

**EVALUATING THE EFFECTIVENESS OF
MANAGEMENT DEVELOPMENT PROGRAMME OF
PT PUPUK KALIMANTAN TIMUR INDONESIA**

By

Eva Hotnaidah Saragih

**Westminster Business School of the University of Westminster
London, United Kingdom**

*"For the LORD gives wisdom,
and from his mouth come
knowledge and understanding"*

(Proverbs 2:6)

**EVALUATING THE EFFECTIVENESS OF
MANAGEMENT DEVELOPMENT PROGRAMME OF
PT PUPUK KALIMANTAN TIMUR INDONESIA**

a project submitted in partial fulfilment of the requirements for the
degree of

MASTER OF ARTS IN HUMAN RESOURCE MANAGEMENT

at the Westminster Business School of the University of Westminster,
by

Eva Hotnaidah Saragih
London, 9th October 1998

CONTENTS

	Page
Abstract	i
Acknowledgements	ii
Introduction	1
Backgrounds	1
Objectives	4
Theoretical Framework	5
Management Development Programme	6
Support from Others	7
The Method and Content of MDP and Its Correlation with Needs and Benefits.....	10
The Appraisal and Performance Review System	11
Hypotheses	13
Methodology	15
Population and Sample	15
Sample Characteristics	16
Data-collection Methods	17
Variable and Measures	19
Data-analysis Methods	20
Result and Analysis	21
Company Background	21
The Application of MDP in PKT	22
Strategy, Goals and Action Plans of MDP in PKT (1996-2000)	23
Method and The Content of MDP in PKT	24
Support from Others	29
The Evaluation and Follow-up Methods of The MDP Programme Result	34
Reward and Punishment System	35
Conclusion and Recommendations	40
Conclusion	40
Recommendations	42
Bibliography	46
Appendix	48

ABSTRACT

This thesis evaluates the effectiveness of management development programme of PT Pupuk Kalimantan Timur (PKT), the largest fertiliser company located in East Kalimantan Indonesia. Due to this purpose, applied research was done where data was collected by using mail-questionnaires and interviews. Respondents were managers participated in position-related management trainings, a compulsory training programme for every manager related to their career plan. From the interviews, the management explained that PKT had already developed an integrated management development strategy, goals and action plan. PKT had attempted to integrate the organisational development with its manager's self-development. The problems arose in the implementation as stated in the findings and comments of the respondents in the questionnaires. Inconsistency and subjectivity in reward and punishment, lack of support and poor two-way communication were some of them. This area needs improvements to achieve a more effective management development. Such improvements should take forms of higher commitment and support from the top management to implement the programme and higher involvement of the managers in the programme design and implementation.

ACKNOWLEDGEMENT

I thank Liz Kennedy for her patience guidance and supervision during the course of this research. Although I receive much creative inputs from her, the failure to incorporate them into this work remains solely my responsibility.

Special thanks go to PT Pupuk Kalimantan Timur, especially Mr. Bowo Kuntohadi, Mr. Sjahid Daroini and Mr. Achmad Ator for initiating the research project, and providing support and ideas throughout the project.

Finally, I thank my family and friends for being there, giving support when needed.

Introduction



INTRODUCTION

Backgrounds

Every business organisations has objectives to achieve. Most of all, they dream to become a world class business organisation. They fight hard to become the leader in the world market. At the other hand, by this time organisations were faced with new business pressures from the industrialised world, such as: increasing competition, new technologies, and the rapid growth of organised labour. Inside the organisation itself, there are trends in organisational change such as delayering in organisational structure and a changing and widening in the role of line managers.

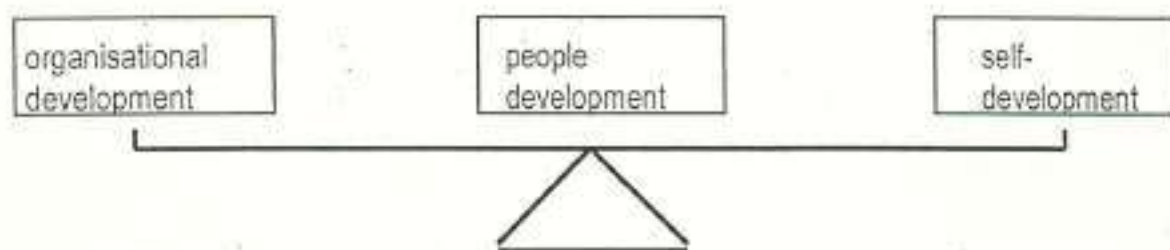
To be able to survive and stay to develop in such changing environment, organisation must become one called the learning organisation. Organisation must proactively learn and adapt to the environmental changes by doing internal changes. Learning to manage organisational performance became a very important part in organisations' efforts to translate their corporate strategy into results. It is required to enable organisations to manage their overall performance and effectiveness. By becoming a learning organisation, organisations will develop dynamically to be competitive and strong organisations.

Garrat (1990)¹ gave a definition for a learning organisation which is *'an organisation that facilitates the learning of all its members and continuously*

¹ Bob Garrat (1990). *Creating A Learning Organisation, A Guide to Leadership, Learning and Development*. England: Director Books.

transforms itself. Since organisation is composed of individuals, it ultimately learns via their individual members.

Based on the definition above, the winning organisation is one that put its people development as the key to its business success. It is the organisation that put fully commitment and investment in its people's development. The effectiveness of its people development is depend on how the organisation can keep the balance between its organisational development and self-development. This condition is best described in figure below.



Refer to Woodall and Winstanley (1998)², *organisational development* tends to emphasise the needs of an organisation to grow and change. It concern with organisational strategies and needs for development. While *self-development* focuses on ways in which individual can help themselves to grow and change in ways which are benefit to their own career aspirations. Due to this, knowledge of motivator factors becomes a very critical point for understanding the individual needs and desires for self-development. People will perform best when they found that the organisation emphasises development and the initiation of self-managed learning plans as well as the integration of individual and corporate objectives.

Based on this, the winning organisation is one which learn continuously to manage its performance. It puts people development as a key success factor in its business strategies and actions. In its learning process, the winning organisation always tries to balance its organisational development with individual self-development and pays more attention in every factors that influencing the balance condition.

Refer to employee development, the capability of the organisation to achieve its business strategies in the light of critical success factors for the business depends largely on the capability of its manager as developed within the organisation to meet its particular demands and circumstances.

Since managers, as individual or group, are the key-decision makers of the organisation, therefore management development must be a priority for any company seeking to enhance its competitive advantage. Management development is about ensuring that there are the competencies to run the business at corporate, unit and operational levels, both now and in the future.

PT Pupuk Kalimantan Timur (PKT), the object of this study, is a sample of company in Indonesia that put great attention on its employees' development. PKT invested mostly in training that is designed and organised by using consultant from outside organisation. Since the beginning of 80's, Lembaga PPM, a management education and consultancy where I work, had been used as main partner of PKT in running its employees' training and development. In 1991, PPM did a training needs analysis for managers in PKT and developed a more integrated management development programme.

² Woodal, J and Winstanley, D (1998) *Management Development, Strategy and Practice*. Oxford: Blackwell Publishers Ltd.

Objectives

This study is done to evaluate the effectiveness of the management development programme at PKT. Objectives of the study are:

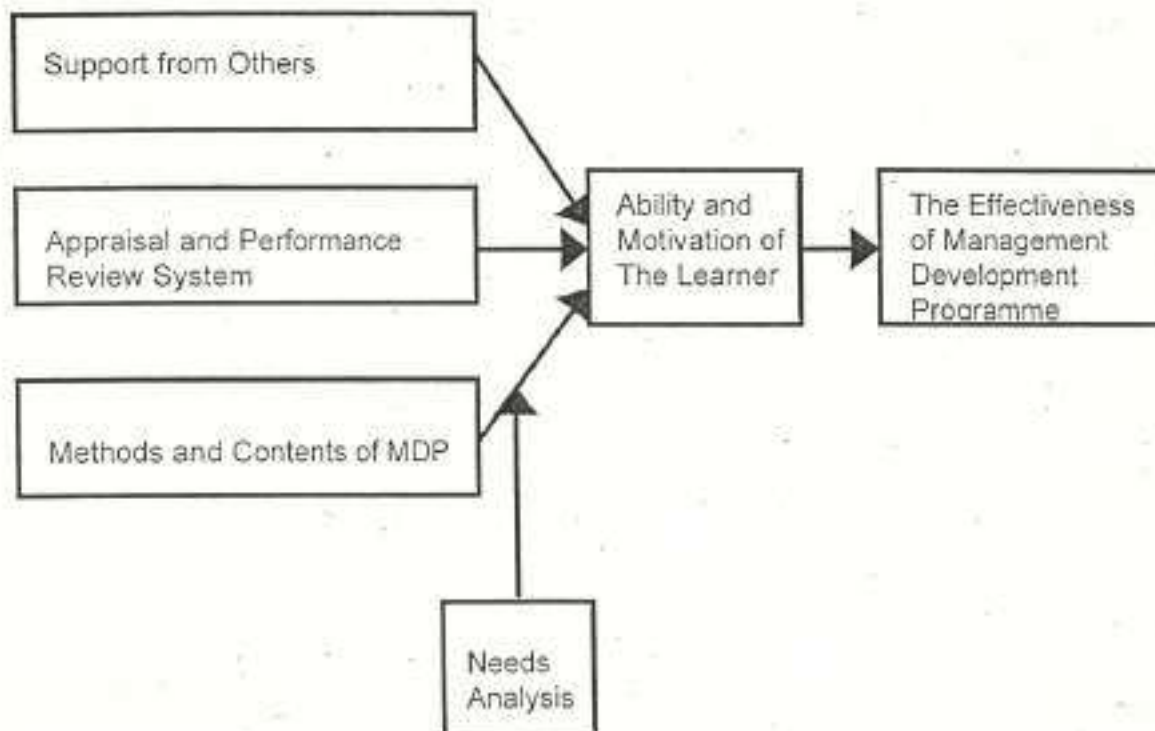
1. to get a fully understanding of management development practise at PKT.
2. to evaluate the effectiveness of management development programme at PKT and to identify its strengths and weaknesses.
3. to determine alternative actions to be taken for improving the effectiveness of management development programme at PKT.

Theoretical Framework



THEORETICAL FRAMEWORK

The variable of primary interest to this research is the dependent variable of the Management Development Programme. Three independent variables, one moderating variable, and one intervening variable are used in attempt to explain the effectiveness of the Management Development Programme at PKT. The three independent variables are others' support, method and content of the programme, appraisal and performance review system; the moderating variable is needs analysis; and the intervening variable is ability and motivation. The figure below shows the relationship between these variables.



Independent
variables

moderating
variable

intervening
variable

dependent
variable

Management Development Programme

Jones and Woodcock (1985)¹ defined management development as "*the sum of all activities available to individuals to help them to meet their growth needs and keep the organisation viable*". Mumford (1997)² defined it as "*an attempt to improve managerial effectiveness through a learning process*". Woodall and Winstanley (1998)³ mentioned that management development in a sense bridges and acts as a nexus between organisational development and self-development. It has the twin aims of developing individual to grow and change in ways which are of benefit to their own career aspirations, and emphasising the needs of an organisation to grow and change. While Burgoyne in Mumford (1997) proposed a model of levels of maturity of organisational management development. He argued that it was both possible and desirable for organisation to move up a ladder of organisational 'maturity' in management development, and that it was possible to integrate both organisational and individual needs. This model can be seen in Appendix 1.

In order for the management development processes to be effective in achieving their purposes, a number of such prerequisites have to be in place. On behalf of the learner, there has to be a positive attitude towards learning and willingness to develop and change. On behalf of the developer, there has to be some planning to identify and develop the most appropriate vehicle for that manager and organisation's needs. It requires diagnosis and assessment both of the current competencies of the individual and their future aspirations in term of role and tasks. There are four variables that determine the accomplishment of the

¹ Jones, J.E. and Woodcock, M. (1985) *Manual of Management Development*. Gower: England.

² Mumford, A. (1997) *Management Development, Strategies for Action 3rd ed.* IPD: London.

³ Woodall, J. and Winstanley, D. (1998) *Management Development, Strategy and Practice*. Blackwell Publishers Inc: Oxford.

prerequisites mentioned above. These four independent variables to the effectiveness of MDP will be explained below in more details.

Support from Others

In her/his live, the learner's learning process will get a great impact from people live around her/him. On her/his job, the learner will get impact from her/his direct manager, professional advisors, mentors, colleagues, subordinates, and management development committee. While off her/his job, the learner will get impact from her/his facilitators, consultants, friends and spouse. The role of these people may seem wholly obvious and acceptable not only in relation to informal and accidental development activities, but also in encouraging, delivering and monitoring the individual's formal management development process.

On the job, there are five essential types of managerial helper in development programme Mumford (1993)⁴. These are:

1. Grand Boss, i.e. a manager above the learner's immediate manager.
2. Boss, i.e. the learner's immediate manager.
3. Mentor, i.e. a person who is responsible for overseeing the career and development of the learner outside the normal manager/subordinate relationship. A mentor has no direct management responsibility for the manager who is learning.
4. Colleagues, i.e. a person who works in the same level and the same team with the learner.
5. Subordinates, i.e. a person who is the learner's direct report.

⁴ Mumford, A. (1993) *How Managers Can Develop Managers*. Gower: England.

Support from Top Management (Grand Boss). If management development is to work, it must be seen as something that people regard as important. It essentially means that all managers must be involved with the process and philosophy of management development. Since management development is a long-term process, it involves a great deal of support. Therefore, top management must be enthusiastic about the approach continually, and in this way it will encourage others to learn.

Support from Superior (Boss). Any development programme should not be seen as the "brainchild of human resources" but have full support from line managers. Line managers need to be involved in the development of any programme, as they often have a strong sense of where the problem areas are. The survey result of chief executives in leading companies carried out by Temple-Smith Hilliard (Truss, 1996)⁵ shows that in the future line manager is responsible no longer only for achieving the target of her/his work unit but also for developing her/his workforce.

Refer to this, line managers are also vital in supporting individuals through the development process, talking through difficulties or development requirements and assessing improvements. Where senior managers are prepared to give younger managers real projects such as the launch of new products, the improvement in productivity, the development of better quality and a host of other sharpened, competitive learning projects, progress can be made. Senior managers, however, can not just hand out the projects and walk away from them. They have to be involved throughout, as mentors, as clients, as advisers, to guide and help in the process.

⁵ Truss, K. (1996) *CEOs Want a More Strategic Function*. People Management Journal. 8th August 1996, p.36-37.

Support from Mentor. Usually, a mentor is a manager in a company that is appointed to be developer for having such characteristics needed to accomplish the role. There are ten ideal characteristics of a mentor proposed by Clutterbuck (1991)⁶ and Mumford (1997). These characteristics are:

- a. already has a good record for developing other people
- b. has a genuine interest in seeing younger people advance and can relate to their problem
- c. has a wide range of current skill to pass on
- d. has a good understanding of the organisation, how it works and where it is going
- e. combines patience with good interpersonal skills and ability to work in unstructured programme
- f. has sufficient time to devote to the relationship
- g. can command a protégé's respect
- h. has her/his own network of contacts and influence
- i. has credibility as a manager
- j. has an understanding of the different learning processes available and the different learning preference of individuals

The effectiveness of MDP is also influenced by the amount and type of support that a mentor gives. The learner will receive a greater benefit from her/his MDP when her/his mentor is fully committed to support her/him in the learning process. The commitment is shown by the mentor's willingness and action in transferring her/his skills and experience to the learner at all times.

⁶ Clutterbuck, D. (1991) "Everyone Needs a Mentor". IPM:London. in Mumford, A. (1997). *Management Development, Strategies for Action*, 3rd ed. IPD:London.

Support from Colleagues. Support from colleagues will give greater impact to the effectiveness of MDP when they agree to share the time, information and experience with the learner in the learning process. Refer to Mumford(1997), colleagues can give more effective help or support when they are more experienced or more skilled in direct coaching and counselling. Mostly, the help or support offered is not formal and arises from daily management activities. It can take form as a problem solving or brainstorming of ideas discussions, a chat about how to handling difficult customer, or a review of organisational new strategy and policy. It can also take form as a modelling or observation activity.

Support from Subordinates. The effectiveness of MDP especially for a manager that newly appointed to lead a new work-group is determined by the amount of support given by the new work-group. When a manager moves to a new job, there is always a great deal of knowledge to pick up. This may be about the nature of the new organisation or work-unit, internal politics, how people in the new organisation or work-unit behave and expect to behave, and so on. The new manager as a learner can pick these facts up from the subordinates. Based on this, the new manager can learn better if her/his new subordinates give him/her greater support in gaining the information she/he needs about the new job.

The Method and Content of MDP and its Correlation with Needs and Benefits

MDP is effective when it can achieve its purpose and give benefit to every part of the organisation who involves in the process. This can be achieved through designing an appropriate method and content of MDP with the purpose and needs of development, both organisational and individual. The greater the appropriateness is, the higher level of effectiveness will be enhanced.

Refer to its definition, the management development activities encompasses both formal, systematic programs and informal, on-the-job opportunities - a wide array of processes. Appendix 2 shows a list of seventeen activities that are often included in management development programmes. Each is briefly defined and completed with explanation about its advantages and disadvantages.

From the survey held by The Industrial Society (1996)⁷, it was found that tailor-made or in-house training courses are the most popular tool used to develop managers - cited by 87% of the respondents. It is followed by external training courses (77%), topical conferences/seminars (74%), and coaching and mentoring (54%).

Tailor-made or in-house training courses mostly used because it is probably the most common management development activity, but there is no universal way to develop managers. A successful management development will be achieved when company conduct it by using a company-unique approaches. It is when its method is designed properly by considering the learner's learning style and objectives of the learning experience.

Besides designing an appropriate methods of learning, company must also carefully determine the programme's content. It is necessity to link the programme content with key business issues and strategy. By doing this, MDP can effectively fulfil the organisational needs and goals. The programme content must also be designed by considering the management competencies and individual self-development plan. So it is not only the organisational needs to be achieved, but also the individual ones. MDP is effective when the fulfilment of the two needs is in balance.

The Appraisal and Performance Review System

Relates to the MDP, appraisal is needed for a multi-purposes which are:

1. to evaluate the effectiveness of the programme itself,
2. to evaluate the effectiveness of developer's role, and
3. to control the learner's learning and development performance.

To achieve the first purpose, the appraisal must be designed properly so every information needed for improving the programme can be gathered. Methods of evaluation to apply are range from end-of-course evaluations, following surveys, following interviews, following meetings, to monitoring the operating statistics of the organisation (Jones and Woodcock, 1985). While 360 degree feedback system can also be used to evaluate the effectiveness of developer's role in the programme. The more appropriate the evaluation method used to the programme's purposes, the more effective the programme is.

To achieve the third purpose, a good appraisal system must give a clear information about what kind of learning and development performance is expected from the learner, how they are measured, and what others think of their learning and development performance. People will more motivate to learn and develop when they know clearly where to go and how to get there.

By giving the ownership of learning and development appraisal not only to the appraisers (boss, colleagues, mentor and others) but also to the learner, she/he will more recognise the benefit of the appraisal. As a result, it is expected that the learner's commitment and effort for achieving best performance in learning and development will be higher. Refer to this, the key point of a good appraisal system

¹ The Industrial Society (1996) *Management Development*. Managing Best Practice No. 36. London.

in MDP is the involvement of the learner in the evaluation process. The higher the level of involvement is, the higher the effectiveness level of MDP.

Relate to the explanation above, it is true that the effectiveness of MDP is also affected by the correlation between the evaluation process and the reward and punishment system. Since the perception of benefits of MDP by developers and learners will be different depend on their motivation, it is very crucial for company to set up a reward and punishment system that able to fulfil the individual needs.

Company has to decide to what aspects the learning result will be related. Company has to determine whether or not it will impact the career path, the compensation level, and further training and development of the learner. Company must inform this to the learner before she/he get involved in the programme. The purpose of this action is to motivate the learner to learn and develop eagerly and encourage then to put hard effort in these activities for getting positive result and consequences.

Hypotheses

On the basis of the above arguments, we theorise that there would be positive correlation between the effectiveness of management development programme and each of the following variables: support from others, the method and content of the programme, the appraisal and performance review.

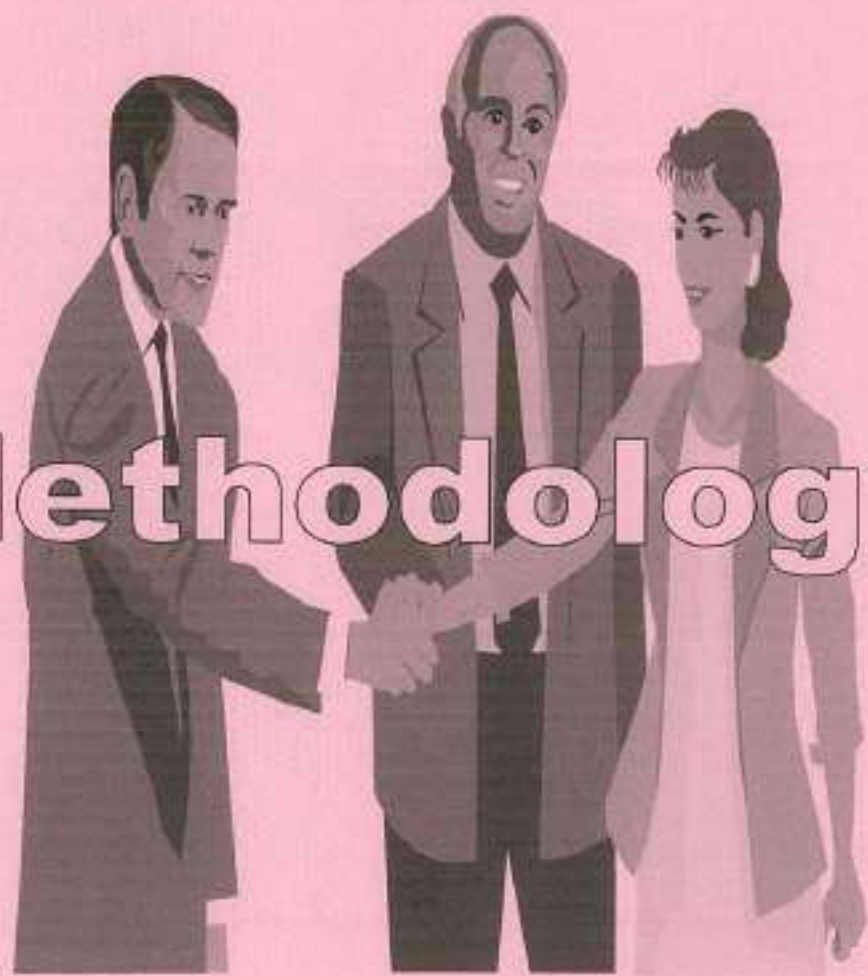
From the theoretical framework discussed above, three hypotheses were developed for this research. They are as follows:

Ha-1. The greater support from others is, the higher will be the effectiveness level of management development programme.

Ha-2. If the method and content of the programme can fulfil both individual and organisational needs of development, then there will be a higher level of effectiveness of management development programme.

Ha-3. If the evaluation method and the system of reward and punishment is fit with the learner's motivation, then there will be a higher level of effectiveness of management development programme.

Methodology



METHODOLOGY

This project was an applied research that Sekaran (1990)¹ defined as "*a research that is done in purpose to find solutions that can be implemented to rectify the problem situation*". The specific issue that need to be researched through this project pertain to management development area in PKT that I believe needs to be improved to enhance more effective result.

Moreover, I used qualitative research as an approach in doing the project. Refer to Strauss and Corbin (1990)², qualitative research is done mostly by researchers in the social and behavioural sciences, as well as by practitioners in fields that concern themselves with issues related to human behaviour and functioning. This style of research can be used to study organisations, groups, and individuals. In this project, this approach was used to understand the nature of research problem which was about the effectiveness of management development programme in PKT.

Population and Sample

Since the title of this research is "*Evaluating the Effectiveness of Management Development Programme at PKT*", the population of the study comprised managers in the various departments within PT Pupuk Kalimantan Timur (PKT), Bontang, Indonesia.

¹ Sekaran, U. (1992). *Research Methods for Business*, 2nd ed. John Willey & Sons, Inc:USA.

² Strauss, A. and Corbin, J. (1990). *Basics of Qualitative Research*. Sage Publications, Ltd: London.

In order to obtain some preliminary information in a quick and inexpensive way, this study then resort to nonprobability sampling. The nonprobability sampling design used in this study is purposive sampling. In this sampling design, information was obtained from specific target, that is specific types of people who will be able to provide the desired information, either because they are the only ones who can give the needed information, or because they conform to some criteria set by the researcher. Purposive sampling design itself were consist of two major types: judgement sampling and quota sampling. This study used judgement sampling by choosing the subjects who are in the best position to provide the information required (Sekaran, 1992).

Refer to the sampling method above, for questionnaire's respondents, sample was chosen from 170 managers who had participated in position-related training held on 1995-1997. Having themselves gone through the experiences and processes in Management Development Programme, these managers might be expected to have expert knowledge about the subject, and perhaps be able to provide good data or information for this research. From these 170 managers, a representative sample of 30 managers selected through random sampling. While in interview process, managers from Human Resource and Management Development Bureau were chosen as interviewees.

Sample Characteristics

Females comprised 8.7 per cent of the sample and 91.3 per cent were males. Sixteen respondents were in the age group of 31 to 40 years old, five in the age group of 41 to 50 years old, and two in the age group of 51 to 60 years old. 86.9 per cent of the respondents were married with dependent, 8.7 per cent were

married without dependent, and one respondent were not married. The mean length of service of the respondents in the organisation was 11.6 years. All had at least a high school education, 8.7 per cent had diploma degree, 52.2 per cent had sarjana (undergraduate) degree, and one respondent was master.

Data-Collection Methods

Data in this study were obtained from both primary and secondary sources. Managers as individuals and a panel of respondents specifically set up were the primary data sources. While company and its consultant's records or archives such as company prospectus, training need analysis report, and training result reports were used as secondary data sources.

Data was collected using methods such as combination computer-assisted and facsimile interviews, and questionnaires that were sent through the mail.

Mail Questionnaires. The main advantage to be gained by using a mail questionnaire is that it can cover a wide geographical area. The questionnaires were mailed to the respondents who can complete them at their own convenience, in their homes, and at their own pace. Questionnaires for this research were sent to the respondents on 21st August 1998. A week time were given to them for completing the questionnaire.

However, the return rates of mail questionnaires are typically not as high as might be desired. Another disadvantage to the mail questionnaire is that any doubts the respondents might have can not be clarified. Refer to Sekaran (1992), some effective techniques for improving the rates of response to mail questionnaire were

applied in this study. These techniques are providing the respondents with self-addressed and stamped return envelopes, and keeping the questionnaire as short as possible. 76.7 per cent (23 out of 30) of the replied questionnaires were received at 21st September 1998.

Combination of Computer-assisted and Facsimile Interview. At first, the interview with senior managers responsible for the Management Development Programme in PKT were held through electronic mail. The list of interview questions was sent by email on 24th August 1998. On Thursday 27th August 1998, interviewer sent interviewee another email to ask about the first email. But there was no answer until the next Monday.

After analysing the main cause which made the communication could not run smoothly, it was found that it was because PKT has only one email number for the whole company. As result, the mail could not reach the interviewee directly. This situation sometimes made the mail stag at the server and was not sent to the interviewee for many days.

The problem above was solved by using facsimile as another media of communication between interviewer and interviewee. The list of interview questions were sent again on 1st, 3rd and 14th September 1998. The reply from interviewee was received by post on 21st September 1998. List of questions for the interview can be seen in Appendix 3 and 4.

Development Programme was measured using six items and semantic differential six-point scale - from *effective* to *not effective*.

Questions about relating the result of the Management Development Programme with compensation, career plan, and further training and development, and question about self-development plan were measured by single item which needs detail explanation of the answer. Sample of blank questionnaire can be seen in Appendix 5.

Data-Analysis Methods

This study was a qualitative research project. Strauss and Corbin (1990) mentioned that qualitative research is "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification". Refer to the definition above, data in this study were mostly analysed in a descriptive way. Simple statistic such as mean were used.

Variable and Measures

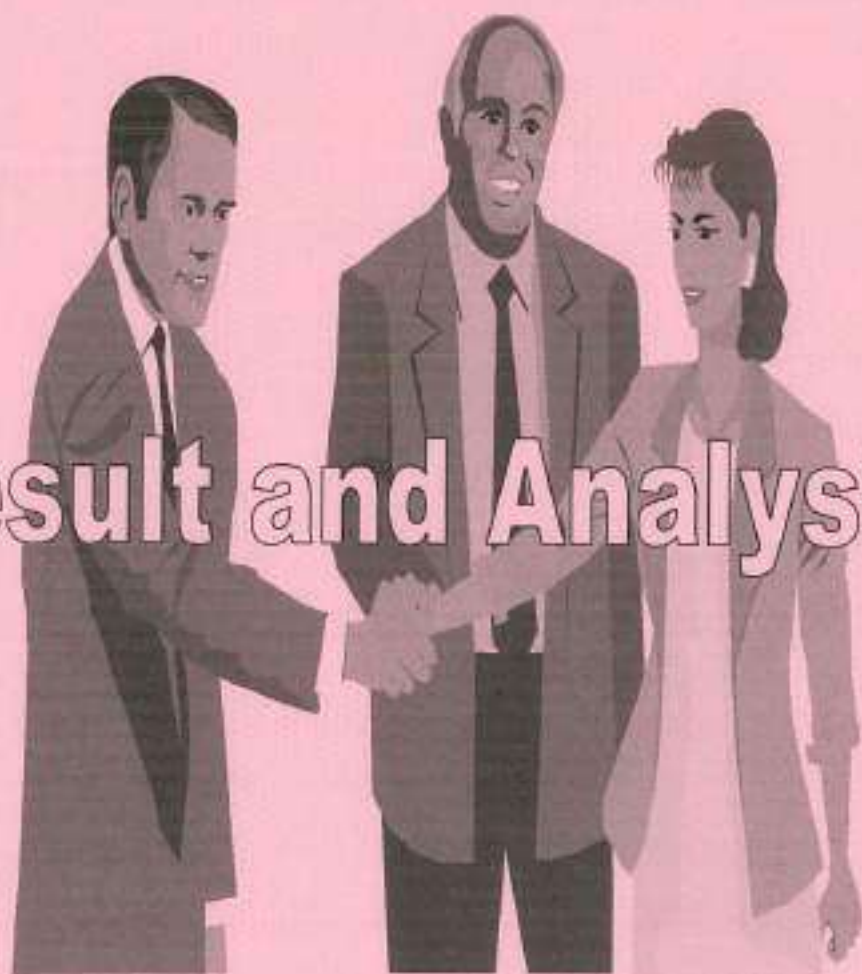
Sekaran (1992) mentioned that the nature of the variable tapped will determine what kind of questions will be asked. If the variables tapped are of a subjective nature, where respondents' belief, perceptions and attitudes are being measured, the questions asked should tap the dimensions and elements of the concepts. Where objective variables are tapped, a single direct question, preferably a question that has an ordinally scaled set of categories, would be appropriate.

The 19-item questionnaire tapped six personal items: gender, age, marital status, education, tenure and job position. Based on the theory above, the former four were closed questions and measured by single items. While the last two were open-ended questions.

Questions related to the application of Management Development Programme in PKT were using both open-ended and close type of question. Questions about type of management development activities respondent had received, position-related training and other non-formal education respondent had attended, and consequences respondent will receive relate to the result of his/her individual Management Development Programme were open-ended questions.

Other questions were measured through multiple items and used interval scale. Question about the effectiveness of Management Development Programme was measured using 18 items and semantic differential six-point scale - from *very successful* to *no effect*. Question about the effectiveness of help and support from others was measured using 6 items and semantic differential six-point scale - from *high degree* to *low degree*. Question about follow-up approach of the Management

Result and Analysis



RESULT AND ANALYSIS

Company Background¹

PT. Pupuk Kalimantan Timur (PKT), the largest fertiliser company in East Borneo in Indonesia, was established in 1977. At the beginning of its establishment, PKT engaged primarily in the fertiliser factory produced ammonia and urea. Now PKT has a wide spectrum of expansion plans for its chemical plants as a part of the company's programme of diversification of its product base and maximisation of its resources and production capacity. Besides the former two fertilisers, now PKT produces formaldehyde and urea formaldehyde, and an additional four more for the production of nitric acid, melamine, methanol and soda ash.

To run the business and achieve its goals effectively, PKT put fully attention in the development of its people. The main aim of employee development in PKT is to produce capable leaders and workforce for the future. Since managers as leaders are the key decision-makers of the organisation, therefore management development must be a priority for any company seeking to enhance its competitive advantage. Considering to this, PKT developed a management development programme for managers from all levels in the company. Major activity held in this programme is training in management.

Appendix 6 shows the statistics on number of managers who have participated in the management development programme for the last three years.

¹ PT. PUPUK KALIMANTAN TIMUR. Prospectus of The Company Profile. 1991.

Refer to Burgoyne's model in Mumford (1997)², the maturity of organisational management development applied in PKT is at level 3. It means that PKT had already reached the condition where the specific management development tactics that impinge directly on the individual manager, of career structure management, and of assisting learning, are integrated and co-ordinated. Whether a manager can move to the higher level of managerial position or not primarily depends on the result of her/his management development. So is further training and development she/he will received.

The Application of Management Development Program in PKT

Management development aims to ensure that the organisation has the effective managers it requires to meet its present and future needs. It is concerned with improving the performance of existing managers, giving them opportunities to grow and develop, and ensuring that manager succession within the organisation is provided for.

From organisational perspective, management development overall purpose is '*to increase the organisation's present and future capability in attaining its goals*' (Harrison, 1997)³. Therefore, management development must be business-led even though it will be concerned with the development of individual performance and potential. The business has to decide what sort of managers it needs to achieve its strategic goals and the business must decide how it can best obtain and develop these managers. Even when the emphasis is on self-development, the business must still indicate the directions in which self-development should go.

² Mumford, A. (1997) *Management Development, Strategies for Action*. 3rd ed. London:IPD.

Figure 1. Levels of Maturity of Organisational Management Development in PKT

1	2	3	4	5	6
No Systematic Management Development	Isolated Tactical Management Development	Integrated and Co-ordinated Structural and Development Activities	A Management Development Strategy to Implement Corporate Policy	Management Development Strategy Input to Corporate Policy Formation	Strategic Development of The Management of Corporate Policy
No systematic or deliberate management development in structural or developmental sense, total reliance on natural, laissez-faire uncontrived processes of management development	There are isolated and ad hoc tactical management development activities, of either structural or developmental kinds, or both, in response to local problems, crises, or sporadically identified general problems	The specific management development tactics that impinge directly on the individual manager, of career structure management, and of assisting learning, are integrated and co-ordinated	A management development strategy plays its part in implementing corporate policies through managerial human resource planning, and providing a strategic framework and direction for the tactics of career structure management and of learning, education and training	Management development processes feed information into corporate policy decision-making processes on the organisation's managerial assets, strengths, weaknesses and potential, and contribute to the forecasting and analysis of the manageability of proposed projects, ventures, changes	Management development processes enhance the nature and quality of corporate policy-forming processes, which they also inform and help implement



Source: Burgoyne in Mumford, A. (1997) *Management Development, Strategies for Action*, 3rd ed. London: IPD.

PKT had tried to integrate its managers' individual development with its organisational development. For this purpose, PKT developed an integrated strategy, goals and action plan of its management development programme.

Strategy, Goals and Action Plans of Management Development Programme in PKT 1996-2000

The management development strategy will be concerned overall with what the organisation intends to do about providing its future management needs in the light of its business plans. The strategy will be concerned with the roles of the parties involved and with the approaches the organisation proposes to use to develop its manager.

From the interview with management of PKT, it is clear that the strategies of management development programme in PKT for the last five year period of time (see column A in Appendix 7) are:

1. to run training and education programmes for employees, either informal or formal education, and in-house or off-site training.
2. to optimise the managerial structure in creating unit profit centre or single business unit, and
3. to optimise the size of organisation / number of employees.

Based on the strategies above, the goals of management development in PKT (column B Appendix 7) are to increase the effectiveness of the organisation by:

1. Improving the employees' skill and professionalism to fulfil the needs of the company.

¹ Harrison, R. (1997) *Employee Development*. London: IPD.

2. reducing the number of manager to be 6 per cent of the total number of employees.
3. Improving employees' rate of productivity in average 10 per cent per year.

To achieve its management development programme goals, PKT had developed an action plan completed with the time schedule of its implementation. The action plan can be seen in Appendix 7.

In practice, the implementation of management development strategy in PKT faced some potential problems. From questionnaires' replies, some respondents expressed their dissatisfaction with the implementation of the programme. They felt that management development was held only for a 'political' reason of the management. In their point of view, management development is done to fulfil the company needs, but not individual's needs. Appendix 8 summarised the questionnaires' replies completed with comments and views from the respondents.

It seems to me that there is a different opinion between management as the provider of the programme and managers as the participants of the programme about the benefits of the management development programme. But before discuss in more depth these differences and the causes, let us see first the description of the method and content of management development programme applied in PKT.

Method and The Content of The Management Development Programme in PKT

There must be an understanding of the approaches that can be used both to develop managers and also to assess existing managerial resources and how they meet the needs of the organisation. And plans must be made for the development of those

resources by selecting the best of the methods available. But this should not be seen as a 'programme' consisting of a comprehensive, highly integrated and rigidly applied range of management training and development techniques.

Armstrong (1995)⁴ mentioned that the management development activities required depend on the organisation: its technology, its environment, and its philosophy. A traditional bureaucratic/mechanistic type of organisation may be inclined to adopt the programmed routine approach, complete with a wide range of courses, inventories, replacement charts, career plans and results-orientated review systems. While an innovative and organic type of organisation may rightly dispense with all these mechanisms. Its approach would be to provide its managers with the opportunities, challenge and guidance they require, seizing the chance to give people extra responsibilities, and ensuring they receive the coaching and encouragement they need. There may be no replacement charts, inventories or formal appraisal schemes, but people know how they stand, where they can go and how to get there.

According to the interview with the management of PKT, there are ten activities which strongly characterised the features of management development programme in PKT. These activities are:

1. **In-house Training.** In this activity, all training courses are organised and conducted internally within the organisation. The trainers may be internal and/or external, but the participants must be employees of PKT. From the questionnaires' replies, all respondents answered that they had already attended in-company training in management.
2. **External or Off-site Training.** This feature is used to give supporting courses that are needed to broaden the manager's perspective of thinking. It involves sending managers to outside courses that PKT can not mount internally. This

activities are: academic degree programmes (open university), public workshops, seminars, conferences, and distance learning course. 65 per cent of the respondents said they had attended management training and education held by other institution. Though some of the respondents said that sometimes they had to finance it themselves. One respondent were taking his master's degree and paid it with his own salary. Other said that there was no support from top management for managers who studied at open university on their own budget.

3. **Training Centre.** PKT has its own training centre completed with classrooms, canteen, and hotel accommodation. In-company training were regularly held in this facility. Since the human resource and management development bureau was located in the same building with the training centre, It was easier for them to control all activities held in the training centre.
4. **Performance Review.** This feature involves regularly scheduled appraisals of manager's job performance. In PKT, performance appraisals were held every six months. It was already formalised, but in practice there were some inconsistency arise. Subjectivity, nepotism, friendship were some factors that caused the problem. Further explanation to this will be given later in the sub-section about evaluation of management development programme.
5. **Mentoring and Coaching.** In mentoring, PKT assigned some senior managers to assist new managers to grow into their jobs. Usually, it was the new manager's direct superior who became the mentor. While for coaching, this feature consists of on-the-job assistance by direct superior and/or trainers. It is job-specific and individualised instruction. From the questionnaires' result, 43 per cent of the respondents said they had received development through mentoring and coaching. 61 per cent mentioned they received it mostly from on-the-job training activity which held only once in their work life-time. They said that on-the-job training was given only at the beginning of employment.

⁴ Armstrong, M. (1995). *Personnel Management Practice*, 5th ed. London: Kogan Page.

before they were appointed to be full-time employees. How respondents rated the mentorship process and how to improve the effectiveness of mentorship will be explain in details in the sub-section about support from others.

6. **Organisational Role Analysis.** This programme feature is clarifying manager's roles and functions within an organisational context. It consists of clarifying role expectations, preferences, and actual behaviour. Some of the respondents mentioned that there is no formal mechanism of two ways communication between management and managers relates to this subject.
7. **Secondments.** A temporary assignment is given to a manager especially for areas that process of transfer of technology is needed. In PKT, it is also applied for "talent scouting" to a new manager and rewarding the good performers. One respondent mentioned he had experienced an international assignment in 1993. While other respondents said they were appointed to be person in charge in special assignments because they achieved good mark for their performance appraisal.
8. **Job Rotation.** This involves shifting managers and potential managers systematically through various jobs to develop skills and technical expertise. 65 per cent of the respondents said they had experienced job rotation more than once during their work-life time in PKT. One respondent mentioned that the job rotation emphasise more in technical than managerial expertise.
9. **Task Forces/Project Groups.** This feature is a cross-departmental groups that study organisational problems, and/or carry out special assignments. Only 22 per cent of respondents (5 out of 23) said they experienced this type of development activity. Special assignment is used more for individual managers than for a group of managers from cross-department.
10. **Assistance of Consultants.** This management development practice involves bringing outside trainers to run courses, help design programmes, and assist in the evaluation of programme practices. Started at 80's, PKT chose Lembaga

PPM, a management education and development consultant in Jakarta Indonesia, to be the partner in its manager's training and development. In 1991⁵, Lembaga PPM redesigned the management training for managers in PKT. As a result, an integrated management training for every level of management was developed. This training programme is called "pendidikan jabatan" or "position-related management training". The contents of this training is fully described in Appendix 8. Besides as consultant, Lembaga PPM also served management training services for PKT. The partnership between PKT and Lembaga PPM is continued up to now.

Refer to Armstrong, I classify the management development in PKT as a bureaucratic style of management development since the approach in its design process is more top-down. In-house training is the main method of the management development used in PKT. It was planned systematically for every level of management. Some of it such as Position-related Management Training is a training courses that every manager must attend. The result of this training will determine the next career path and further training and development of each participant.

Using another model of training and development approach designed by Ashridge Management College (Woodall and Winstanley, 1998)⁶, PKT had move from the fragmented to formalised one. Training in PKT is already systematically linking to an appraisal system, linked to organisational goals, emphasise on skill-based courses, and carried out off the job. But it is still directive, carried out by trainers, mostly takes place in training department and focused on training rather than

⁵ Redesigning The Management Training Programme in PKT. A Report. Lembaga PPM Jakarta-Indonesia. 1991.

⁶ Woodall, J. and Winstanley, D. (1998) *Management Development, Strategy and Practice*. London: Blackwell Publishers Inc.

Figure 2. The Ashridge Model: The Role of Training and Development

1. The Fragmented Approach

- training is not linked to organisational goals
 - training is perceived as a luxury or a waste of time
 - approach to training is non-systematic
 - training is directive
 - training is carried out by trainers
 - training takes place in the training department
 - emphasis on knowledge-based courses
 - the focus on training (a discontinuous process) rather than development (a continuous process)
-

2. The Formalised Approach

- training becomes linked to human resource (HR) needs
 - training becomes systematic by linking it to an appraisal system
 - the emphasis is still on knowledge-based courses but the focus of the course broadens, with greater emphasis on skill-based courses
 - the link which is made between training and HR needs encourages organisation to adopt a more developmental approach
 - training is carried out by trainers, but the range of skills demands placed on a trainer develops with the new breadth of course offered
 - line managers become involved in training and development through their role as appraisers
 - pre- and post-course activities attempt to facilitate the transfer of off-the-job learning
 - training is carried out off the job, but through career development the value of on-the-job learning gains formal recognition
 - there is more concern to link a programme of training to individual needs
-

3. The Focused Approach

- training and development and continuous learning by individuals is perceived as necessity for organisational survival in a rapidly changing business environment
 - training is regarded as a competitive weapon
 - learning is linked to organisational strategy and to individual goals
 - the emphasis is on-the-job development so that learning becomes a totally continuous activity
 - specialist training courses are available across the knowledge/skills/value spectrum
 - self-selection for training courses
 - training is generally non-directive, unless knowledge-based
 - new forms of training activity are utilised, e.g. open and distance learning packages, self-development programmes, etc.
 - more concern to measure effectiveness of training and development
 - main responsibility for training rests with line management
 - trainers adopt a wider role
 - new emphasis on learning as a process
 - tolerance of some failure as part of the learning process
-

Source: Barnham in Woodall and Winstanley (1998). *Management Development, Strategy and Practice*. Oxford: Blackwell Publisher Ltd.

development. Line managers' involvement in training and development as developers and appraisers is not effective yet. And there is not fully concern yet to link the programme of training or education to individual needs.

For the content of MDP in PKT, when asked about the impact of management development on their eight-teen daily managerial activities, average rating respondents given is 2.56. They said the management development was not effective in the accomplishment of some aspects of their managerial work, such as: motivating subordinates, rewarding performances, expressing feeling, and so on. Some of the reasons were:

"There is no consistency in relating the result of appraisal with remuneration. No clear reward and punishment system."

"I have no authority in decision making. My boss controls everything"

"In general, the problems I face in the work place are different with theories discussed in class"

The findings and comments above shows us that PKT had already tried to applied varied methods and designed appropriate contents for its management development. But improvement is still needed in some areas such as support from others, methods of evaluation and follow-up, and reward and punishment system of the programme.

Support from Others

In accomplishing the expected result of management development, the individual manager should not feel that she/he alone must achieve those results without any

help from other people in the organisation. She/he should feel that her/his immediate supervisor is available to her/him at all times as a resource person for consulting. She/he also should be aware of staff services in the organisation that are available to her/him, and that her/his fellow managers are willing to help if she/he needs their assistance. The greater support are for the process of management development programme, the higher is likely to be the level of the effectiveness of management development programme.

Support from Top Management. PKT is essentially an organisation with an authoritarian structure where the power of decision making resting at the top of management. It makes programmes in PKT, included the management development programme, require a mandate from the executive in order to go forward. This kind of management rarely achieves much in the ways of their management development. Evidence to this argument comes from the answers given by the respondents.

In average, respondents rated the support from top management 3 out of 6 which 1 means high degree of support or help, and 6 means low degree of support or help. Even 9 from 23 respondents rated the support of top management to their management development as in-effective. For PKT which has bureaucratic style in managing people, poor support from top management could become a big obstacle factor in achieving a successful management development programme.

To solve the problem above, top management of PKT should improve and give their fully support for the whole process of management development programme. This can range from verbal support right through to personal commitment in funding workshops, programmes, setting up special events, being involved with

projects and, overall, taking management development seriously. First action to be taken is to define roles and supports of top management clearly.

Refer to Tannehill (1970)⁷, there are six roles that the top management of an organisation play is worth mentioning as regards management development. These roles are:

1. Top management commands the *resources* of the organisation. She/He, with her/his policy advisors, sorts out the priorities among the many demands for use of the corporate resources. So the top management first responsibility in management development is to make sure that adequate resources are made available for this purpose.
2. Top management must take development concepts into consideration as he shapes the *structure* of the organisation. Strongly vertical organisation, such as PKT, with authority and responsibility resting primarily at the top of the organisation, are not conducive to management development. What is wanted is decentralisation of authority and a major attention paid to delegation of responsibilities to lower levels of management. Decision making and other key responsibilities must be transferred to the lower level possible in the organisation if management development is to flourish.
3. The overall *atmosphere* of an organisation can usually be traced back to the influence of the top management. In an organisation that has a proper atmosphere conducive to management development, perpetuity of the organisation looms large as one of the primary goals, and the day to day problems, though certainly not overlooked, are relegated to their proper positions of importance. Part of this atmosphere is the organisation overall commitment to development, its philosophy about development and its very basic philosophy about the importance of people, especially/particularly the

managers in the organisation. In order to have management development succeed, the organisation must have as one of its basic corporate purpose, the development of people. Top management is largely instrumental in formulating the basic philosophical purpose of organisation.

4. *Sanction system*, the systems of reward and punishment in the organisation, are also established by the top management. The sanction system will be functioned effectively when it can control the behaviour of managers to learn. Due to this, top management must be able to determine what factors motivate managers to learn most and what factors demotivate managers to learn. These factors must be carefully considered when top management design and implement the sanction system.
5. The most obvious part of the top management role is her/his *personal commitment* to development. Top management can be fully effective in developing other managers if they operate in an atmosphere which open and candid. They must express freely their opinions and suggestions about problems faced by the organisation. They must communicate it in two ways of communication with other managers in the lower level, so the learning process and the transfer of knowledge could be happened.
6. Top management sets the *goals* for the organisations. They set the objectives for which the organisation will strive. Clear defined goals will help individual managers to learn in the right track.

Support from Superior (Boss) and Mentor. The theory said that line managers need to be involved in the development of any programme since they often have a strong sense of where the problem areas are. As responsibility for learning and development has moved from the classroom and the human resource department to the line and the individuals themselves, so pressure has increased on managers to

¹ Tannehill, R.E. (1970), *Motivation and Management Development*, Butterworths: London.

fulfil the role of developer. Line managers are vital in supporting individuals through the development process, talking through difficulties or development requirements and assessing improvements. Many good managers are naturally good developers of people. In as much as they are, they are really good 'natural' mentors. However, many are not. So people who are willing to take responsibility for their own learning often need to find others to act as guides for their learning. This explains the growth in the practice and interest of mentoring.

In PKT, besides its line managers, PKT also assigned some managers as developers in the management development programme. But in practice, the effectiveness of line managers and mentors' support and help still has to be improved. From the questionnaires' replies, we can see that the average rate for the effectiveness of support and help from line manager is 2.78 (1 is highly effective, 6 is highly in-effective). Four respondents rated the support and help from their line manager as poor. While for mentor the average rate is 2.39. Two respondents rated the support and help from mentor as poor.

Support from line managers is vital, especially in work-based management development. Since the learning process is more informal and incidental, practical support from line managers must be provided adequately in everyday managerial activities. So is the mentor. Mentor will be successful in the organisation base roles, if they act as role models for the learner. Within the mentoring relationship there are some specific and functional reasons for the learner to role model the mentor. This can be summarised by saying that the mentor is likely to have a set of habits, approaches, tools and skills that will benefit the learner. Appendix 9 summarised the positive indicators of eight categories of key skills, qualities and attributes of a good mentoring manager.

Support from Colleagues. Respondents of this study rated the effectiveness of support and help from their colleagues as moderate. Average rate for this is 2.61 with one respondent rated it as very poor (score:6) and another one rated it as poor (score:5). None of the respondents rated it as very effective (score:1). There are many possible causes of the problem above. It could be the competitiveness factor between managers since the result of management development is related to the career path. It could also arise when the nature of the job made manager to work alone mostly. Interaction between managers is very low. No meetings or group discussion is held between manager from different work unit.

Mumford (1997) mentioned that colleagues can give help when they are more experienced or more skilled in direct coaching and counselling. Mostly, the help offered is not formal and arises from daily management activities. It can take form as a problem solving or brainstorming of ideas discussions, a chat about how to handling difficult customer, or a review of organisational new strategy and policy. It can also take form as a modelling or observation activity. Support from colleagues will be effective when they agree to share the information and develop together through a process called action learning.

The Evaluation and Follow-up Methods of the Management Development Programme Result

From the interview with the management, in organisational level PKT evaluates the result of its management development programme by assessing its business performance and improvements. To evaluate the effectiveness of the programme, PKT used evaluation methods such as evaluation form after any training programmes and informally assessing against the competency framework. While

for managers as individual, PKT used performance appraisals, competency framework, upward feedback, and written examination as methods of evaluation.

More than half of the respondents agreed that PKT used end-of-course evaluation method in its management development. But four of them rated its effectiveness as poor (score: 4 to 5). The reasons given by the respondents for this low score are:

" no clear standard of evaluation, no follow up of the after training's evaluation"

" no work-related evaluation, evaluation is held only in class-room not in work place "

Besides after training sessions evaluation forms, two third of the respondents said that PKT also used following surveys, meetings, interviews and monitoring the result of management development held by personnel department as other methods of evaluation.

All of these methods will give great benefit to PKT and its manager when it can control the motivation of managers to learn, develop and perform better continuously. Refer to this, reward and punishment is one factor that PKT must consider carefully in following up the evaluation result of its management development programme.

Reward and Punishment System

In any organisation concerned with motivating and developing managers, there must also be an effective reward system operating. This system must be capable of identifying good performance and rewarding that performance on a fair and

equitable basis. The reward system will be primarily financial or monetary rewards of some kind, but it should also be concerned with the promotional rewards within the organisation. One of the most controversial items to come out of recent behavioural research is the motivational effect of money. Will managers work harder if they are promised the reward of more money? Most behavioural scientists would say not necessarily.

Survey's findings in PKT support the argument above. From twenty three respondents were asked, seventeen agree, five not agree, and one did not give an answer to the question about whether they agree or not agree with relating the result of management development to their remuneration system. Comments for the disagreement are:

" increasement in remuneration is depend on job performance not on the training's result "

" money does not motivate, it is career that motivates me more "

" salary or incentive increasement is better made based on production and sales achievement than based on training's result "

Though 73.9 per cent of the respondents agreed to relate their training's' result with the increasement of their salary, incentives and benefit, PKT must carefully consider the comments above. Since money is not always motivate people to learn and perform better, I propose PKT to relate the training's' result with other factor such as career development.

Career management can be viewed from two perspectives: the individual's management of her/his own career, and the need for organisations to manage the

careers of the individuals within them. The former is a crucial area, because an awareness of what an individual personally wants from her/his career has fundamental implications for the way in which she/he as an individual relate to the organisation of which she/he is a part. The latter is equally crucial, because the more that an individual can be encouraged to think of her/his role within an organisation as a career that has a clear path, the better will be the organisation's retention of staff and the contribution of individuals to the goals of the organisation.

These two perspectives on career management can be considered in tandem. Organisation development and individual development must go hand in hand. The more flexible the organisation, the more possibilities it holds for an individual's career development; and the more flexible the individuals within that organisation, the more possibilities for them to make a rich and varied contribution to the company as a whole.

PKT had developed a scenario of employees' career path as seen in Appendix 10. Every manager has the same opportunity to plan and develop their career. The information about career plan and the job and man specifications for every position in every level of management were given to all managers. It was explained by top management at the last day of every training programme managers attended.

In order to be eligible for more senior level positions, PKT require managers to attend special training programmes called "Pendidikan Jabatan" or "Position-related Management Training". To be promoted to the higher level of management, a manager must attend related training required and pass the written examination given at the end of the programme. When a manager failed, she/he

has to retake the test and her/his promotion will be terminated for a certain period of time until she/he pass the test.

Almost all respondents agreed to relate the result of their training with the development of their career. From 23 respondents only one did not answer the related question. But in practice, I had received some complaints from the training's participant about relating the training result with career. The argument was "*career could not be determined based on the result of training's examination only*". I accept the argument and agree that career path must be developed primarily based on managers' work performance and competencies. The result of training's examination is only a tool to identify the achievement of a manager compare to the performance standard and competency framework. The identification then was used to determine what further training and development a managers need. All respondents except one agreed to relate the result of management development with further training and development.

Armstrong (1997) in his writing about management development quoted what Peter Drucker said:

"Development is always self-development. Nothing could be more absurd than for the enterprise to assume the responsibility for the development of a man. The responsibility rests with the individual, his abilities, his efforts".

Refer to the quotation above, manager must therefore take the main responsibility for their own development. The organisation can help and the manager's boss must accept some responsibility for encouraging self-development and providing guidance as necessary. But individuals should be expected to draw up their own personal development plans.

From the interview, the management said that managers in PKT were asked to make their own self-development plan. 91 per cent of the respondents answered 'yes' to the question related to this matter. But when they were asked whether the management discussed the personal development plan (PDP) with them or not, 69.5 per cent of the respondents answered 'no' and 26.1 per cent of them answered 'yes'. Comments arise in response to the second questions were:

"PDP is never used as a source for management development. Promotion or secondment is given more based on nepotism or friendship"

"Boss never listens to our aspirations. He said 'yes' but no action nor follow-up"

"No formal mechanism of two-ways communication in discussing the PDP"

Those reasons came from managers who answered 'no'. Managers who answers 'yes' to the second question said that management actively involved them in the planning process of their management development. Management even used their PDP as a source in developing the management development methods and contents.

In my opinion, the contrast comments above could be an indication that there is dissatisfaction in some managers in the matter of consistency and fairness of the implementation of MDP in PKT. This situation may lead managers to a 'wrong' motivation in taking their management development. Inconsistency and unfairness will only made people learn to make 'boss happy' not to 'perform better'. PKT can increase the effectiveness of its MDP if the problem above have already solved.

Conclusion and Recommendations



CONCLUSION AND RECOMMENDATIONS

Conclusion

When Management Development is integrated with corporate strategy, it will help to ensure that there is the capability needed to achieve effective direction and control of the business. However, for that to occur management planning and development must be recognised as essential components of corporate strategy and must be consistent with the goals and perspective of that strategy.

According to this, PKT put people investment as a main concern in its effort to achieve a competitive advantage. The largest part of the investment primarily went to the management development programme. PKT had developed an integrated strategy, goals and action plan with training as the major activity held in this programme. Result of the training and development programme was used as a source for management to make decisions relate to remuneration, career management, and further training and development.

After analysing every answer and opinion given by respondents as completely shown in Appendix 8, the findings shows that respondents were happy enough with the method and content of management development programme they received. But when it came to evaluating the programme evaluation and follow-up, dissatisfaction was arose. Subjectivity and inconsistency in reward and punishment, lack of support and two-ways of communication, difficulties in applying the concept into work, no follow-up to the management development result were some reasons of the dissatisfaction.

It is apparent that strong bureaucratic management style of the organisation potent to be a major obstacle for PKT to achieve an effective management development. The management development practice in PKT was strongly controlled by top management. This top-down approach made involvement of the managers as participants of the programme was limited. Though 87 per cent of the respondents (20 managers) answered they made their personal development plan, most of them (16 managers) said PKT not always discussed it with them nor used it as a source in designing the individual management development.

This situation had created a different perspective of the benefit of management development. From manager's point of view, management development was only a 'political tool' of top management. Subjectivity, nepotism and friendship were some 'other factors' influenced the top management's decision making process relate to management development. This may lead to an ineffective learning process since the motivation to learn was more 'to make boss happy' rather than 'to perform better'.

Since manager's motivation to learn is a very crucial factor to achieve an effective management development, then PKT must start to apply a self-driven learning and development approach. Due to this purpose, some improvements should take forms of higher commitment and support from top management to the programme implementation and higher involvement of the managers in the programme design and implementation. Managers must be a partner for top management in the management development application, not only as an object.

Recommendations

Manager must therefore take the main responsibility for his or her own development. The organisation can help and the manager's boss must accept some responsibility for encouraging self-development and providing guidance as necessary. But individuals should be expected to draw up their own personal development plans. Refer to Armstrong (1997) the content of which would be based on such questions above:

1. What knowledge and /or skills do you intend to gain?
2. What levels of competence are you planning to achieve?
3. What are your learning objectives? These should be set out in the form of definitions of the areas in which your performance will improve and/or what new things you will be able to do after the learning programme.
4. How are you going to achieve your objectives? What tasks, projects, exercises or reading will you do? What educational or training courses would you like to attend? The development plan should be broken down into defined phases and specific learning events should be set out together with the costs, if any.
5. What resources will you need? In the form of computer-based training materials, books, videos, individual coaching or mentoring?
6. What evidence will you show to demonstrate your learning? What criteria will be used to ensure that this evidence is satisfactory?

Personal Development Plans provide a framework around which the individual manager takes control of their own learning and career development. Each individual has a capability standards self-assessment pack with them, with their review manager, use to identify their job description capability profile and their personal capability profile. These capability profiles are used as the basis for each

individual's personal development and are also assessed in appraisal with the review manager and then sent to the individual's development consultant who provides support for achieving the personal development plan.

Whereas current thinking about managerial learning has transferred attention from the trainer to the individual managerial adult, it simultaneously requires considerable attention to the context in which the learning takes place. Besides the physical environment, the interpersonal and organisational climate, which encourages and rewards development is unanimously regarded as an essential precondition. But it is not sufficient. There is a need for framework within which individual manager-centred learning can take place. Individual learning contracts are the main tools to enable individuals to tailor make their own personal development plan as a basis for self-development.

Learning contracts are formal agreements negotiated between a learner and their managers or between the learner and a management development specialist (Woodall and Winstanley, 1998). They can also incorporate off-the-job learning experiences and even qualification-based courses. They usually consist of an agreement on overall goals, learning objectives, and involve drawing up an action plan back up by a resource statement and agreed measures of achievement. They assist in securing individual 'ownership' of learning objectives, provide a mechanism for indicating the potential to choose from a wide range of learning resources, and provide a mechanism for the individual learner to monitor and review their own learning. Due to this, PKT have to provide a framework that can synthesise the on- and off-the-job management development. Since none of the learning methods is intrinsically good or worthless, then they need to be selected and combined according to the type of learning required, so the effective learning process can best achieved.

To make the learning framework effective, self-development needs commitment and support from management/facilitator of management development programme. Greater emphasis must be put on the role of the line manager and mentor in development and individual responsibility for self-development. They should be more integrated with and involved in the programme. Required training must be given to them so they can accomplish their role effectively.

Another area that needs improvement was the management development evaluation. To assess the development needs and results, PKT can use many methods such as:

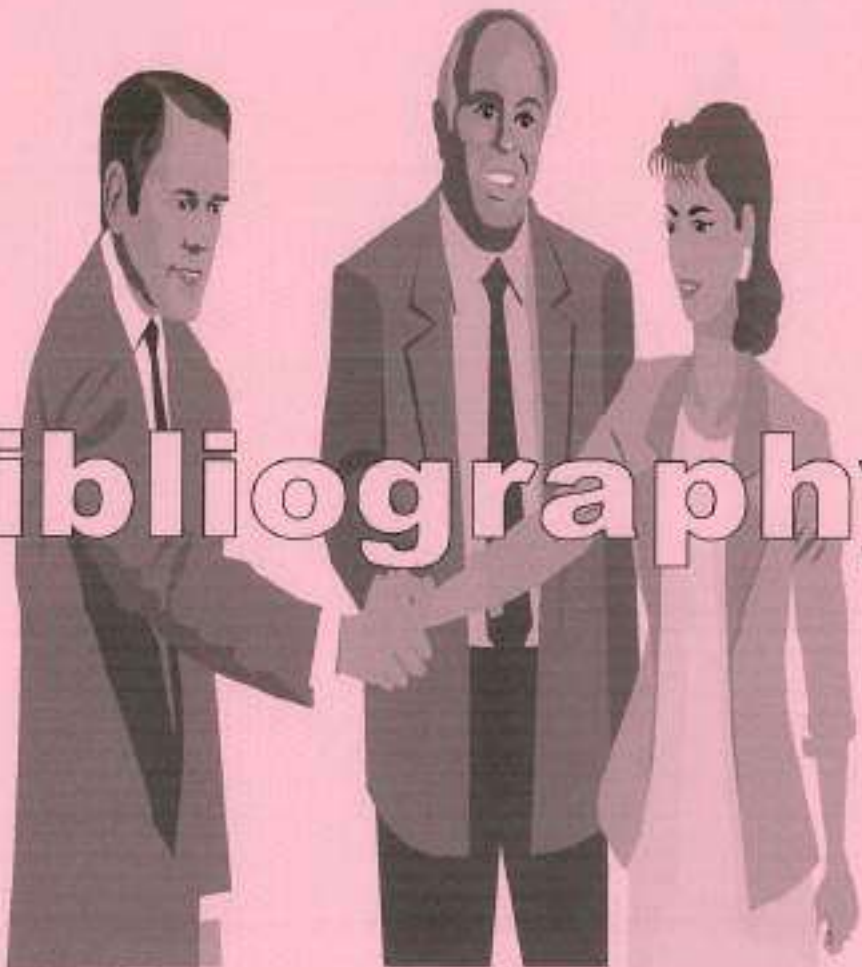
Questionnaires. This can be used to evaluate the benefits of the learning experience. If anonymity is guaranteed, then some quite rich information can be captured about the quality and the benefits of the programme. Judgements can also be made about the strength of the programme infrastructure.

Interviews. These can provide rich and in-depth qualitative information about all aspects of the related management development activities and the programme as a whole.

Group Discussion. This is a very good way of sharing ideas. It can also be interactive and developmental, so that ideas that emerge can be enhanced, explored in depth and new ideas can be developed.

Methods of evaluation above were major features of an assessment and development centre. I recommend PKT to develop this vehicle in assessing their managers in relation to the competence or qualities deemed relevant to performance and the job. By involving the managers and providing more detailed

feedback and follow-up, it can be used either as a tool for identifying development needs. The use of standardised criteria within the assessment process, which are clearly communicated to both appraiser and appraisee, can reduce the incompatibility of assessing development and reward together. By applying this, the inconsistency and subjectivity of the management development implementation can be also reduced.

An illustration of three business professionals in a professional setting. On the left, a man in a dark suit and tie is shaking hands with a woman on the right. In the center, another man in a dark suit and tie stands with his arms crossed, smiling. The woman is wearing a light-colored dress and a dark blazer. The background is a solid light pink color.

Bibliography

BIBLIOGRAPHY

- Armstrong, M. (1995). *A Handbook of Personnel Management Practice*. 5th ed. London: Kogan Page Ltd.
- Barham, et al. (1988). "Management for the Future", in Woodall, J. and Winstanley, D. (1998). *Management Development, Strategy and Practice*. Oxford: Blackwell Publishers Ltd.
- Burgoyne, J. (1988). "Management Development for the Individual and the Organisation", in Mumford, A. (1997). *Management Development, Strategies for Action*. 3rd ed. London: IPD.
- Clutterbuck, D. (1991). "Everyone Needs a Mentor". London: IPM. in Mumford, A. (1997). *Management Development, Strategies for Action*. 3rd ed. London: IPD.
- Garrat, B. (1990). *Creating A Learning Organisation, A Guide to Leadership, Learning and Development*. England: Director Books.
- Harrison, R. (1997). *Employee Development*. London: IPD
- Jones, J.E. and Woodcock, M. (1985). *Manual of Management Development*. Hants: Gower Publishing Ltd.
- Lembaga PPM Jakarta. (1991). *Redesigning The Management Training Programme in PKT, A Report of Training Needs Analysis*. Indonesia: Training and Consultancy Archives.
- Lewis, G. (1996). *The Mentoring Manager*. London: Pitman Publishing.
- Lowe, P. and Lewis, P. (1994). *Management Development Beyond The Fringe*. London: Kogan Page Limited.
- Margerison, C. (1991). *Making Management Development Work*. Berkshire: McGraw-Hill Book Company Europe.
- Mumford, A. (1993). *How Managers can Develop Manager*. Hampshire: Gower Publishing.

Mumford, A. (1997). *Management Development, Strategies for Action*. 3rd ed. London: IPD.

PT. Pupuk Kalimantan Timur. (1991). *The Company Profile*. Indonesia: Company Prospectus.

Sekaran, U. (1992). *Research Method for Business*. 2nd ed. United States: John Wiley & Sons, Inc.

Strauss, A. and Corbin, J. (1990). *Basics of Qualitative Research*. London: Sage Publications, Inc.

Tannehill, R.E. (1970). *Motivation and Management Development*. London: Butterworths.

The Industrial Society. (1996). *Management Development*. Managing Best Practice No. 36. London.

Truss, K. (1996). *CEOs Want a More Strategic Function*. People Management Journal. 8th August 1996, pp.36-37. London.

Woodruffe, C. (1993). *Assessment Centres, Identifying and Developing Competence*. 2nd ed. London: IPD

Woodall, J. and Winstanley, D. (1998). *Management Development, Strategy and Practice*. Oxford: Blackwell Publishers Ltd.

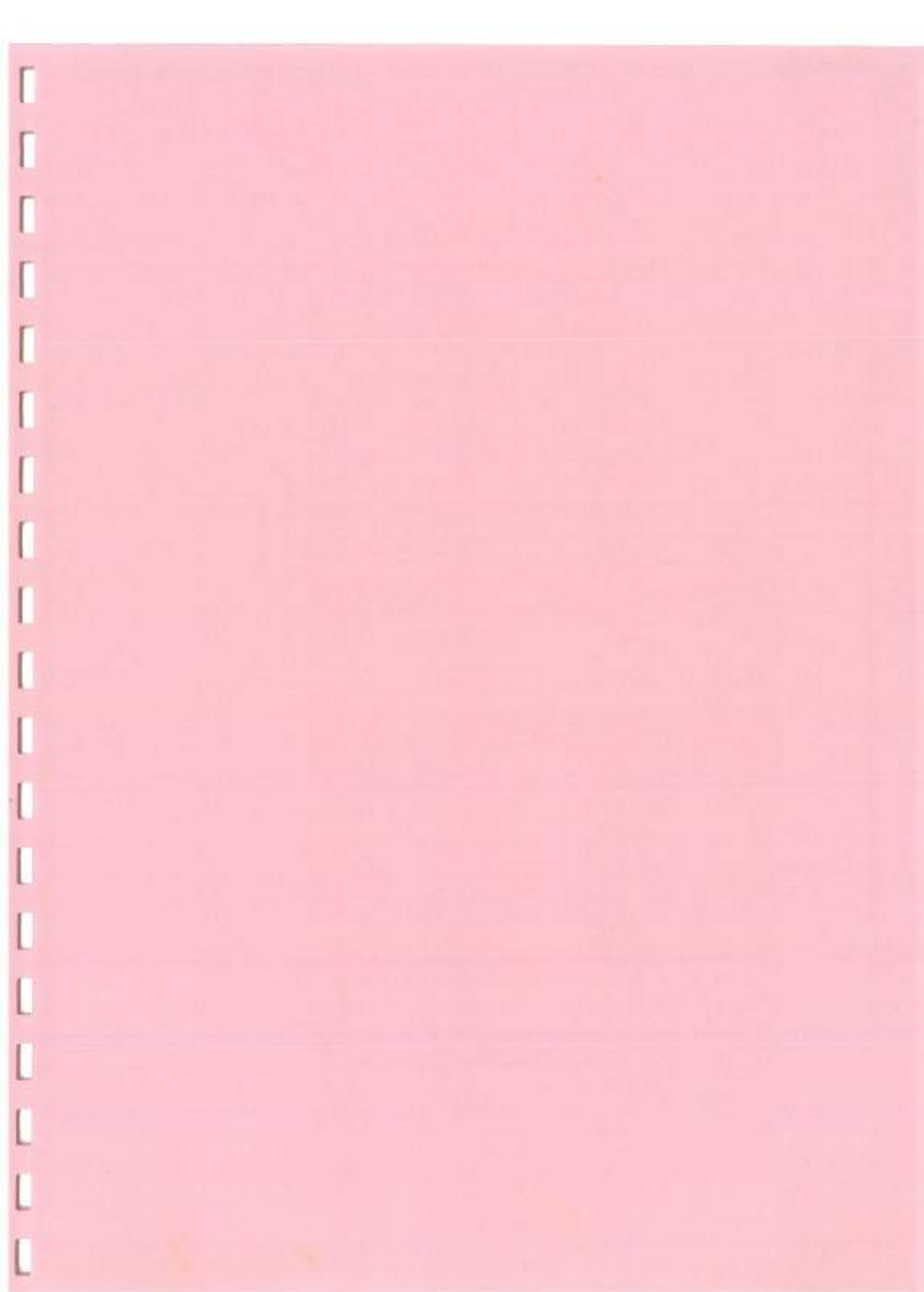
Appendices



Appendix I. Levels of Maturity of Organisational Management Development

1	2	3	4	5	6
No Systematic Management Development	Isolated Tactical Management Development	Integrated and Co-ordinated Structural and Development Activities	A Management Development Strategy to Implement Corporate Policy	Management Development Strategy Input to Corporate Policy Formation	Strategic Development of The Management of Corporate Policy
No systematic or deliberate management development in structural or developmental sense, total reliance on natural, laissez-faire unconfrined processes of management development	There are isolated and ad hoc tactical management development activities, of either structural or developmental kinds, or both, in response to local problems, crises, or sporadically identified general problems	The specific management development tactics that impinge directly on the individual manager, of career structure management, and of assisting learning, are integrated and co-ordinated	A management development strategy plays its part in implementing corporate policies through managerial human resource planning, and providing a strategic framework and direction for the tactics of career structure management and of learning, education and training	Management development processes feed information into corporate policy decision-making processes on the organisation's managerial assets, strengths, weaknesses and potential, and contribute to the forecasting and analysis of the manageability of proposed projects, ventures, changes	Management development processes enhance the nature and quality of corporate policy-forming processes, which they also inform and help implement

Source: Burgoyne in Mumford, A. (1987) *Management Development, Strategies for Action*, 3rd ed. London: IPD.



Appendix 2. Seventeen Activities Included in Management Development Programmes

Type of Activities	Definition	Advantages	Disadvantages
In-house Training	Courses organised by trainers and conducted internally	- in-company knowledge and skills - establishes/maintains organisational culture, norms, formal practices - useful with dispersed units	- may become in-bred - may not be company specific
External Training	Sending persons to outside courses, for special training and/or academic degrees	- increase sensitivity to events in external environment - develops emotional resilience - cross-cultural impact - bridges gaps between organisations - new ideas and approaches - challenges assumptions	- may not be relevant to the organisational needs - expensive - fashionable - seen as holiday or 'perk' - difficult to apply back home - can create barriers back home
Performance Review	Regularly scheduled appraisals of employee job performance	- provides for individual goal setting - better manager-subordinate communication - improved interpersonal relationships - promotes better career planning/guidance - helps to develop employees	- may not be carried out honestly - bureaucratic - time-consuming - may be perfunctory - sometimes not goal-oriented - confused with salary review

Appendix 2. Seventeen Activities Included in Management Development Programmes

Type of Activities	Definition	Advantages	Disadvantages
Career Development	Counselling Service for employees to manage their own careers within the organisation	- helps people to manage themselves - provides data for overall management development - provides data for individual choices - facilitates proper employment of people - pressurises managers to be developmental	- may raise false expectations - opportunities may be insufficient - can lead to dissatisfaction and seeking alternative employment - too much focus on the individual, not enough on organisational demands
Job Rotation	Programmatic shifting through various job to develop skills, technical expertise, and perspective	- gives wide experience - generates perspective/world-wiseness' - new ideas, skills, expertise - challenges accepted order - cross-fertilisation	- requires frequent job adjustments - interferes with ongoing processes - may result in coping rather than learning - may not generate 'helicopter' perspective - seen as a threat
Secondments	Temporary assignments, usually within other organisations	- cross-pollination - influx of skills to area where needed - rapid problem solving in host organisation - development of 'helicopter' view	- resistance - entry/re-entry problems - administrative nuisance - inappropriate assignments - thankless

Appendix 2. Seventeen Activities Included in Management Development Programmes

Type of Activities	Definition	Advantages	Disadvantages
Internal Assignments	Temporary assignments within organisation in other countries	- cross-pollination - influx of skills to area where needed - rapid problem solving in host organisation - development of 'helicopter' view - promotes international understanding - may make useful contacts	- language/cultural difficulties - expense - learning not directly applicable back home - entry/re-entry problems - administrative nuisance - inappropriate assignments - thankless - may be seen as vacation 'perk'
Using Consultants	Bringing in outside trainers to work in management development activities	- expands resources available for development - new ideas, fresh approach - challenges current practices - no vested interest - may help train internal trainers - minimum disruptions of managers - flexibly scheduled	- may be insensitive to organisational nuances - expensive - no ongoing responsibility - may circumvent internal trainers - may foster dependency - 'solution in search of a problem' - may be primarily entertainers
Mentoring	Assigning more senior managers to assist new managers in growing into their jobs	- involves senior management in management development - provide practical guidance - may ignore performance review - improves 'up-down communication' - provides 'godfather' assistance - gives ombudsman potential	- takes valuable senior management time - may generate insubordination - may promote jealousy, 'favoured person' image

Appendix 2. Seventeen Activities Included in Management Development Programmes

Type of Activities	Definition	Advantages	Disadvantages
Counselling	Personal development help for employees in their private concerns	- sensitive to individual needs - promotes appropriate employment - bridges personal-organisational goals - maintains rapport with employees - treats people humanely - fosters family spirit - reduces people seeking other employment - may uncover organisational problems	- requires special training - may make people vulnerable - can create dependency - creates condition of confidentiality - may undermine performance review - can be resented - threatens privacy - often not asked for even when needed - time-consuming - requires privacy
Coaching	On-the-job assistance by supervisors and/or by trainers	- job relevant - related to individual needs - facilitates up-down communication and relationships - immediately applicable learning - goal-oriented - easily linked to performance review - makes managers developmental - involves managers in development	- assumes the job makes sense - may be too 'here-and-now' - depend on manager's training skills - easy to avoid - difficult to monitor - may be inefficient - interrupts work flow

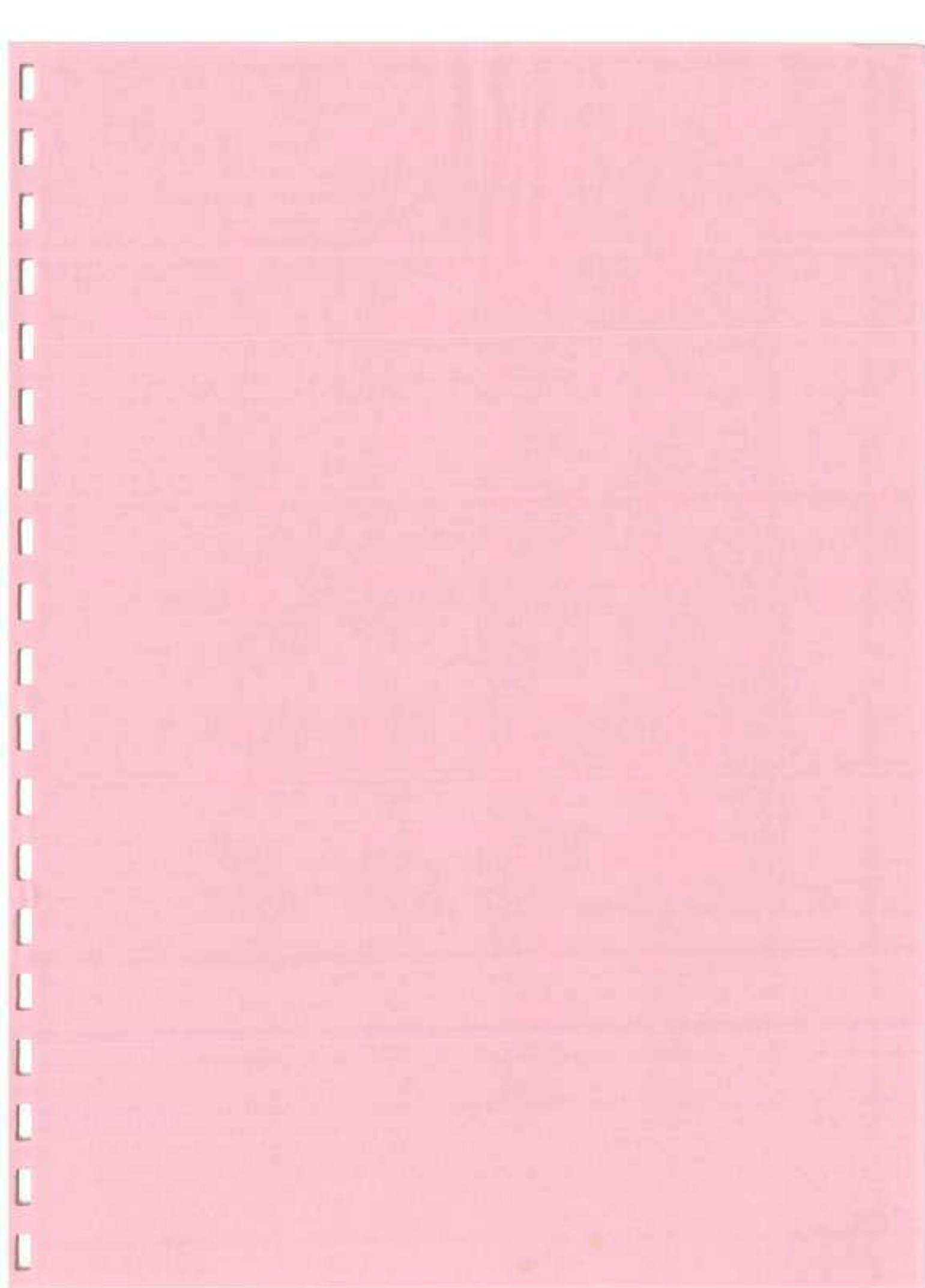
Appendix 2. Seventeen Activities Included in Management Development Programmes

Type of Activities	Definition	Advantages	Disadvantages
Organisational Role Analysis	Clarifying manager's role within the organisational context	- provides clarity in responsibilities - fosters negotiation - helps manage redundancy of functions - can uncover system problems - helps implement organisational change - identifies deviant performers - easily linked to performance review	- can be impersonal, rigid, competitive - can foster independence rather than interdependence - may fail to take personal feelings and aspirations into account - time-consuming - generates resistance
Task Forces/Project Groups	Cross-departmental groups that study organisational problems, and/or carry out special assignments	- cross-pollination - optional skills applied - new experience - promotes 'we' attitude - foster interteam relations - thorough problem solving - improves organisation's fire-fighting ability - highly task focused	- may mirror organisational in-stability - can disrupt functional work teams - can produce unworkable solutions - may generate non-committal outcomes - outcomes must be 'sold' - requires advance experience of team building - can disrupt the system
Seminars	Teach-each-other events for pooling experience	- pools experience - develops interpersonal support - uses resources well - flexibly scheduled - develops manager's training and communication skills - exchange of ideas	- may turn into 'bull/gripe' sessions - may pool ignorance, reinforce prejudice - can cut out external view - does not bring in new insight - often not goal-oriented - may generate premature solutions - can falsely raise expectations

Appendix 2. Seventeen Activities Included in Management Development Programmes

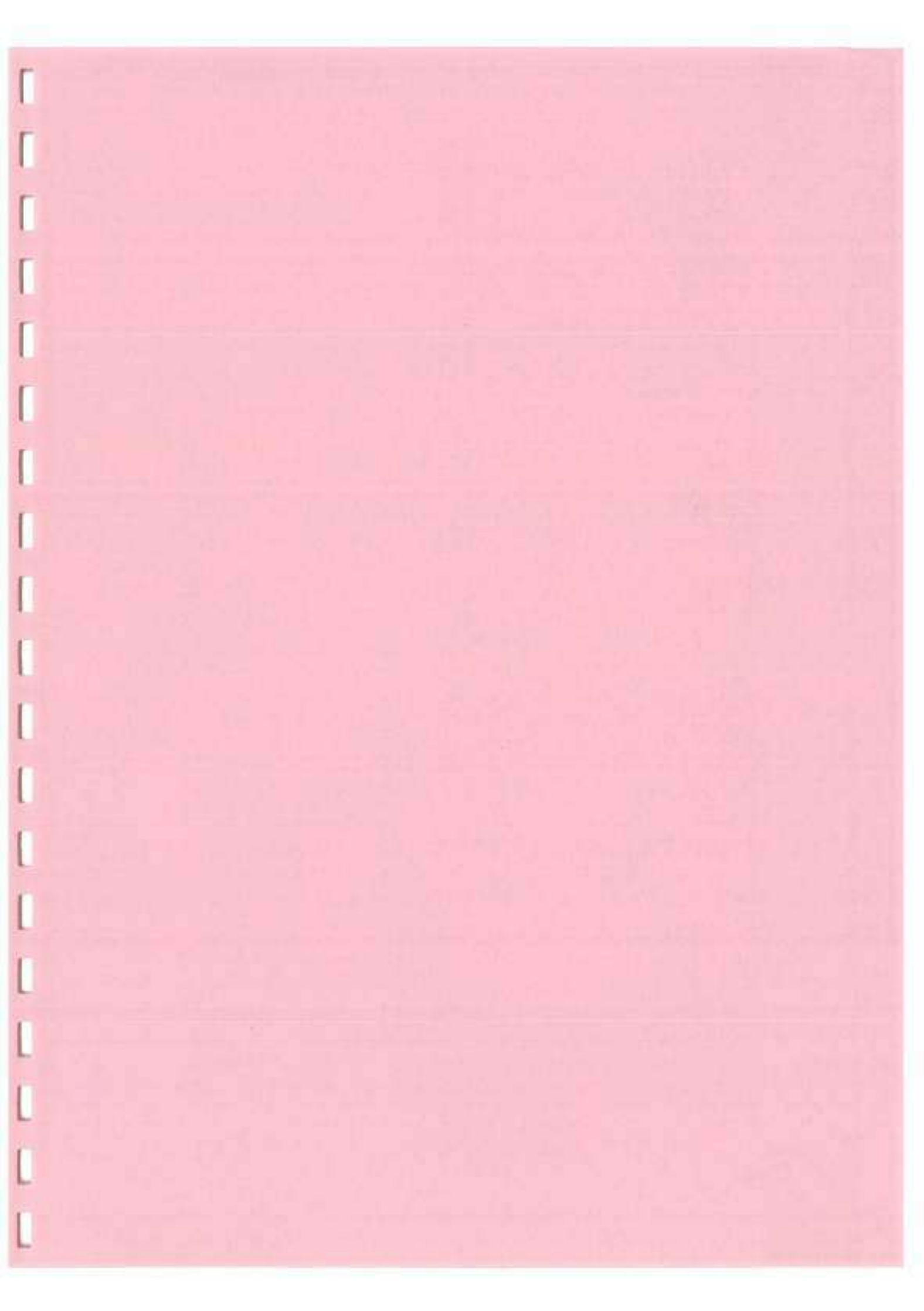
Type of Activities	Definition	Advantages	Disadvantages
Exchange Consulting	Managers consulting with each other on technical and/or personnel problems	- uses organisational abilities appropriately - brings fresh perspective - gives added resources - develops consulting skills - fosters 'we' attitude - breaks down barriers - promotes interchange of personnel - aids career development	- can falsely raise expectations - time-consuming - requires special skills - may be too advice-oriented - can detract from manager's own goals - can be seen as interference - threatening - often not asked for, even when needed
Group Training Programmes	System wide, small-group-oriented training, such as managerial grid, coverdale, T-group transactional analysis, assertion training	- common concepts/language - utilises group skills - seen as real - stretches managers personally - promotes 'togetherness' - intensive - personal	- threatening - can be too personal - can be manipulative - may damage individuals - can promote dysfunctional norms - requires special skills - may be 'faddy' or 'trendy' - can resemble religion

Source: Jones, J.E. and Woodcock, M. (1985). *A manual of Management Development*. Hants: Gower Publishing Company Limited



Appendix 3. List of Questions - First Interview with The Management of PKT

1. What is your training and development strategy or plan for the last five years period of time?
2. Could you please give the detail of your MDP which defines the content, aims and objectives. The programme may be applicable to any level of management, but I am particularly interested in lower to middle management (*note from eva: at PKT, they are called kepala regu - group leader, kepala seksi - section head and kepala bagian - department head*).
3. How do you determine which topics of management your development programmes follow? you can choose more than one answer.
 - a. falls out of corporate strategy
 - b. training needs analysis
 - c. in discussion with senior management
 - d. in discussion with line managers
 - e. in discussion with individuals
 - f. using external benchmarks or industry norms
 - g. In discussion with external consultancy
 - h. using pre-determined programmes
 - i. don't know
 - j. other, please specify
4. Which of the following methods do you use to develop your managers. You can choose more than one answer.
 - a. tailor made training courses
 - b. external training courses
 - c. topical conferences or seminars
 - d. coaching or mentoring
 - e. open learning
 - f. day release courses
 - g. secondments or job swaps
 - h. company visits
 - i. work shadowing
 - j. reading programmes
 - k. other, please specify
5. Does your MDP include external as well as internal courses/development channels? for example, the use of MBA courses, business school or the open university.
6. Do you have statistics on how many managers have participated in the MDP? Could you please give the summary for last four years (1995-1998).
7. Is the MDP voluntary or compulsory?



Appendix 4

QUESTIONNAIRES MANAGEMENT DEVELOPMENT PROGRAMME PT PUPUK KALIMANTAN TIMUR, INDONESIA

I would appreciate your help to complete this survey, on the effectiveness of the management development programme at PKT. The information in this questionnaire will be treated in strict confidence. It will be used to compile results to complete my masters degree dissertation. All information will be used anonymously, there will be no reference made to the personal details in the finished dissertation.

DETAILS OF RESPONDENT

1. Your sex is.....
☐ male
☐ female
2. Your age is.....
☐ 30 or less
☐ 31-40
☐ 41-50
☐ 51-60
3. You are.....
☐ married with dependents
☐ married without dependents
☐ single
4. Your educational level is.....
☐ SLTP
☐ SLTA
☐ Diploma
☐ Sarjana
☐ Master
5. The year you started working in this company is..... 19.....

6. The position you held since joining this company are:

Position/Department	From date/month/year	To date/month/year
.....		
.....		
.....		
.....		

DETAILS OF MANAGEMENT DEVELOPMENT PROGRAMME AT PKT

7. Type of management development activities that you had already received from the company are:

a. on the job management development activities

☐ regular performance review

☐ career development

☐ job rotation

☐ secondments

☐ assistance of consultants

☐ mentoring

☐ coaching

☐ task forces/project groups

☐ seminars

☐ counselling

Year

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

please give further detail explanation to your answer:

b. off the job management development activities

Year

☐ management education

.....

☐ in-company management trainings

.....

☐ outdoor management development

.....

please give further detail explanation to your answer:

8. Position-related Trainings that you have already attended are:

The title of training's programme

Year of attending

☐ Position-related Training for Group Leader

19

☐ Position-related Training for Head of Section

19

☐ Position-related Training for Head of Department

19

9. Other non-formal educations that you have already attended are:

a. Trainings which are held by PKT:

The title of training's programme

Year of attending

.....

19

.....

19

.....

19

.....

19

b. Trainings which were attended based on your initiative but were sponsored by PKT:

The title of training's programme

Year of attending

.....

19

.....

19

.....

19

.....

19

c. Trainings which were attended based on your initiative with your own budget:

The title of training's programme	Year of attending
.....	19
.....	19
.....	19
.....	19

10. Using the scale below, please rate the effectiveness of MDP activities as mentioned in question 7 above in helping you to develop your abilities (knowledges and skills) in the following areas. Please record your answer in the blank space provided.

very successful	1	2	3	4	5	6	no effect
a. problem solving and decision making							
b. conducting meetings							
c. giving feedback							
d. expressing feeling							
e. delegating							
f. developing teamwork							
g. developing subordinates							
h. consulting							
i. coaching and counselling							
j. motivating subordinates							
k. giving instructions							
l. rewarding performance							
m. mediating disputes							
n. managing time							
o. maintaining employee discipline							
p. planning							
q. maintaining human relation							
r. managing own personal and professional development							

11. If you have rated any of the abilities above as 5 or 6, what criticisms or problems did you encounter on the programme? please explain below why you felt the programme failed to achieve those objectives (this could include, for example, lack of commitment and support from line managers or time constraints):

12. On a scale of 1 to 6 please rate the effectiveness of help and support you had received from the following during the management development programme. Please circle point on scale:

high degree			low degree			
1	2	3	4	5	6	your support group
1	2	3	4	5	6	your line manager
1	2	3	4	5	6	your mentor
1	2	3	4	5	6	your colleagues
1	2	3	4	5	6	human resource department
1	2	3	4	5	6	top management

13. Is there any follow up for every management development activities you attend? YES/ NO If Yes, continue with question 14 and so on. If No, go directly to question 16 and so on.

14. What kind of follow up that your company used? Please circle the score that show the rate of its effectiveness on a scale 1 to 6:

methods of follow up	not effective			effective		
☐ end-of-course evaluations	1	2	3	4	5	6
☐ following surveys	1	2	3	4	5	6
☐ following interviews	1	2	3	4	5	6
☐ following meetings	1	2	3	4	5	6
☐ monitoring 'hard' indexes	1	2	3	4	5	6
☐ others, please specify:	1	2	3	4	5	6
	1	2	3	4	5	6
	1	2	3	4	5	6

15. If you have rated any of these aspects as 5 or 6 please specify below why, detailing how would you like the area to be improved, changed or developed.

16. As a consequence, what will you receive from the company as a reward or punishment for every result you achieved of your management development mentioned in question 7 above? please explain in details.

17. Do you agree with relating the management development programmes' results with:

- | | |
|---|-------------------|
| a. compensation (salary, incentives and benefits) | agree / not agree |
| b. career plan (promotion, demotion, rotation) | agree / not agree |
| c. further training and development | agree / not agree |

If your answer is not agree, please explain the reason:

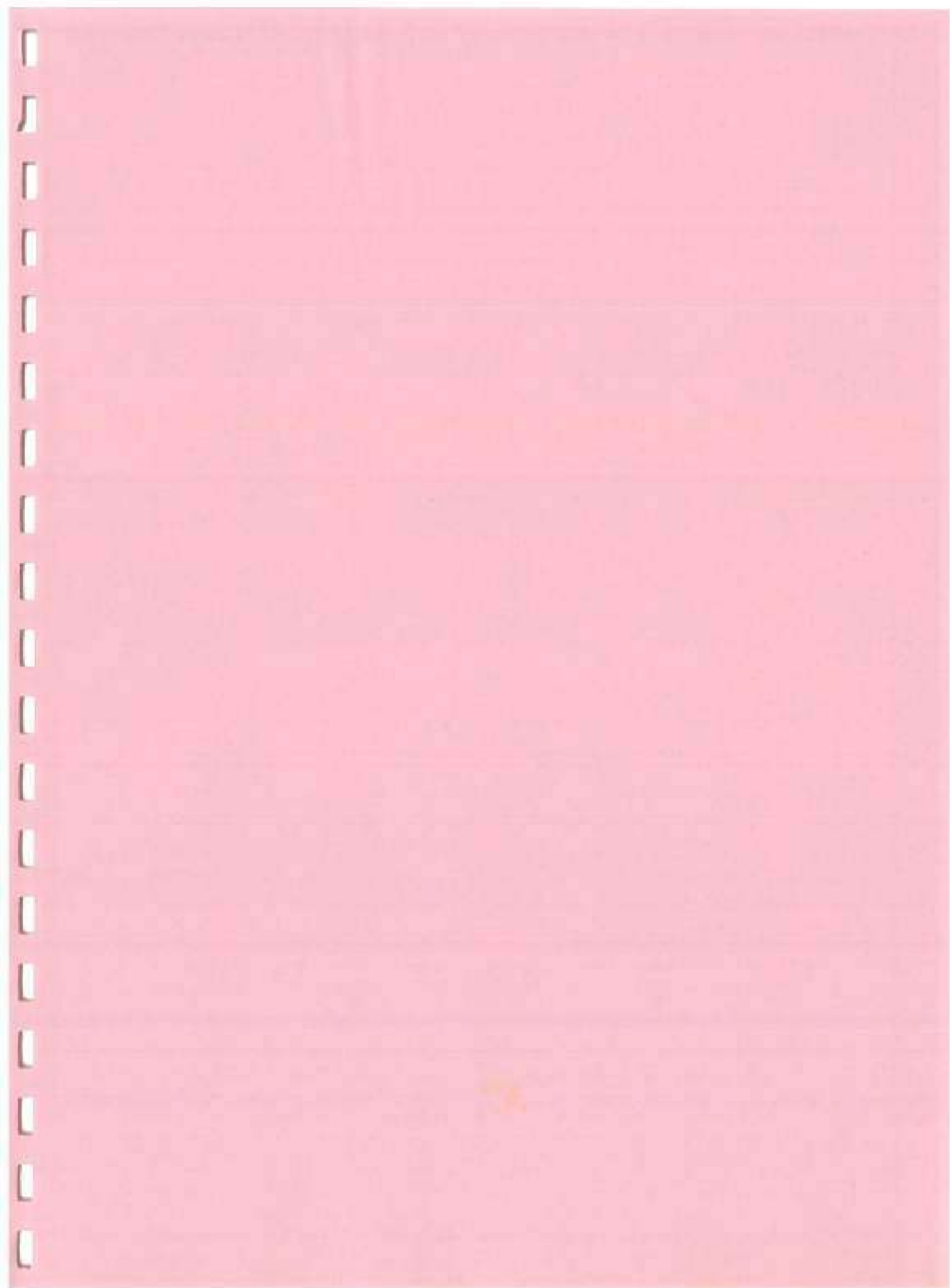
18. Do you make your own self- development plan? YES / NO.

If Yes, does the company discuss it with you and use it as a source for determining your management development programme individually? YES / NO. Please give further explanation to your answer.

19. Are there any issues you feel important which have not been raised by this questionnaire?

Thank you for your help, time and co-operation when completing this questionnaire.

EVA SARAGIH / UNIVERSITY OF WESTMINSTER, LONDON / AUGUST-1998



Appendix 5

London, 15 September 1998

Kepada Yth.
Bpk. Ir. Achmad Aior, M.M.
Kepala Biro Bang.SDM dan Manajemen
PT Pupuk Kaltim, Bontang

Dengan hormat,

Bersama ini saya hendak menanyakan apakah surat yang saya kirim kepada Bapak melalui fax dan email tanggal 3 September 1998 yang lalu sudah Bapak terima? Pertanyaan ini saya sampaikan karena sampai hari ini saya belum juga mendapatkan jawaban atas surat tersebut. Kalau ternyata surat itu tidak sampai ke meja Bapak, mohon agar saya segera diberi kabar supaya bisa mengirimkan kembali surat yang sama. Saya sangat mengharapkan untuk bisa mendapatkan data-data mengenai Program Pengembangan Manajer di PKT dalam minggu ini juga dikarenakan batas waktu yang diberikan universitas kepada saya untuk menyelesaikan penulisan disertasi ini hanya sampai tanggal 25 September 1998.

Bersama dengan surat ini, saya kembali mohon bantuan Bapak dalam mengisi kuesioner mengenai aktivitas program pengembangan manajer di PKT. Saya menunggu dan sangat berharap bisa segera mendapatkan jawaban dari Bapak. Nomer fax saya di London 001-44-171-4875869. Terima kasih atas perhatian dan bantuan yang Bapak berikan.

hormat saya,

Eva Hornaidah Suragih

alamat surat: Alexander Fleming Halls Room A11-5

3 Hoxton Market, London N1 6HG

email: E.H.Suragih@westminster.ac.uk

phone: 001-44-467-524343

fax: 001-44-181-171-4875869 (sepanjang hari)

KUESIONER

Program Pengembangan Manajer di PKT

I. JENIS AKTIVITAS BELAJAR/MENGAJAR

Berikut adalah tujuh belas aktivitas yang biasanya dilakukan dalam program pengembangan manajer. Mohon bantuan Saudara untuk mengevaluasi tingkat penerapannya di PKT. Ada lima pilihan jawaban. Tuliskan pilihan jawaban yang sesuai pada kotak yang disediakan.

- A. merupakan aktivitas utama dalam program pengembangan manajer di PKT
- B. merupakan aktivitas sekunder dalam program pengembangan manajer di PKT
- C. diterapkan di PKT tetapi masih membutuhkan perbaikan/penyempurnaan
- D. belum diterapkan tetapi bisa dipertimbangkan
- E. tidak bisa diterapkan di PKT karena tidak sesuai

A

1. Pelatihan di Dalam Perusahaan (In-house Training) - pelatihan atau kursus yang diorganisir oleh pelatih/pengajar dari dalam atau luar perusahaan, peserta seluruhnya dari dalam perusahaan dan diselenggarakan di dalam perusahaan.

- ☐ A 2. Pelatihan di Luar Perusahaan (External Training) - pengiriman manajer untuk mengikuti kursus, seminar, konferensi, atau pendidikan akademik yang diselenggarakan oleh lembaga tertentu di luar perusahaan.
- ☐ A 3. Pusat Pelatihan (Training Center) - fasilitas pelatihan lengkap meliputi ruang dan perlengkapan pelatihan, akomodasi, dan restoran. Materiutamakan untuk bidang manajemen.
- ☐ A 4. Penilaian Karya (Performance Review) - penilaian atas hasil kerja manajer atau calon manajer secara periodik.
- ☐ C 5. Pengembangan Karir (Career Development) - layanan konseling bagi manajer dalam mengelola karir mereka dalam organisasi.
- ☐ C 6. Rotasi Pekerjaan (Job Rotation) - pergeseran antar pekerjaan secara terencana untuk meningkatkan ketrampilan, keahlian secara teknis, dan cara pandang.
- ☐ B 7. Penugasan Sementara (Secondments) - pemberian tugas sementara, biasanya ditempatkan di organisasi/perusahaan yang berbeda.
- ☐ C 8. Tugas ke Luar Negeri (International Assignments) - pemberian tugas sementara pada organisasi yang berlokasi di luar negeri.
- ☐ B 9. Bantuan Tenaga Konsultan (Using Consultants) - menggunakan tenaga pelatih/pengajar dari luar untuk membantu perusahaan dalam mendesain, menyelenggarakan dan mengevaluasi aktivitas program.
- ☐ A 10. Mentor (Mentoring) - menugaskan manajer senior untuk membantu manajer junior dalam proses mempelajari hingga menguasai pekerjaannya yang baru.
- ☐ C 11. Konseling (Counselling) - bantuan pengembangan pribadi yang khusus menangani masalah pribadi di luar pekerjaan yang dihadapi manajer.
- ☐ A 12. Pembinaan (Coaching) - bantuan yang diberikan secara langsung di tempat kerja, baik oleh atasan maupun pelatih/pengajar.
- ☐ A 13. Analisis Peran (Organisational Role Analysis) - memperjelas kembali peran manajer dalam organisasi.
- ☐ A 14. Kelompok Tugas (Task Forces/Project Groups) - pembentukan kelompok lintas departemen yang ditugaskan untuk mempelajari masalah di tingkat organisasi, dan/atau menangani tugas khusus.
- ☐ C 15. Seminar (Seminars) - pertemuan yang diadakan sebagai sarana untuk saling bertukar pendapat dan pengalaman.
- ☐ C 16. Konsultansi Antar Manajer (Exchange Consulting) - manajer saling berkonsultansi satu dengan yang lainnya dalam menangani masalah bawahan atau teknis.
- ☐ B 17. Program Pelatihan secara Berkelompok (Group Training Programs) - pelatihan di kelompok kecil, seperti team-building, outbound, T-Group, Transactional Analysis.
- ☐ D 18. Rencana Pengembangan Pribadi (Self-Development Plan) - manajer secara individual diminta untuk menyusun kontrak yang berisikan rencana pengembangan pribadi yang disusun berdasarkan standar kompetensi.

II. METODE BELAJAR/MENGAJAR

Beri tanda check (✓) pada kotak yang disediakan dibelakang setiap pernyataan yang menunjukkan metode belajar/mengajar yang diterapkan di PKT.

- ☒ 1. membaca
- ☒ 2. kuliah
- ☒ 3. presentasi menggunakan transparan/slide
- ☒ 4. pemutaran film/video
- ☒ 5. belajar secara terprogram
- ☒ 6. diskusi kelompok
- ☒ 7. latihan ketrampilan
- ☒ 8. studi kasus
- ☐ 9. bermain-peran
- ☒ 10. pemecahan masalah
- ☐ 11. penilaian diri sendiri
- ☒ 12. simulasi
- ☒ 13. umpan balik antar pribadi
- ☐ 14. penetapan sasaran secara pribadi
- ☒ 15. interaksi dalam kelompok secara bebas (tidak terstruktur)

II. METODE PENILAIAN HASIL

Beri tanda check (✓) pada kotak yang disediakan dibelakang setiap pernyataan yang menunjukkan metode penilaian yang diterapkan di PKT.

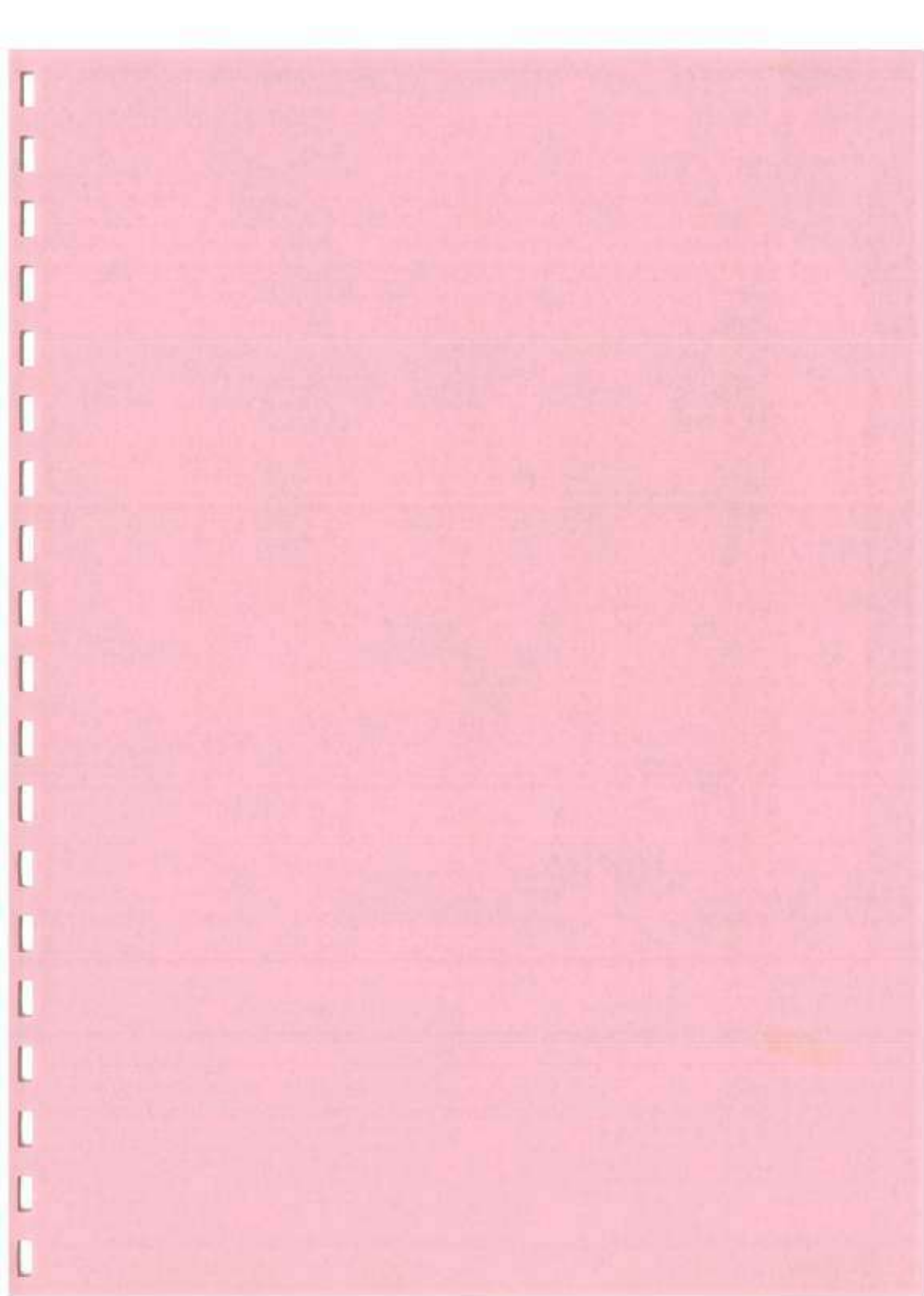
- ☒ 1. penggunaan formulir evaluasi di setiap akhir kegiatan
- ☒ 2. menggunakan sasaran perusahaan sebagai standar penilaian
- ☐ 3. menggunakan kerangka kompetensi sebagai dasar penilaian
- ☒ 4. menggunakan *assessment/development center*
- ☒ 5. menggunakan penilaian karya secara periodik
- ☒ 6. menggunakan metode umpan balik
- ☐ 7. menggunakan ujian tertulis
- ☐ 8. lainnya:

IV. BENTUK PENGHARGAAN DAN HUKUMAN

Beri tanda check (✓) pada kotak yang disediakan dibelakang setiap pernyataan yang menunjukkan aspek yang dipengaruhi hasil yang dicapai manajer dari mengikuti program pengembangan manajer di PKT.

- ☐ 1. dikaitkan dengan penggajian (kenaikan gaji pokok, penambahan tunjangan-tunjangan, besar bonus, dll)
- ☒ 2. dikaitkan dengan jalur karir (promosi, demosi, rotasi, dll)
- ☒ 3. dikaitkan dengan pelatihan dan pengembangan di tingkat lebih lanjut

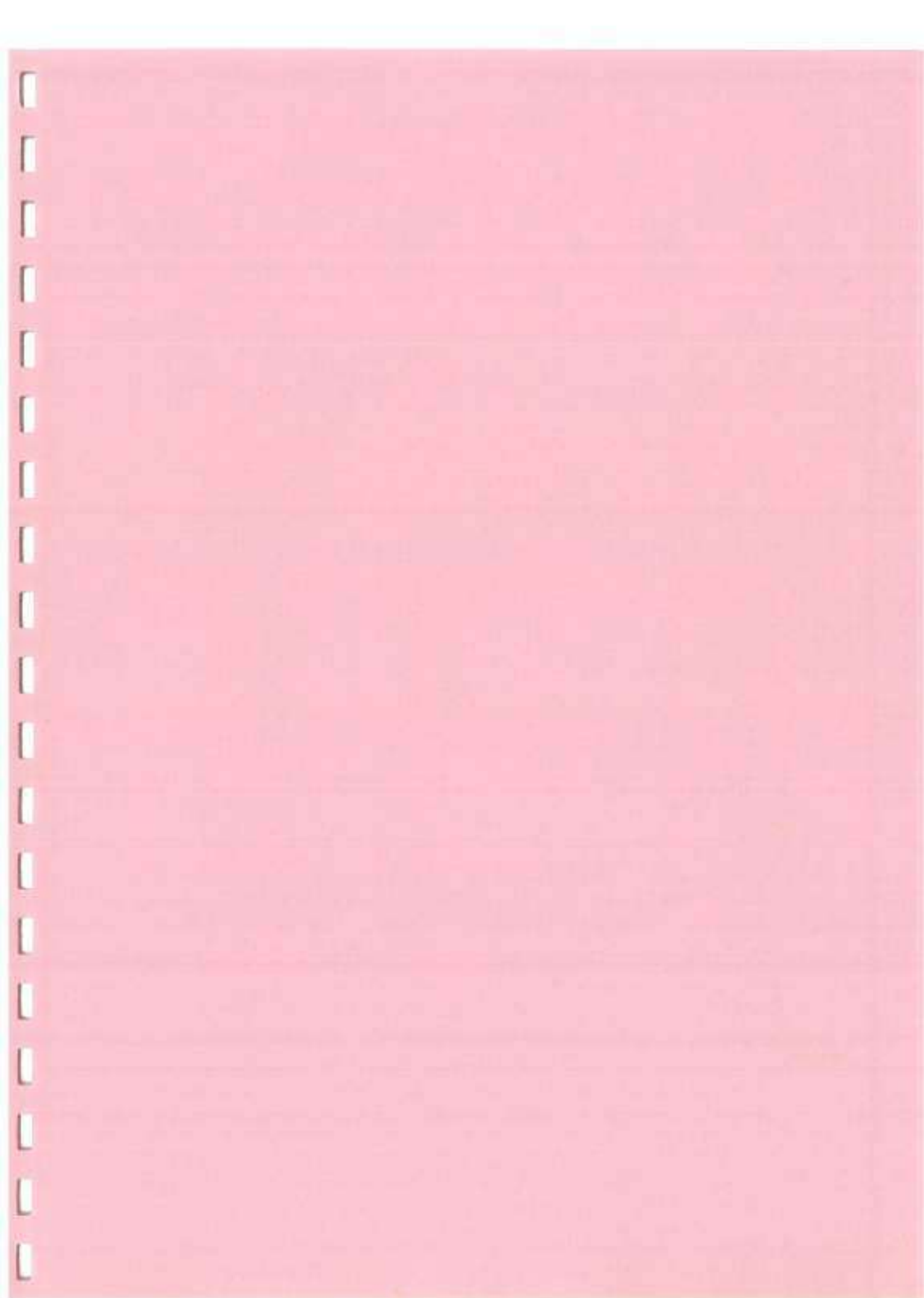
Terima Kasih!



Appendix 6. Statistics on the number of managers who have participated in the management development programme especially trainings/courses (1995-1997)

NO	JOB POSITION	TRAININGS/COURSES	NUMBER OF PARTICIPANTS		
			1995	1996	1997
1.	Group Leader	- Position-related Training for Group Leader - Supervisory Management	4 5	43 29	- 58
2.	Head of Section	- Position-related Training for Section Head - General Management Course - Organisational Behaviour	27 - 25	28 - 65	26 56 50
3.	Department Head	- Position-related Training for Department Head - Middle Management Course - Finance for Non Finance - Problem Solving and Decision Making	18 13 22 20	21 6 - -	24 14 18 27
4.	Department Head	- Position-related Training for Department Head - Advanced Management Course	- -	- 1	22 -

Source: Data from Bureau of Human Resource and Management Development, PKT, Indonesia, 1998



DRAFT

PROGRAM PENGEMBANGAN MANAGER DI PKT

1. Sasaran, strategi dan program kerja pengembangan Manager di PKT s/d tahun 2000.

No.	Sasaran Bidang	Strategi Bidang	Program	Schedule				
				'96	'97	'98	'99	'00
1	Peningkatan keahlian dan profesionalisme karyawan yang disesuaikan dengan kebutuhan perusahaan JVC.	Melaksanakan pelatihan dan pendidikan bagi karyawan melalui jalur formal maupun non formal, baik inhouse training maupun offsite training.	- Pendidikan Manajemen untuk jabatan struktural seperti Penjah, Kadep, Kabag, Kasi dan Karu. - Pendidikan dan keahlian khusus untuk jabatan fungsional dan profesi. - Pengiriman tugas belajar untuk pendidikan lanjutan di bidang spesialisasi dan manajemen pada perguruan tinggi. - Pendidikan Bahasa Inggris untuk seluruh staf sehingga mencapai nilai minimal yang setara dengan TOEFL 500.					
2	Perampingan struktur organisasi dengan mengurangi jumlah pejabat struktural menjadi 6% dari jumlah karyawan	Mengoptimalkan struktur manajemen ke arah pembentukan Unit Profit Centre atau SBU (Single Business Unit) serta mengalihkan dari jabatan struktural menjadi jabatan fungsional profesional dan fungsional operasional.	- Reevaluasi profil SDM memberikan pattern yang mengacu pada bentuk piramida. - Reanalisa dan reevaluasi jabatan serta pembuatan Missing Chart. - Analisa potensi personal dan training need analysis. - Job Person Matching untuk jabatan struktural dan jabatan fungsional dan profesi. - Penyusunan career path dan replacement chart.					
3	Peningkatan produktivitas karyawan dengan pertumbuhan rata-rata 10% per tahun.	Melakukan optimalisasi jumlah karyawan di industri perikanan.	Job enrichment dan job enlargement dengan melakukan perancangan ulang Uraian Kerja (Job Description).					

2. Program Pengembangan Manager (Pejabat Struktural) PKT:

Dilakukan melalui program pendidikan/pelatihan jabatan berjenjang meliputi:

♦ Pendidikan Jabatan Kadep/Karo

No.	Sasaran	Isi program	Metode Pelaksanaan	Evaluasi
1	Pelatihan Manajemen Kepala Departemen/Kepala Biro. Membekali calon atau pemangku jabatan manager (Kadep/Karo) agar: - Memahami manajemen operasional sebagai alat untuk transformasi sumber daya menjadi kebermanan - Memahami manajemen strategis untuk beradaptasi dengan perubahan lingkungan - Memahami struktur industri - Memahami hubungan antara strategi dan organisasi - Memahami strategi pengembangan usaha - Memahami prinsip-prinsip kelayakan suatu usaha - Memahami teknik pengaliran dana untuk investasi - Memahami teknik-teknik implementasi perubahan strategis	Pokok-pokok Bahasan: - Sistem Manajemen - Analisis Perusahaan - Analisis Lingkungan - Strategi dan organisasi - Strategi dan pengembangan usaha - Strategi dan kebijakan investasi - Analisis struktur keuangan - Manajemen perusahaan	Pelatihan (tailored made) dengan metode: - Kuliah/ceramah - Diskusi - Simulasi - Latihan	- Evaluasi pengukuran daya serap terhadap materi pelatihan - Evaluasi terhadap penerapan hasil-hasil pelatihan (6 bulan pasca pelatihan)
2	Advanced Management Course (AMC) Membekali calon/pemangku jabatan Manager (Kepala Departemen Kepala Biro) agar: - Mengkaji business environment yang relevan dengan kegiatan dunia usaha - Mampu melihat implikasi gejolak ekonomi dalam era globalisasi	Pokok-pokok bahasan: - Proses pengambilan keputusan - Proses PDD dan PND - Pasar Modal - Manajemen SDM - Perencanaan Indonesia - Kebijakan ekonomi dan pembiayaan pembangunan - Prospek perdagangan internasional dan neraca pembayaran IS - Perencanaan internasional dan regional - Manajemen keuangan - Jasa perbankan - Pola pengembangan industri nasional - Pola pengembangan industri internasional - International Contract law - Perencanaan pemasaran - Wirausaha - Kapita selekta dan perilaku kepemimpinan	Idem	Idem

3.	Finance Mgt. For Non Finance Manager Membekali calon/pemangku jabatan agar: - Mengetahui fungsi dan peranan manajemen keuangan dalam rangka menunjang operasi perusahaan - Mengetahui beberapa teknik dan konsep dalam manajemen keuangan - Memahami bahasa serta pola pikir dalam manajemen keuangan dan dapat berkomunikasi dalam bahasa keuangan, khususnya pada proses penyusunan dan pengendalian anggaran	Pokok-pokok bahasan: - Fungsi dan arus keuangan, konsep pendapatan dan biaya - Laporan keuangan neraca dan rugi laba - Analisis laporan keuangan - Modal kerja dan arus kas - Perencanaan laba dan pengendalian laba - Penilaian proyek investasi - Peranggaran dan pengendalian anggaran - Latihan integrasi	Idem	Idem
4.	Pelatihan Mianaut Indonesia Membekali para calon/pemangku jabatan agar: - Memahami kembali proses berpikir dalam memecahkan persoalan dan pengambilan keputusan yang selama ini diperlukan - Meningkatkan kualitas proses berpikir sistematis dalam pemecahan persoalan dan pengambilan keputusan - Meningkatkan kualitas proses sistematis dalam pemecahan persoalan dan pengambilan keputusan - Memperoleh kesamaan bahasa di kalangan para pemimpin staf PKI dalam menyelesaikan masalah sehari-hari	Pokok-pokok bahasan: - Analisis situasi - Analisis persoalan - Analisis keputusan - Analisis persoalan potensial	Idem	Idem

♦ Pendidikan Jabatan Kepala Bagian

1.	Pelatihan Manajemen Kabag Membekali calon pemangku jabatan Kabag agar: - Mampu memperoleh kerangka analisis sistem manajemen dan organisasi - Memahami pentingnya serta mampu menyusun rencana tahunan dan anggaran perusahaan.	Pokok-pokok bahasan: - Sistem manajemen dan organisasi untuk Kepala Bagian - Rencana tahunan dan pengendalian operasional - Peranggaran perusahaan - Manajemen pemasaran dan riset pasar	Idem	Idem
----	--	--	------	------

2.	- Memperluas pemahaman fungsi-fungsi manajemen dalam suatu perusahaan, khususnya manajemen pemasaran. - Memahami teknik penilaian karya.	- Manajemen operasi/produksi - Manajemen personalia - Teknik penilaian karya		
	Middle Management Course Membekali calon/pemangku jabatan agar:	Pokok-pokok bahasan: - Konsep Perencanaan Strategis - Analisa Eksternal - Analisa Internal	Idem	Idem
	Finance Management for Non Finance Manager: Idem	Idem	Idem	Idem
	Pelatihan Mlinat Indonesia Idem	Idem	Idem	Idem
	Manajemen Tenaga Kerja Membekali calon/pemangku jabatan kabag agar: - Mengetahui pola pemikiran sistematis untuk mengidentifikasi dan memecahkan masalah komunikasi, motivasi kerjasama dan konflik didalam maupun antar kelompok - Mengetahui berbagai prinsip kepemimpinan dan membina, mengarahkan kelompok kerja untuk mencapai tujuan organisasi - Mengetahui berbagai faktor yang mempengaruhi tingkah laku manusia di dalam organisasi	Pokok-pokok bahasan: - Dinamika kelompok - Komunikasi - Analisis transaksional - Motivasi - Memahami orang lain - Memperkenalkan perubahan - Kepemimpinan - Strategi mengatasi konflik	Idem	Idem

♦ Pendidikan Jabatan Kepala Seksi

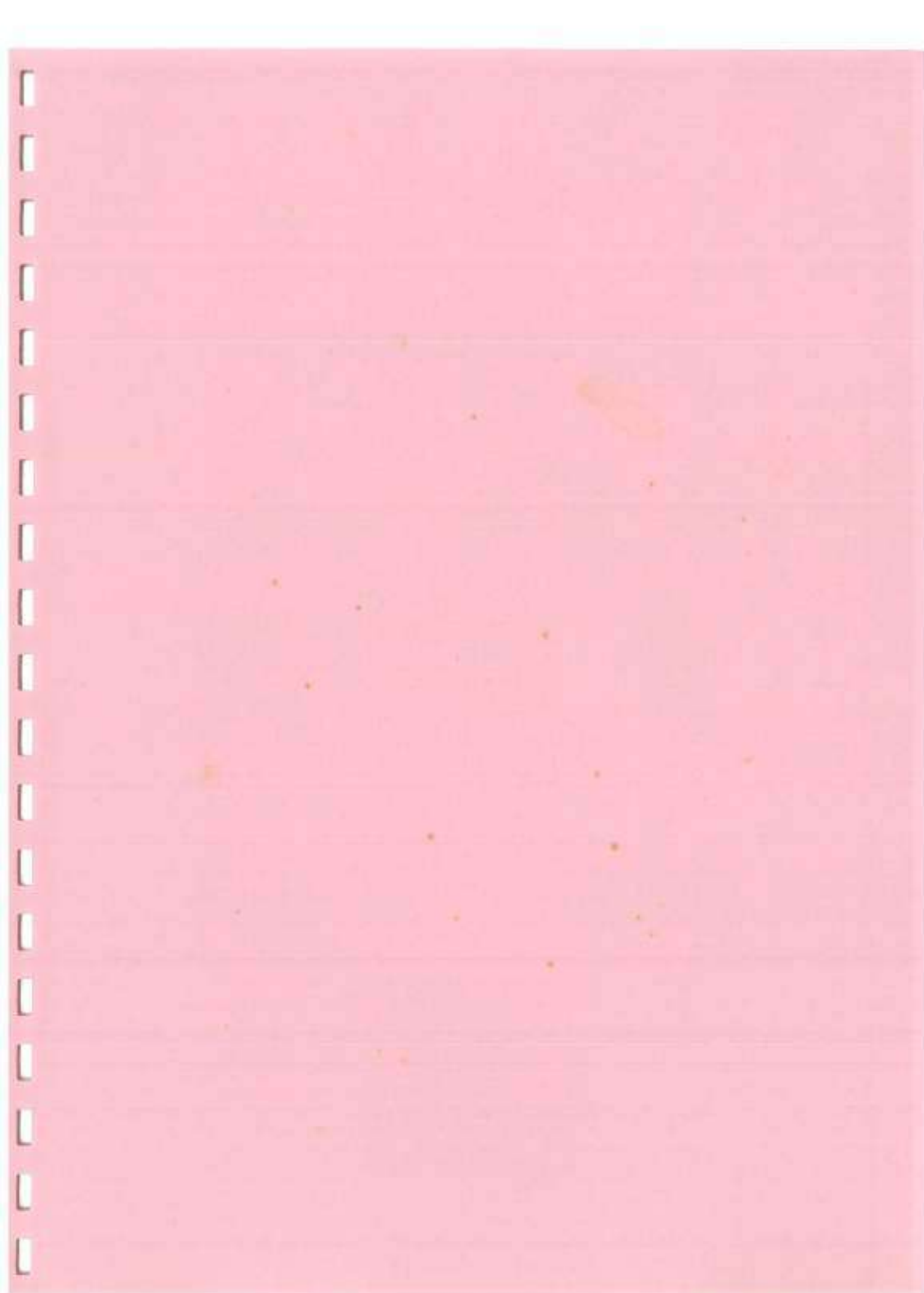
1.	Pelatihan Manajemen Kepala Seksi Membekali calon/pemangku jabatan Kasi agar: - Memahami organisasi sebagai suatu sistem dan fungsi-fungsi dasar manajemen	Pokok-pokok bahasan: - Dasar-dasar manajemen dan organisasi bagi Kepala Seksi - Perencanaan dan penjadwalan - Dasar-dasar Sistem Informasi Manajemen	Idem	Idem
----	---	---	------	------

	- Memahami cara menentukan sasaran unit kerja dan memahami cara membuat rencana unit kerja. - Memahami kedudukan sistem informasi manajemen dalam pengendalian manajemen dan mampu mendesain sistem informasi manajemen di unit kerjanya. - Memahami sistematis pemecahan persoalan dan pengambilan keputusan dan memahami metode pemecahan masalah secara kelompok.	- Teknik peningkatan produktivitas - Dasar-dasar pemecahan persoalan dan pengambilan keputusan - Teknik penilaian karya		
2	General Management Course Membekali calon/pemangku jabatan agar: - Mampu meningkatkan pengetahuan dan keterampilan bagi para pimpinan tingkat pertama BUMN dalam penerapan fungsi-fungsi manajemen dan membina hubungan antar manusia dan karyawan.	Pokok-pokok bahasan: - Manajemen umum - Manajemen SDM - Manajemen pemasaran - Manajemen produksi/operasi - Manajemen keuangan - Studi kasus	Idem	Idem
3	Manajemen Tenaga Kerja Idem	Idem	Idem	Idem

♦ Pendidikan Jabatan Kepala Regu

1	Pelatihan Manajemen Kepala Regu Membekali para calon/pemangku jabatan kari agar: - Memahami pentingnya peran dan fungsi supervisi sebagai "motor penggerak" bawahan untuk mencapai sasaran perusahaan. - Memahami prinsip komunikasi dan memberi perintah yang efektif - Memahami prinsip menangani masalah prestasi kerja bawahan. - Memahami cara mengembangkan prestasi bawahan untuk menunjang keberhasilan perusahaan.	Pokok-pokok bahasan: - Manajemen dan kepala regu - Kerjasama kelompok - Prioritas dan cara menyusun jadwal kerja harian - Teknik memberi perintah - Analisis perilaku bawahan - Teknik mengubah perilaku - Sistem umpan balik - Penilaian karya	Idem	Idem
---	---	---	------	------

2	Supervisory Management Course Membekali para calon pemimpin jabatan Karir agar: Mampu meningkatkan kemampuan supervisi dari seorang supervisor sehingga ia mampu berperan lebih efektif sebagai kelompok manajemen tingkat pertama (first line supervisory) yang fungsi utamanya adalah bekerja bersama-sama dan melalui para karyawan untuk mencapai tujuan organisasi dan memenuhi kebutuhan para karyawan	Pokok-pokok bahasan: - Pengantar, membahas tentang konsep pengembangan SDM industri, hubungan organisasi dengan supervisor dan prinsip-prinsip supervisi. - Teknik-teknik supervisi: membahas tentang prinsip-prinsip manajemen yang perlu dikuasai oleh seorang supervisor. - Supervisi para karyawan: membahas tentang hubungan komunikasi antara supervisor dengan para karyawan	Idem	Idem
---	--	--	------	------



Appendix 8. Summary of Questionnaire's Replies

QUESTIONS	RESPONDENT 1	RESPONDENT 2	RESPONDENT 3	RESPONDENT 4
7. Type of MD activities	✓		✓	✓
7.1.1. regular performance review				
7.1.2. career development				
7.1.3. counselling	✓	✓		
7.1.4. job rotation	✓			
7.1.5. secondments	✓			
7.1.6. assistance of consultants	✓			
7.1.7. coaching and mentoring	✓			
7.1.8. on-the-job training	✓			
7.1.9. task forces/project groups				
details explanation of the answer			- performance appraisal is held every 6 months - job rotation more technical than managerial-based	- performance appraisal is held every 6 months
7.2.1. management education	✓	✓	✓	✓
7.2.2. in-company management trainings	✓	✓	✓	✓
7.2.3. outdoor management development				
8. Position-related Trainings:				
8.1. for group leader (penjab karu)				
8.2. for head of section (penjab kasi)	✓	✓		✓
8.3. for head of department (penjab kabay)				
9. Other non formal educations:				
9.1. trainings held by PKT	- management supervisory - finance for non finance - material management - organisational behaviour	Total Quality Management	- finance for non finance - problem solving and decision making - auditor ISO 14000	- remuneration management - techniques of designing the salary structure - organisational behaviour - budgeting management - management of secretary - the principles of accounting - road show ISO 9000/14000 - safety representative - english course
9.2. trainings sponsored by PKT, initiative came from participant	- high voltage cable installation - national referee training			
9.3. trainings financed with participant's own budget	- industrial relation - sport club leaders			
10. The effectiveness of MD activities:				
10.1. problem solving & decision making	2	1	2	1

QUESTIONS	RESPONDENT 1	RESPONDENT 2	RESPONDENT 3	RESPONDENT 4
10.2. conducting meetings	2	4	2	3
10.3. giving feedback	2	3	4	1
10.4. expressing feeling	1	2	3	1
10.5. delegating	2	2	2	1
10.6. developing subordinates	2	2	2	1
10.7. consulting	2	2	2	1
10.8. coaching and counselling	2	2	2	1
10.9. motivating subordinates	2	2	2	1
10.10. giving instructions	2	2	2	1
10.11. rewarding performance	2	2	2	1
10.12. mediating disputes	2	2	2	1
10.13. managing time	2	2	2	1
10.14. maintaining discipline	2	2	2	1
10.15. planning	2	2	2	1
10.16. maintaining human relations	2	2	2	1
10.17. maintaining professional development	2	2	2	1
10.18. manage own personnel/professional development	2	2	2	1
11. Reasons that made the programme above failed				no consistency in relating the result of appraisal with remuneration
12. The effectiveness of help & support from:				
12.1. participant's support group	2	2	2	2
12.2. participant's line manager	2	2	2	2
12.3. participant's mentor	2	2	2	2
12.4. participant's colleagues	2	2	2	2
12.5. participant's department of PKI	2	2	2	2
12.6. human resource department of PKI	2	2	2	2
12.7. top management of PKI	2	2	2	2
12.8. follow-up to the MD activities (Yes/No)	Y			Y
13. Follow-up to the MD activities (Yes/No)	Y			Y
14. Methods of follow-up & effectiveness rate	Y 4			Y 2
14.1. end-of-course evaluations	Y 5			Y 4
14.2. following surveys	Y 3			
14.3. following interviews	Y 5			
14.4. following meetings	Y 5			
14.5. monitoring "hard" indexes	Y 6			
14.6. monitoring "soft" indexes				
14.7. report of trainings result				
14.8. reward and punishment				
14.9. feedback from superior				
14.10. application				
15. Areas to be improved relate to question 14	training's result is not applicable no clear standard of evaluation no progress monitoring or follow up			rewards is not appropriate with need
16. Reward and punishment	no rewards			

QUESTIONS	RESPONDENT 1	RESPONDENT 2	RESPONDENT 3	RESPONDENT 4
17. Areas influenced by programme's result				
17.1. compensation/remuneration	agree		not agree	agree
17.2. career plan	agree		agree	agree
17.3. further training and development	agree		agree	agree
Details explanation of the answer			- remuneration does not relate to the management development - increase in remuneration is depend on job performance not trainings' result	
18.a. Any personal development plan (Yes/No)	Y	N	Y	Y
18.b. Company discuss PDP with you (Yes/No)	N	N	N	N
Details explanation of the answer	PDP is never used as a source for management development. Promotion or secondments is given based more on nepotism/friendship		managers does not involved in any discussion relate to their self-development	as far as I know, there is a position body responsible for designing the content and method of management development, managers were not involved in this process.
19. Other issues	- to be promoted candidate must have score of trainings evaluation at least 70, no nepotism/friendship - job rotation for group head every 3 years, section head every 4 years and department head every 5 years - to be compartment head, candidate must already hold bureau head position in 2 or 3 different bureaus	- no nothing about management development programme in PKT	- management development programme in PKT must be applied in an integrated and transparent way - training is given based on current needs, not future needs	

Appendix 8. Summary of Questionnaire's

QUESTIONS	RESPONDENT 5	RESPONDENT 6	RESPONDENT 7	RESPONDENT 8
7. Type of MD activities				
7.1.1. regular performance review	✓		✓	✓
7.1.2. career development	✓			✓
7.1.3. counselling	✓			
7.1.4. job rotation	✓			✓
7.1.5. secondments	✓			✓
7.1.6. assistance of consultants				✓
7.1.7. coaching and mentoring	✓			
7.1.8. on-the-job training	✓		✓	
7.1.9. task forces/project groups				
details explanation of the answer	activities driven by need occur regularly, it depends on education and condition	career development is planned without clear direction. it's done based on top management preference and future needs.	on the job training is done six months before appointed as full time employee.	
7.2.1. management education	✓		✓	✓
7.2.2. in-company management trainings	✓		✓	✓
7.2.3. outdoor management development				
8. Position-related Trainings:				
8.1. for group leader (penjab baru)				
8.2. for head of section (penjab baru)				
8.3. for head of department (penjab baru)	✓		✓	
9. Other non formal educations:				
9.1. trainings held by PKT	organizational behaviour - issues	organizational behaviour - micro teaching - finance for non finance	quality circle management - safety	finance non finance - problem solving and decision making - construction management - strategic management
9.2. trainings sponsored by PKT: initiative came from participant		fertilizer distribution system - surveyor of shipping - letter of credit - english conversation - export/import management	seminar about networking	personnel management - performance appraisal system - achievement motivation training
9.3. trainings financed with participant's own budget				
10. The effectiveness of MD activities:				
10.1. problem solving & decision making	2	1	4	1

QUESTIONS	RESPONDENT 5	RESPONDENT 6	RESPONDENT 7	RESPONDENT 8
10.2. conducting meetings	1	1	4	1
10.3. giving feedback	3	1	4	2
10.4. expressing feeling	5	1	4	3
10.5. delegating	3	2	3	2
10.6. developing teamwork	3	2	3	2
10.7. developing subordinates	5	4	4	1
10.8. consulting	6	2	4	2
10.9. coaching and counselling	5	1	4	2
10.10. motivating subordinates	4	2	3	2
10.11. giving instructions	6	1	3	2
10.12. rewarding performance	3	5	4	2
10.13. mediating disputes	6	5	3	2
10.14. managing time	4	3	3	2
10.15. maintaining employee discipline	6	3	3	2
10.16. planning	5	2	3	2
10.17. maintaining human relations	4	1	3	2
10.18. manage own personal/professional development	5	4	3	2
11. Reasons that made the programme above failed	every decision is made by my boss (I don't have authority to decide)	- no clear reward and punishment system		
12. The effectiveness of help & support from:				
12.1. participant's support group	3	2	5	2
12.2. participant's line manager	5	4	5	2
12.3. participant's mentor	2	4	5	2
12.4. participant's colleagues	3	2	2	2
12.5. human resource department of PKT	4	4	4	2
12.6. top management of PKT	2	6	4	2
13. Follow-up to the MD activities (Yes/No)	N	Y	Y	
14. Methods of follow-up & effectiveness rate				
14.1. end-of-course evaluations			✓ 4	✓ 2
14.2. following surveys				
14.3. following interviews				
14.4. following meetings				3
14.5. monitoring 'hard' indexes				✓ 2
14.6. reward and punishment				✓ 2
14.7. report of trainings result				
14.8. pasca-training's evaluation				
14.9. feed back from superior				
14.10. application				
15. Areas to be improved relate to question 14				
16. Reward and punishment	the consequence I received is the termination of my salary and competency level increase	- reward: bonus/incentive, promotion and job level increase - punishment: verbal warning	- it's only my boss who knows the result of management development programme I attend	- rewards: job promotion and special assignments

QUESTIONS	RESPONDENT 5	RESPONDENT 6	RESPONDENT 7	RESPONDENT 8
			- no follow-up	
17. Areas influenced by programme's result				
17.1. compensation/remuneration	agree	agree	not agree	agree
17.2. career plan	agree	agree	agree	agree
17.3. further training and development	agree	agree	agree	agree
Details explanation of the answer			- in my opinion, training and education are more related to career and development, than to remuneration	
18.a. Any personal development plan (Yes/No)	Y	Y	Y	Y
18.b. Company discuss PDP with you (Yes/No)	Y	N	N	Y
Details explanation of the answer	the company discussed and used PDP, made in determining the management development I need		- no formal mechanism of two way communication between managers and company in discussing their PDP and management development as an integrated programme	- I made my PDP based on the level of my education and skills, and the career interest I have
19. Other issues		- company needs to communicate every informations about the management development programmes to the managers, especially ones that is related to career management - needs to develop a board of committee responsible to control the management development programmes	- the management development programmes supposed to be planned, integrated, clear and continuous, not as a routine activities only - needs fully commitment from top management - empowering the HR department to handle these issues	- career plan for each employees in PKT now is in development process

Appendix 8. Summary of Questionnaire's

QUESTIONS	RESPONDENT 9	RESPONDENT 10	RESPONDENT 11	RESPONDENT 12
7. Type of MD activities				
7.1.1. regular performance review				
7.1.2. career development				
7.1.3. counselling				
7.1.4. job rotation				
7.1.5. secondments				
7.1.6. assistance of consultants				
7.1.7. coaching and mentoring				
7.1.8. on-the-job training				
7.1.9. task force/project groups				
7.1.10. details explanation of the answer				
7.2. management education				
7.2.1. in-company management trainings				
7.2.2. outdoor management development				
8. Position-related Trainings:				
8.1. for group leader (penjaja baru)				
8.2. for head of section (penjaja kasi)				
8.3. for head of department (penjaja kaban)				
9. Other non formal educations:				
9.1. trainings held by PKT				
9.2. trainings sponsored by PKT, initiative came from participant				
9.3. trainings financed with participant's own budget				
10. The effectiveness of MD activities:				
10.1. problem solving & decision making				

QUESTIONS	RESPONDENT 9	RESPONDENT 10	RESPONDENT 11	RESPONDENT 12
10.2. conducting meetings	3	2	0	5
10.3. giving feedback	2	2	3	2
10.4. expressing feeling	5	1	0	1
10.5. delegating	2	2	0	3
10.6. developing teamwork	1	2	5	1
10.7. developing subordinates	1	1	5	2
10.8. consulting	3	1	3	2
10.9. coaching and counselling	1	1	5	3
10.10. motivating subordinates	1	1	5	2
10.11. giving instructions	1	0	3	3
10.12. rewarding performance	1	2	4	1
10.13. mediating disputes	1	3	4	3
10.14. managing time	1	1	5	1
10.15. maintaining employee discipline	1	2	5	2
10.16. planning	1	1	0	2
10.17. maintaining human relations	3	2	5	1
10.18. manage own personal/professional development	1	1	4	1
11. Reasons that made the programme above failed	- influenced by subjectively emotionally distorted.		- in general, the problems I face in work place is different with theories discussed in class	- no chance to lead a meeting at work, but a lot in social life
12. The effectiveness of help & support from:				
12.1. participant's support group	1	3	0	1
12.2. participant's line manager	1	3	5	2
12.3. participant's mentor	2	2	4	1
12.4. participant's colleagues	2	3	6	3
12.5. human resource department of PKT	3	3	5	1
12.6. top management of PKT	3	3	5	2
13. Follow-up to the MD activities (Yes/No)	Y	Y	N	Y
14. Methods of follow-up & effectiveness rate				
14.1. end-of-course evaluations	✓ 1	✓ 3		✓ 2
14.2. following surveys	✓ 3	✓ 4		✓ 2
14.3. following interviews	✓ 2			✓ 3
14.4. following meetings	✓ 3			✓ 2
14.5. monitoring 'hard' indexes	✓ 1			✓ 1
14.6. reward and punishment				
14.7. report of trainings result				
14.8. post-training's evaluation				
14.9. feedback from superior				✓ 2
14.10. application				
15. Areas to be improved relate to question 14				
16. Reward and punishment	- no effect to the appraisal's result		- no effect up to now	- job rotation - got a chance to lead people from different ethnics and religions

QUESTIONS	RESPONDENT 9	RESPONDENT 10	RESPONDENT 11	RESPONDENT 12
17. Areas influenced by programme's result				
17.1. compensation/remuneration				
17.2. career plan	agree	agree	agree	agree
17.3. further training and development	agree	agree	agree	agree
Details explanation of the answer				
18.a. Any personal development plan (Yes/No)	N	Y	Y	Y
18.b. Company discuss PDP with you (Yes/No)	N	N	N	
Details explanation of the answer	- the culture is strongly influenced by bureaucracy	- it is only for the manager herself, never been discussed with the boss	- the management development programme in PKT is only a bad	
19. Other issues			- to design the right management development programme, company must involve managers or work unit in the process	- more authority given to the managers - more formal meetings - more further trainings

Appendix 8. Summary of Questionnaire's

QUESTIONS	RESPONDENT 13	RESPONDENT 14	RESPONDENT 15	RESPONDENT 16
7. Type of MD activities:				
7.1.1. regular performance review	✓		✓	✓
7.1.2. career development				✓
7.1.3. counselling			✓	✓
7.1.4. job rotation	✓		✓	✓
7.1.5. secondments			✓	✓
7.1.6. assistance of consultants		✓	✓	✓
7.1.7. coaching and mentoring			✓	✓
7.1.8. on-the-job training			✓	✓
7.1.9. task forces/project groups			✓	
details explanation of the answer	- started the career as repair-man this continued to be supervisor as had different work areas			- the performance appraisal process does not always stick to the scheduled time
8. Position-related Trainings:				
8.1. for group leader (penjab karut)	✓		✓	✓
8.2. for head of section (penjab kasi)	✓			✓
8.3. for head of department (penjab kabag)			✓	
9. Other non formal educations:				
9.1. trainings held by PKT	- Field User Workshop - Electro Chemical Metallizing	- organisational behaviour - problem solving & decision making - ISO 9000 & 14000	- ISO 9000 & 14000 - internal quality audit	- total quality management - management of public relations - training needs analysis - manpower and law - supervisory management - micro teaching - organisational behaviour - new seven tools
9.2. trainings sponsored by PKT, individual came from participant				- photography - english course - radiography
9.3. trainings financed with participant's own budget				- english course - undergraduate degree in economic - master degree in business (it is not finish yet)
10. The effectiveness of MD activities:				
10.1. problem solving & decision making	3	1	1	1

QUESTIONS	RESPONDENT 13	RESPONDENT 14	RESPONDENT 15	RESPONDENT 16
10.2. conducting meetings	4	3	3	3
10.3. giving feedback	4	3	3	3
10.4. expressing feeling	3	2	5	3
10.5. delegating	4	5	2	2
10.6. developing teamwork	3	2	1	3
10.7. developing subordinates	5	3	1	3
10.8. consulting	5	4	3	2
10.9. coaching and counselling	4	2	1	3
10.10. motivating subordinates	3	3	1	3
10.11. giving instructions	4	1	1	3
10.12. rewarding performance	3	4	1	3
10.13. mediating disputes	5	2	1	3
10.14. managing time	4	3	1	3
10.15. maintaining employee discipline	3	3	1	3
10.16. planning	3	2	1	3
10.17. maintaining human relations	4	2	2	3
10.18. manage own personal/professional development	5	1	1	2
11. Reasons that made the programme above failed	- my boss is very subjective - he appraised my performance based on his feeling about me, not on my real capability	I have no assistant to help me	influenced by subjectivity/ambition	effective but the commitment, involvement and support from top management need to be improved
12. The effectiveness of help & support from:				
12.1. participant's support group	2	2	4	3
12.2. participant's line manager	4	2	3	3
12.3. participant's mentor	5	3	2	2
12.4. participant's colleagues	3	3	2	4
12.5. human resource department of PKT	5	2	2	3
12.6. top management of PKT	5	2	2	3
13. Follow-up to the MD activities (Yes/No)	N	Y	Y	Y
14. Methods of follow-up & effectiveness rate				
14.1. end-of-course evaluations		✓ 2	✓ 1	✓ 5
14.2. following surveys		✓ 4	✓ 2	
14.3. following interviews		✓ 4	✓ 2	
14.4. following meetings		✓ 4	✓ 1	✓ 2
14.5. monitoring 'hard' indices		✓ 4	✓ 2	
14.6. reward and punishment				
14.7. report of trainings result				
14.8. post-training's evaluation				
14.9. feed back from superior				
14.10. application				
15. Areas to be improved relate to question 14				- no follow up of the evaluation - evaluation is held only after the trainings' session, no evaluation at work place
16. Reward and punishment	when I did something good, my boss only said that it was what is supposed to do (no appreciation)	- reward: further trainings - punishment: career stagnation	- reward: special assignment - punishment: stagnation in job level, increment	- reward: special assignment - punishment: stagnation in job level, increment

QUESTIONS	RESPONDENT 13	RESPONDENT 14	RESPONDENT 15	RESPONDENT 16
	but when I did something wrong, everyone in my department knew it (no confidentiality for negative feed back - it's really humiliating)			
17. Areas influenced by programme's result				
17.1. compensation/remuneration	agree	not agree	agree	not agree
17.2. career plan	agree	agree	agree	agree
17.3. further training and development	agree	agree	agree	agree
Details explanation of the answer		salary or incentive increment is better made based on production and sales achievement, than based on the trainings' results		- money does not motivate, it is career that motivates me more
18.a. Any personal development plan (Yes/No)	M	Y	Y	Y
18.b. Company discuss PDP with you (Yes/No)	M	Y	Y	N
Details explanation of the answer	- boss never listen to our aspirations - say "yes" but no action or follow up	refer to the ISO standard, training plan has already arranged under the top management's supervision		- no formal discussion about PDP - PDP is developed only to fulfil self satisfaction (actualisation)
19. Other issues				- management development must be evaluated refer to the strategy of the organisation as a whole - every managers must have the same opportunity to follow the management development programme - no subjectivity or inconsistency - avoid nepotism or favoritism

Appendix 8. Summary of Questionnaire's

QUESTIONS	RESPONDENT 17	RESPONDENT 18	RESPONDENT 19	RESPONDENT 20
7. Type of MD activities				
7.1.1. regular performance review				
7.1.2. career development				
7.1.3. co-mentoring				
7.1.4. job rotation				
7.1.5. secondments				
7.1.6. assistance of consultants				
7.1.7. coaching and mentoring				
7.1.8. on-the-job training				
7.1.9. task forces/project groups				
details explanation of the answer				
7.2.1. management education				
7.2.2. in-company management trainings				
7.2.3. outdoor management development				
8. Position-related Trainings:				
8.1. for group leader (perjajab kasi)				
8.2. for head of section (perjajab kasi)				
8.3. for head of department (perjajab kasi)				
9. Other non formal educations:				
9.1. trainings held by PKT	- export/import, bookkeeping, shipping - techniques of export tradings - fertilizer marketing programme	- marketing management - export/import - techniques of negotiation	- english course - organisational behaviour - logistic management	
9.2. trainings sponsored by PKT, initiative came from participant	- export/import - international marketing			
9.3. trainings financed with participant's own budget				
10. The effectiveness of MD activities:				
10.1. problem solving & decision making				
	4	4	4	4

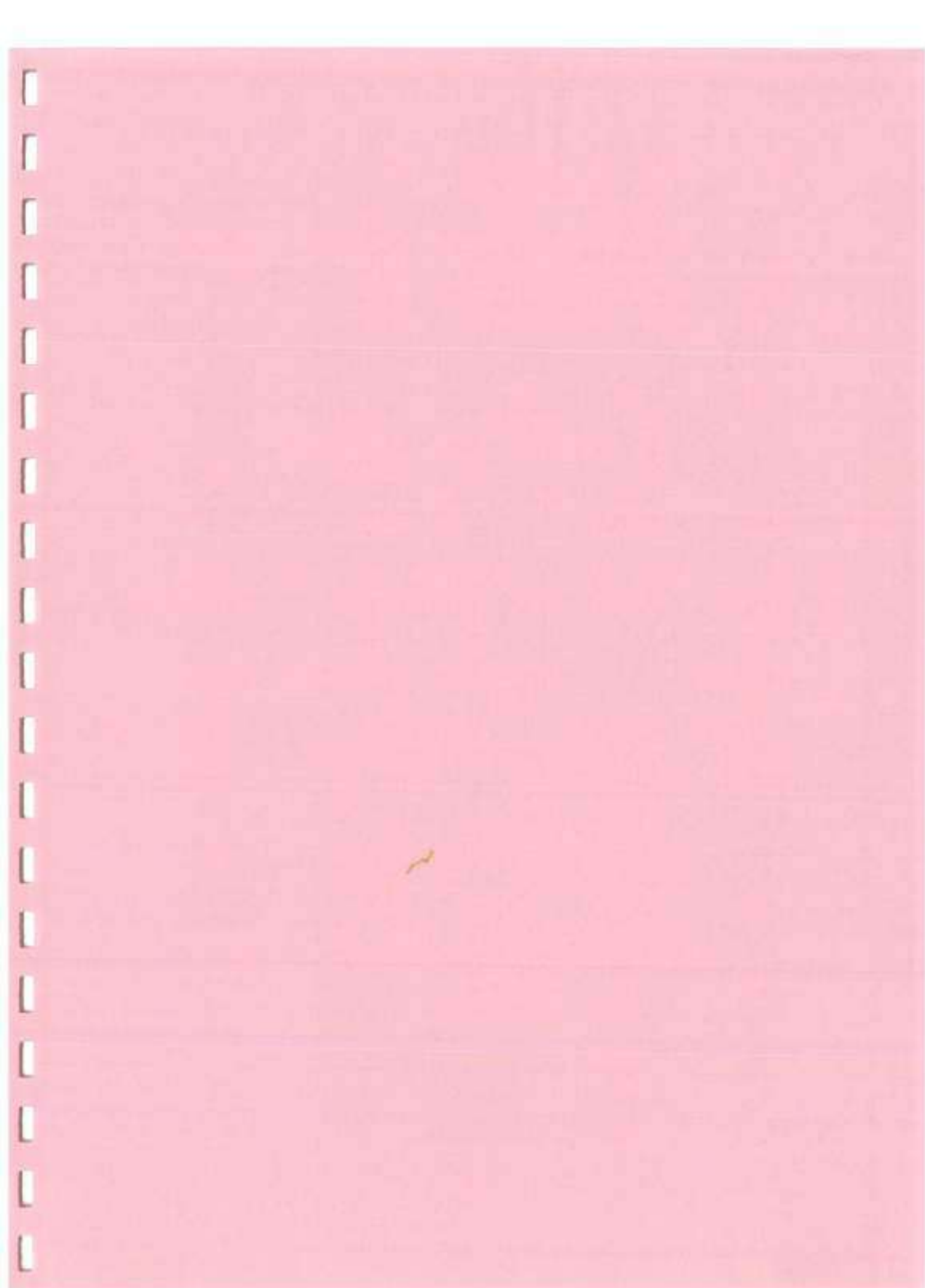
QUESTIONS	RESPONDENT 17	RESPONDENT 18	RESPONDENT 19	RESPONDENT 20
10.2. conducting meetings	2	2	3	2
10.3. giving feedback	2	3	3	1
10.4. expressing feeling	4	4	4	2
10.5. delegating	2	2	2	1
10.6. developing teamwork	2	2	4	1
10.7. developing subordinates	2	2	2	1
10.8. consulting	3	3	3	1
10.9. coaching and counseling	2	2	2	1
10.10. motivating subordinates	2	2	2	2
10.11. giving instructions	2	2	2	1
10.12. rewarding performance	2	2	2	1
10.13. mediating disputes	2	2	4	2
10.14. managing time	2	2	4	1
10.15. maintaining employee discipline	2	2	3	1
10.16. planning	2	2	2	1
10.17. maintaining human relations	2	2	4	2
10.18. manage own personnel/professional development	2	2	4	2
11. Reasons that made the programme above failed	2	3	4	2
12. The effectiveness of help & support from:				
12.1. participant's support group	3	3	4	1
12.2. participant's line manager	3	3	3	4
12.3. participant's mentor	3	3	3	1
12.4. participant's colleagues	2	4	4	2
12.5. human resource department of PKT	3	3	2	4
12.6. top management of PKT	3	4	2	4
13. Follow-up to the MD activities (Yes/No)	Y	Y	N	N
14. Methods of follow-up & effectiveness rate				
14.1. end-of-course evaluations	✓ 3	✓ 3		
14.2. following surveys				
14.3. following interviews				
14.4. following meetings				
14.5. monitoring 'hard' indexes				
14.6. reward and punishment				
14.7. report of trainings result				
14.8. pasca-training's evaluation				
14.9. feed back from superior				
14.10. application				
15. Areas to be improved relate to question 14				
16. Reward and punishment			no penalty and no reward	• punishment, must re-take the whole programme until achieve good mark in result

QUESTIONS	RESPONDENT 17	RESPONDENT 18	RESPONDENT 19	RESPONDENT 20
17. Areas influenced by programme's result				
17.1. compensation/remuneration	agree	agree	agree	not agree
17.2. career plan	agree	agree	agree	agree
17.3. further training and development	agree	agree	agree	agree
Details explanation of the answer				- there is no relation between remuneration and the result of training's programme
18.a. Any personal development plan (Yes/No)	Y	Y	Y	Y
18.b. Company discuss PDP with you (Yes/No)	Y	Y	N	N
Details explanation of the answer			- no support from top management for managers who study at open university on their own budget - initiative for PDP come from the managers, no support from top management	
19. Other issues			- top management needs to have a "helicopter view" in developing the management development programme, don't use it as a "political" tools - provide the same opportunity for every department, no "golden boy" (i.e. production directorate)	- do a follow-up that agreed to

Appendix 8. Summary of Questionnaire's

QUESTIONS	RESPONDENT 21	RESPONDENT 22	RESPONDENT 23	AVERAGE	PERCENTAGE
7. Type of MD activities					
7.1.1. regular performance review	✓				18 ✓
7.1.2. career development	✓				7 ✓
7.1.3. counselling	✓				4 ✓
7.1.4. job rotation	✓				15 ✓
7.1.5. secondments	✓				0 ✓
7.1.6. assistance of consultants	✓				6 ✓
7.1.7. coaching and mentoring	✓				10 ✓
7.1.8. on-the-job training	✓				14 ✓
7.1.9. task force/project groups	✓				5 ✓
details explanation of the answer	counselling is almost never done	- most of the employee know nothing about career planning - on-the job training is only once, at the beginning of employment	- there is coaching from my boss, but I need more than I have already received now - on-the job training only at the beginning of the employment		
7.2.1. management education	✓				15 ✓
7.2.2. in-company management trainings	✓				23 ✓
7.2.3. outdoor management development	✓				1 ✓
8. Position-related Trainings:					
8.1. for group leader (pentab karu)	✓				5 ✓
8.2. for head of section (pentab karu)	✓				12 ✓
8.3. for head of department (pentab karu)	✓				7 ✓
9. Other non formal educations:					
9.1. trainings held by PKT	problem solving & decision making	- organisational behaviour - total quality control	- organisational behaviour - quality control - customer service - computer course		
9.2. trainings sponsored by PKT, initiative came from participant					
9.3. trainings financed with participant's own budget	there not enough budget to finance this	- human resource management - market research			
10. The effectiveness of MD activities:					
10.1. problem solving & decision making	2	0	2	2.22	

QUESTIONS	RESPONDENT 21	RESPONDENT 22	RESPONDENT 23	AVERAGE	PERCENTAGE
10.2. conducting meetings	2	4	3	2.75	
10.3. giving feedback	2	2	2	2.43	
10.4. expressing feeling	3	4	2	3.13	
10.5. delegating	4	3	2	2.81	
10.6. developing teamwork	3	4	2	2.86	
10.7. developing subordinates	3	3	2	2.44	
10.8. consulting	2	3	2	2.83	
10.9. coaching and counselling	3	2	2	2.35	
10.10. motivating subordinates	3	3	2	2.52	
10.11. giving instructions	3	3	3	2.81	
10.12. rewarding performance	3	4	2	2.81	
10.13. mediating disputes	3	3	2	2.96	
10.14. managing time	3	2	2	2.35	
10.15. maintaining employee discipline	3	2	3	2.81	
10.16. planning	3	3	2	2.30	
10.17. maintaining human relations	2	3	2	2.61	
10.18. manage own personal & professional development	2	4	2	2.51	
11. Reasons that made the programme above failed					
12. The effectiveness of help & support from:					
12.1. participant's support group	3	3	3	2.70	
12.2. participant's line manager	2	2	2	2.78	
12.3. participant's mentor	2	3	2	2.39	
12.4. participant's colleagues	3	3	3	2.61	
12.5. human resource department of PKT	2	5	3	2.96	
12.6. top management of PKT	3	5	4	3.00	
13. Follow-up to the MD activities (Yes/No)	Y	Y	Y	15 Yes, 6 No	
14. Methods of follow-up & effectiveness rate					
14.1. end-of-course evaluations	✓ 3	✓ 5	✓ 2		
14.2. following surveys	✓ 3				
14.3. following interviews					
14.4. following meetings					
14.5. monitoring 'hard' indices	✓ 3				
14.6. reward and punishment					
14.7. report of trainings result					
14.8. post-training's evaluation					
14.9. feed back from superior					
14.10. application			✓ 2		
15. Areas to be improved relate to question 14.		- no follow up to the result of the trainings' examination			
16. Reward and punishment	- no reward and punishment, possibly because the score of my training's examination is good	- no reward even when we got good mark in the examination - punishment: stagnation in job level	- the trainings' result will influenced the performance appraisal and the opportunity to increase the		



Appendix 9. Summary of The Positive Indicators of Key Skills, Qualities and Attributes of A Mentoring Manager

1. Management Perspective

- has experience of management, usually at a senior level
- has experience of working in varied organisations
- has studied management issues
- is used to working cross-functionally or in a consultancy capacity

2. Organisational Know-How

- understands the organisational structure, its policies and procedures, and how the work and the workforce are organised
- understands the cultural norms and values of the organisation, and knows how things are done
- knows how to contact to get something done
- is used to handling cross-departmental tasks, projects and relationships
- keeps in touch with what is going on in the organisation

3. Credibility

- has developed the job and put his/her own mark on it; is widely seen as a competent performer
- has a reputation in the organisation as a 'professional'; sets a good example - by not indulging in personal gossip, by maintaining a sensible distance from others in the organisation, by cooperating with other managers
- has grown into the job by acquiring the full range of knowledge, abilities and skills required
- has adapted his/her appearance, manner and 'public image' to be broadly compatible with the organisation's norms and values
- has built bridges with boss, colleagues and other important people in the organisation

4. Accessibility

- makes time available when someone is in need, e.g. by staying on late at the office
- keeps appointments
- follows an open-door policy for much of the time
- makes people feel their questions and concerns are important
- treats others' intentions and priorities with respect, even when holding a contrary view

Appendix 10

BAGIAN FOTASI JABATAN / PEKERJAAN

