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A Review of the  
In-Country Management Development Project  
(USAID - Indonesia Project # 497-0317)

August 21, 1985

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After the PIO/T was prepared asking for an American consultant to review the In-Country Management Development Project, the Training Center of the Ministry of Public Works and the USAID Mission decided to have both an American and an Indonesian to make the review. The two consultants worked together and produced a joint report which is attached.

Jakarta, 21 August 1985

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## Foreword

In two separate contracts, an Indonesian consultant and an American consultant were asked to review the In-Country Management Development (ICMD) Project of the Training Center (PUSDIKLAT) of the Indonesian Ministry of Works. The two consultants met with leaders of the Training Center and with officers of the USAID, which provided a loan to help support the project, and after discussing the proposed review decided to work as a team. The present report is the result of this team effort.

The consulting team wishes to acknowledge all the people who helped us to gather the information on the project: the Secretary-General of the Ministry; the Director and other leaders of PUSDIKLAT; the leader, instructors and other members of the project team; the Project Directors and the leaders of the Public Works field projects; the participants and ex-participants of the project workshops, and the officers of USAID.

We found it very helpful also to have meetings to which the head of PUSDIKLAT and the leader of the project team invited instructors from the project team, interested members from other sections of the Ministry, and the USAID project officers so that we could present our preliminary findings. The results of those discussions doubtlessly helped make this final report more realistic and useful.

As this report is studied and the future course of the project established, having such participation by the project team and others who are concerned with the project will assuredly contribute to its future effectiveness.

The statement on which management experts agree and in which we firmly believe was confirmed by our review of the project: good management must have good communications.

#### The In-Country Management Training Project

The purpose of this project is to improve the management capability of the Indonesian Ministry of Public Works. It proposed to do this by providing an American expert consultant in management training, who would provide advice and guidance in developing an appropriate management training program and would help to train a cadre of Indonesian management trainers. These trainers, with the consultant's assistance, would conduct management training workshops for officers of the Ministry. The trainers as a part of their preparation would receive special courses abroad in management training. To support the Training Centers' management training activities, the project was also to provide short-term expert consultants and essential training materials and equipment.

### The History of the Project

The management training consultant arrived in country, and the Training Center selected a project leader and a group of mature adults to become trainers. Four workshops were held in-country, and the group of 24 instructors went to the U.S. for a special 3 month training program. They had 2 more workshops after returning to Indonesia.

The instructors presented a series of nine 2 week general management training (GSS) workshops to middle-level (mostly echelon IV) managers of the Ministry. Each group had an average of 25 participants for a total overall of 225 people. The workshops were to be followed some 2 1/2 months later by 3 day maintenance workshops, which would provide further management training and which would attempt to find out how the participants had used the skills and knowledge gained in the earlier workshops. Six of these general management follow-up workshops were held.

In the general management (GSS) workshops, the participants came from a large number of different organizations, 45 in all, so that the training was widely dispersed. Since this was not seen as being as helpful as it might be to the management of development projects, it was decided to change the tactics: to select groups rather than individuals from a unit or project organization and to focus on project management. This project then presented thirty 2 week project management (KMP) workshops. Some of these had small groups of participants from several projects or units; others, however, had individuals from only one. In

this series a total of 766 individuals were trained. Like the earlier GSS workshops, they also were followed by a three-day follow-up or maintenance workshop. To date, all but two of these have been held. By concentrating on a few or even one project, the KMP workshops have been more successful than the earlier GSS workshops.

In July, 1985, the management training consultant was considered to have completed the essentials of his assignment and returned to the U.S. Two consultants, an Indonesian and an American, were asked to review the project and to propose a strategy for the remainder of the project.

#### The Methodology of the Review

The two consultants, after discussing their responsibility with both the FUSDIKLAT and USAID officers, reviewed the project documentation. This included the USAID Project Paper, the Project Loan Agreement, Project Implementation Documents (PIL's, PIO/Ts, and PIO/Cs) reports on the project by the project team, reports by the management training consultant, and the actual training materials. Next, they interviewed the individuals who were concerned with the project.

At the Bengawan Solo Project, they interviewed the Project Director, his administrative assistance and the ex-participants from a KMP workshop. From there they went to Yogyakarta and interviewed 30 ex-participants from both GSS and KMP workshops. They also interviewed the Director of the Kali Progo Project and three of his key leaders, two

of whom had been KMP workshop participants and had introduced some of the management system to other staff members through training workshops. In Yogyakarta the head of the regional DIKLAT participated in the interview sessions.

The review consultants also talked extensively with the In-Country Management Development (ICMD) Project Leader and instructors, and they attended a three-day KMP maintenance workshop in Lampung. Here they also interviewed the two Project Directors, who attended the workshop.

The consultants also discussed the (ICMD) project with the Secretary-General of the Ministry, the Director of the Training Center, other officers from the Ministry, and USAID officers.

It would have been desirable to have attended more training sessions, but the Lampung workshop was the only one going on during the review period.

#### The Curricula and Methodology of the Management Training Workshops

The management training workshops use experiential learning as the primary methodology. The concept is that the participants learn best by doing so that the workshops use exercises and techniques which provide learning activities for the participants. The contents of the workshops consists of four modules: Human Factors, Scheduling, Monitoring and Control, and Resource Management.

### Specific Accomplishments of the Workshops

To evaluate the workshops, the instructors use evaluation techniques to get the reactions of the participants at the close of each day and at the end of the workshop. The instructors report that generally the evaluations have been quite favorable. The instructors said, however, they would like to get more information as to the results of the workshops. The consultants conducting this review attempted to get this information by attending training activities and by interviewing ex-participants and Project Directors.

In the KMP maintenance workshop, which the consultants attended, the participants showed great interest in the learning activities. In the small group discussions, the group members participated actively in the exercises which largely consisted of planning and monitoring techniques, such as the Logical Framework, which were directly related to their public works projects. In the discussions of the entire group, the members maintained a high level of interest. The schedule was heavy with the sessions going from 8AM to 12PM and 1PM to 5PM with only short coffee breaks in both the morning and afternoon. The participants appeared to be very serious about their learning efforts and satisfied with what they were learning.

The ex-participants whom the review consultants interviewed, without exception, indicated that they felt that the workshops were very valuable. The Project Directors also stated that the training was valuable for their project staff members. One Director sent 25 of his

key people, to a KMP workshop and had these ex-participants train additional staff members so that some 200 of the staff (16 per cent) have had some of this management training.

As to specifically what the participants said that they gained from the workshops and what the Project Directors stated that their officers had learned, the elements which was mentioned most often concerned better human relations. The participants and directors indicated that communications had been facilitated, both communications horizontally and vertically. The managers were able to give clearer instructions and had learned to expect suggestions given by their subordinates. The organization became a closer knit team, and the individual members of the team felt their responsibility to the group effort. The morale of the group was better, and the attitudes of the members were more positive. Both participants and directors could give some evidence that the above was true. For example, one leader stated that the teamwork approach had enabled his project to complete in 5 days a task that had formerly taken 7 days. The improved communications and teamwork, they said, was noticeable but not something that could be easily measured.

Of the management techniques which were learned, that which was mentioned most was the use of the Logical Framework. This is a project management tool which uses systematic thinking in planning, implementing, evaluating and monitoring a project. It consists of being able to delineate the goal to which the project can contribute, to state concisely the purpose of the project and to plan the inputs which will

result in the outputs that will enable the project to attain its purpose. Each of the four steps: inputs, outputs, purpose and goal need to have indicators, which show the progress at each of the steps. The logical framework also requires those involved in the project to think through and state their assumptions for stating that there will be a logical progression: that the inputs will result in the outputs which in turn will cause the project to achieve its purpose and contribute to the larger goal. The Project Directors and participants said that they had learned how to use the Logical Framework as a management tool and that they were able to apply it to their project. This, they said, was helpful in making the project more successful although some found it difficult to implement the Logical Framework.

Both the observations by the consultants of the maintenance workshop and their interviews with the Project Director and ex-participants gave evidence that the workshops were providing the participants valuable management training. The consultants believe that the information gained by their observations and interviews is of such importance that it should be treated in some detail, and this is given in Annex A of this report.

#### ICMD Project Outcomes

Perhaps the most important output to date is the cadre of 24 trained instructors who can successfully lead both the initial as well as the maintenance or follow-up workshops. In addition to the six in-country workshops to train the instructors and the 3 month course in the U.S.,

the instructors have continued to improve their skills. They learn from the workshops that they conduct, and they have regular discussions together regarding how they might increase their capabilities and improve the workshops. Since they recognize the importance of what they are doing and how it needs to be done well, the instructors realize that they must continually strive to improve their capabilities as instructors, or as they prefer to call themselves, learning facilitators.

An important accomplishment is that the instructors have learned to work as a team. This has been found to be desirable also in other countries since a team can offer significantly greater expertise and deeper specializations than it would be possible for an individual instructor to provide. This is also a case in which the whole, or the team, is greater than the sum of its parts because the team members can support each other and react more quickly to the needs of the workshop participants. In Indonesia, this team concept was particularly important since the group of instructors were new to this assignment and particularly new to the methodology of instruction.

In addition to the 24 trained instructors, the ICMD project has produced the procedures and content for effective management training workshops. The material for the workshops consists of four modules: Human Factors, Scheduling, Monitoring and Control, and Resource Management. Those modules have been improved as the workshops have proceeded so that they have become better related to the needs of the Public Works Project Managers. The instructors have also learned to

adapt the learning content to the specific needs of each group of participants. The curriculum is not rigid but can be adjusted to meet the special requirements of a specific project.

The method of instruction, experiential learning or learning by doing, according to the ex-participants is more satisfying and effective than the traditional training courses where instructors give lectures and attempt to teach skills and information to a passive audience. The participants enjoy the experiential learning. They report that the workshops are fun but at the same time are very worthwhile since through the activities they learn practical skills and concepts that are immediately applicable to their job situation.

Up until now, slightly less than a thousand participants have been trained in some 39 two-week workshops and 34 three-day follow-up sessions, but the numbers of managers reached by the training is much larger since some of the participants, when they return to their unit, put on training programs for their colleagues and subordinates in order to pass on what they learned. The sample was limited that the consultants were able to contact, but in one project the returned participants had taught 200 others, and in another the ex-participant had taught 33 others. This means that, at least in part, the instructors have become the trainers of trainers, an awesome responsibility when one considers how much training and experience the instructors have had to date.

An important point learned from the ICMD project is that managers from the various career levels or echelons can learn together in the workshops. Because of some presumed cultural constraints, it was believed that the workshop participants should all come from one or at the most two echelons. If the concept of "one organization" was to be applied in which the managers of all four echelons were to be trained, the training would have to be in a series of workshops. Actually, the workshops have been successful when two or more echelons of managers are included, and perhaps the most successful workshop included the Project Directors and their assistants down to three levels below them.

The short initial and follow-up workshops, of course, have not met all the management training needs but instead have pointed up the need for the managers to continue to improve their management knowledge and skills. The ICMD project has shown that in-service training courses can be very important and valuable. An outcome of the workshops has also been an increased demand for other training opportunities and has shown the need for specific management training for the managers in such specialized areas as public relations, financial, personnel, or materials management.

The project has had a wider influence than is realized by the workshops because the instructors are in demand to teach in other management programs of PUSDIKLAT, the Public Works Directorates, as well as those of other ministries. For example, some are also teaching in the regular career promotion workshops (KM-4) of the Ministry of Public

Works, and one instructor is conducting training in the Ministry of Industry. In these other programs, the instructors report that they are using some experiential learning and other thing that they learned in this project.

### Conclusions

Previous parts of this report have told of some significant outcomes and accomplishments of this ICMD project, but if these are compared with some of the expectations for the project, it may seem to have had only limited success. This is true primarily because the expectations were not realistic and too high. When this project started, those who were selected to be instructors were not trained and had limited, if any, experience in the type of training that was to be involved. Yet the project was to be able to train the instructors quickly, and they would be able to "blanket" the Ministry of Public Works and train most of the managerial personnel. A quick perusal of the Ministry shows that it is a huge organization with some thousand project managers alone plus thousands of subordinates, who also need the training.

Realistically, the inputs may have accomplished almost as much as could be expected under the circumstances. After the instructors were trained, they had to experiment to find out what would make the workshops most effective. The workshops were started as general management training courses with participants coming from a wide variety of Ministry organizations or units. When these general management courses spread

over such a dispersed groups of participants did not seem to be achieving the effectiveness which was believed possible, the strategy was changed and the workshops focussed on project management, and groups of key managers were invited from one or more development projects. Thus, the project evolved and improved and hopefully this process may continue. If it does and the activities of the project are built on the present accomplishments, and if the future resources are carefully exploited, it is possible that the project purpose may be, at least in large part, achieved.

Instead of conceiving the ICMD project as a major overall management training project, it might be more realistic to consider it as an experimental project. Instead of a project to "blanket" the Ministry, those involved in the project soon saw that they would have to use a "beachhead approach." If the project resources were to be distributed throughout the Ministry, the effects would be spread so thinly that the results would be superficial. Instead, the inputs had to be concentrated in few enough units that the effects of a management training program could be clearly shown. Since this project is trying to apply the finding of social science research to management training, the full impact of the activities will not be measurable for some time, but the evidence to date shows that this type of management training can be much more useful, practical, and effective than that which has gone on before or that which is now going on here in most other programs. What has been learned so far can be applied to some of these other on-going managerial training programs.

The instructors recognize that the workshops still need to continue to improve. The experiential learning methodology is not easily learned, but requires instructors or learning facilitators who know much about human relations, group dynamics and social behavior. To apply experiential learning to managerial training requires also that the instructors understand thoroughly managerial techniques and how to apply these in actual management situations.

The content of the present workshop with the four modules, Human Factors, Scheduling, Monitoring, and Control, and Resource Management cover some of the most important areas in management, but obviously do not cover all of the important points. The instructors will therefore need to continueing their experimentation with the content of the workshops: what other managerial concepts need to be included, how can the modules be better adapted to the managerial needs of the Ministry of Public Works, what emphasis or attention should be given to each of the modules? The ex-participants and Project Directors in telling about the impact of the workshops gave most evidence concerning the Human Factors module. They said that the key elements resulting from the workshops were better communications, more highly motivated staff members, and greater teamwork. As ex-participants suggested, the module presented first and given most attention should be Human Factors. From the interviews with the ex-participants, the next most important module appeared to be Monitoring and Control.

The instructors also realize that the content of the workshops must not be too rigid but must be capable of being adapted to the specific needs of the development project from which the participants come.

The material for managerial training using experiential learning techniques need to be continually renewed and upgraded. If one of the games or other learning techniques is used too much and too often, it tends to lose some of its learning value. The workshops need to increase the variety of the techniques used so as to keep the interest and learning level as high as possible. As the workshops continue more attention will need to be given to materials production.

The experiences of the project up to this time have reinforced the concept that the managerial training should involve the whole unit; that the "one organization" concept on which the project was based is indeed a valid one. In the units where the project has seemed to have had the greatest effect, the top leaders have been in favor of the project or even better yet have actually become participants in the workshops. When only lower echelon managers have been involved, the training has at times been ineffective and even almost counterproductive. Upon their return to their unit, some of the ex-participants said they found that their superiors were not receptive to new concepts so that the returned participants could not apply what they learned. It would seem unwise for future project training activities to be undertaken in units or projects unless the top leaders there were interested in having the training for their staff members and understood what the training would include. The best situation is that which took place in Lampung when the Project Director participated along with some of their key staff members.

The evidence so far would also indicate that there must be a "critical mass" for the training to have much of an impact.

Ex-participants from the workshops suggested that perhaps no fewer than 3 persons from a section of an organization should attend the course so that when they return to their jobs they can reinforce each other in implementing better managerial techniques.

Projects or units where the project or unit Director appreciate the value of the training and where he has a number of key staff members who also see the value of managerial training will provide an environment which will permit training activities to have a greater impact. Since this training system is still in the experimental stage, to give it a fair test and to give the best chance to find ways for it to be improved, it will be desirable to select those projects or units which do provide a good environment for such training.

One must be realistic in what is expected from this or any other training program. Training is of key importance, but it is one of a large complex of factors. Governmental systems in various countries sometimes may not promote creativity or initiative, and personnel systems may even provide disincentives to trying out new ideas. Experience with good managerial training programs, however, has shown that when an organization or unit has enough creative and eager people in key positions, the training activities can have an important impact despite or regardless of the system. If a whole unit or organization is involved and if the unit provides a reasonably positive environment the training

activities under this project should result in a significant improvement in teamwork and communications and systematic thinking so that productivity is increased. This project has shown that the ingredients of an effective managerial training program are:

1. Support from the leadership;
2. A favorable environment or climate in the organization, a willingness to accept new concepts;
3. A good training course; and
4. Enough of the key staff members involved in the training to create a "critical mass," enough people to make change possible.

One of the Project Managers, who was interviewed, recognized that a reason why the KMP workshop had a significant impact on his project was that he had such a fine group of key staff members, who were ready and eager to take advantage of the training. But the workshop also had the other key ingredients in that the Project Director shared his interest and support by participating in the workshop. Some 17 of his key staff members also participated, and the interest and effort showed by the group in the workshop was evidence that what they were learning was appropriate to their needs.

In management training using experiential learning, the instructors or learning facilitators play a very key role, and the ability to guide learning is much more difficult to attain than just the ability to present information. The fact that experiential learning places the

emphasis on the participant's learning rather than the instructor's training or teaching does not make the instructor's or learning facilitator's job an easy one. He must be able to help with the personal interactions within the group, stimulate the participants' interest and motivate the participants to learn. Because of the importance and skill required of the learning facilitators, these people need to be carefully chosen and well-trained. In addition to management experience, the learning facilitator should be sincerely concerned with helping others to learn and to grow, be very sensitive to the feelings and thoughts of the participants, be a good learner himself/herself (in a good training session, the learning facilitator usually learns even more than the participants), and have the ability to communicate effectively. The experience that the ICMD project instructors have had in conducting the workshops has given them a good insight as to the qualifications of the ideal learning facilitator. As new instructors are recruited and trained, these qualifications should be used in making the selection.

### Recommendations

The review consultants offer the following recommendations based on what they learned in a short, one-month review of the project. Hopefully the recommendations will be useful, but they will need to be tried and tested for their validity.

It is very important that the managerial training program continue to improve, but it does not seem possible, nor would it be wise if it were possible, to make a major overhaul of the project activities. Changes

such as those that have been made seem more appropriate. For example, the evolution that has taken place has apparently made the program better: starting out with a group of managers from one echelon but from a wide variety of projects, then changing to a selection of a group of managers from projects or units, and then as represented in the Lampung KMP workshop, having the Directors and their key staff members together as participants in a workshop.

As the instructors recognize, they need to continue to learn from the results of each workshop so the next in the series can be better. As they have said, they need to improve their skills in using the experiential learning methodology and their knowledge of good managerial techniques. The in-service training of the instructors should continue. This in-service training should include the regular meetings of the instructors to discuss the results of the workshops and how the workshops can be improved, meetings with a local expert management training consultant, and the use of library materials on management and management training.

The use of instructor teams has been good since it makes possible having specialists in each of the four modules working together at a workshop. But working as an instructional team also requires special skills so that in each workshop, the team members can evaluate their teamwork to find how they may become a more effective team. The several instructor teams can also compare their experiences so that they can also learn from each other in this important area. As pointed out by

ex-participants, it is helpful when the whole team functions during the entire workshops and helps in the whole group discussions and each of the team members acts as a resource person for the small group discussions.

The team should consist of those instructors who work best together and who can best complement each other. If the team has a specialist for each of the modules, each module can receive proper attention. At one time, it was considered that it might be possible for the instructor to specialize in more than one module and perhaps even in all four. This does not appear to have been feasible; hence the teams can function best when they have a specialist for each of the modules. However, as the instructors become more expert in the instructional methodology and content, in the future it may be possible to reduce the number of instructors on a team.

During the review of the project, the review consultants have come to realize that this cadre of 24 (17 full-time and 7 part-time!) instructors in the coming year is going to be called upon to conduct a variety of activities. For example, in addition to continuing the workshops, PUSDIKLAT may assign them the responsibility for expanding the effects of the project so that it has an impact on all the managerial training activities of the Ministry. The workload and the activities of the instructors must be planned so that they are not so overloaded with responsibilities that this might limit their effectiveness in the activities. Above all, they must not become so busy that they cannot improve their instructional capabilities.

The main emphasis in future workshops can best be on improving the quality of the workshops, adapting the activities better to the specific managerial training needs of those being trained, and learning from the experience of each workshop so that the next can be even better. The number of workshops will have to be limited not only in order to put the proper stress on quality but also to give the instructors time to perform adequately the other project tasks which are required of them. With the 24 instructors divided into 6 teams, the number of 2 week workshops each year should probably be no greater than 12 (2 for each team) with an equal number of 3 day maintenance workshops.

The project workshops need to become institutionalized - that is the workshops need to become regular, continuing parts of PUSDIKLAT training programs with a regular line item in the budget each year if reasonable continuity of the workshops is expected. An objective of the ICMD project team might be to do the workshops so well that the Ministry sees clearly that they are so worthwhile and necessary that they are adapted as a part of the regular, on-going activities of the Ministry. The leaders of PUSDIKLAT may wish to develop a strategy which will help to give the workshops the recognition that they deserve. The project team can be very helpful in designing this strategy.

Using the experience from the past workshops, the projects from which the participants are to come should be carefully chosen. Highest priority might be given to projects where the Project or Unit Director plans to participate along with their key staff members. If this is not

possible to attain in all cases, as a minimum the Project or Unit Director would hopefully recognize the need and desirability of such training for his key staff members and be eager for them to participate. The projects or units selected should provide the type of environment which would allow the training to have an important impact on the projects' or units' productivity.

At least a week to ten days before each workshop, it will be very helpful for one or more members of the instructor team to visit the project or unit site in order to show the top leadership there what the workshop basically includes and how it is to be conducted. A basic management rule is that there should be no surprises. The capable manager makes sure that he prepares his staff for coming events, particularly if these involve changes. Likewise the instructors in this project recognize that they need to be able to meet in advance with the project leaders and perhaps some of their assistants so that the project leaders understand what the workshops will be trying to accomplish. The visit is also an opportunity to find out what are the needs and concerns of the leaders of the projects or units and what are the managerial problems so that the workshops can be adjusted to respond to these. The ability of instructors to ascertain the specific managerial needs is a skill that will need to be further developed, and this can come through experience. Learning about the managerial needs of the project or unit can be achieved in part by speaking directly with the leaders and their key staff members, but through experience the instructors will also learn to judge the situation by becoming aware of how well the staff is working, how orderly the procedures appear to be carried out, and what the personal relationships are among staff members.

At least once after the follow-up workshops, it will also be very helpful if one or more of the instructor team members visits the project site again to see how the concepts learned in the workshops are being applied. This will provide important feedback to use in making improvement in future workshops. The follow-up visit can also be used to help the ex-participants to continue to learn. The budget should provide for both the before and after-the-workshop visits.

In addition to the new workshops, the instructor teams will need to conduct five 3-day maintenance workshops that are still pending - 3 for the earlier general management (GSS) workshops and 2 for the project management (KMP) workshops. Since some time has elapsed since these groups have had the initial 2-week workshops, this will be an opportunity for the instructors to learn what effect the longer period of time between the workshops has on the value of the maintenance workshop. Also, it will give the instructors a chance to compare the impact of the earlier GSS workshops, when they were just starting out and had not yet accomplished a focus, with the later KMP workshops.

At the present time the ICMD project team is a relatively independent unit. This had advantages in getting the project started, but it will be crucial now to find a more permanent place within the Ministry's administrative framework. The project has shown that the management training using the experiential learning methodology and the workshops can be effective when done well and under reasonably favorable circumstances (i.e. support of the unit's leadership, a favorable climate

or environment for managerial training, and a good representation of the key staff members). In addition to improving the workshops, the instructors also have the very important task of finding and implementing ways in which the program can effect and become a part of all the managerial training activities of the Ministry. One way might be for the instructors to introduce the instructors of the other management training programs to the experiential learning methodology. An effective method is to make available workshops for these other instructors. If this is not feasible, the project instructors might be available to meet with other instructors and show (rather than tell) what the workshops include. The project instructors recognize that using management games for this purpose can be effective, but care must be taken to ensure that the participants always come to see clearly the learning value of the games.

One aim eventually might be to weave at least some of the methodology and content of the project workshops into the structure of such programs as the KM career promotion courses and the managerial training programs conducted under the auspices of the line Directorates. This, however, needs to be done gradually since the introduction will require more instructors trained in the project's training system to help instruct in these additional programs.

A good way to start the introduction into the KM career promotion series is to start a beginning course or KM-5 level, which has not yet been developed. After the new series of KMP workshops is going good, perhaps in 3 to 6 months, a committee of the instructors might be

appointed to develop and try out on an experimental basis a KM-5 workshop, which uses the experiential learning methodology. The will be related to the tasks that the KM-5 person should be able to perform before he advances to the next echelon. The project budget should include provisions for the above activity.

Another way to influence the management of the Ministry is to disseminate learning material, which provides information on how management effectiveness can be increased. The instructors have considered publishing a newsletter for the alumni of the workshops. A committee of instructors might be appointed to work with the appropriate section of PUSDIKLAT to prepare and send out the newsletter on a periodical basis to both alumni from the workshop as well as to Project Directors.

The review consultants noted that the instructors each have special attributes which equip them specifically for these extra assignments. For example, the materials development responsibility might be headed up by an instructor, who has a particular interest in materials production.

Materials development will require a special budgetary provision. The production of materials also requires the procurement of equipment so the project budget should also provide for this.

Since the participants from the workshops often give managerial training to their colleagues and subordinates when they return home, it

is important that through the workshops the participants are provided with materials and instructional aids to be used in the training activities. The project team might, through the materials development program and with the help of the others in PUSDIKLAT, who work on materials development, prepare and provide such additional instructional materials. In this regard, the instructors are aware that in addition to conducting the workshops, they are also the trainers of trainers!

The project provides for the procurement of equipment which will enhance the training activities. This equipment might be of two main types: equipment to make it possible to provide more varied learning experiences in the workshops and the equipment required to produce additional learning materials. In the first category, the project might provide at least 2 sets of TV video equipment (camera, portable recorder, and 2 monitors). The project team could have an in-house workshop when this equipment arrives so that they develop methods for the best use of such equipment. To go with the TV equipment, the project should buy video cassettes (or films if the cassettes are not available) of managerial training courses which are appropriate to the workshops. Several good series are available in the U.S. and England at least on film, and these can be transferred to cassette and dubbed into Indonesian. As with the several recommendations, budgetary provision must be provided both for the films and/or cassettes and dubbing the cassettes into Indonesian.

The team can also use the video equipment for micro-teaching: the trainee or instructor is filmed while he is doing the training and then

he and the team of instructors look at the recording and discuss how the training could be improved. The local management training consultant will also be able to give additional suggestions for the effective use of the video equipment. The instructors will also want to experiment with the equipment to find better ways in which the use of the equipment can improve the workshops.

The project might consider providing two portable micro-computers and suitable managerial and managerial training software to use in the workshops for demonstration purposes. Since the workshops already have a full load of activities, the use of the micro-computers for management and management training might be demonstrated by the instructors before and after the sessions and during the rest periods or breaks.

To produce instructional materials, the project might provide special typewriters, duplicating, and printing equipment.

Although the project may not need any more long term technical assistance, it can still benefit greatly from the use of short-term consultants. These can be local management training experts. A short term consultant might work with the project team in helping with teacher training, helping to improve the workshops, and working with the team in the preparation of instructional materials.

A second local expert consultant could also be very helpful in relating the project activities to the other managerial training

activities either within the Ministry of Public Works or which are related to the Ministry, such as the training of contractors, consultants and suppliers.

In this latter connection, the Ministry will find that the communication with the external organizations which work with the Ministry can be improved if these organizations know about and understand the elements of the project workshops which are appropriate to their situation. The project team might, if invited to do so, present a mini-workshop for PUSBINLAT or the other agencies which relate to those who do business with the Ministry so that the leaders of these institutions are well aware of the project and can call upon the project team for suggestions and perhaps use instructors from the ICMD project to conduct workshops for them.

This project also needs to be closely related to the new training project starting up under IBRD funding. Although the latter project does not include managerial training, its training program can be enhanced at least in part, the experiential learning methodology and the association of the ICMD project team with the IBRD project team. The consultants can strengthen both projects. If the ICMD instructors are to conduct a mini-workshop for the IBRD group, it could help the IBRD group to complement the ICMD project effort.

Since the project team consists of only 24 members, only 17 of whom are fulltime, it might be desirable to enlarge the instructor team. To do this, a team of the ICMD project instructors with the assistance of

the local short-term expert consultant can conduct a series of TOT (trainers of teams) workshops similar to those that the instructors attended. Now that the instructors have experience in this system of managerial training; however, the workshops can be even better adapted to the needs here. As the first in the TOT series, the team of the instructors might put on the regular two week KMP workshop. The team of instructors from the project selected to do the training of new instructors should consist of those individuals who are most appropriate for this special activity. The number of instructor candidates in the instructors training series probably should be no more than 24 in a group (perhaps in multiples of 4) since this seemed to be an appropriate number when the present group of instructors was trained. It is important to keep the workshop to under 25 participants since the group discussions lose their effectiveness when groups become too large. Since a plan for new instructors is to use them in the regional DIKLATS, it might be well to choose 20 candidates, 4, or a multiple of 4, from each of the regions. If the project does train new instructors and expands the size of the project team, it will be a good idea to have the new instructors work on teams at first with the experienced instructors until the new people have learned how best to conduct the workshops.

The team concept need not be completely rigid. At times, it may be stimulating to have an instructor fill in or substitute for a regular member of the team if both instructors have the same specialization.

## Strategy

Often foreign aid projects, seem to be very successful while the projects are funded but then seem to have little if any effect after the external funding ceases. Perhaps, the most important thing to do now in the ICMD Project is to start to plan so that this does not happen to this project.

At least 2 major ways exist to insure that a successful project has lasting effects. One way is to have the total project incorporated into the regular governmental structure. This is difficult with some projects because they have special features, which cannot fit into the regular governmental norms. It is possible to institutionalize a project as a whole if the special features can be modified so that it does fit.

The second way is apply some of the things learned from the project or some of its elements to regular governmental operations.

The ICMD Project can be of especially great value if it can serve as an example of how a successful project can become institutionalized and have important and long lasting effects on its organization. To do this, it will need to use both of the above methods.

The workshops have proven to be effective so the next step is to find ways to have them become institutionalized and be recognized as on-going features of the PUSDIKLAT managerial training program. Until now, the

workshops have been in an experimental and temporary phase depending largely on external funding. In the coming months and years, it will be important to find ways to modify the workshops, if they have any special features which cannot be accepted under the regular governmental norms, so that the workshops become as much a part of PUSDIKLAT's activities as perhaps the KM career promotion series.

The other method for insuring the long lasting effects of the ICMD Project should also be used. What important things have been learned through this project? This review has listed a number of achievements or things that have been learned. For example, a major learning has been that good management requires good communications, and that this communications should be up as well as down and should also be horizontal. People on the same level need to feel free to communicate with each other without the communications going up to the boss and then back down again. Certainly, such important learning needs to be a part of all managerial training so an activity of the project might now be how to get such important learnings to become a part of other programs.

The second part of this method is to examine the elements to see which are effective and then to see how these can be applied more widely. Some of the elements of the ICMD Project are the experiential learning methodology and the four modules, and the modules might be broken down into even smaller elements. Which of these elements are good and how can they be applied to other training activities? The experiential training methodology has been shown to be effective in this

project, and it is obvious that the methodology is applicable to almost all training courses. The modules have also be proved to be successful so they might be used in other managerial training programs. It is not necessary that all the modules be included in another program. The ICMD will have had effect if any of the modules or parts of modules are included in the content of other managerial training programs.

The strategy that is suggested here attempts to outline how the ICMD Project can have long lasting and important results. The recommendation from the previous section gave 3 major areas in which the project team may need to function in the coming year. These are: (1) continuing and improving the KMP workshops; (2) extending the effects of the project, using activities to get the points learned and the elements from the project into other Ministry training programs; and (3) training more trainers.

First priority should be given to continuing and improving the workshops since the other 2 areas are based on the success that the workshops enjoy. The more effective the workshops are in improving the management in the projects where the training takes place, the better the chances are that the workshops may continue after the external funding ceases.

The workshops might be staggered, given at different times, so that after a workshop is given, the team of instructors which conducted the workshop can meet with the entire project team to discuss the results of the workshop and to plan how the next workshop can be improved with the

objective that each workshop be better than the previous one! The emphasis of the workshops needs to be on improving the quality and not on the number of managers trained. This is a reason for limiting the number of workshops to no more than 12 initial KMP workshops and 12 follow-up workshops this next year. By giving the workshops at different times, it will also not be necessary to have as many sets of training equipment, such as the video equipment and micro-computers, thus making more efficient use of the equipment.

In addition to selecting staff members from projects to train, at least one of the workshops might select a unit such as a province and train the Kanwil and his key staff members and related officials from the province such as the leaders of the BAPPEDA. The units need and want this type of training too. Of course, the instructors will need to adapt the KMP program to meet the special managerial needs of the unit.

In order to accomplish the other activities which are important for the project teams, the team members will need to be divided up into task forces or working groups with each group being assigned special responsibilities according to the special capabilities of the members of the working group. Task forces might be appointed to do the following tasks:

1. to train new instructors; by having more instructors, it may be possible to expand the operations more widely, and having a larger human resource base will greatly strengthen the project.

2. to prepare a newsletter; a newsletter is a good way to remind the ex-participants of their need to keep learning, and it also provides a way to disseminate information on the accomplishments of the project. For example, the success of such an activity as the Lampung workshop needs to be told widely.
  
3. to prepare instructional materials; the content of the workshop is of value, and some of the concepts need to be put into printed form so that project managers who do not have the opportunity to profit from a workshop may also learn to improve their management skills.
  
4. to conduct workshops for other groups; when invited to do so, to introduce the training management system to the Directorates DIKLAT Bidangs, to the IBRD Project Team and consultants, to FUSBINLAT, and others. These other programs may wish to incorporate at least some elements from the ICMD Project into their training activities.
  
5. to develop a KM-5 workshop and to plan ways for introducing all or part of the ICMD workshop into the KM-4, KM-3, and SESPA. Certainly at least parts of the workshop are applicable to the career development courses. The challenge is how to incorporate these elements into the KM series.

6. to develop good instructional uses for the video equipment: the video equipment provides a number of ways for adding interest to the workshops, but the proper use of the equipment will require creativity and experimentation. Video management training cassettes will need to be procured and dubbed into Indonesian.
  
7. to attend the Development Management Course at AIM Manila; the project will be strengthened if the instructors can broaden their management and management training experience. The AIM workshop should help to accomplish this. All of the instructors would benefit from this program, but with the limited financial resources, it might be wisest to send a team of 3-4 instructors and then have this team conduct a workshop for the others upon their return.

These working groups will not have the same membership as the regular instructional workshop teams since the working groups will have need for different kinds of capabilities. Some of the instructors will be on more than one working group since these teams will be primarily made up (but not exclusively) of full-time instructors. The working groups may also bring in others from PUSDIKLAT, whose positions are related to the activity. For example, the instructional materials development team could well involve other materials development specialists from PUSDIKLAT. The size of the groups may also vary; perhaps the group to publish a newsletter may require only 2-3 members, while the group to develop instructional materials may use 4-5 members. A major reason for

having one of the expert managerial training consultant is to have him/her available to provide technical assistance for these task forces. Such help will be particularly important with the group doing the training of trainers, the one preparing instructional materials, and that which is developing effective use of the video equipment.

The main task of the second local expert consultant is to help plan and implement these activities so that the project will have maximum effect. He will be very useful and important for relating the ICMD Project to the other agencies and programs suggested above.

During the next 12 month period the following should take place. This list gives what might be considered the minimum necessary as well as the maximum believed to be feasible for each item. Also the items are given in what seems to be the priority indicated for each.

- Priority 1     Eight to 12 KMP workshops and a like number of maintenance workshops. Included here are visits by one or more of the instructors to the site before and after the workshops.
  
- Priority 2     Five maintenance workshops (3 GSS and 2 KMP) for the series which have not been completed.
  
- Priority 3     In-service training for the instructors: regular in-service meetings of the group, assistance from an experienced consultant. The use of the instructor library.

- Priority 4 The preparation and tryout of a KM-5 program and a plan for adapting the KMP workshop methodology and content as part of the other KM programs.
- Priority 5 A series of 4 to 7 TOT workshops to train 20 to 24 new instructors (perhaps 4 new trainers for each regional DIKLAT).
- Priority 6 The preparation of at least 8 to 12 short instructional materials based on the modules of the workshop which can be widely distributed.
- Priority 7 Special illustrative workshops (1 to 5) for other groups to acquaint them (when invited to do so) with this managerial training system: perhaps the IBRD Project Team and Consultants, the line Directorate DIKLAT Bidangs, PUSBINLAT and perhaps others.
- Priority 8 The procurement of more books for the instructor's library and instructional aids to make it possible to provide more variety for the workshops. This should include at least 2 sets of video equipment and 2 portable micro-computers.
- Priority 9 The procurement of the equipment needed for the Ministry to produce instructional materials, such as a special typewriter and duplicating and printing equipment.

Priority 10 The regular publication of a newsletter for workshop alumni and Project Directors.

Priority 11 In-service training at AIM, Manila for a team of the 3 to 4 instructors followed by a special in-service workshop for the whole group so that the team can share what was learned.

What will be of vital importance is that all of the above items are included in the budget for this next year. Also the working groups must be carefully selected so that each group has the individuals who are best prepared to carry on its specialized function.

If managerial training is effective it will result in improved management which in turn will make for greater productivity. When one unit or project becomes more productive as the result of training, other project managers will be interested in learning why the projects which had the training are having more success, and the alert project managers will try to improve their managerial capabilities also. This will be one of most important ways that the results of the training project may be disseminated.

Reactions and Recommendations of Project Directors

1. Although the Project Director and his administrative assistant of the Bengawan Solo project had not attended the KMP workshops, they were so enthusiastic about the results of the KMP workshop which 25 of their key staff members attended that they asked these participants to conduct mini-KMP workshops for 200 more staff members. The Project Director also said that he would like to have another KMP workshop conducted by the project instructors for others of his key staff members because he believes that will also help to improve the effectiveness of his staff.

These project leaders reported that the training helped the participants to visualize better the whole project and to see how their roles related to the total project. They felt that their subordinates now gave them better support and that meetings ran smoother and were more productive.

An important recommendation was that the Project Directors should send their key people to the workshops.

2. In the Kali Progo project, we met with the Project Director and 3 other leaders, 2 of whom had attended a KMP workshop. Their comments then reflect the views of both the project leadership and ex-participants. They said that the course was very valuable, that the

Project Director asked some of the ex-participants to give a 24 hour mini-KMP to 33 other staff members in order to pass on the things they learned to others.

Some 23 of the staff attended the KMP, and they now meet together once every two weeks so that they can improve their managerial capabilities. In most cases, one of the Jakarta KMP workshop team instructors attends these follow-up sessions.

Those with whom we spoke from this irrigation project said that the improvement in teamwork on the project was very noticeable. They said that their organizational style is now more open so the subordinates feel free to bring their suggestions and problems to the leaders. They indicated that this had certain drawbacks in that the subordinates did not understand fully the concept so at times also brought their personal problems to the leaders. They said the improvement in communications, motivation, and teamwork was shown by the fact that now they find that it is possible to complete a technical task, which had formerly taken 7 days, in only 5 days.

They believe that the human relations learnings has made it possible to do things more easily that formerly were very difficult. For example, they had to change one section head to another section. They feared that he would take this as a punishment. By showing him why the switch was being made, the leaders believe he did not take the move as a punishment since he came to see that it was clearly in the best interest of the project.

One of the results of the training surprised them somewhat. They reported a case where a person who has had the training finished a task and came to the leaders immediately to get a new assignment. Formerly, the staff member would usually wait until the boss saw that the job was accomplished and came to him to give out a new assignment.

They believe that their knowledge of human factors has also helped them in dealing with their clients, the farmers who use the water. They had to change the water allocation system, and the farmers appeared resistant to the change so they had a meeting with the farmers to explain the situation and the need for a change so the farmers themselves agreed with the project leaders' water allocation system. Similarly, the project leaders also said that have been able to communicate more effectively with the local government officials with whom they relate.

According to them, they also use group dynamics in the division of work, and they find that this has resulted in much more equitable work loads.

The reason why the leaders say there is better teamwork is that now each member recognizes his responsibility so that he does his job as well as possible so as not to block progress. These leaders said that more of this type of training was essential. They would like to have an advanced KMP workshop and would like to have more equipment and materials to help them put on their in-project managerial training activities.

3. While we were attending the KMP maintenance workshop in Lampung we interviewed Joesman, the Director of the Way-Umpu Way Pengubuan Project. The fact that the Project Director was in attendance all the time in this follow-up workshop was a very good indication of the value he placed on these managerial training workshops. As with the other Project Directors interviewed, Joesman emphasized the improvement of the communications among his staff. He also pointed out that the workshops had helped his staff members to communicate better with the community they served. They had improved both their attitudes and values. This irrigation project served a transmigration community, and many of the transmigrants had not previously been farmers so that it was necessary for Joesman's people to teach them about irrigation. He said that since the course, his people were much more successful in teaching and working with the transmigrants. One of the main problems has been the maintenance of the irrigation system, and by communicating better with the water users, the system seems to be better maintained.

The Project Director said that the workshop had helped his staff to relate to the local government officials, but the communications would be even better if local officials might also be included in the workshop.

When asked why he had attended the workshops, he said that he had been invited to attend if he wished to, and what he had heard about the course made him think that this would give him a good opportunity to improve his managerial capabilities. He was obviously pleased that he had chosen to attend.

He said that a main reason that the training had had a good impact on his staff was that he had such a fine staff with a few who had had overseas training and other who were striving to do what they could here at home to upgrade themselves. They appreciated the workshops as a good place to learn better management techniques.

He said that the improvement in communications among his staff was both vertically and horizontally. He stressed the value of better horizontal communications. Now people at the same level but in different sections, communicate directly with each other rather than having the communications going up to the boss and then back down as was usually the case. This has saved time and made for a smoother, more efficient organization.

He said that the course had also showed the need for additional training opportunities for him and his staff, perhaps a more advanced KMP, but also specialized workshops such as financial management.

4. While attending the Lampung workshop, we interviewed the second Project Director in attendance, Machdiany, head of the SKT (sedang, kecil, tersier) project. He too stressed how the workshops had improved the communications in his staff. He said that in these field projects communications is vital. The staff members must be able to communicate with each other, but they also must be able to communicate with the central government officials, the province officials, the local officials and the people for whom they are doing the project. In this regard, it is important for government officials to get out into the field so that they understand clearly the problem.

He said that the workshops pointed up the need for additional training. He said it would be good to have additional KMP workshops to train the other key members of his staff who could not attend this one. Also, he would like to have some specialized training for his staff.

This training he said was good in that it gave him a chance to get his best people in the course. Too often when the training takes people away from the job for a length of time, the Director cannot let his best people go so sometimes training opportunities go to some of the less deserving.

He said that he had had to miss sometimes during the first KMP, and he really felt he missed something when he was forced by his job to be away.

Both Project Directors attending the Lampung workshop gave us formal reports on the KMP workshops, which they had attended. These formal reports are on the following pages.

PENYERAPAN HASIL KURSUS MANAJEMEN PROYEK ANGGARAN VI  
PADA PROYEK IRIGASI WAY UMPU/WAY PENGUBUAN

I. ADMINISTRASI KEUANGAN

1.1. SEBELUM KURSUS MANAJEMEN PROYEK

- Dalam pemecahan masalah memang sudah didapat suatu hasil akhir, tapi belum mencerminkan sistim yang ada seperti didalam Kursus Manajemen Proyek.

Sebagai Contoh :

- Didalam memecahkan masalah masih ada unsur2 individu padahal dalam suatu Unit Kerja terdiri dari beberapa Unit Kerja seperti :  
Ass.Tehnik, Ass.Keuangan, Ass.Expl&Pemel., Ass.Alkal dan Bendahara wan atau disebut Pemimpin Proyek Pembantu.

1.2. SESUDAH KURSUS MANAJEMEN PROYEK

- Masing2 pembantu tersbut diatas telah dapat dirasakan adanya kerja sama, Komunikasi Keterbukaan, baik antara bawahan sesama, maupun terhadap atasan sehingga didapat suatu hasil akhir yang mencerminkan suara satu Kelompok dalam membantu Pemimpin Proyek.
- Sebagai Contoh :
  - Ada sebuah SPJ yang salah dan dikembalikan oleh Pemimpin Proyek (SPJ itu adalah mengenai Perjalanan Dinas KeJobSite). Pengembalian itu bukan tidak ada maksudnya. Disini terlihat adanya kerja sama antara Atasan dan Bawahan. Bagi kita Pelaksana Pembantu Pemimpin Proyek, melihat hal itu lalu mengadakan musyawarah diantara - Pejabat (Assisten) yang terlibat dan menanganinya. Staf yang menggunakan Perjalanan Dinas adalah Staf Alkal, Staf Tehnik, Staf Expl& Pemelh. Dalam rangka pemeriksaan fisik peralatan dilapangan.
  - Masalah yang timbul terhadap SPJ yang salah itu, karena adanya penggunaan bahan bakar, absensi, dan Lahun Anggaran.
  - Dari semua Assisten yang ada sangat diperlukan sumbang sarannya Disini unsur keterbukaan sangat diperlukan dalam pemecahan masalah.
  - Setelah didapat kata sepakat dari semua Assisten atau Pembantu Pemimpin Proyek, dimajukan kembali kepada Pimpinan Proyek sebagai hasil akhir.

## II. Perencanaan - Pelaksanaan.

### 2.1. Perincian Permasalahan.

Perencanaan Tehnis Proyek Irigasi Way Umpu-Pengucuan telah diselesaikan oleh Team Konsultan dan Pelaksananya dilaksanakan oleh Kontraktor. Pekerjaan Perencanaan telah selesai dan pekerjaan pelaksanaan hampir 100 %.

Permasalahan yang timbul sesudah Jaringan Irigasi selesai dibangun adalah, pada bagian tertentu terjadi deformasi pada saluran dan tanggul. Dengan demikian diperlukan penyempurnaan untuk menjaga agar saluran Irigasi dapat berfungsi sebagaimana mestinya. Untuk itu kegiatan dapat dibagi dalam 2 tahap :

1. Tahap perencanaan.
2. Tahap pelaksanaan.

#### Tahap Perencanaan.

Terlebih dahulu harus diputuskan bentuk/model saluran yang akan dibuat. Untuk itu banyak alternative penyempurnaan yang dapat dilaksanakan. Dari alternative yang ada dipilih yang paling menguntungkan dari segi teknis dan keuangan, serta melihat kondisi lapangan.

#### Tahap Pelaksanaan.

Tahap pelaksanaan merupakan tindak lanjutan dari tahap perencanaan. Pelaksanaan yang biasanya dilaksanakan oleh pihak kontraktor harus sesuai dengan spesifikasi yang ditentukan.

Faktor Alam dan lingkungan sering merupakan penghambat didalam pelaksanaan yang diluar kekuasaan si pelaksana utk. menanggulangnya.

### 2.2. Analisa Masalah.

#### 1. Perencanaan

Untuk mendapatkan suatu hasil perencanaan yang baik siperencana harus mengetahui keadaan lapangan dan data yang diperlukan harus tersedia dan benar serta kegunaan dan kualitas yang ditentukan untuk bangunannya.

Berhubung sifat pekerjaan adalah penyempurnaan, maka siperencana harus mengetahui keadaan lapangan ( kondisi bangunan yang ada ). Peninjauan lapangan harus dilaksanakan untuk meneliti kebenaran atas data yang ada.

Kemudian perencana/penggabaran dapat dimulai. Hal tsb. diatas tidak berbeda dengan pekerjaan yang baru hanya utk. yang baru bangunan lama tidak ada.

Hal yang menyangkut pengadaan sumber daya pada saat pelaksanaan harus sudah diperhitungkan oleh si perencana.

Banyak alternative yang dapat dipilih. Tapi Alternative yang paling menguntungkan yang akan dipilih.

## 2. Pelaksanaan.

Pengadaan Sumber Daya adalah faktor yang dominan dalam pelaksanaan - dan metode pelaksanaan. Sebelum memulai pelaksanaan, rencana penga - daan sumber daya harus dipahami.

Komunikasi antara Perencana dan Pelaksana pada tahap pelaksanaan ha - rus tetap berjalan, untuk menghindarkan kesalahan<sup>2</sup> yang tidak diingin - kan.

Unsur waktu sering merupakan hambatan, karena waktu tidak mencukupi , Faktor cuaca dapat menghambat pelaksanaan. Faktor penunjang pada pe - laksanaan harus dipertahankan, sedangkan faktor penghambat harus di - kurangi atau ditiadakan.

## III. Penerapan Hasil KMP.

### 3.1. Tahap Perencanaan sebelum KMP.

- Pengumpulan data<sup>2</sup> sesuai dengan program yang telah ditentukan. Data<sup>2</sup> diambil dari <sup>2</sup> Peta<sup>2</sup> pengukuran yang telah ada atau yang ma - sih perlu disurvey.
- Penggambaran, Perhitungan Volume.
- Pembuatan Dokumen Lelang , disahkan oleh Pimpro.
- Pelelangan.
- Pelaksanaan dilapangan sesudah SPK ditandatangani.

Kesimpulan : 1. Kurang komunikasi antara sipereencana dan sipelaksana.  
2. Sering lokasi bangunan tidak sesuai dengan kondisi - lapangan.  
3. Volume pekerjaan sering tidak sesuai dengan kondisi lapangan ( tambah biaya ).

### 3.2. Sesudah KMP.

- Penentuan lokasi yang akan disempurnakan ditetapkan berdasarkan - prioritas , bersama-sama Perencana, Pelaksana dan si pemakai ( EP ).
- Peningjauan ke lokasi dilakukan bersama-sama.
- Gambar yang dibuat oleh perencana diserahkan ke pelaksana untuk - penelitian di lapangan.
- Waktu pelaksanaan ditetapkan secara bersama-sama dengan unsur pe - laksana dan pemakai.
- Proses tender sesuai dengan ketentuan yang berlaku.

Kesimpulan : 1. Kerjasama, komunikasi, sumbang saran , log frame , sistem nilai, monitoring, controlling , management sumber daya dapat terlaksana dengan baik.  
2. Kesalahan<sup>2</sup> dapat dihindari.

### 3.3. Pelaksanaan sebelum KMP.

- Terasa kurang komunikasi antara si perencana dan sipelaksana, se - hingga pelaksanaan sering terlambat.
- Management sumber daya , kurang mendapat perhatian.
- Monitoring dan Controlling kurang berjalan baik.

### 3.4. Sesudah KMP.

- Komunikasi antara Perencana dan Pelaksana , lebih ditingkatkan.
- Sumbang saran dari Perencana dan Eksploitasi dan Pemeliharaan lebih ditingkatkan. -
- Management Sumber Daya diterapkan.
- Waktu pelaksanaan dapat disesuaikan dengan kegiatan Eksploitasi & Pemeliharaan Jaringan Irigasi.
- Monitoring dan Controlling lebih ditingkatkan.

Kesimpulan : Dengan demikian diharapkan jadwal pelaksanaan dan -  
kwalitas pekerjaan ditepati sesuai dengan program -  
- dan kontrak.

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### III. EXPLOITASI DAN PEMELIHARAAN.

#### 3.1. Perincian permasalahan.

Sesuai dengan ketentuan yang ada bagian E&P ditugaskan diantaranya :

- memfungsikan jaringan irigasi yang telah selesai dibangun serta memelihara kelestariannya.
- melaksanakan pelayanan air irigasi pada sawah-2 yang ,serta menunjang pencetakan sawah baru.
- merencanakan,melaksanakan jadwal pemberian air serta menentukan luas areal sawah yang terjamin airnya.
- melaksanakan pembinaan kepada :  
petugas-2 E&P  
petani-2.
- mengadakan koordinasi dengan instansi lain.
- mengusulkan rencana pencetakan sawah.
- mengumpulkan data untuk menunjang E&P.

#### 3.2. Hal yang dihadapi.

- \* Sesuai dengan tujuan proyek yaitu mewujudkan terciptanya sawah-2 baru ,dengan merubah lahan calon-2 sawah yang kondisinya beraneka ragamtanam tumbuh serta topografinya dan juga petani-2 yang bermacam-2 dan biasanya bercocok tanam kering diarahkan bercocok tanam secara basah.
- \*\* Dalam melaksanakan kegiatan E&P para petugas adalah masih baru yang belum mempunyai pengalaman dan pengetahuan dalam bidang tsb.

#### 3.3. Analisa .

Untuk mewujudkan terciptanya sawah-2 baru di proyek irigasi way Umpu-Pengabuan rupanya tidak semudah pelaksanaan pekerjaan konstruksi yang teknis,mengingat pencetakan sawah banyak berkaitan dengan masalah-2 sosial,sehingga dalam penanganan perlu dan mutlak adanya koordinasi dan kerja sama antar instansi,di mana Balam hal ini Pomda merupakan koordinator.Dan koordinasi

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IV. Kesimpulan :

Dengan mengikuti KMP bagi peserta sangat dirasakan manfaat dan arti pentingnya.

Telukbetung, 7 Agustus 1985.

PEMIMPIN PROYEK IRIGASI  
WAY UMPU - WAY PENGUBUAN,



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## PENYAJIAN KELOMPOK PROYEK SEDANG, KECIL, DAN TERSIER LAMPUNG

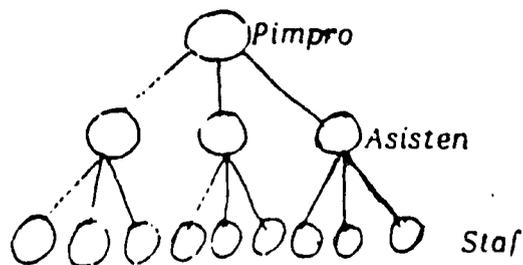
### I. PENDAHULUAN

Penyajian kelompok ini dimaksudkan untuk membandingkan antara sebelum mengikuti KMP dengan sesudah mengikuti KMP. Dengan penyajian ini akan terlihat dengan jelas perbedaan peserta KMP pada saat sebelum dengan sesudah mengikuti KMP.

### II. MATERI

#### 1. Bidang Perencanaan

- 1.1. Sumbang saran antara pimpinan/staf antara proyek SKT sebelum ada kursus belum ada, jadi masing-masing bagian proyek mengelolah tugasnya sendiri-sendiri, setelah diadakan kursus guna menyusun perencanaan ada keterkaitan yang harus terjalin, sehingga dapat mencapai sasaran proyek.
- 1.2. Komunikasi antara para asisten perencanaan dengan staf/bawahan ataupun kepada pimpinan proyek sudah ada, tetapi belum memenuhi sasaran tetapi setelah diadakan kursus semakin terjalin bahwa komunikasi sangat penting guna mencapai keberhasilan suatu proyek, tanpa kerja sama kita tak dapat mencapai sasaran proyek.



- 1.3. Dalam pengambilan keputusan sebelum ada kursus dalam perencanaan, hanyalah pimpinan saja yang mengambil/menentukan alternatif-alternatif sedangkan staf/bawahan hanya membantu, setelah diadakan kursus staf/bawahan turut memikirkan dan menemukakan ide-ide sesuai dengan kemampuannya jadi pimpinan merupakan koordinasi dan membina serta membimbing, kalau diperlukan oleh staf.
- 1.4. Kerjasama/teaming : sebelum ada kursus didalam perencanaan sudah ada yaitu merupakan pembagian tugas kepada staf, tapi belum kerja secara efektif. Setelah diadakan kursus, maka koordinasi ditingkatkan, sehingga satu sama lain terjalin hubungan kerjasama.
- 1.5. Log Frame : Sebelum ada kursus maka log frame sudah ada hanya tidak secara terkoordinir dan setelah kursus lebih dikoordinir, namun log frame yang telah disusun belum bisa berjalan dengan semestinya, karena adanya revisi DIP sesuai dengan asumsi.
- 1.6. Sistim nilai : Penilaian berdasarkan atas tercapainya terhadap rencana kerja yang telah disusun, berhasil jika kita dapat melaksanakan sesuai dengan program yang telah disusun sesuai dengan peranan masing-masing pos-pos pekerjaan.

Misal : Dalam perencanaan haruslah hal-hal yang ada hubungan erat dengan situasi lapangan antara lain :

- Survey lapangan harus diadakan, sehingga perencanaan yang telah dibuat benar-benar dapat dilaksanakan.
- Diadakan perhitungan volume-volume dan pengecekan gambar-

1.7. *Monitoring & Controlling* : Dalam monitoring dan controlling tugas, asisten teknik dan sebelum kursus sudah dilaksanakan, setelah diadakan kursus lebih dikoordinir lagi, sehingga lebih mencapai sasaran yang telah ditentukan, sesuai dengan perencanaan yang telah ada.

1.8. *Managemen sumber daya* : Sebelum ada kursus penggunaan manajemen sumber daya ini belum dipergunakan secara efisien karena keterbatasan kemampuan dari staf sendiri, namun setelah diadakan kursus maka secara berangsur-angsur berusaha menerapkannya, sehingga dapat mencapai tujuan proyek.

Apa yang telah diuraikan diatas baik pimpinan maupun staf telah berusaha semaksimal mungkin untuk menerapkannya pada bidang masing-masing sehingga sesuai dengan program yang telah disusun guna mencapai efisiensi kerja dalam dalam mencapai sasaran proyek.

## 2. Bidang Pelaksanaan

Penerapan hasil KMP angkatan ke VI secara umum dapat diuraikan sebagai berikut :

### 2.1. SUMBANG SARAN :

2.1.1. Sebelum kami mengikuti KMP angkatan ke VI ini cara pemecahan masalah dalam proyek atau tugas sehari-hari memang sudah dilaksanakan walaupun belum sempurna.

2.1.2. Setelah diadakan KMP ini, teknik-teknik sumbang saran rupanya sangat membantu dalam pemecahan masalah, dimana suatu organisasi yang terkait dalam suatu proyek secara terbuka dapat memberikan ide-ide yang positif, sehingga putusan yang diambil adalah hasil musyawarah bersama.

2.1.3. Manfaat teknik sumbang saran ini telah dapat kami gunakan dalam penyelesaian sidang ganti rugi proyek SKT di Lampung Utara sehingga putusan hasil sidang dapat diterima oleh semua pihak (masyarakat dan pemerintah).

### 2.2. KOMUNIKASI :

2.2.1. Sebelum kami mengikuti KMP ini komunikasi yang ada dalam proyek ataupun penyelesaian tugas sehari-hari kelihatannya merupakan komunikasi satu arah, maksudnya adalah hanya merupakan instruksi pimpinan saja :

2.2.2. Setelah diadakan KMP ini kami menyadari bahwa komunikasi yang baik adalah adanya komunikasi dua arah, yaitu dari pimpinan ke bawahan dan sebaliknya. Kami sendiri sebagai pimpinan dalam unit kerja, setelah mengikuti KMP ini membuka diri kepada bawahan dalam berkomunikasi terutama dalam penyelesaian tugas.

2.2.3. Manfaat komunikasi ini sangat terasa sekali terutama dalam mengatasi permasalahan-permasalahan baik intern proyek maupun extern dimana setelah adanya komunikasi kesulitan-kesulitan yang tadinya sukar diatasi akhirnya dapat ditemukan jalan keluarnya ( way out)

### 3.3. PENGAMBILAN KEPUTUSAN :

3.3.1. Sebelum kami mengikuti KMP pengambilan keputusan biasanya oleh pimpinan saja, yang mana kami sebagai bawahan hanya mengikuti perintah saja, dan belum mengetahui cara yang efektif dalam mengambil putusan.

3.3.2. Setelah kami mengikuti KMP ini, kami menyadari bahwa teknik pengambilan keputusan dalam pemecahan masalah banyak yang harus diperhatikan dengan menganalisa faktor-faktor positif dan serta faktor pendorong dan penghambat dalam penyelesaian sasaran atau tujuan.

#### 4.4. TEAMING & KERJASAMA

4.4.1. Sebelum kami mengikuti KMP memang unsur kerjasama/teaming sudah diketahui walaupun belum sepenuhnya.

4.4.2. Setelah mengikuti KMP ini ternyata unsur kerjasama/teaming ini memegang peranan penting dalam penyelesaian tugas-tugas dalam suatu unit kerja sehingga pekerjaan yang tadinya menumpuk pada beberapa orang saja, dapat dibagi secara seimbang sesuai dengan kemampuan individu masing-masing kelompok kerja.

4.4.3. Manfaat Teaming & Kerjasama adalah dapat mempercepat penyelesaian tugas, pembagian kerja secara seimbang sesuai dengan kemampuan anggota team, masing-masing anggota lebih bertanggung jawab akan tugasnya dan lebih menguasai masalah.

#### 5.5. SISTIM NILAI :

5.5.1. Sebelum mengikuti KMP kami tidak memahami sistim nilai yang dimaksud, walaupun pada kenyataannya sering kita lakukan atau dijumpai dalam kehidupan kita.

5.5.2. Setelah mengikuti KMP ini, kami dapat mengetahui bahwa ketidakserasian sistim nilai dari orang-orang lain merupakan sumber-sumber utama dari konflik antara individu, dan kelompok dan golongan masyarakat.

5.5.3. Manfaat sistim nilai adalah dapat membimbing kehidupan kita sehingga kita akan lebih baik dalam merencanakan dan mengatur pencapaian suatu sasaran.

#### 6.6. LOGFRAME

6.6.1. Sebelum mengikuti KMP kami belum mengenal sama sekali tentang Log Frame sehingga dalam melaksanakan pekerjaan hanya tertuju pada sasaran primer saja.

6.6.2. Setelah mengikuti KMP dengan jelas kami dapat melaksanakan tugas dengan baik dimana dapat mengetahui jenjang sasaran yang berkaitan satu dengan lainnya, mulai dari Input, Out Puts, Purpose dan Goal.

6.6.3. Manfaatnya dalam menyusun program kerja dapat diperinci secara jelas mulai dari collecting data, perencanaan, pelaksanaan dan tujuan serta hasilnya.

#### 7.7. MONITORING & CONTROLLE :

7.7.1. Sebelum mengikuti KMP monitoring dan controle memang sudah ada dari kami jalankan walaupun belum secara terperinci.

7.7.2. Setelah adanya KMP kami menyadari bahwa monitoring dan controle sangat diperlukan sekali dalam pencapaian sasaran proyek, terutamaa digalakkan adanya pengairan melekat pada setiap proyek.

7.7.3. Manfaatnya bagi kami dengan meningkatkan Monitoring dan Controle dengan segera dapat mengetahui kesalahan yang terjadi dan segera mengatasinya.

## 8.8. MANAJEMEN SUMBER DAYA

8.8.1. Sebelum mengikuti KMP sumber daya yang digunakan relatif boros atau malah sangat kurang sehingga menghambat pelaksanaan.

8.8.2. Setelah adanya KMP dengan sendirinya kami berupaya agar faktor-faktor yang menyebabkan pemborosan/kekurangan dapat dicarikan jalan keluarnya sehingga tidak akan terjadi lagi.

### 3. Bidang Administrasi & Logistik

Dalam melaksanakan administrasi proyek penunjang pokok adalah DIP dan Job Description. Job Description kami susun berdasarkan masukkan-masukkan dari tiap-tiap bagian, apakah Pimpro, Assisten Tehnik, Assisten Keuangan, Assisten Umum dan Bendaharawan, karena dalam job tersebut terhimpun seluruh tugas-tugas/batas kewenangan dari tiap bagian-bagian Proyek SKT sebagai pedoman kerja.

Setelah DIP turun, segera kami mengadakan rapat yang dipimpin langsung oleh Ka. Sub. Din. Pengairan selaku koordinator Proyek SKT dengan dihadiri oleh Pimpro, Assisten dan Bendaharawan. Antara lain dibahas :

- gaji upah
- Personil
- Inventarisasi/Logistik

3.1. Komunikasi sebelumnya KMP sudah ada tapi kurang terbuka masih ada rasa ragu-ragu dan segan tapi setelah KMP kami berusaha tingkatkan seefektif mungkin dan secara terbuka tanpa ragu-ragu lagi.

3.2. Sumbang Saran sebelum KMP dari staf atau rekan-rekan kerja cukup pimpinan unit saja yang mengetahui tapi setelah KMP berusaha untuk meneruskan kepada Pimpinan agar pimpinan mendapat input supaya dapat mengetahui sampai kebawah/sekecil-kecilnya.

3.3. Pelaksanaan tugas : Dalam job telah ditetapkan tugas dan wewenang Pimpro dan para Assisten, Bendaharawan. Kerjasama dalam unit kerja sebetulnya sudah dapat terlihat misalnya :

dalam prosedur permintaan barang, Pimpro mengarahkan setiap unit untuk mengajukan permintaan barang kepada Pimpro, dari Pimpro lalu diteruskan kepada unit pengolah barang, disini diadakan penganggaran oleh petugas logistik selanjutnya diteruskan kepada rekanan.

prosedure perjalanan dinas yang bersangkutan mengajukan SPPD kepada Pimpro dari Pimpro di disposisikan ke unit pengolah, unit pengolah buka panjer dengan diketahui Pimpro dan diteruskan kepada Bendaharawan untuk diuangkan.

Kerjasama dalam unit kerja kami antara pimpro kebawah memang sudah terasa ini terbukti dengan adanya setiap masalah oleh Pimpro dirapatkan dan dirembukkan. karena pimpinan kami telah lebih terdahulu mendapat kursus Management, jadi sudah memahami bagaimana manajemen yang baik diterapkan dalam proyeknya.

Sekarang lebih jelas lagi sasarannya karena staf dari pimpinan juga telah mengikuti KMP jadi akan lebih terpadu kerjasama dengan staf dan terbuka antara staf kepada pimpinan. Walaupun demikian segala keputusan dan wewenang tetap pada pimpinan.

#### 4. Bidang Keuangan

##### 4.1. Penyusunan Program Kerja

pada dasarnya tugas bidang keuangan adalah mengelola dana yang telah tersedia dalam DIP. Pengelolaan ini tentunya harus sesuai atau sejalan dengan peraturan-peraturan dan ketentuan-ketentuan yang berlaku.

Sebagai hasil KMP, didalam pengelolaan dana, kami mengambil langkah-langkah sebagai berikut :

- Semua Assisten yang terlibat didalam penggunaan dana, dipertemukan dalam suatu rapat untuk membahas dana tersebut. Hal ini dilakukan mengingat :

- DIP yang turun, tidak sesuai dengan usulan yang diajukan.
- Jumlah personil yang ada ternyata lebih banyak dibandingkan dengan yang tersedia dalam DIP.
- Adanya salah ketik dalam DIP dan lain sebagainya.

Didalam rapat inilah kami mencoba menerapkan hasil KMP, antara lain :

- Diadakannya komunikasi yang terbuka dari masing-masing unit kerja.
- Membuka forum sumbang saran untuk perbaikan semua unit kerja.
- Teaming dan kerjasama, ini dicerminkan dengan ada penyusunan program kerja yang terpadu dari seluruh unit kerja.
- Koordinasi, monitoring dan rapat ditugaskan kepada Assisten Keuangan selaku tangan kanan Pimpro dibidang pengelolaan Anggaran. Assisten Keuangan inilah yang memberikan input (keuangan) kepada Pimpro, walaupun tetap terbuka lagi Pimpro untuk mengecek langsung kepada masing-masing Assisten.

Hasil dari rapat inilah yang dituangkan kedalam keputusan-keputusan yang akhirnya merupakan pedoman atau landasan kerja bagi masing-masing unit kerja.

##### 4.2. Pelaksanaan

Sesuai hasil rapat yang telah dituangkan dalam keputusan, masing-masing unit kerja melaksanakan tugasnya sesuai program yang telah disusunnya.

##### 4.3. Laporan

Diharapkan masing-masing kerja melaporkan hasil kerjanya baik secara periodik maupun berkala sebagaimana telah ditentukan.

##### 4.4. Evaluasi & Control

Diharapkan setelah berjalan beberapa waktu akan diadakan pertemuan/rapat yang akan mengevaluasi :

- Apakah program yang telah disusun dapat dilaksanakan.
- Apakah pelaksanaan tersebut sesuai dengan rencana .
- Apakah faktor-faktor penghambat.
- Langkah-langkah apa yang akan ditempuh untuk menanggulangi hambatan tersebut.

### III. KESIMPULAN DAN SARAN

Dari uraian diatas jelaslah bahwa KMP ini sangat bermanfaat terhadap peningkatan kemampuan dan tanggung jawab, sesuai dengan bidang masing-masing, baik secara kelompok maupun perorangan dalam menunjang keberhasilan suatu proyek.

Disarankan kepada para fasilitator seandainya ada hal-hal yang baru yang ada kaitannya dengan KMP ini, sudilah memberikan informasi kepada kami secara berkesinambungan.

Terima kasih atas perhatiannya.

Telukbetung. 7 Agustus 1985

Kelompok SKT,



( MACHIDIANY, M. Eng )

yang mewakili

### Reactions and Recommendation of the Ex-Participants

1. Three ex-participants said that both they and the Project Director of their large river project (Bengawan Solo) were enthused about the results of the KMP workshops. According to the ex-participants, the main outcome of the training was that it seemed to change the staff members' behavior. The staff now has more unity and better teamwork. The staff members realize that unless they accomplish their tasks on time, this may hold up the whole project. They recognize that they have some responsibility for the success of the project.

Although they said that the more technical parts of the program were important, the greatest stress should be on human factors since the motivation of the staff members and their attitudes were even more important.

One said that the technical parts of the course were really Management by Objectives, but he thought that the Logical Framework was a better technique than some of the Management by Objectives techniques he learned in university training overseas since the Logical Framework shows very well the relations of the several parts of the project. He indicated that it was not easy, however, to implement the Logical Framework.

Though communications had greatly improved within the project, the ex-participants reported that communications with units external to the project still caused some difficulties.

2. Thirteen participants from the KM-4 career promotion workshops, which was being held by the Diklat in Yogyakarta, met with the review consultants and the head of the regional DIKLAT. The individuals had either attended the GSS or KMP workshops. They said that what they liked best about those workshops was that they learned by doing interesting exercises rather than by being lectured to. They said that the workshops were very practical with only a minimum of theory. Some of the participants indicated it might be good to combine elements of the KMP workshops and the KM courses. Using some of the teaching methods of the KMP workshop in the instruction of the KM course might help them to see how they can apply the thing they learn in the KM course.

They reported that the GSS and KMP workshops were fun. They liked the games, particularly because through such learning activities they learned things that could be immediately applied to their jobs. They reported that the environment in the KMP and GSS workshops was very different from that in the KM-4 program. In the former there was a lot of discussion with a lot of questions asked and a free exchange of ideas. In the KM-4 program the participants are free to ask questions, but very few of them do. According to the ex-participants, the KMP workshops provide an environment and the type of learning situation which makes for better discussions.

The participants expressed some frustration because it was not always possible to apply what they learned in the GSS or KMP workshops because their superiors could not accept their new ideas. They indicated that a more effective approach would be to get the entire project or unit involved in the training.

They said that learning to use the Logical Framework was helpful in that it gave them an opportunity to see how the various elements of the project were related, and the Logical Framework helped both planning and implementation to go more smoothly.

According to them, there were some problems in the group work in the GSS and KMP workshops because even though the group members were of the same echelon, the participants had a wide variety of educational backgrounds.

3. In Yogyakarta the two review consultants and the head of the regional DIKLAT met with 17 ex-participants from the GSS and KMP workshops. These were from a wide variety of projects and units located in or around Yogyakarta. Some 4 of them were from the BAPPEDA. The latter said that for them the workshop was very valuable because they could and did apply

what they learned to their jobs. They particularly liked the games and said that the workshops would be improved by having even more games because through these learning activities, they received the most and best concepts to apply to their work. They also asked if it might be possible to have an advanced KMP workshop.

Some of the participants said that an outcome of the workshops was to help change the attitudes and behavior of the participants. They said the direction of the workshops was good with the right mix of theory, practice, and evaluation.

They emphasized that perhaps the thing that was best about the workshops was that the programs helped them to improve their communications. The improved communications made for better teamwork.

Some of them said they liked the fact that the participants in the workshops were from different areas and projects because it gave them a chance to compare their problems.

One of the suggestions that they gave was that the course would be improved if the participants had a clearer idea of the course objectives (the instructors may have already taken care of this, but because of the importance of this recommendation it is given here). They stated that as to the contents of the workshops it would be best if the human factors module was presented first since it stressed leadership, motivation, and communications. According to these ex-participants, it is important that from time-to-time the instructors summarize what has been learned, and particularly to give a good short summary at the end of the course.

They would like to have more workshop follow-up learning experiences to broaden and deepen their managerial knowledge and skills.

Some of the ex-participants were from GSS or KMP workshops that had not yet had the maintenance or follow-up workshops. These asked when the workshops were going to be given. They feel that they very much would like to have and do need these follow-up workshops.

The participants said that the instructors contributed to their discussions. They said they liked having members of the instructor team be present, particularly during the small group and whole group discussions periods.

The ex-participants had obviously compared their experiences, and they asked why it was that some of the KMP workshops had different material from other KMP workshops. Some of the participants seemed to believe that workshops that they had not attended might have been even more interesting than theirs. They hoped that the instructors would share their best materials.

Some participants suggested that it would be best not to invite individuals to participate but rather to invite at least 2-3 people from each section of an organization since this made it easier for the participants to apply their new knowledge and skills when they returned to their units.

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