

# **CHAPTER SIX**

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### CONCLUSION AND RECOMMENDATION

#### CONCLUSION

The Malaysian Army possess an effective fighting force and should be capable to be deploy on any battlefield to fight and win the war. The Army's chance of success in battle is based on its ability of their men to operate the military hardware in the preparation for the war. In operating the system, the soldiers will undergo the basic and advance training. A training system was designed is to meet the Malaysian Army's vision and objectives in this new era of technology. The ultimate aim is to ensure that people are capable of performing his job effectively and efficiently according to their job specification. Therefore, the design and conduct of the Malaysian Army used the system known as Malaysian Army Training System, which is a set of procedures designed to ensure that all training are conducted systemically. The effectiveness of training is measured by a comparison of the gain performance in the training and the application of the knowledge and skills acquired at the work place.

The focus in military training is to teach the soldiers to handle and care for a vast array of weapons and equipments. It is clearly recognized that the highly skilled soldiers is the important asset of all, and his value is conceived in terms of his ability to utilize the material resources at the maximum. The general characteristic of the military training programme is highly utilitarian on formula 'need to know' rather than 'nice to know'. Therefore, although the individual training is to develop the individual knowledge, skill and attitude but it also will affect the organization in term of productivity out put.

The study showed that the training objectives to trained the clerks has been fully met and achieved. Training received by the ex-trainees has improved their competency in performing their job effectively and efficiently by applying new skills and knowledge. Nevertheless, the other important aspect of training is to develop attitudes among the trainees. The methods that can be used to develop attitudes are not as straight forward as those to teach the skills and knowledge. Therefore, it is the responsibility of the supervisors and the officers back in the unit to develop the ex-trainees attitudes.

Holmes Todd J (1999) stated that training is considered effective once it improves the performance of individual. Therefore, based on the questionnaires and personnel interview, most of the supervisors agreed that training thus improved the performance of the clerks in performing their duties. Whereas, the ex-trainees feel that the course content is relevant to their job and able to apply it in their work place. Hence, it shows that the training conducted by IPDA to train the Grade One and Two are effective.

However, the failure of ex-trainees to apply their knowledge and skills in the work place is not their faults. It may due to the lack of trust, empowerment, and confidence from their officers. Although the findings found that only 10 percent of respondents feel that the barriers because of lack of trust, but this phenomena may be increase in the future. On the other hand, the officers feel more comfortable drafting and typing on his own and does not empower to the clerks because to minimize error. In the long run, the organization will not benefited with the amount of money invested to train those clerks. For the ex-trainees, they will tend to forget all the knowledge and skills acquired as a result not able to apply it into practice. Furthermore, for the ex-trainees that have completed their Grade Two course must spend a minimum of 12 months in their unit as a clerk before been allowed to attend Grade One course. The failure to

perform effectively in the units will result in the poor performance in his/her Grade One course.

The knowledge, skills and attitudes are referred to as individual self-development. This means that ex-trainees should be able to progress and develop once they have completed the training. If the design and conduct of training programme is effective but the ex-trainees were unable to transfer the training to work place, then the training objectives were deemed to have failed and the training was ineffective. Based on the literature review, a study by Mager and Pipe (1970) as stated by Donald J Ford (1999) the performance problem lies in two situations; (1) the person doesn't know how to perform the job, or (2) the person doesn't want to perform the job. The above statement has a significant relationship with this study where the productivity of ex-trainees before and after training has the lowest mean score (2.65 and 3.89). This shown that although the ex-trainees have been provided with proper training, they are still unable to perform their job accordingly. The first situation arise may be because of his attitudes, or lack of knowledge. The second situation could be because of lack of motivation, such as reward, incentives, promotion, and chances to attend career courses. Nonetheless, in both situations it could be interrelated. If the ex-trainees were not knowledgeable in his job function it will result low motivation. However, this study showed that the knowledge and skills acquired by ex-trainees has increased and able to apply into their job. Most of the ex-trainees are highly motivated, since their promotion to higher ranks will be determined from the courses they have attended with minimum passing grade of C minus.

Greene J. Ross (2002) stated that training should be a top down commitment. This is to ensure that the acquired training by the clerks must be transfer to the work place with the commitment from the top management, particularly the supervisors. Presently, the supervisors were committed in supervising the ex-trainees in encouraging and providing opportunities for them

to use all those skills without any barriers. The supervisors used several tools such as performance appraisal, quality and productivity of their works. Donald J. Ford (1999) suggested that the supervisors must actively support the application of skills learned in training by coaching, providing feedback, reward and take corrective actions if employee fail to apply it. It is pertinent to note that the suggestion raised by Ford has been applied in the Malaysian Army but reward is beyond the control of supervisors, except for incentives such as short leaves, good recommendation for appraisal report, and nominate them to go for short courses.

In the MATS, the various departments at the Army Headquarters should conduct the external validation. It is to check how ex-trainees perform on the job following the formal training, base on knowledge and skills. A study by Radzi (1999), found that the external validation was not being emphasized in the Malaysian Army. Furthermore, the supervisors do not know how they to evaluate ex-trainees after they report back to units. Therefore, the agreed statement from the supervisors on changing behavior, and application at the work place by the ex-trainees was based on their perception and observation.

In conclusion, the clerical training for Grade One and Two was conducted effectively. It meets the training objectives, the training design and content are relevant to the job function. The ex-trainees on the other hand were able to perform their tasks according to the job specification by transferring the training to the work place. The supervisors have played their role by encouraging and providing opportunities for the ex-trainees to apply the acquired knowledge and skills in their job. It also showed that by attending the formal training in IPDA, the clerks has improved and increased their knowledge, skills and attitudes. Once the ex-trainees able to apply it effective and efficiently, the quality and productivity of their works improved. The ability of the ex-trainees to perform his job well and maintain it at the highest level of competency at all time, it would

benefited the organization in term of quality standard. Nevertheless, the is some improvement that need to be look into such as evaluation at work place and factors of motivation.

## RECOMMENDATION

As been point noted earlier in the research findings, the training for both clerks is very effective in view to their knowledge, skills and attitudes. Nevertheless, there are stills rooms to improve and change particularly in training, mindset of officers, effective assessor by supervisor, and individual self-development. Therefore, it is recommended that following measure to be taken:

a. Improve Method of Training. Currently method of training used to train the clerks is Program Instruction. However, to ensure the trainees are exposed to real life situation the training can adopt training such as, critical Event, Role Play, and Method Demonstration (Ibrahim, 2001)

(1) Critical Event. It represents a short case to give motivation and sharpen the analytical capability to the trainees to solve problem. For example, how to solve problem of 'absent without leave' offence.

(2) Role Play. Trainees will be ask to play a few roles for them to act in front of the group. They are giving problems that exits in their work place or certain situation for them to act. For example, how to manage the office or how to communicate efficiently with his/her superior and subordinates.

(3) Method Demonstration. It involves the implementation of a procedural method in a systematically way. This method begins

with the explanation with certain steps followed by the trainees trying all step like what is taught and end with question and answer.

b. Change Officer Mindset The mindset among the officers must change. They should have some trust to empower some tasks to the clerks to perform. By doing empowerment the clerks are able to be more self-confident, build up their leadership, and interpersonal skills.

c. Effective Assessor. The validation process includes the external and internal validation. However, the external validation was not carry out accordingly. The validation is an important phases to be under taken to find out whether the trainees can transfer training to work place. Hence, the supervisor cum assessor must validate ex-trainees and the result is submitted to IPDA, and respective department in MINDEF. The supervisor will collect the data based on ex-trainees working skill by having a lists of scorecard and observation. The most suitable time to validate work performance after he has completed first job cycle (usually three months).

d. Self-Development. The ability to change and adopt the acquired training lies on the ext-trainees. Although the training was presented effectively, and close supervision by supervisors, but if individual resists change then the organization productivity remain status quo. Therefore, the ex-trainees must assimilate themselves to develop and manage themselves, through self-development:, such as:

(1) Ability to learn by observing the behavior of others in the area of interpersonal skills. The target could be their superior, colleagues, and subordinates.

(2) Ability to think and analyze the results of observation. This includes the reflection on his/her own individual behavior and performance.

(3) Inculcate habits of reading including latest instruction, procedures and information related to day-to-day function. This will increase his knowledge.

(4) Seek a feedback from his/her supervisor, which are essentials in training and development skill development. Again the natural target for seeking feedback could be from his superior, colleagues, and subordinates.

(5) Engage in activity that seeking challenges which is to increase the clerical skills through practice. For example, a clerk engages in preparing (typing) script and MS power point.

In the nutshell, to ensure training is effective, IPDA should be more pragmatic and proactive in trying other methods of learning. The officers as their top management must have an element of trust and confidence towards the e-trainees by empowering the tasks to them to perform. The clerks on the other hand, must progress and manage themselves rather than be dependence to others. The validation must be conducted at least after three months to find out whether ex-trainees have apply the acquired knowledge and skills to their job function.



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