

THE EFFECTIVENESS OF LEADERSHIP MANAGEMENT TRAINING

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Abstract: Leadership Management Training is supported by the abilities and skills of participant in following the training with various techniques used by trainers and facilitators. The purpose of this research is to measure the effectiveness of Leadership Management Training for top level management levels on Incorporated Company of State Electricity Company in Indonesia. The results of this training from participants are able to develop self-ability, improve and maintain the competencies studied, analyze a problem, develop an activity plan, and control the activities undertaken in each work unit so that the achievement of corporate objectives and human resources quality improvement.

Key words: leadership management training, effectiveness, various technique

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Introduction

Industrial relations practitioners are required to be more synergistic and adapt quickly to national and environmental conditions by referring to the prevailing laws and regulations, to create a conducive Industrial Relationship for the improvement of the company's vitality products. Incorporated Company of State Electricity Company has a vision to become a company that is "recognized as a world-class company that grows, grows, and trusts based on human potential". This vision requires that employees as corporate resources, which have human potential, must be managed optimally and professionally. Competence-based human resource management (MSDM-BK) is an employee management model whose process is based on information about the competency needs of the organization (KKJ) in the organization and information about the competencies of everyone. Implementation of MSDM-BK in PT PLN (Persero) Incorporated Company of State Electricity Company and its subsidiaries is one of the strategic initiatives that are prepared to transform optimally human resources into company resources in realizing its vision. Changing environment the employees are the most important resource and potent for companies. It is very crucial to have the required employees in the needed quantity and quality. Because of the increasing level of skills and

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qualifications the training and education of the employees is getting more difficult for companies in order to receive their expected number of qualified employees.

To support the implementation of competencies then State Electricity Company Corporate University (PLN CorpU) organizes Leadership Management Training (LMT) for qualified top level management in the learning process. The purpose of the implementation of Leadership Management Training is a learning program that seeks to emphasize the development of skills in the field of organizational and personal development that is simulated through the games directly conducted by the participants so that behavior change after the training is expected, and other purpose of this research also for improving and developing continuously training tools and competencies tools based on organizational and personal development

Hence, after participating in Leadership Management Training, the participants are expected: have great motivation and confidence, can think creatively, have a sense of togetherness in a team and grow mutual trust, and able to solve problems or provide solutions. With the implementation of Leadership Management Training, the participants can build, improve, and maintain their competence in fostering clusters or work units, analyzing problems, preparing various activity plans, doing something with control in performing the tasks to improve the performance of its work unit.

Literature Review

This section discuss leadership management training and how to develop and improve training continuously which is effected on leaders behaviour.

Leadership Management Training

Leadership is essentially interactive in nature. Thus, relationships are a fundamental training ground for leadership emergence. Employees who have, or who gain, more social skill have the ability to develop leadership earlier in their careers. It is interesting, and counter to our expectations, that social skill was associated not with egalitarian, but with directive leadership (Clark and Waldron, 2016). According to Gardner (1990) that leadership is the process of persuasion or example by which an individual (or leadership team) is induces a group to pursue objectives held by the leader or shared by the leader and his followers. In contrast to Harsey, Blanchard, and Johnson (1996) say that leadership is the process of influencing the activities of an individual or group in efforts toward goal achievement in each situation. On the other hand, according to the (Military Academy West Point, 1988) states that in its simple sense, leadership can be defined as a process of influencing human behaviour - that is, causing people to behave in a way which they might otherwise not behave. Thus, leadership is the process of influencing human behaviour so as to accomplish the goals. Similarly, the definition of leadership according to Yukl (2010) which states that the leadership is the process of influencing others to understand and agree about what needs to be done and the process of facilitating individual and collective efforts to accomplish shared objectives.

From the definitions described above, it is found that the leadership is a process that can be equated with the production process in the production management system. The leadership process takes time and not something that happens all of a sudden. An interaction process will affect in leadership and depends on the situation, the quality of leadership, and the quality of its followers. In leadership, leaders must have a vision of the social system they will lead. Gary Yukl (2010) states that the vision must be simple and idealistic; picture of the expected future, not a complex plan. It can also be said that in leadership training, there will be learning about influence, that is the process of changing attitudes, behaviors, mind-sets, thought patterns, opinions, etc. to be willing and able to move towards the achievement of vision and mission of social system. The main purpose when one learns about leadership that he must be able to realize the vision he has made. The measurement of success is when the achievement of the vision is compiled. On the other hand, leaders must learn to desire different traits as they gain leadership experience. The implications may exist in both organizational and personal competencies (Nichols, 2016).

There is also a studies which related on the leaders development and training. They said sometimes top managers do not very actively consider leadership, management, and training when asked to consider the HR challenges of the future. In addition, when they did so, the ideas of leadership were mostly still traditional and individual-centered. Only a few of the informants connected leadership to business needs. Managers and top-level management want ideas of heroic leadership and training (Viitala et al., 2017).

To be a leader, one needs to have a certain psychological quality. It is said that leadership is the process of influencing, namely the process of psychological interaction between the leader and his followers. Further explained that when someone has received leadership training that is expected to change significantly so that the expected behavior, such as the following: a) *understanding yourself*, this is part of the communication competence which associated to competence in leadership management training on main competencies as *customer service orientation* (CSO); b) *intelligence quotient*, can be said that a leader will face the challenge of making changes to achieve a vision. If related to competencies directed in leadership management training in main competencies namely *achievement orientation* (ACH), in role competencies namely *analytical thinking* (ANT), and also *concern for order* (CFO); c) *emotional quotient*, When associated with the competence of the role that will be addressed in leadership management training is illustrated in the competency of *Continuous Learning* (CLE) where a leader must learn to develop himself; and d) *social quotient and communicator*, the high level of social intelligence and good communication skills of a leader are very influential on the success of his leadership. Seen on the competence of the intended role in leadership management training, *Teamwork* (TWK), which is where leaders must be able to collaborate and become part of the team in the work unit so as to build synergy.

Kotterman (2006) said that today’s groups, organizations, and teams need both effective leaders and effective managers to run a successful operation. While some obvious similarities (i.e. they both involve influencing constituents or employees; authority and power are generally given with both positions) can be found between leadership and management, there are also some striking differences (i.e. management is often more task-oriented; leadership is often considered more inspirational and visionary) (Hayward and Voller, 2010). Leadership skills are developed by experience, reflection, and guidance. A leader’s capacity to change the behaviour of others in the team to achieve the best outcome is a key determinant of effectiveness. The measure of a leader is not in terms of ‘good or bad’ but by the achievement of the team’s objectives. It means this idea can bring and convert with other ideas into a successful business.

The purpose of the implementation of Leadership Management Training is a learning program that seeks to emphasize the development of skills in the field of organizational management and personal development that is simulated through the games directly conducted by the participants so that expected behavior change after the training is expected. Hereafter, participating in the training, the participants are expected: have great motivation and confidence, can think creatively, have a sense of togetherness in a team and grow mutual trust, and able to solve problems or provide solutions. With the implementation this raining, the participants can build, improve, and maintain their competence in fostering clusters or work units, analyzing problems, preparing various activity plans, doing something with control in performing the tasks to improve the performance of its work unit. This research also presents the first examination about the effectiveness of leadership management training. Based on the description above can be prepared framework about The Effectiveness of Leadership Management Training as follows:

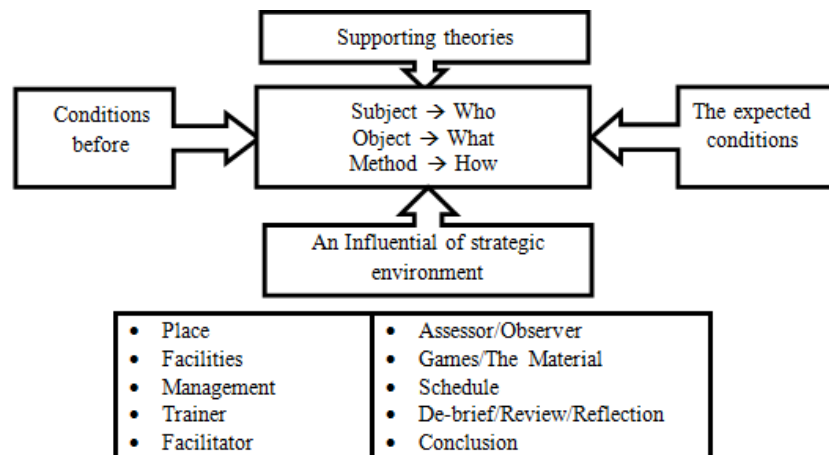


Figure 1. Framework of The Effectiveness of Leadership Management Training

Research Methodology

In modern organizational and management theory, according to Kast and Rosenzweig (1985), suggests that the system approach is an integrative framework in the theory and practice of organization and management. System approach has used structural analysis and system approaches in the study of large and complex organizational and organizational organizations. We can conclude that the systems approach, which is also called the holistic or top-down approach, is a complementary approach to the conventional scientific or reductive (bottom-up) approach described in an earlier session. An ordinary set is a collection of objects classed together and having a common property, but a system is a set of parts so related as to form a whole with a certain purpose.

The subjects in this study were, workers who work on State Electricity Company Kalimantan Regional, involve from South Kalimantan, Central Kalimantan, East Kalimantan, West Kalimantan, and North Kalimantan. Their position on PT. PLN (Persero) as managers and top management levels who participated in training which scheduled by UDiklat State Electricity Company Kalimantan Regional in Banjarbaru, South Kalimantan, Indonesia.

Data collection methods are systematic and standardized procedures for obtaining necessary data. All data collection actions will be performed by the researcher. Methods of data collection in this study are: observation which will be done on the trainee who took part in leadership management training, documents in the form of pre-test and post-test, observation form of trainee who took part in leadership management training.

In this study researchers will submit research preparation and treatment procedures through: a) develop and prepare an observation guide that will be used and measured during data retrieval. The observation guide based on Dictionary of Spencer Competencies and interviews from interviews on training providers, UDiklat State Electricity Company Kalimantan Area which included, that main competencies consist of, (*CSO*), (*ACH*), and (*CLE*); and role competencies consist of (*ANT*), (*TWK*), and (*CFO*); b) Module training preparation; c) Training process. Leadership Management training is delivered by Trainer who have national certificate on training; Facilitator is an experienced person in the field of human resource management and leadership; and Coordinator Assessor is Psychologist who have International certificate, also Assessor are bachelor of psychology and bachelor or counselling and guidance; and d) measurements made to compare behaviours that appeared before and after training.

The analysis of the research results is explained through visual analysis and qualitative analysis. The results are described as follows: a) Visual Analysis. Descriptive analysis is used to analyze the data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalization; and b) Qualitative Analysis. It is the discussion about the effectiveness of leadership management training before and after condition. The reseracher later used a separate contact summary form to document and code interview responses using Miles & Huberman (2009) pattern coding methods.

Result and Discussion

Prior to the implementation of leadership management training activities, the trainers, facilitator, coordinator of assessor, and several other assessors had observed for 120 minutes on the 1st day to get the baseline condition of the training for 21 trainees on Batch 1, 19 trainees on Batch 2, 18 trainees on Batch 3, who had the position as assistant managers in State Electricity Company at 5 Kalimantan Regional, such as: South Kalimantan (Banjarmasin, Banjarbaru, and other area), Central Kalimantan (Palangkaraya Area), East Kalimantan (Pontianak Area), West Kalimantan (Balikpapan, Samarinda, and other area), and North Kalimantan (Tarakan Area). Observer is guided by the behaviour checklist that has been prepared jointly by UDiklat State Electricity Company Kalimantan Regional and Coordinator Assessor. After getting the baseline condition the trainers gave a pre-test sheet to work on. After that, Trainer and Facilitator together in carrying out training activities for 3 days starting at 08.00 - 22.00 pm. There are 33 behavioral indicators that will be assessed directly using a behavior checklist. Includes: customer orientation, achievement orientation, continuous learning, analytical thinking, teamwork, and concern for order which is divided into several behavioral indicators for each soft competencies.

The results of observations obtained by the coordinator of the assessor and some other assessors illustrated that there is an increase in skills of soft competencies. It appears that there are significant differences in outcomes during initial conditions before training and after-training conditions. In 58 trainees, it can be showed that the behaviors based on soft competencies expected in the post-test conditions occur at a minimum level of 2. Participants show their ability when placed in a position different from the previous condition when in office or field. They are able to complete different tasks and get out of their comfort zone so far. The presence of great fighting power and also the ability to adapt quickly will make it easier for them to adjust during the training.

It can be concluded that there is a significant change between the initial conditions before being trained and the conditions after the training. This is supported by the ability and skills of the participants in following the lesson with various techniques or methods used by trainers and facilitators, such as: experiential learning through various games, and also the the-brief/discussion/review/reflection on each game. Described that the participants are able to develop self-ability, improve and maintain the competencies studied, analyze a problem, develop an activity plan, and control the activities undertaken in each work unit so that the achievement of corporate objectives and human resources quality improvement.

Leadership Management Training (LMT) is one of the training programs that has been developed to emphasize the development of participants' abilities in organizational management and personal development. After following the training all participants are expected to achieve the competencies so that seen some behaviors that arise and develop in the participants, such as: able to understand themselves and others (*Customer Orientation*), have motivation (*Achivement*

Orientation and Concern for Order) and great confidence (*Continuous Learning*) in carrying out activities in the work unit, thinking creatively in analyzing various problems that occur so as to solve problems and make decisions for the work unit as an effort to improve performance (*Analytical Thinking*), and the growing sense of togetherness and mutual trust between the participants although different Unit or work division (*Teamwork*).

If we compared with one of the previous research about leadership and management training which has been examined by Ladegaard Bro, et.al (2014). In this paper which Ladegaard had presented on the IRPSM conference in Ottawa 9-12 April, he said that Leadership is fundamentally important for improving public sector performance, but the existing literature has severe endogeneity problems. Using a field experiment with 720 Danish leaders and 23.000 employees, the LEAP (Leadership and Performance) project try to overcome these problems. The research question is how leadership training affect leadership strategies, and how these strategies affect performance. The aim on this paper is focused on to develop stronger conceptualizations and operationalization's of transformational and transactional leadership strategies which do not confound leadership strategies with their effects. And also to understand how leadership strategies might have different effect in different settings and for different performance measures. Meanwhile, on this leadership management training which held by UDiklat State Electricity Company Kalimantan Regional has focused for integrating of KKJ in organizations with individual competencies. They believed the success of the company can be achieved by creating organizations and corporate work culture that can foster creativity and collaboration. Company growth related to the ability to anticipate changes in the business environment, manage resources, and improve competitiveness can be leveled by considering the types of competencies that must be continuously evaluated and developed within the organization. In relation to that, competency-based human resource development is a key word for a company's success to have a long-life cycle.

In the process of realizing the company's vision, we sees increasingly tough challenges in the future, such as tight competition in resource tenure, increasing market demands, economic conditions, or business environment changes beyond the current business model. To anticipate it required leaders and employees of companies that are very competent. They are not only involved, but also able to creatively move others to work and realize the vision into reality. Competency can be gained through education, training, experience and / or talent innate (talent). The term competence can be applied to refer to the ability or authority of an individual or an organization to determine something. Competency is considered inherent in an organization if the organization has a system to manage the competence of individuals in it so that the organization can perform its duties effectively and successfully.

On the other hand, the managerial implications that can be described in each participant after the leadership management training are, some of the participants

who have received the average rating are at level 2 of the competence from all participants who attended the training. It is further explained that the participants are already in the stage of able to build a cluster or work unit, analyze the problem, develop an activity plan, execute and control the implementation of activities to improve performance in the cluster or work unit he leads. On the other hand, the immediate benefits seen in the short term for the organization that organizes the training is that the company they work for is still not maximized in contributing to achieve the desired vision. This is due to the participant being included not through selection, competence, or interest. The selection of participants more to meet the policies of the company than the needs of employees in improving their competencies. As a result, some participants only participated in the training according to the company's instructions and were seen during the training, some participants were less serious and had an impact on the participants' acceptance of the material presented. It appears that the competence of *continuous learning* (CLE) and *analytical thinking* (ANT) of the average participant is still at level 1, that is the only in stage of being able to build only for themselves to carry out their duties, have a good enough ability to respond, follow up, and apply the training results. In the future, the organization still needs to be more selective with regard to the procedure of selecting participants who will participate in training, training materials, determining the vendor or implementer as a third party directly involved in the implementation of the training, and developing training tools based on participants competencies. We still working not only to develop but also improve continuously with regard to competencies guide based on competency dictionary for behavior changes which expected on leadership management training

Conclusion

The leadership paradigm shift is complete. Engaging leaders know that to achieve results they must engage employees by focusing on developing teams that are empowered, confident, enthusiastic, and inspired. In short, the research found that the practice of "caring leadership" by managers fosters a strong culture of engagement within their teams. As a manager, you must understand that developing a culture of engagement will foster harmony, teamwork, bottom-up idea generation, alignment, and loyalty. You can develop similar outcomes for your team, department, or organization when you partner with *Leadership Management Training*. This training has given you the tools to drive engagement in your team, which will create the alignment needed for you to achieve yourselves and organizational goals. Even though considerable attention is often given to formal team leaders, it is important to recognize that the functional view of team leadership is deliberately inclusive when it comes to who satisfies these team needs. Because multiple individuals are often capable of satisfying team needs, it has been suggested that we "devote attention to the study of *leadership* rather than leaders," in part because of the "observation that many every-day groups have

different leaders in different situations”. The leadership is therefore conceptualized as the process of team need satisfaction in the service of enhancing team effectiveness.

Although the source of leadership can vary, all sources are ultimately focused on satisfying team needs with the goal of enhancing team effectiveness. Leadership is the vehicle through which such needs are satisfied, regardless of the specific leadership source noted above. Past work on functional leadership theory has tended to focus considerable attention on team needs (or functions) and has devoted less attention to the specific ways in which leadership can satisfy these needs. To understand how team needs become satisfied, our review will focus on team leadership functions or the things that need to be done for the team to meet its needs and function effectively. This is necessary for leader and other workers in a team need to satisfy the company and work effectively.

From this research, we can settle that the implementation of Leadership Management Training (LMT) and significant behaviour change seen from the observation result that have been completed by participants able to adjust into various work units and other division in completing task expected by company. They also not only focus on one job, but able to get out of comfort zone so far and work efficiently and effectively in achieving company goals. In addition, their performance also increased from the previous seen from his desire to struggle and achieve the best possible performance by doing all the work in quality even can achieve a standard that is more than expected. On the other hand, with a fast adaptability also makes it easier for them to build cooperation and understand what the needs of others. Leadership Management Training can not only be done to participants who will occupy a higher career position but also can be given to people who will enter retirement time. The purpose and objective here is that when they have entered retirement they can prepare themselves to face the challenges that exist in the community and not just to help with existing knowledge and skills. Increased knowledge and skills that will later become a higher selling point in the community.

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SKUTECZNOŚĆ SZKOLENIA Z ZARZĄDZANIA PRZYWÓDZTWEM

Streszczenie: Szkolenie w zakresie zarządzania przywództwem jest wspierane przez umiejętności uczestnika w podążaniu za tokiem szkoleniem za pomocą różnych technik stosowanych przez trenerów i osoby wspomagające. Celem tego badania jest pomiar skuteczności szkolenia w zakresie zarządzania przywództwem dla najwyższych poziomów zarządzania na PT. Próbę badawczą stanowią firmy w Kalimantan Regional (South Kalimantan, Central Kalimantan, East Kalimantan, West Kalimantan, North Kalimantan). Rezultatami tego szkolenia dla uczestników są rozwój samodzielności, poprawa i utrzymanie badanych kompetencji, umiejętności analizowania problemu, opracowania plan działania i kontrolowania działania podejmowane w każdej jednostce, tak aby osiągnąć cele korporacyjne i polepszanie jakości wykorzystania zasobów ludzkich.

Słowa kluczowe: trening zarządzania przywództwem, skuteczność, różne techniki

領導管理培訓的有效性

摘要: 領導力管理培訓是由參與者通過培訓者和協助者所使用的各種技術進行培訓的能力和技能所支持的本研究的目的是衡量高層管理水平領導力管理培訓對PT的有效性加里曼丹地區(南加里曼丹, 中加里曼丹, 東加里曼丹, 西加里曼丹和北加里曼丹)的PLN (Persero)參與者的這種培訓的結果是能夠發展自我能力, 提高和保持所研究的能力, 分析問題, 制定活動計劃, 並控制在每個單位進行的活動, 從而實現公司目標和人力資源 質量改進。

關鍵詞: 領導管理培訓效能, 各項技術