
**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

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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.....**

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TABLE OF CONTENTS

	<u>Page</u>
ABSTRACT	i
ABSTRAK	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF ABBREVIATIONS	ix
CHAPTER	
I. INTRODUCTION	
1.1 General	1
1.2 The Background Of the Study	3
1.3 Research Questions	4
1.4 Research Objective	5
1.5 The Significance of the Study	6
1.6 Problem Statement	7
1.7 The Scope of the Study	9
1.8 Limitations	9
1.9 Organization of the Study	10
II. LITERATURE REVIEW	
2.1 Introduction	11
2.2 Defining Learning Organization	11
2.3 Learning Organization-The Definition	18
2.4 Summaries of Definitions	24
2.5 The Importance of Learning Organization	26
2.6 K-Army and Learning Organization	27
2.7 Fundamental Research on Learning Organization	29
2.8 Research in the West and Malaysia	30
2.9 Issues on Learning Organization	32
2.10 Theories on Learning Organization	47
2.11 Measurement of Learning Organization	51
2.12 Summaries of Key Characteristics of Learning Organization	56
III. METHODOLOGY	
3.1 Introduction	66

3.2	Instrumentation	67
3.3	Participants	69
3.4	Sampling Technique	69
3.5	Research and Data Collection Procedures	69
3.6	Pilot Test	71
3.7	Data Analysis Procedures	72
3.8	Standard Measurement for the Study	72
3.9	Theoretical and Conceptual Framework of the Study	73
3.10	Independent and Dependent Variables	81
3.11	Hypothesis	83
3.12	Operational Definition	85

IV. FINDINGS

4.1	Introduction	107
4.2	Survey Responses	108
4.3	Data Analysis	108
4.4	Testing the Goodness of Data	114
4.5	Testing the Hypothesis Developed for this Research	116
4.6	Dispersion of Learning Organization Practices, Learning Organization Profile, Management Styles and Selected Demographics Variables	122
4.7	Differences Between Learning Organization Practices and Selected Demographic Characteristics as Well as Learning Organization Profile.	128
4.8	Differences Between Management Styles and Learning Organization Practices and Readiness.	132
4.9	Relationship Between Learning Organization Profile and Learning Organization Practices and Readiness	136
4.10	Relationship Between Gender and Learning Organization Practices and Readiness	146
4.11	The Overall Results	147
4.12	How Royal Military Police Corps Might Become a Learning Organization	149
4.13	Discussion and Conclusion	158

V. SUMMARY, DISCUSSION, RECOMMENDATIONS AND CONCLUSIONS

5.1	Introduction	160
5.2	Research Summary	160
5.3	Research Implication	163
5.4	Discussion	164
5.5	Recommendations	165
5.6	Recommendations For Future Research	169
5.6	Conclusions	170

REFERENCES AND BIBLIOGRAPHY	173
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LIST OF TABLES

Table 2.1	Learning Organization- origins and the elements of the whole.	50
Table 2.2	Comparison of existing instruments with the Learning Organization Practices Profile.	55
Table 3.1	Reliability Analysis of the Pilot Test.	71
Table 3.2	The development Learning Organization Practices Based on Mean	73
Table 4.1	Survey Responses.	108
Table 4.2	Result of Descriptive Statistics	
a.	Table 4.2a Gender Respondent	109
b.	Table 4.2b Age Respondent	109
c.	Table 4.2c Marital Status Respondent	110
d.	Table 4.2d Term of Service Respondent	110
e.	Table 4.2e Rank Respondent	111
f.	Table 4.2f Service Experience Respondent	111
g.	Table 4.2g Organizational Experience Respondent	112
h.	Table 4.2h Thread/Area of Specialization Respondent	112
i.	Table 4.2i Highest Academic Qualification Respondent	113
j.	Table 4.2j Appointment Respondent	113
Table 4.3	Overall Statistics	114
Table 4.4	Reliability Analysis Scale (Alpha)	115
Table 4.5	Validity Analysis	
a.	Table 4.5a KMO and Bartlett's Test	116
b.	Table 4.5b Extraction Method: Principal Component Analysis.	118
Table 4.6	Index Measurement on Learning Organization Practices Profile.	117
Table 4.7	Index Measurement on Learning Organization Profile.	119
Table 4.8	Index Measurement on Dispersion and Interpretation on Learning Organization Practices Profile	123
Table 4.9	Index Measurement on Learning Organization Profile	124
Table 4.10	Index Measurement on Management Styles	127
a.	Table 4.10a Index Measurement on Leadership Facet of the Management Styles	124
b.	Table 4.10b Index Measurement on Motivation Facet of the Management Styles	125
c.	Table 4.10c Index Measurement on Communication Facet of the Management Styles	126
d.	Table 4.10d Index Measurement on Decision-Making Facet of the Management Styles	126

Table 4.11	Index Measurement on Selected Demographics Components on Learning Organization Practices and Readiness	127
Table 4.12	The Result of One-Way ANOVA Analysis on Learning Organization Practices and Selected Demographic Characteristics	128
Table 4.13	The Result of One-Way ANOVA Analysis on Learning Organization Practices and Rank	129
Table 4.14	The Result of One-Way ANOVA Analysis on Learning Organization Practices and Learning Organization Profile (LOP)	130
Table 4.15	The Result of One-Way ANOVA Analysis on Learning Organization Practices and Appointment	131
Table 4.16	The Result of One-Way ANOVA Analysis on Learning Organization Practices and Academic Qualification	132
Table 4.17	The Result of One-Way ANOVA Analysis on Learning Organization Practices and Management Styles	133
Table 4.18	The Result of One-Way ANOVA Analysis on Learning Organization Practices and Leadership	134
Table 4.19	The Result of One-Way ANOVA Analysis on Learning Organization Practices and Motivation	134
Table 4.20	The Result of One-Way ANOVA Analysis on Learning Organization Practices and Communication	135
Table 4.21	The Result of One-Way ANOVA Analysis on Learning Organization Practices and Decision-Making	136
Table 4.22	The Result on Correlation Pearson r Test between Learning Organization Profile and Learning Organization Practices and Readiness	137
Table 4.23	The Result on Correlation Pearson r Test between Organizational Transformation and Learning Organization Practices and Readiness	138
Table 4.24	The Result on Correlation Pearson r Test between Empowerment and Learning Organization Practices and Readiness	140
Table 4.25	The Result on Correlation Pearson r Test between Knowledge Management and Learning Organization Practices and Readiness	142
Table 4.26	The Result on Correlation Pearson r Test between Technology Application and Learning Organization Practices and Readiness	144
Table 4.27	T-Test Results on Difference between Gender and Learning Organization Practices and Readiness.	147
Table 4.28	Hypothesis Testing based on One-Way Anova Analysis	148
Table 4.29	Hypothesis Testing based on Pearson Correlation r Test	149

Figure Page

LIST OF FIGURES

Figure 2.3.	Factors Influencing Learning Organization Readiness in the RMPC	73
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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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