

## ABSTRACT

### THE DESIGN OF FACULTY LEADERSHIP DEVELOPMENT STRATEGY BASED ON COMPETENCY AND STRATEGIC HUMAN RESOURCE DEVELOPMENT MANAGEMENT IN UNIVERSITY XYZ

This qualitative research using case study approach aims to develop Leadership Development Strategy Design of Faculty Based Competence at XYZ University. Respondent from this research are rector, vice rector, dean, head of study program, and lecturers at XYZ University. Data collection techniques used in this study through interviews, internal document studies, literature studies, and 360<sup>0</sup> assessment survey. The result of the study showed: (1) the core competencies that should be held by the head of the study program and the dean of XYZ University are Organizational Commitment (OC), Expertise (EXP), Initiative (INT), Conceptual Thinking (CT), and Customer Service Orientation (CSO), while the role competencies that must be owned are Directiveness (DIR), Planning and Organizing (PO), Developing Others (DEV), Team Leadership (TL), Teamwork (TW), and Impact and Influence (IMP); (2) Competency assessment conducted using 360<sup>0</sup> method shows the weakest core competencies of all deans and the head of study program are: Organizational Commitment (OC) and Expertise (EXP). In addition, the dean is also weak in the competence of Customer Service Orientation (CSO) and competence of the study program leader also week in Conceptual Thinking (CT) area. In addition, the weakest role competence of the dean and the study program leader are Teamworking and Cooperation (TW), Directiveness (DIR), and Impact and Influence (IMP). Especially for the dean coupled with the development of role competence of Planning and Organizing (PO); (3) based on the analysis of the maturity level of organizational HR development strategy there are 8 of 11 characteristics belonging to immature level, the eight characteristics are related: (a) orientation og HRD culture; (b) top management support; (c) evironmental scanning; (d) line manager commitment and involvement; (e) existence of complementary HRM activities; (f) existence of complementary HRM activities; (g) expanded trainer role; (h) recognition of culture, while the characteristics are still classified at the quiet mature level: (a) learning culture; (b) integration with organisational missions and goal; and (c) emphasis on evaluation; and last (4) the design of leadership development strategis to address existing gaps.

**Keywords:** strategic human resource development, competence, leadeship, university.

## ABSTRAK

### RANCANGAN STRATEGI PENGEMBANGAN PIMPINAN FAKULTAS BERBASIS KOMPETENSI DAN STRATEGI PENGEMBANGAN SUMBER DAYA MANUSIA DI UNIVERSITAS XYZ

Penelitian kualitatif dengan pendekatan studi kasus ini bertujuan untuk menyusun rancangan Strategi Pengembangan Pimpinan Fakultas Berbasis Kompetensi di Universitas XYZ. Responden dari penelitian ini adalah rektor, wakil rektor, dekan, ketua program studi, dan dosen di Universitas XYZ. Teknik pengumpulan data yang digunakan pada penelitian ini melalui wawancara, studi dokumen internal, studi literatur, dan survei asesmen 360<sup>0</sup>. Hasil penelitian menunjukkan: (1) kompetensi inti yang perlu dimiliki oleh dekan dan ketua program studi Universitas XYZ adalah *Organizational Commitment (OC)*, *Expertise (EXP)*, *Initiative (INT)*, *Conceptual Thinking (CT)*, dan *Customer Service Orientation (CSO)*, sedangkan kompetensi peran yang harus dimiliki adalah *Directiveness (DIR)*, *Planning and Organizing (PO)*, *Developing Others (DEV)*, *Team Leadership (TL)*, *Teamwork (TW)*, dan *Impact and Influence (IMP)*; (2) asesmen kompetensi yang dilakukan dengan menggunakan metode 360<sup>0</sup> menunjukkan kompetensi inti terlemah seluruh dekan dan ketua program studi adalah: *Organizational Commitment (OC)* dan *Expertise (EXP)*. Selain itu, dekan juga lemah dalam kompetensi *Customer Service Orientation (CSO)* dan kompetensi *Conceptual Thinking (CT)* ketua program studi juga masih lemah. Selain itu, kompetensi peran terlemah dekan dan ketua program studi *Teamworking and Cooperation (TW)*, *Directiveness (DIR)*, dan *Impact and Influence (IMP)*. Khusus untuk dekan ditambah dengan pengembangan kompetensi peran *Planning and Organizing (PO)*; (3) berdasarkan analisis tingkat kematangan strategi pengembangan SDM organisasi terdapat 8 dari 11 karakteristik yang tergolong dalam *level immature*, kedelapan karakteristik tersebut terkait: (a) fungsi untuk SDM saat ini; (b) dukungan manajemen puncak; (c) kemampuan SDM dalam melihat peluang; (d) perencanaan dan kebijakan terkait SDM; (e) keterlibatan manajer lini; (f) integrasi aktivitas SDM; (g) peran pelatih; dan (h) budaya pengembangan, sedangkan karakteristik yang masih tergolong pada *level quiet mature*: (a) budaya pembelajaran; (b) integrasi pengembangan SDM dengan visi dan tujuan organisasi; dan (c) mekanisme evaluasi; dan (4) rancangan strategi pengembangan pemimpin dan strategi pengembangan SDM untuk mengatasi kesenjangan yang ada.

**Kata kunci:** strategi pengembangan sumber daya manusia, kompetensi, pemimpin, universitas