



UNIVERSITI PUTRA MALAYSIA

**ETHICAL ISSUES IN TRAINING PROGRAM: PERCEPTION, ETHICAL
JUDGEMENT AND VALUES HELD BY TRAINERS IN TELEKOM
TRAINING CENTER (TTC)**

MUJAHID BIN HAJI YUSOF

FPP 1998 83

**Ethical Issues In Training Program: Perception, Ethical Judgement
and Values Held by Trainers in Telekom Training Center (TTC)**

Mujahid Bin Haji Yusof

**Project Submitted as Partial Fulfillment of the Requirements for
the Degree in Master in Science at the Department of Extension
Education, Faculty of Educational Studies Universiti Putra
Malaysia**

November 1998



It is certified that I have read and examined the project paper titled “Ethical Issues in Training Program: Perception, Ethical Judgement and Values held by Trainers in Telekom Training College (TTC)” by Mujahid bin Haji Yusof . It is hereby certified that this project paper meets the conditions and requirements of a Degree in Master of Science (Human Resource Development).



SHAMSUDDIN BIN HAJI AHMAD. Ed. D

Department of Extension Education
Faculty of Educational Studies
Universiti Putra Malaysia

(Supervisor)

Date: 24/3/99



ROSINAH BINTI JONED

Department of Extension Education
Faculty of Educational Studies
Universiti Putra Malaysia

(Examiner)

Date : 25/3/99

ACKNOWLEDGMENTS

In The Name of Allah, the Most Merciful and The Most Benevolence

All praise to Allah (s.w.t) for His Kind Guidance and Mercy , we are made to be part of His vast creation . Peace and Blessings be upon His Prophet Muhammad and the believers who followed His path to the Day of Judgement. Praise to Allah , for the completion of this mini thesis.

I would like first and foremost to say thank you to my supervisor Dr. Shamsuddin bin Ahmad for his always-mentoring attitude and guidance, not to forget his encouragement and support until this very moment I'm writing the acknowledgment.

My thanks to all the kind-hearted lecturers of the Department of Extension Education. Their enthusiasm in transmitting knowledge and upholding the high discipline of the academic standard deserves appreciation from the hungry seekers of knowledge. Your knowledge and kindness pictures good example of an academician who strives to make learning meaningful. Thank you also for the support staff of the Department for without all of you our presence would be meaningless.

My thanks to TTC for giving me the precious piece of information I need for my mini thesis. The General Manager, Encik Alias Masod, Puan Mazenah the AGM have given me all the support I need for my case study. I hope that this



small study can contribute to the inspiring vision TTC aims to become a world class training organization.

Not to forget the President of Universiti Telekom Malaysia (Universiti Multimedia Telekom), Professor Dr. Ghauth Jasmon who without his support and encouragement my study would not be smoothly going. Not to forget Dr Shahrin Sahib, my Director in FOSEE (Center For Foundation Studies and Extension Education) for his encouragement to complete this course.

My dearest mates in HRD course especially the Seremban gang who without them the discussion group would be dull because of their always happy mood. I will always remember the long distance drive of Melaka to UPM just to be there with my lecturers and fellow friends.

Lastly, my deepest gratitude to my beloved wife Zuraida bt Husin for her patience to bear with me the burden of completing the course, my beautiful three children who in their young age offers their support by tolerencing my precious hours with them. My father who has been my source of inspiration and to my late mother who her spirit is alive in me has given me the strength I need to continue this long journey.

MAY THE BLESSING OF ALLAH BESTOWED UPON US, AMIN



TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENT	ii
LIST OF FIGURE	xi
LIST OF TABLES	xii
ABBREVIATIONS	xiii
ABSTRACT	xiv
ABSTRAK	xvii

CHAPTER

I INTRODUCTION

Background to the study	1
Training in Malaysian Context	2
Ethical Practice	3
Role and Function of Trainers	4
Challenging Role	5
Qualities of Trainers	5
Statement of Problem	7
Objectives of Studies	8
Significant	9



Limitations	10
Operational Definitions	12
Ethical Issues	12
Ethical Perception	13
Values	13
Ethical Calculation	14
Organizational Perception	15

II LITERATURE REVIEW

Telekom Training College (TTC)	16
Organization Structure	17
TTC's Priorities	17
Writing on TTC	19
Ethical Concepts	20
Framework	21
Moral Reasoning	23
Issues in Ethics	24
Qualities of Trainers	27
Ethics and Transmission of Knowledge	28
Ethical Decision Making	31
Market Ethic	31



Utilitarianism	32
Proportionality	32

III METHODOLOGY

Introduction	35
Design	35
Population and Sample	36
Instrument	38
Data Collection	39
Interview	40
Data Collection	42
First Encounter with CEO of TTC	42
Arrangement of Interview	43
Climate of the Interview	44
Phrasing Questions	45
The Atmosphere	46
Recording of Interview	47
Data Analysis	
Transcribing Data	49
Categorizing Themes	50
Limitation face by the researcher	52



Validity and Reliability	53
Internal Validity	54
Reliability	55
External Validity	55
Ethical Consideration	56

IV FINDINGS

Introduction	58
Background of the Respondent	58
TTC's Shift	60
Respondent's Reaction	61
Ethical Perception	64
What is Ethics?	64
Practice of Ethics	66
Idealism	68
Training Needs	68
Organizational	68
Type of training	69
Personal/Organizational Need	70
Problems	71
Attitudinal	71



Applicability	71
Adaptation to New System	72
Participation	72
Levels	73
Trainer's Ethical Role	73
Ethical Duty	73
Professional Duty	74
Interpersonal Commitment	74
Trainer's Personal Development	75
Knowledge/Skill	75
Values	76
Caring	76
Dedication	76
Responsible	77
Ethical Judgement	78
Problems	78
Designing	79
IV Summary, Conclusion, Discussion and Suggestions	
Introduction	80
Summary	80



Statement of Problem	80
Objectives of The Study	81
Methodology	81
The Findings	82
Perception of Ethics and Interpretation	83
Training needs	83
Problems	84
Trainers Personal Development.....	84
Values	84
Ethical Judgement	85
Conclusion.....	85
Perception	87
Respondent's Perception	87
Ethical Duty to Perception	89
Training Process and Learning	91
Training Needs	92
Training and Ethics	94
Understanding Learning	95
Self Autonomy.....	98
Moral Outcome in Teaching.....	102
Trainers as Leaders	104



Ethical Leadership	108
Building Ethical Leadership	109
Characteristic of Developed Trainer	113
Ethical Judgement and Values	115
Practical or Ethical?	116
Consideration in Ethical Judgement	117
Values	119
Self Esteem	119
Summary	121
Implication	123
Recommendations	124
Bibliography	127
Appendices	131



LIST OF FIGURES

Figure		Page
1	The Process Trainers go through	25
2	From Powerless to Power: Principle Centered Relationship	90
3	Alignment of Self, Others, Management and Organization	114



LIST OF TABLES

Tables		Page
1	Characteristic of Good Teachers.....	6
2	Categorization of Themes.....	59



ABBREVIATIONS

CEO	Chief Executive Officer
TMB	Telekom Malaysia Berhad
TTC	Telekom Training College

Abstract of Research Project submitted to the Department of Extension Education, Faculty of Educational Studies, Universiti Putra Malaysia in partial fulfillment of the requirement for the Degree of Master in Science

Ethical Issues in Training Program: Perception, Ethical Judgement and Values held by Trainers in Telekom Training Center (TTC)

By

Mujahid Bin Haji Yusof

November 1998

Supervisor : Dr. Shamsuddin Bin Ahmad
Department : Department of Extension Education, Faculty of Educational Studies

This case study was done in order to have an in-depth knowledge of ethical issues in training program. The aims of the studies are related to understand the perception of ethics held by the trainers and how they come to make decision base on ethical calculation. The studies also aims at looking into a deep understanding of the role of values in relation with ethical practice and the way trainers deals with their clients. Methods to gain access to the information were done through interviews with the trainers involved. From the interviews data



was analyzed according to their themes. Telekom Training College being an established training institution for Telekom Malaysia Berhad was chosen to be the sample of study. Trainers in TTC have long been engaged in technical, skill and motivational training program serving the parent company. However, in the findings, ethical issues are still in vague to the perception of the trainers. It's trainers perceived ethical issues on the surface of it, not in the depthness and the intensity of the problem. It was also found that TTC's trainers were dedicated to their work in pursuance of quality and professionalism. Ethics in the findings has close association with being professional. The relationship of the two bears the same characteristic, the only different is that being professional is driven strongly by the organizational rule and procedures whereby being ethical is strongly driven by intuition, integrity and values that one held as esteem.

The study also explored the dimension of learning, characteristic of trainer and the concept of leadership in the training environment. Trainers in TTC are committed to play the role of people who make others achieve their personal and organizational role. This is indicated by their strong conviction of human relation base on strong personality and interpersonal skill.

Problems faced by the trainers in TTC are conflict of values, lack of integrity, participant's attitude and trainer's attitude toward achieving organizational goal.

To conclude, TTC's trainers are on their way to meet the challenging market. The leadership's commitment to instill new customer's service culture paves the way for better improvement of trainer's role. Ethical issues will still be the underlying element that grows with the growth of professionalism and the quality culture. Accumulation of ethical judgement does not happen overnight but it is a continuous process. TTC's trainers are quite close to bring the gap together.



Abstrak Projek Penyelidikan yang di kemukan kepada Jabatan Pendidikan dan Pengembangan, Fakulti, Pengajian Pendidikan, Universiti Putra Malaysia sebagai memenuhi sebahagian daripada keperluan untuk mendapat Ijazah Sarjana Sains.

Isu isu Etika dalam Program Latihan: Persepsi, Penilaian Etika dan Nilai sebagaimana yang dipegang oleh Jurulatih di Pusat Latihan Telekom (TTC)

Oleh

Mujahid Bin Haji Yusof

November 1998

Penyelia : Dr. Shamsuddin Bin Ahmad
Fakulti : Pengajian Pendidikan

Kajian in dibuat untuk mendapat satu maklumat yang mendalam tentang isu etika dalam program latihan. Telekom Training College selaku Pusat Latihan yang telah berkembang maju telah dipilih sebagai sample kajian. Kajian in juga dibuat untuk memahami persepsi jurulatih terhadap isu etika dan pelaksanaan etika dalam menjalankan tugas. Etika atau Moral ada hubung kait dengan nilai. Kajian ini juga bertujuan mengenali apakah nilai yang telah dipegang oleh jurulatih di TTC . Jurulatih TTC telah banyak menjalankan kursus yang bersifat



teknikal, skill dan motivasi, walaupun demikian kajian ini telah mendapati jurulatih TTC hanya memahammi etika dalam bentuknya di permukaan sahaja dan tidak memahaminya secara mendalam dan meluas.

Kajian ini juga mendapati adanya kaitan yang rapat antara bersifat profesional dan beretika. Ciri kedua-duanya adalah sama sahaja, bezanya ialah Profesional banyak bergantung kepada organisasi untuk menggerakkan pelaksanaannya manakala Beretika pula banyak bergantung kepada dalaman yang bersifat intuitif dalam diri seseorang yang memiliki tanggungjawab yang tinggi terhadap nilai-nilai etika. Kajian ini juga mendapati aspek pembelajaran, ciri-ciri jurulatih dan sifat kepimpinan jurulatih di TTC mempunyai satu tanggungjawab yang tinggi untuk merealisasikan cita-cita peribadi serta keperluan organisasi.

Masalah yang dihadapi oleh jurulatih ialah penentangan nilai, kurang integriti, sikap pembelajar dan sikap jurulatih sendiri untuk mencapai matlamat organisasi yang digariskan.

Secara ringkasnya pelatih di TTC sedang mengharungi arah tuju pasaran latihan yang mencabar. Kepimpinan TTC berazam untuk memenuhi keperluan pelanggan yang sekaligus menuntut tahap jurulatih yang kompeten. Dalam menuju ke arah tersebut semua masalah etika akan menjadi persoalan penting demi untuk melahirkan profesionalisma yang tinggi dalam disiplin program latihan.



CHAPTER I

INTRODUCTION

Background of the Study

Training is one of educational activities that provide skill, knowledge and vocational needs. A trainer and training manager must realize in them intrinsic goodness in order to make their training program a success one. The researcher chooses to study in the context of ethical issues because it incorporates the meaning of worthiness and relates itself to achieve the highest benefit and minimize harmful effect to the training program. The researcher believes that a training program requires a lot of element in order to produce the best result. One of the important element is the ethical issues, which are considered as the heart of the whole training activities, without it the training program will not achieve to it's best standard especially when it will have a strong impact over time. The impact could be injuries to the emotion of the participant and the dignity of the trainer if ethical issues are left unattended. Mason (1993, p.30) mentioned in his article that ethical issues is meat and potatoes for consuming, digesting and assimilating not just menu of promises and ideals. The researcher aim to get that digestive and assimilating understanding in the pursuance to study ethical issues in training programs.



Many ethical elements are at stake in the world of training. Trainers do involve a lot in decision making, assessing and interpersonal contact with the client, engaging themselves in making the right and wrong decision and encountering client will result the potential of breaching acceptable behavior (Wooten and White 1983). Trainers will find themselves in an ethical dilemma leading to the controversy of making the right ethical choice. The improper behavior may occur at all stages of the training and development process and that all these behaviors may range from very serious breaches of ethical codes to unprofessional conduct and some simply careless act (ASTD) (Clement , Pinto & Walker , 1978).

Training in Malaysian Context

In Malaysia training program offers a wide range of needs. The researcher's assumption in the Malaysian context is, training managers perceive ethical issues by their own interpretation and could lack of ethical calculation to their pre, post and after training program activities. The Malaysian trainers and training managers confine their scope of ethical concern to the code of ethics and the "standing order." The researcher also assume their lack of ethical principle could be due to some factors mainly perception, values, miscalculation of ethical judgment and ethical policies. The first, second and the third falls back to appreciation of intrinsic sense of worthiness on the trainers and the third one falls back to the organization as the main body that injects the ethical awareness in the members of the

organization. The researcher chooses to study ethical issues in TTC's training program for a better understanding of making a good ethical choices base on a strong ground of ethical principles and practices. The study helps to pave the way for ethics to play a more practical role in realizing a good training program. As Brockett (1988, p. 9) put it " ...prescriptive guidelines merely scratch the surface of understanding ethical practice, for they are only concerned with outcomes and do not take into consideration the process individuals go through in ethical decision making."

The Ethical Practice

In Malaysia the ethical codes of conduct is guided by "General Orders" issued by the government plus other working ethics for trainers which deals with the surface of ethical practice (Ibrahim, 1996). There has been complains to the ethical conduct of professionals in Malaysia they are accused of neglecting client's needs and have low respect to the customers. The reason for such problem arises is because of values and ethical conduct, which seems to be loosing its grip in guiding the professionals in Malaysia (Asnah, 1996). Asnah quoted Ahmad (1992) to the ethical issue on the emphasis to have "ethical thinking" in the professional line by using reasons and the experience of the individuals and later on to be incorporated in a systematic and structured system. The structured and systematic system would be the determining factor that guides the conduct of the professionals. Tan (1996) quoted a Chinese proverb to the importance of moral conduct that says,

“Undisciplined nurturing is a teachers fault.” The educator and trainers alike does not only transmit knowledge but they are also responsible for training good conduct. Quoting from the saying of Kong Zi (551-479 BC) in the article “a good teacher is a thinker, a philosopher, a wise person, an advisor, a leader and a cultivated individuals.” In the Islamic educational philosophy an educator, trainer or a teacher must possess a high degree of self respect, not just to be modeled by the student or learner but also ultimately become the followers of the educator and could be easily be taken as an exemplar and at the same time a mentor that guides (Sha’ban ,1997)

The Role and Function of Trainers

Professional trainers play varieties of role base on the challenge they face in decision-making. Decision-making for trainers requires a deep understanding of the Human Resource’s mission and planning (Chalofsky & Reinhart ,1988). To become trainers is not just to train people but to analyze need, planning and assessing. Seng (1994) named five roles to be played by the trainers ideally:

1. Coordinator
2. Specialized Trainer
3. Administrator
4. Analyzer of training needs
5. Chief Executives

Practically it is seldom that we find trainers with all the qualities that is fit for the five tasks.

Challenging Role

Roles in a more detailed form according to Abu Daud, Ibrahim, Jamilah and Shamsudin (1989) there are 12 roles trainers have to play

1. Strategist in his planning.
2. Managers in supervising and handling the training program
3. Analyzer in the training needs
4. Designer for a training program
5. Developer of contents and materials
6. Implementers of a training program
7. Facilitator for group discussion in class.
8. Councilor to guide and help the trainees.
9. Expert in Multimedia for instructional strategies.
10. Element of change as the initiator to change of attitude behavior or skills
11. Evaluator to improvise future program
12. Researcher and a theorist to improve trainers approach and techniques.

Qualities of Trainers

There are guidelines where we can fall back to good qualities of a trainer. In one of the guidelines to identify qualities of a good teacher, Tan