**ANALYSIS OF TRAINING AND DEVELOPMENT REQUIREMENTS FOR MIDDLE AND FIRST MANAGER: STUDY ON INDONESIA OPEN UNIVERSITY**

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***Abstract***

*This study examines the need for training programs of middle and first level managers. The research was conducted at the UT central office and the UT Regional Office (UPBJJ) involving 165 respondents consisting of Vice Deans, Section Heads, Heads of subdivisions, and Coordinators. Respondents were selected by purposive technique. Data were collected by questionnaire. The analysis is done qualitatively by comparing the terms of position with the characteristics of the respondents as the holder of the position. The results show the need for training for middle managers UT that include leadership training, resource planning and management, integrity, and decision making. Meanwhile, the first level of managers requires effective communication training, service orientation, networking development, and building work relationships. Based on Reviews These findings UT needs to undertake various training programs Including self development, assignment interventions, organizational interventions, and formal training interventions.*

 ***Keywords:*** *educational needs analysis, training needs analysis, middle managers training program, first manager training program.*

**INTRODUCTION**

Human resources (HR) quality and competent is the main resource for any organization to gain competitive advantage. Without quality human capital and competent conducting business and generating value for the organization, then the land, buildings, materials, technology, and the system can not generate the productivity and value to the organization.

Open University (UT) as one of the colleges that implement distance learning system also faces problems of productivity of human resources. Since established as a Public Service Agency (BLU) in the year 2011, the Open University has undergone many changes concerning governance and organization. Therefore, management needs to perform various adjustments to the workload of their officers, including requirements for the competence of the their positions. Therefore the adjustment and arrangement of the work load is still in progress, it still found a discrepancy between the demands of work to be performed by the competency of the officials concerned. For there to be conformity between the demands of work, the work requirements and characteristics of official positions, it is necessary to do *the upgrading* of the official concerned. Through *upgrading* to enhance the knowledge, skills and competence of officials so that the knowledge, skills and competence in accordance with the requirements of the positions being assigned. In other words, to improve the competence of officials to comply with the requirements of the positions being aspires, then UT necessary training and development.

Meanwhile, in order to determine the types and methods of training and proper development gap analysis is needed. The gap is the difference between the conditions expected by the organization of a certain position with the ongoing actual conditions at that time so necessary to have a training and development activities for the employees concerned (Yusuf and Iswanto, 2012). Through analysis of these gaps will ultimately be determined needs of the types and methods of training and development needed by employees or officials.

On that basis, there should be analysis of training needs and development for UT officials. In this study, analysis of training needs and development, especially for mid and first level managers, because at this level the most affected UT organizational change.

The first step that needs to be done to identify training needs and the development of UT officials are mapping job competency requirements. A competency approach to HR management is believed to improve the effectiveness in relation to the implementation of human resource management functions, such as training and development function. Yuvaraj (2011) states that any well-run organization should have the task of a well defined role the following list of competencies required to perform each of these roles effectively. Through mapping competencies*(CompetencyMapping)* will be identified competency gaps between the actual expected, so that will be obtained a better understanding of the needs of training and development for the officials concerned.

This study will assess the need for training and development for UT’s management especially middle and first level managers both in the UT’s headquarter and UT’s regional offices (UPBJJ).

**Literature Review**

* 1. **Competence and Competency Mapping**

Terms of competence generally associated with a concept that refers to the dimensions of behavior that works behind a competent person. Yuvaraj (2011) defines competence as an underlying characteristic of an individual associated with effective performance in a job or a particular situation. Kim and Jung (2010) defines competence as the characteristics and behavior of a high-performing individuals associated with the achievement of organizational goals. Meanwhile, according to Yuvaraj (2011) the competency mapping is a process of identifying key competencies for an organization and its work and functions. Competency mapping analyzes the strengths and weaknesses of individuals to gain a better understanding so as to assist in the development of their careers.

Every organization constantly strives to achieve high efficiency and effectiveness in order to stay alive in today's harsh competitive situation. All the methods and approaches for performance improvement and efficiency lead to a basic key factor, namely skill and competence (Yuvaraj, 2011). Therefore, expertise and competence become the focal point for any organization that aims to improve its performance. Thus, any organization that aims to improve its performance needs to map the level of skill and competence of each of its employees.

Mapping skills and competencies is a technique of study and analysis of ownership of skills by the person concerned. This is a comprehensive way to know one's level of expertise. According to Yuvaraj (2011), expert mapping not only determines a person's level of expertise, but also identifies 'gray areas' where development can be done through training or through other means. Competency mapping is the most accurate way to identify the work and competence of an individual's behavior in the organization.

1. **Competence Framework for Leadership and Management**

The competency framework is designed to develop the ability of university leaders and managers to improve the quality of leadership provided to staff to ensure the university achieves priority. The framework and supporting tools make it possible to carry out structured reflections as part of an ongoing review process, so that areas of strength can be identified and focused on the personal development plans generated. The framework is intended to be used flexibly by all leaders and managers who have responsibility for the management staff and in the recruitment of leadership and management roles.

1. **Executive Development in Higher Education**

Management development and leadership programs in universities are generally not seen as part of career development, but rather viewed as short courses with specific goals. Grew and Calvert (1998) argue that, from various reports of national management development programs in the UK, there is an increasing awareness of management development issues although it has not yet been considered an effective means of transfer of learning activities in the workplace. And programs organized at the institutional level that are conducted only once are not awarded, while the programs held in series receive better appreciation. Furthermore, Grew and Calvert (1998) also show appreciation for programs designed for individuals who need self-study and counseling.

Various methods and approaches to management development have been widely practiced, such as organizing workshops, presenting at a conference, participating in committees outside the organization, acting as heads of community organizations. This shows that non-formal learning plays a big role.

Furthermore, Grew and Calvert (1998) also demonstrate an example of an approach for the development of formal individuals in which seven universities in Victoria state formed a consortium with a special grant to conduct various non-formal learning schemes for academic and general staff who occupy management positions. There are seven non-formal learning schemes selected, namely mentoring, special projects, job transfers, structured placements, networks, and action learning groups. List of developments in learning theories that have implications for staff development include the following.

1. Learning takes place whether there is or no formal learning;
2. Learning is relational;
3. Learning that takes place far from the workplace may be necessary, but intrinsically limited;
4. Learning in organizations is usually problem-oriented;
5. Workplace learning is a social activity that is influenced by the norm and value of the workplace concerned;
6. Learner expectations are a function of previous experience;
7. Learning from experience requires attention to reflect and process the experience.

Finally Grew and Calvert (1998) suggest that non-formal development activities in job contexts and problem-driven development programs within the real framework will provide greater value than short formal courses that enable executives, leaders, planners, and decision-makers to develop and manage the new paradigm as well as the higher education mode.

1. **Standard Technical and Managerial civil servants**

In the national standard of education (SNP) has been described minimum criteria of education system throughout the jurisdiction of the Unitary State of the Republic of Indonesia, which includes standards of content, process standards, graduate competency standards, and standards of educators and education personnel. Standards of educators and education personnel include pre-service, physical and mental appropriateness, and in-service education.

Meanwhile, Article 17 of Law Number 43 Year 1999 states that the appointment of civil servants (PNS) in a position is implemented based on the principle of professionalism in accordance with the competence, work performance, and rank level for the relevant office and other objective requirements without distinguishing the types sex, ethnicity, religion, and class. Furthermore, it is also stated that to support the realization of civil servant professionalism, the competency standards of office must be owned by every employee covering technical competency standard and managerial competency standard. The standard of managerial competence according to the Regulation of the Head of State Personnel Agency (BKN) Number 7 of 2013 is the minimum managerial competency requirement that a civil servant must possess in performing the duty of office. In the meantime, managerial competence is soft competency, covering aspect of knowledge, skill, and attitude according to duty and / or function of position..

Meanwhile, the technical competency standard according to the Regulation of the Head of State Employment Agency (BKN) No. 8 of 2013 is the work capability that includes the knowledge, skills and / or skills and work attitude based on the implementation of duties and job requirements stipulated in accordance with the legislation . While technical competence is the ability of every civil servant work that includes aspects of knowledge, skills, and work attitude that is absolutely necessary in carrying out their duties.

Work knowledge is knowledge owned by civil servants in the form of facts, information, and expertise. Such knowledge is acquired through education and experience, both theoretical and practical understandings, and the things that are known by civil servants in relation to their work, as well as the awareness that civil servants gain through the experience of a fact or situation in a work context.

Furthermore, job skills are civil servant skills to perform tasks in accordance with job demands, which include:

1. Skills to carry out individual work (task skill);
2. The skill of managing a number of different tasks in one task (task management skill);
3. Skills respond to and manage different contingency management skills (contingency management skills);
4. Specific skills required to perform certain jobs in a particular place in accordance with the demands of the work environment (job / role environment skill);
5. Adaptable skills in performing the same work in different places / work environments (transfer skills).

Meanwhile, work attitude is the behavior of civil servants who emphasize aspects of feelings and emotions in the form of interest, attitude, appreciation, and how to adjust to the job.

In order to provide guidance and understanding of all titles of office competence including its limits, the Head of BKN Regulation has formulated the competency dictionary, both technical competence and managerial competence. Thus, the competence dictionary is a collection of competencies that include the name of competence, competency definitions, keywords and level of competence.

**Research Methods**

1. **Research Type**

This study is a survey study on the competence of UT officials at UT Headquarters and UPBJJ-UT offices. In this study the researchers did not provide treatment to the subject of research, but only reveal what the data of the research subject. Based on the data collected, it is mapped based on the type of competence (thinking capability, managing his/herself, managing others, managing tasks, and managing social and culture) for all officials, then mapped by management level (middle manager and first line manager) and location UT office (head office or UPBJJ UT). In addition, researchers are also trying to determine the type of training and development materials for UT officials and managers.

1. **Place and Time Researchwas**

The research was conducted at UT Headquarters, Pondok Cabe, South Tangerang, and at six UT Regional Offices (UPBJJ), namely UPBJJ-UT Medan, Jakarta, Semarang, Surabaya, Makassar, and Mataram. Research starts from April to November 2016. The research activities consist of preparatory activities, implementation, and reporting of research results. Implementation and reporting of research results include the development activities of research instruments, surveys and field observations, data analysis, report writing and seminars.

1. **Population and Sample The study**

The population in this study were all UT officials at the level of echelon 3 and 4, both located at UT Headquarters as well as at UT Regional Office (UPBJJ-UT). The sample is taken by purposive random sampling technique, with details: for middle managers as sample are all Vice Dean, Head of Center, Head of Section, Head of Sub Division, and Coordinator at Institution. While samples in UPBJJ are Head of UPBJJ, Sub Division Head of TU, and Coordinator at UPBJJ.

1. **Procedureresearchwas**

This research is conducted through the following stages.

1. A study of the competence of UT officials, including middle managers and first line managers.
2. Preparation of survey instruments containing competency indicators based on the results of the UT officials' competency review.
3. Instrument validation test consisting of construct validity test and reliability test.
4. The implementation of research after the research instrument is declared valid to measure the competence of UT officials.
5. Processing and data analysis and reporting of research results.
6. **Mechanical and Instrument Data Collection**

Data collection was done by non test technique, that is by interview method, observation, and questionnaire (questionnaire). The type of questionnaire used is open, a form that must be filled in writing by a number of subjects to get a response about what is expected by researchers (Jumadi, et al., 2013).

**Results and Discussion**

1. **Descriptive Analysis**

Based on the data, the level of participation of respondents in this study is relatively high (above 50 percent). The participation rates in this study are: Vice Dean (92%), Head of Administration Sub-Division at UT Regional Office (64%), Registration and Exam Coordinator (59%), Section Head (54%), Learning Assistance Coordinator & Teaching Materials Service (54%), and Coordinator at UT Head Office (52%). This condition indicates that the awareness of UT officials in improving the quality of the organization through academic study activities is quite high.

Most of the respondents have a master education background. The rest are S1 and S3. In general, those with S1 degrees occupy structural positions, such as Head of Section, Head of Sub Division of Administration, and Coordinator. In a structural position, one of the requirements for occupying a position is to have an undergraduate education background. Meanwhile, for the position of Coordinator requirement to occupy the position is S2.

Table 1: Data of Respondents

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Name Position | Number of Respondents | (%) Participation | Gender | Education Level |
| Σmale | Σfemale | ΣS1 | ΣS2 | ΣS3 |
| 1 | Vice Dean | 12 | 92 | 2 | 9 | 0 | 7 | 4 |
| 2 | Head of Section | 13 | 54 | 4 | 3 | 3 | 4 | 0 |
| 3 | Coordinator of the Central Office | 23 | 52 | 7 | 5 | 5 | 7 | 0 |
| 4 | Head of Sub Division of Regional Office | 39 | 64 | 17 | 8 | 24 | 0 | 0 |
| 5 | Coordinator of BBLBA | 39 | 54 | 11 | 10 | 5 | 14 | 2 |
| 6 | Coordinator of Registration & Examination | 39 | 59 | 15 | 8 | 9 | 13 | 1 |

From data collection activities, successfully collected data of respondents from Vice Dean, Head of Section, and Coordinator. The data are then analyzed on the suitability of education, the training that has been followed, and the main duties and functions in accordance with (1) Ministerial Decree No. 123 of 2004 on UT Organization and Work Procedures; (2) of Decree of the Rector of UT Number 112 Year 2005 regarding Main Duty and Job Unit Function in UT.

In an effective human resource development program, there should be alignment between the main tasks of a position and the characteristics of the employees who will hold the relevant position. Therefore, the organization needs to analyze the gap between the characteristics of the employee and the task / job. Based on the analysis of the task / job level, information will be obtained about the training content that will be required by the employee. Furthermore, it is stated that the purpose of the analysis is to obtain information:

1. Tasks to be performed by employees
2. Duties that have been done by employees.
3. The task that should be done but not done by the employee.
4. The knowledge, skills, and attitudes needed to do the job well.

In other words, the individual level analysis will identify the needs of employees about what skills they still need in order to perform the tasks in accordance with their positions.

Data show (in general terms) the educational requirement to serve as Vice Dean and these requirements have been met by all current Vice Deans. However, in terms of training characteristics, almost all Vice Deans have not met the suitability between training requirements and their main tasks and functions. Likewise, for Section Heads and Coordinators. There are still a number of officials who have not met the requirements in accordance with the demands of their main duties and functions. That is, some of the head of the section needs to be upgraded its competence in accordance with the requirements demanded by the position being carried out.

The mismatch between the terms of position and the characteristics of the officials is also faced by several Coordinators. Coordinator is a new position in UT, so there is no standard pattern in recruitment or development. In the case of Coordinators at the Multimedia Development Center, coordinators can generally attend training offered by foreigners who have advanced in information and communication technologies, such as Japan or Europe. However, in the case of the Coordinator of the Testing Center and the Service Center of the Teaching Materials, it is necessary to develop a pattern appropriate to the characteristics of the unit concerned. What needs to be considered is that UT customers have different characteristics compared to the characteristics of customers in college with other distance education systems.

**Conclusions and Recommendations**

**Conclusion**

Based on the analysis and discussion, the results of this study can be summarized as follows:

1. The competence of UT middle managers, especially Vice Deans and Head of Section has not been in accordance with their main duties and functions.
2. The competence of first line managers of UT, especially Coordinators, most of them do not have the competence according to the requirements by the relevant positions.
3. UT needs to provide the necessary training and development to improve the competence of UT middle managers, in particular the Vice Dean's competence, to suit the job requirements.
4. UT needs to provide training and development to first line managers to improve their competence, especially Coordinators, in accordance with the requirements of the positions.

**Recommendation**

Based on the result of competency analysis and job demands from Vice Dean, Head of Section, and Coordinator, UT need to carry out training and development as follows.

1. For Vice Deans, they need to be given training and development in accordance with their main duties and functions: For Vice Deans I, training and development are conducted to improve the curriculum development competencies, teaching materials, evaluation of learning outcomes, research and community service. For Vice Dean II, training and development should be conducted to improve competence in government financial administration, personnel management, and management of office facilities and infrastructure. For Vice Dean III, it is necessary to develop in relation to the management of the provision of learning assistance, the improvement of student achievement, cooperation and partnership, and the technical guidance of the writing of students' scientific papers.
2. For the position of Head of Section, they should be included in the training of ADUM and leadership, in addition also need training in the government's financial administration, human resource management, office facilities and infrastructure.
3. In the meantime, for Coordinators, they need to be given specific training related to their duties and responsibilities, besides the need to improve competence on the management of distance education in terms of inter-system linkages.

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