

UNIVERSITI TEKNOLOGI MARA

**TRAINING AND TRAINERS' CHALLENGES:
THE CASE OF ABM
SARAWAK**

**ABDUL RAHMAN BIN AHMAD
IKHWAN BIN MOHD IBRAHIM**

**Dissertation submitted in partial fulfillment
of the requirements for the degree of**

Master of Business Administration

Arshad Ayub Graduate Business School

December 2014

TABLE OF CONTENT

AUTHOR’S DECLARATION	i
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENT	v
LIST OF TABLES	vii
LIST OF FIGURES.....	viii
CHAPTER ONE INTRODUCTION	9
1.1 Scenario In Construction In Training	9
1.2 Background Of The Study	10
1.3 Problem Statement.....	11
1.4 Research Objectives	11
1.5 Research Questions	12
1.6 ABM Wilayah Sarawak.....	12
1.6.1 ABM’s Mission.....	12
1.6.2 ABM Objective	13
CHAPTER TWO LITERATURE REVIEW	14
2.1 Training	14
2.2 Standard Guidelines To Determine Competent Trainers	17
2.3 Vocational Competency For Trainers’	17
2.4 Key Challenges Faced By Trainers’	18
CHAPTER THREE METHODOLOGY.....	20
3.1 Introduction	20
3.2 Data Collection.....	20
3.3 Primary Data Collection	20
3.4 Secondary Data Collection.....	21
3.5 Sampling Design And Technique.....	21
3.6 Limitation Of Research	21
3.7 Procedure For Analysis Of Data.....	22

ABSTRACT

The purpose of this study is to identify what challenges do the training and trainer' of ABM Wilayah Sarawak facing in construction industry training. The emergence of new technology together with new mind set of new generation of construction workers making their day to day working routine become challenging. The challenges becoming new bench mark to evaluate their effectiveness and their relevancies to their own world of work. Are they still relevance and how they want to maintained their relevancies in new environment? What do they need to do to maintain relevant and what are their needs? How ABM coping up with the changes needed by their employees? This study is mainly to extract or analyse this issues and to recommend necessary action for consideration in future.

CHAPTER ONE

INTRODUCTION

1.1 Scenario In Construction In Training

Malaysian construction industry is one of the most productive sectors in Malaysia and it is one of the biggest contributor and enabler for other significant industries. It contributed 5 % of gross domestic product (GDP) and it become an essential growth enabler because it provides extensive linkages with the rest of the economy within professional services, manufacturing, education, training and other industries.

Construction Industry Development Board (CIDB) Malaysia through six Akademi Binaan Malaysia (ABM) as their training arm throughout Malaysia, becomes the enabler and the sole provider for construction industries training. With the enforced parliamentary ACT 540 (The Construction Industry Act) in 1994 as their main pillar, CIDB is committed to ensure those who involved in construction industries in Malaysia to be certified for their skills through skill accreditation program and later registered as legal industries worker through Green Card Program.

With this commitment, ABM as their training centre is responsible to deliver a very unique training program to cater for construction industries needs using six regional platforms nationwide. ABM Wilayah Sarawak as one of the platforms is responsible to ensure workers at their region certified by CIDB through various training program organized by them. At ABM, training is designed to cater for industries needs without disturbing the progress of the construction work. The training modules are carefully designed and by involving industries player themselves during module development to ensure these needs are being addressed properly.

As the sole provider for the training, ABM Wilayah Sarawak need to ensure all those involved providing training on construction skill to have skill competency themselves before hand. The level of competency required by them need to be developed based on the existing construction needs and technology. Due to this, ABM need to establish training need analyses to update their trainer and the module

CHAPTER TWO

LITERATURE REVIEW

2.1 Training

Patrick (1992), in one of the best books available on the psychology of training, starts his discussion of the definition of training by referring to its aims - *to develop new skills, knowledge or expertise*. He then cites two definitions of training.

The first of these appeared in the Glossary of Training Terms (Department of Employment, 1971): This is an excellent and detailed source, well worth examining for a deeper understanding of the psychology of training.

"Training is the systematic development of the attitudes/knowledge/skill behavior patterns required by an individual in order to perform adequately a given task or job.

"The acquisition of skills, concepts or attitudes that result in improved performance in an on-job situation."

The UK Department for Employment and Learning's definition of training sounds like it is the sort of thing that an Occupational Psychologist should be interested in, speaking, as it does, of *attitudes, knowledge and skills*. Certainly, attitudes, knowledge and skills contribute to competent performance, but the suggestion that training should systematically develop a pattern of these things is wide of the mark. Research psychologists strive to explain behavior in terms of attitudes, knowledge and skills, but different job-holders work in different ways, especially in terms of their psychological functions. A person responsible for training cannot simply rely on knowledge of psychological principles to specify how, in detail, a task is learned or carried out by everyone they will have to train. Nor would they want to. Trainers within organizations are mainly concerned that people become competent to carry out their duties effectively and not that they will do things in a certain way. The professional trainer's concern is that learners can perform reliably and effectively and not that the learners' cognitive strategies conform to a particular pattern. This is a generalization, though. There are areas where attention to cognitive