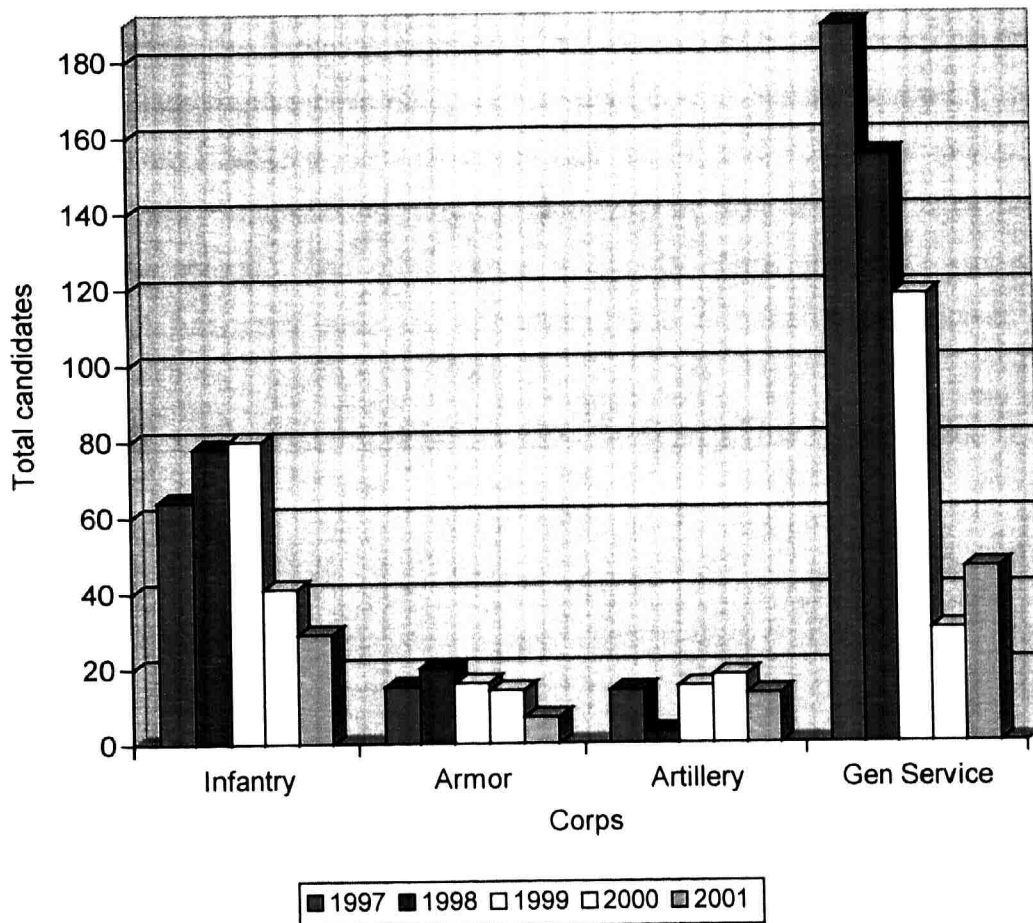
The role of trainers is to train and not to teach the course participants. A trainer function should act or behave as a counselor, facilitator, instructors, multimedia experts (prepare teaching-learning in the form of multimedia), agent of change, and evaluator (Abu Daud Silong et.al, 1989). This was applied in this wing where all trainers are facilitating the trainees on the correct procedure in managing the documents and also to counsel the trainees related to personnel and family problems.

TRAINING CAPACITY

The study will focus on the training achievement for the period of five years (1997 until 2001) for both courses. Maximum capacity that allows the Clerical Wing to run the course is 120 personnel and conducted twice a year. However, at certain instances due to immediate demand to fill-up certain critical post, the capacity increase up to 130 personnel. The capacity to allocate course for various corps will be base on the Armed Forces Code Number Two (AF Code No. 2). The priority for clerical courses to be given to General Service Corps (clerks) and followed by other corps. Chart 1 and 2, are a breakdowns of allocation of personnel according to various corps. In this chart, the RAMD and Ranger was group into the one group known as infantry.

The clerical Grade Two runs for twelve weeks and on completion will be attached to various units and formation for on-job-training (OJT) for two months. However, the Grade One course conducted in eight weeks and the maximum capacity is 100 trainees. The perquisite entrance into this course, the trainees should spend at least twelve months after Grade Two course. The trainees are required to do OJT for two months in various units and formations.

Chart 1 – Allocation of Clerical Course Grade Two (1997 to 2001)



Source: Clerical Grade 2 Course Report Year 1997 to 2001, by IPDA

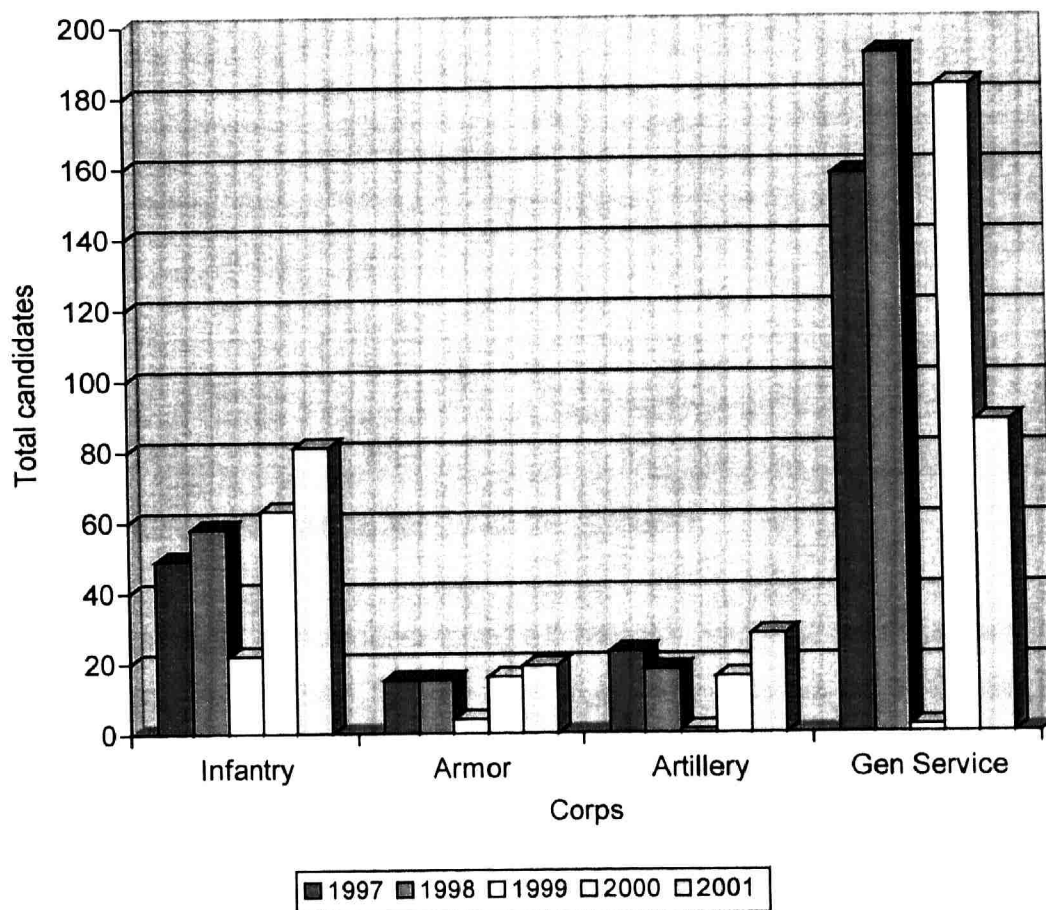
Table 3 – Breakdown of allocation Clerical Course Grade Two

Year	Infantry	Armor	Artillery	Gen Service (clerks)	Totals
1997	64	15	14	189	286
1998	78	20	3	155	262
1999	80	16	15	118	235
2000	41	14	18	30	108
2001	29	7	13	46	98

Source: Clerical Grade 2 Course Report Year 1997 to 2001, by IPDA.

The data from the Chart 1 and Table 3, showed that total of 989 Grade Two clerks have been trained from 1997 to 2001. In 1997 to 1999, IPDA has been directed by the Training Command Headquarters to train more clerks due to the immediate requirement fill up critical post due to highest attrition rate. The data showed that General Service corps has the biggest volume of clerks (538) compare to other corps. This may be due to their core function is to provide clerks to other corps. The other corps is equally share of volume except the infantry, which has more units and appointments in formation headquarters.

Chart 2 – Allocation of Clerical Course Grade One (1997 to 2001)



Source: Clerical Grade 1 Course Report Year 1997 to 2001, by IPDA

In terms of allocation of distribution compare to Grade One and two is not much different. As overall, the General Service will be allocated more volume compare to the rest of the corps. The only difference is the amount trained Grade One clerks is higher than Grade Two. Total of 1132 trainees has been trained with the General Services trained 623 personnel follow by the infantry. Data obtain from Chart 2 and Table 4 summarizes the trained Grade One clerks.

Table 4 – Breakdown of allocation Clerical Course Grade One

Year	Infantry	Armor	Artillery	Gen Service (clerks)	Totals
1997	49	15	23	158	247
1998	58	15	18	192	277
1999	22	4	1	2	98
2000	63	16	16	183	287
2001	81	19	28	88	223

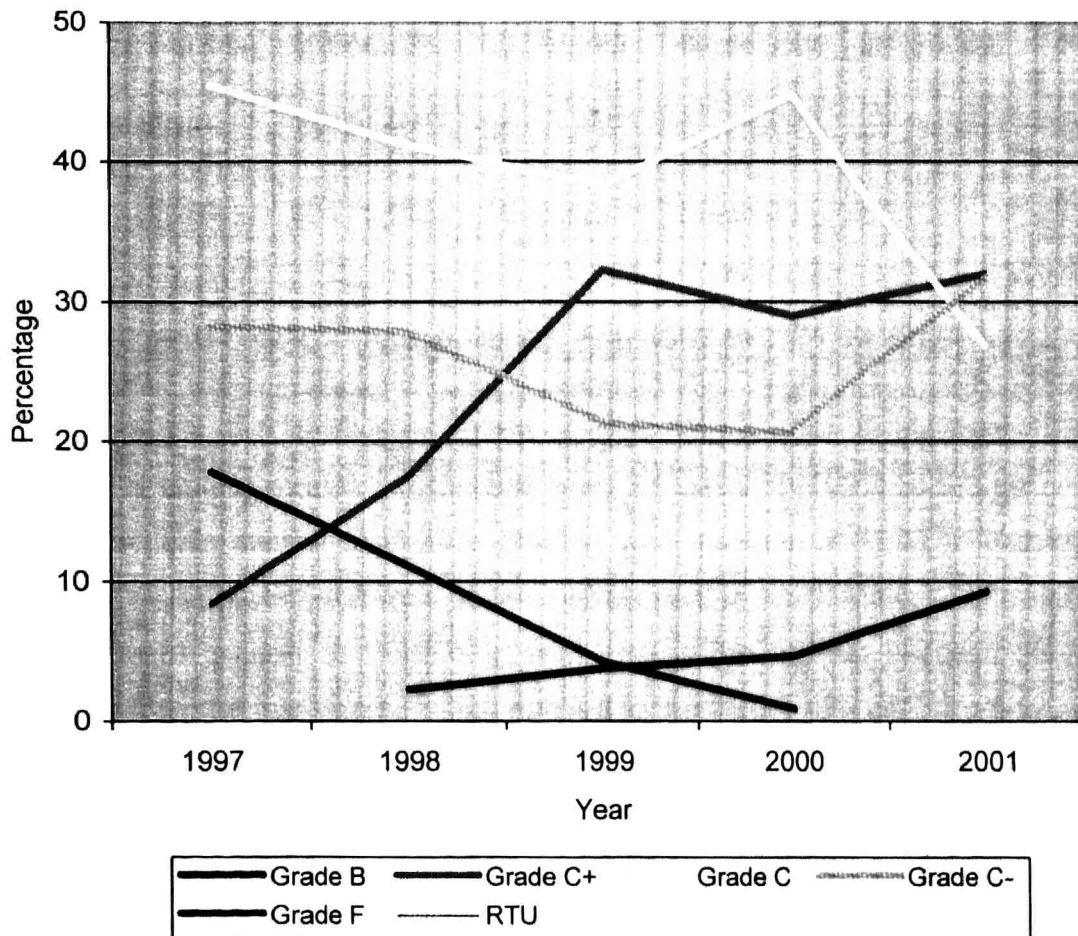
Source: Clerical Grade 2 Course Report Year 1997 to 2001, by IPDA

TRAINING PERFORMANCE AND ACHIEVEMENT

The training performances of ex-trainees in both courses are still in average level. From Chart 3, it showed that the performance of Grade Two in the course achieved good results (B grading) is increasing every year. However, grading for grade C plus, C, and C minus is fluctuate yearly. The obvious grading is for grade C where in 1999 the achievement is 44.8 percent and it fall to 26.8 percent in 2000. The failure rate (grade F) of 17.8 percent in 1997 declined to 0.9 percent in 2000. The highest failure rate in 1997 (17.8 percent) caused by administrative actions on trainees due to discipline, pull out from the course, cheating during exam, and failed on-the- job training. The other areas may be

because of cultural shock and unable to accept pressure. The declining rate of failure to seem to improve may due to the improvement of training design and level of acceptance by the trainees. Most of the trainees possess qualification at least minimum of PMR.

Chart 3 – Ex-Trainee Performance of Clerical Grade Two



Source: Clerical Grade 2 Course Report Year 1997 to 2001, by IPDA

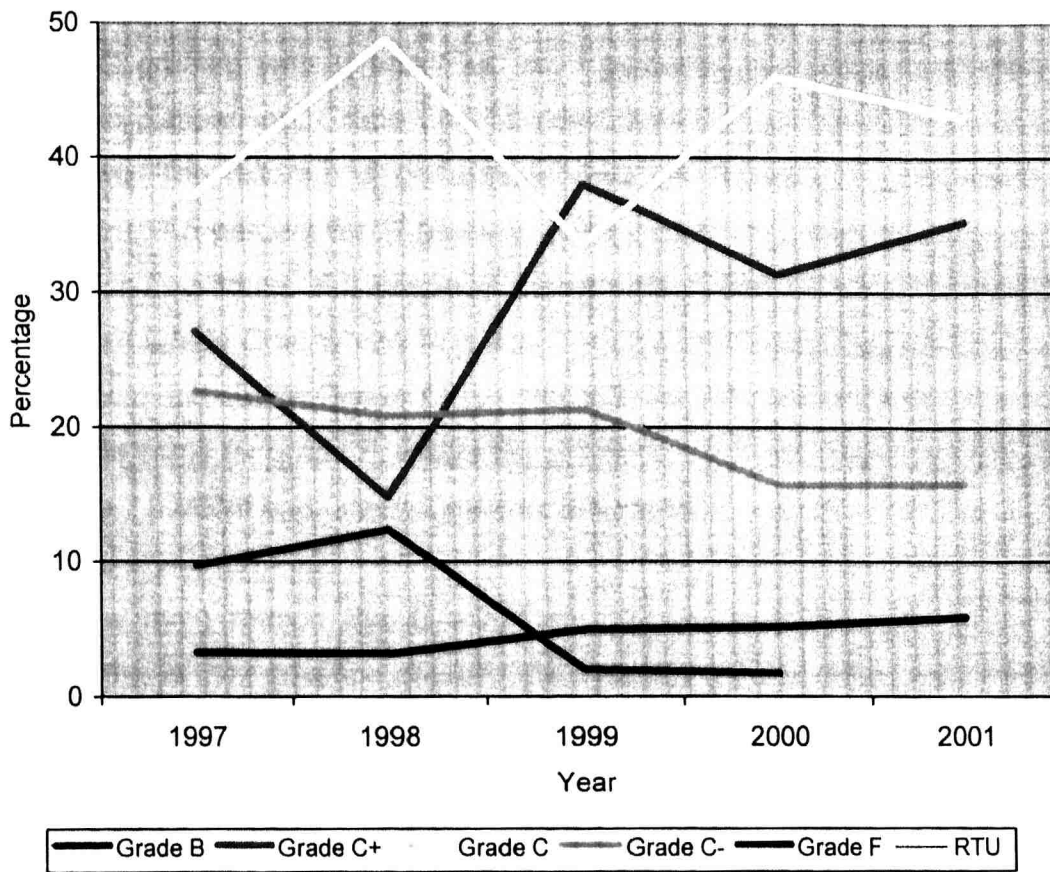
Table 5 - Ex-Trainee Performance of Clerical Grade Two

Grade	1997	1998	1999	2000	2001	Totals
B	-	6 (2.3%)	9 (3.8%)	5 (4.7%)	9 (9.3%)	29 (2.9%)
C plus	24 (8.4%)	46 (17.5%)	76 (32.3%)	31 (29%)	31 (32%)	208 (21.1%)
C	130 (45.5%)	108 (41.2%)	90 (38.3%)	48 (44.8%)	26 (26.8%)	402 (40.7%)
C minus	81 (28.3%)	73 (27.9%)	50 (21.3%)	22 (20.6%)	31 (31.9%)	257 (26.1%)
F	51 (17.8%)	29 (11.1%)	10 (4.3%)	1 (0.9%)	-	91 (9.2%)

Source: Clerical Grade 2 Course Report Year 1997 to 2001, by IPDA

From Table 5, the achievement of B grading is quite stable from 1997 to 2001 with a steady mode. It increased from 3.3 percent (1997) to 5.9 percent in 2001. The performance of C plus grading ^{has} declined in 1998 to the lowest peak with 14.8 percent and rose back to 38 percent in 1999. Majority of trainees in 1998, were grades at C grading with scores the highest percentage (48.7 percent) ^{over} within the five years. It also applied to the failure rate of F grading where it scores the highest failure of 12.4 percent. This may due to human (trainer), which benchmarks the trainees at the high standard. The performance in C minus grading is improving from 22.7 percent in 1997 to 15.8 percent in 2001.

Chart 4 – Ex-Trainee Performance of Clerical Grade One



Source: Clerical Grade 1 Course Report Year 1997 to 2001, by IPDA

Table 6 – Ex-Trainee Performance of Clerical Grade One

Grade	1997	1998	1999	2000	2001	Totals
B	8 (3.3%)	9 (3.2%)	5 (5%)	15 (5.2%)	13 (5.9%)	50 (4.4%)
C+	67 (27.1%)	41 (14.8%)	37 (38%)	90 (31.4%)	78 (35.3%)	313 (27.7%)
C	92 (37.2%)	135 (48.7%)	32 (33.6%)	132 (46%)	95 (43%)	486 (43.1%)
C-	56 (22.7%)	58 (20.9%)	21 (21.4%)	45 (15.7%)	35 (15.8%)	215 (19%)
F	24 (9.7%)	34 (12.4%)	2 (2%)	5 (1.7%)	-	65 (5.8%)

Source: Clerical Grade 2 Course Report Year 1997 to 2001, by IPDA

Based from the Table 5 and 6 for both courses it seems that the performance of ex-trainees need to be improved. Most of the trainees achieve at level of C grading with Grade Two 40.7 percent and Grade One with 43.1 percent. In comparison, Grade One trainees achieved good grading compare to Grade Two. The different of percentage between Grade One and Grade Two trainees are 1.5 percent for B grading, 6.6 percent for C plus grading, and 2.4 percent for C grading. For grade C minus and F, the Grade Two trainees is higher than Grade One, where in grade C minus the Grade Two achievement is 26.1 percent and Grade One is 19 percent with the different of 7.1 percent. It also applied the same for grade F, where the different is 3.3 percent, where the Grade Two got 9.2 percent and Grade One only 5.8 percent.

The main reason the Grade One trainee do better than Grade Two because this is their advance course. The syllabus is quite similar with the Grade Two course and the Grade One trainee has been exposed on the application of the requirement in the enabling objectives while in the units and formations. On the other hand, the Grade Two may receive a cultural shock on the new things been exposed to them especially on the requirement speed level to type a letter. At the same time, the trainee is required to understand to interpret the military law and maintain the service documents.