

**ASSESSING THE READINESS OF THE ROYAL MILITARY POLICE
CORPS TOWARDS A LEARNING ORGANIZATION:**

**A CASE STUDY ON ROYAL MILITARY POLICE
CORPS TRAINING CENTER**

Mej Azizul Hisham bin Aziz Zaman

University Utara Malaysia 2004



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A thesis submitted to the Graduate School in partial fulfillment of the
requirement for the degree of Master of Science (Management),
University Utara Malaysia

By

Mej Azizul Hisham bin Aziz Zaman

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ABSTRACT

As part of the Ministry of Defense's as well as the Malaysian Armed Forces in general and the Malaysian Army HQ's drive for responsive, high quality military services, the 2001 Booklet on Learning Organization suggested that the services must become a learning organization. The environmental forces that stem from the technological advancement, social changes, economic and demographic changes and consumerism have placed a great challenge to the military and army leaders in ensuring their organizations achieved a world class status. Yet, the readiness and the application as well as the implementation of the learning organization ideal in the military organizations is viewed as significantly constrained by a number of factors, including the hierarchy, structures, culture, tradition, the leadership and so forth. To achieve such world class standards, organizations therefore must continually operate in a state of transformation. Appropriate management styles thus are seen to be important in promoting and fostering a creative and learning culture within an organization. It is believed that appropriate management styles that have the abilities to develop a shared vision, special competencies, unity, a constructive thinking among employees, and to encourage open and honest communication throughout the organization. It would be the leaders who inspire a learning organization. Therefore, this study aims to assess the readiness of the military organizations, in this case, the Royal Military Police Corps turning to be a Learning Organization by measuring 12 dimensions of the Learning Organization Practices Profile and 5 dimensions of Learning Organization Profile as well as identifying the management styles that are pertinent to learning organization practices by using Likert's (1976) four-management styles questionnaire and determines how these styles influence the learning organization practices and readiness drawn from the learning organization literature. This research offered an opportunity to assess the extent to which striving for this contributes to progress towards the learning organization ideal.

ABSTRAK

Cita-cita untuk menjadi sebuah organisasi ketenteraan yang responsif dan berkualiti adalah merupakan sebahagian daripada matlamat Kementerian Pertahanan, Angkatan Tentera Malaysia amnya dan Tentera Darat Malaysia khususnya. Untuk merealisasikan matlamat tersebut, buku panduan Organisasi Pembelajaran yang telah dikeluarkan pada tahun 2001 telah mencadangkan agar ATM dan TD hendaklah berusaha untuk menjadi sebuah Organisasi Pembelajaran. Perubahan persekitaran yang berlaku hasil daripada pembaharuan teknologi, perubahan sosial, ekonomi dan demografi serta perubahan perilaku konsumer telah memberikan cabaran serta impak yang besar terhadap bidang ketenteraan serta kepimpinannya untuk menentukan organisasi ketenteraan mencapai status “World Class” agar setaraf dengan organisasi ketenteraan yang lain di rantau ini. Walau bagaimana pun, tahap kesediaan serta aplikasi dan implementasi ke arah Organisasi Pembelajaran di dalam skop ketenteraan ternyata dihadkan oleh beberapa faktor seperti hirarki, struktur, budaya, tradisi, kepimpinan, birokrasi dan sebagainya. Untuk mencapai piawaian “World Class”, organisasi mestilah beroperasi secara berterusan dan sedia menerima perubahan. Gaya pengurusan dan kepimpinan yang bersesuaian telah dilihat dapat menjuruskan kepada satu keadaan yang dapat menggarap serta menerapkan kreativiti dan budaya pembelajaran di dalam organisasi. Adalah dipercayai gaya pengurusan mempunyai kemampuan untuk menjuruskan kepada perkongsian visi (shared vision), kompetensi khas (special competencies), penyatuan dan kesepakatan (unity), gaya berfikir yang konstruktif di kalangan anggota (constructive thinking among employees), serta menggalakkan komunikasi yang jujur dan terbuka di dalam organisasi. Ianya memerlukan pemimpin dan kepimpinannya untuk memberi aspirasi dan hala tuju ke arah Organisasi Pembelajaran. Justeru itu, kajian ini bertujuan untuk menilai tahap kesediaan sesebuah organisasi ketenteraan, di dalam konteks ini, Kor Polis Tentera Diraja, untuk menjadi sebuah Organisasi Pembelajaran dengan mengukur 12 dimensi Profil Amalan Organisasi Pembelajaran dan 5 dimensi Profil Organisasi Pembelajaran. Kajian ini juga cuba mengenal pasti gaya-gaya pengurusan yang bersesuaian dengan amalan organisasi pembelajaran dengan menggunakan soal selidik empat gaya pengurusan Likert’s (1976) dan menyelidiki bagaimana gaya-gaya tersebut dapat mempengaruhi amalan organisasi pembelajaran dan kesediaan organisasi sepertimana yang telah digariskan di dalam ulasan karya organisasi pembelajaran.

DEDICATION

To my beloved wife, Suzana binti Haji Mohamed Husain, and my daughter, Jazreena Airin, my son, Jazrin Iqmal and to my new born son, Jazrin Izzat Harith as well as my lecturers, colleagues and finally, to all my comrades in arms.

For my late father....Haji Aziz Zaman bin Abd Aziz.....my mother...Hajjah Siti Hanizan @ Saharah binti Ibrahim and the rest of my family.

To the Royal Military Police Corps.....For the Corps, to the Corps and to the Corps.....

To the Malaysian Armed Forces and the Malaysian Army.....**Gagah Setia....Gallant and Loyal, Always at the Forefront.....**

ACKNOWLEDGEMENTS

The completion of this thesis was due in large part to the guidance, and encouragement of Associate Professor Dr. Abdul Jumaat bin Mahajar, the Dean of Universiti Utara Malaysia Management Faculty, my thesis Supervisor who has been invaluable throughout this project. I would also like to thank Associates Professor Dr. Mohd Sobri bin Haji Minai, my second supervisor, the Deputy Dean (Development) of Universiti Utara Malaysia Information Technology Faculty for his constructive comments and participation in this process. I am truly appreciated to Associate Professor Dr. Zulkifli bin Husain, Associate Professor Dr Khulida Kirana binti Yahya, Encik Ahmad bin Yacob and Puan Hanissah A. Razak for their inputs and feedback. I would also like to express my sincere appreciation and gratitude to Lt Kolonel Murad bin Nasrdin @ Mohamad Nasaruddin, the Commandant of the Royal Military Police Training Center, Kem Genting Klang, Setapak, Kuala Lumpur which was the focus of my research. Lt Kolonel Salim bin Haji Abdullah, the Commanding Officer of the 2nd Royal Military Police Regiment, Kem Batu Uban, Pulau Pinang, and Kapt Wan Norman bin Wan Kassim, the Officer in Command of the 6th Royal Military Police Company, Kem Lapangan Terbang, Sungai Petani for providing me with input for testing the instrument and collecting data.

There are a number of others whose assistance I wish to recognize. I would like to express my gratitude to Professor Dato' Dr. Mohd Salleh bin Hj Din for his support and advice during my Research Methodology Class. I would also like to thank Kolonel Hj Abdul Rani bin Ismail, the Director of the Royal Military Police Corps, Army HQ as well as the GOC of the 4th Infantry Division, Mej Jeneral Dato' Masood bin Haji Zainal Abidin, Mej Wahab Geoh, Mej Ramly Rashid, Mej Mohd Hanim Saip, Mej Mohamed Rafi Kadir, Mej Sharif Jamal and Mej Sharif Johan for their advice and support during the completion of my study. I also would like to thank my friends in UUM especially Mr. Kho Ngee Liang for his support on my thesis. I thank my comrades in arms, and my beloved family, and who aided me in my endeavors for their continued encouragement and support throughout my study.

Mej Azizul Hisham bin Aziz Zaman
The Graduate School University Utara Malaysia
Session 2003/2004
Mac 2004

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LIST OF ABBREVIATIONS

AFTA	-	ASEAN Free Trade Agreement
ASTD	-	American Society for Training and Development
CO	-	Commanding Officer
CSM	-	Company Sergeant Major
DV	-	Dependent Variable
EU	-	European Union
ICT	-	Information, Communication and Technology
IT	-	Information Technology
IV	-	Independent Variable
KEMENTAH-	-	Kementerian Pertahanan
KM	-	Knowledge Management
KPTD	-	Kor Polis Tentera DiRaja
KSM	-	Kompeni Sarjan Mejar
LC	-	Learning Company
LO	-	Learning Organization
LOP	-	Learning Organization Profile
LOPP	-	Learning Organization Practices Profile
MAF	-	Malaysian Armed Forces
MINDEF	-	Ministry of Defense
MP	-	Military Police
NAFTA	-	North American Free Trade Agreement
NCO	-	Non-commissioned Officer
OC	-	Officer in Command
OL	-	Organizational Learning
PMR	-	Penilaian Menengah Rendah
RMA	-	Revolution in Military Affairs
RMPC	-	Royal Military Police Corps
RSM	-	Regimental Sergeant Major
SMR	-	Sarjan Mejar Rejimen
SNCO	-	Senior Non-commissioned Officer
SOL	-	Society for Organizational Learning
SPM	-	Sijil Pelajaran Malaysia
SPSS	-	Statistical Package for Social Science
SRP	-	Sijil Pelajaran Malaysia
STPM	-	Sijil Tinggi Pelajaran Malaysia
USM	-	Universiti Sains Malaysia
UTM	-	Universiti Teknologi Malaysia
UUM	-	Universiti Utara Malaysia

CHAPTER I

"A learning organization is an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights."

- **David Garvin** (in Building a Learning Organization)

INTRODUCTION

1.1 GENERAL

A learning organization is referred to as an organization designed to enable learning or to have the capabilities to learn and an organization within which learning is already occurring (Karash, 2002). According to Ortenblad (2001), at individual level, learning is more concerned with gaining knowledge, understanding, and acquiring skills. Whereas at the organization level, it is more concerned with developing perceptions, visions, strategies, and transferring of knowledge. However, at both levels, it involves discovery and invention, that is: recognizing, creating, or exploring new knowledge; and with manipulation of knowledge and understanding to generate new ideas or concepts (Ortenblad, 2001). Learning, in the sense of learning organization takes place when; data is collected and analyzed to generate new facts which are then accepted and conclusions are reached or existing opinions are modified (Karash, 2002). The changing conditions are recognized and new paradigms developed or accepted. The knowledge and understanding are then embodied in new technologies or products. Further, the acquisition of new facts or the accumulation of experience or concepts will result in change of belief or attitudes, and the knowledge is transferred through communications, teaching, dialogue or cross-fertilization (Senge, 1990).

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