



DASAR PERENCANAAN DAN MANAJEMEN PT

BAGIAN II: RESOURCE GENERATION AND MANAGEMENT



Source: Advanced Higher Education Administration
Development Seameo Searca, 1999



RESOURCE GENERATION AND MANAGEMENT

- Total Quality Management
- Academic leadership
- Empowerment
- Crisis management



TOTAL QUALITY MANAJEMEN (TQM)



TQM:Resources Management

STRATEGIC RESOURCES OF HEInS

- Human Resources (knowledge)
 - Infrastructures and Facilities
 - Funding
 - Information Technology
 - System Management

What is TQM?

- Object of TQM is principally **management of strategic resources**
- Simply defined, Total Quality Management is the integration of product quality in all functions and levels of managerial decision-making.
- It is seen as a comprehensive management methodology consisting of many facets that must be applied in a continually changing combination
- TQM is known as the **umbrella concept** for a variety of improvement techniques that are all focused toward attaining one primary objective, that is, full customer satisfaction
- Realizing that the user of the product/service is the final determinant of performance

What is Continuous Improvement?

- Continuous improvement is anchored on opportunity search.
- It considers finding problem as more important than problem solving although it is much more difficult and much rarer.
- As differentiated, a problem is something you want to do but cannot; while an opportunity is something you do not know that you want to do - and can.
- Just before it comes into existence, every business is an opportunity that someone has seen.
- Continuous improvement focuses on opportunities and therefore requires knowing the elements of opportunity search

What is meant by "Quality"?

- The basic definition of quality, therefore, is **meeting customers' needs and reasonable expectations.**
- Total quality means quality product or service, quality process, and quality people.
- TQM believes in the dictum which says, "quality people makes quality product."

Values		Actions				
1.	Customer-first attitude	1	1	Share customer survey results with employees	Recognize and reward exceptional service	all
		1	2			
2.	Teamwork and cooperation	2.1	Utilize quality teams extensively			
		2.2	Reward employees via special recognition events			

JAMINAN MUTU LULUSAN

OVERVIEW (1)

- Quality can be defined as that which best satisfies and exceeds customers needs and wants
- Quality assurance is about consistently meeting product specification or getting things right first time, every time

JAMINAN MUTU LULUSAN

OVERVIEW (2)

- Total Quality Management (TQM) is about creating a **quality culture** where the aim of every member of staff is to delight their customers and where the structure of their organization allows them to do so.
- TQM focuses on five major areas: mission and customer/client focus, systematic approach to operations, vigorous development of human resources, long-term thinking, and commitment

JAMINAN MUTU LULUSAN OVERVIEW (3)

Source of quality in education

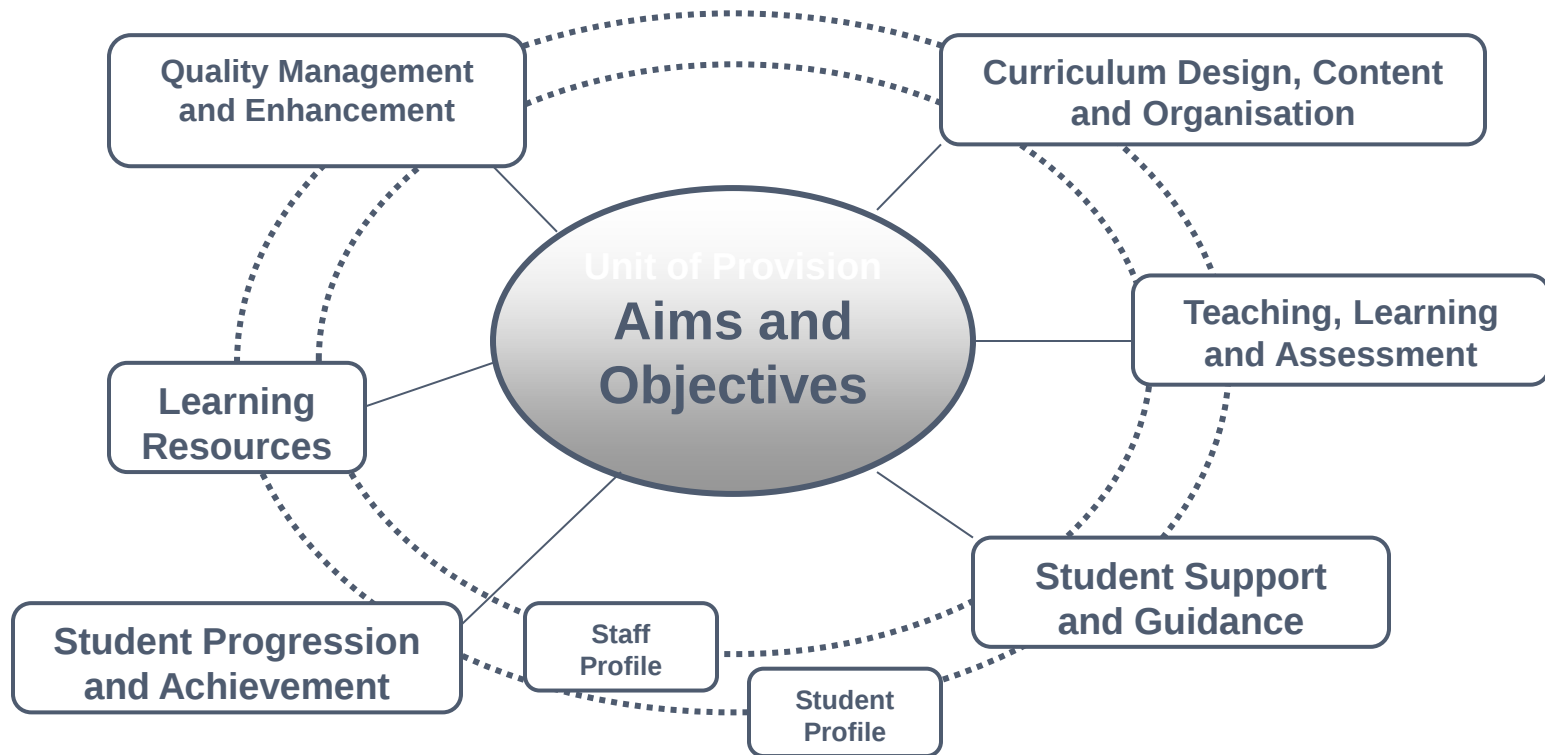
- well-maintained buildings
- outstanding teachers
- high moral values
- excellent examination results
- specialization
- support of parents, business & local community
- plentiful resources
- the application of the latest technology
- strong and purposeful leadership
- the care and concern for pupils and students
- a well-balanced curriculum

Common cause of quality failure in education

- poor curriculum design
- unsuitable & poorly maintained buildings
- poor working environment
- unsuitable systems and procedures
- insufficiently creative timetabling
- a lack of necessary resources
- insufficient staff development

PERENCANAAN STRATEGIS (7) MANAJEMEN KUALITAS

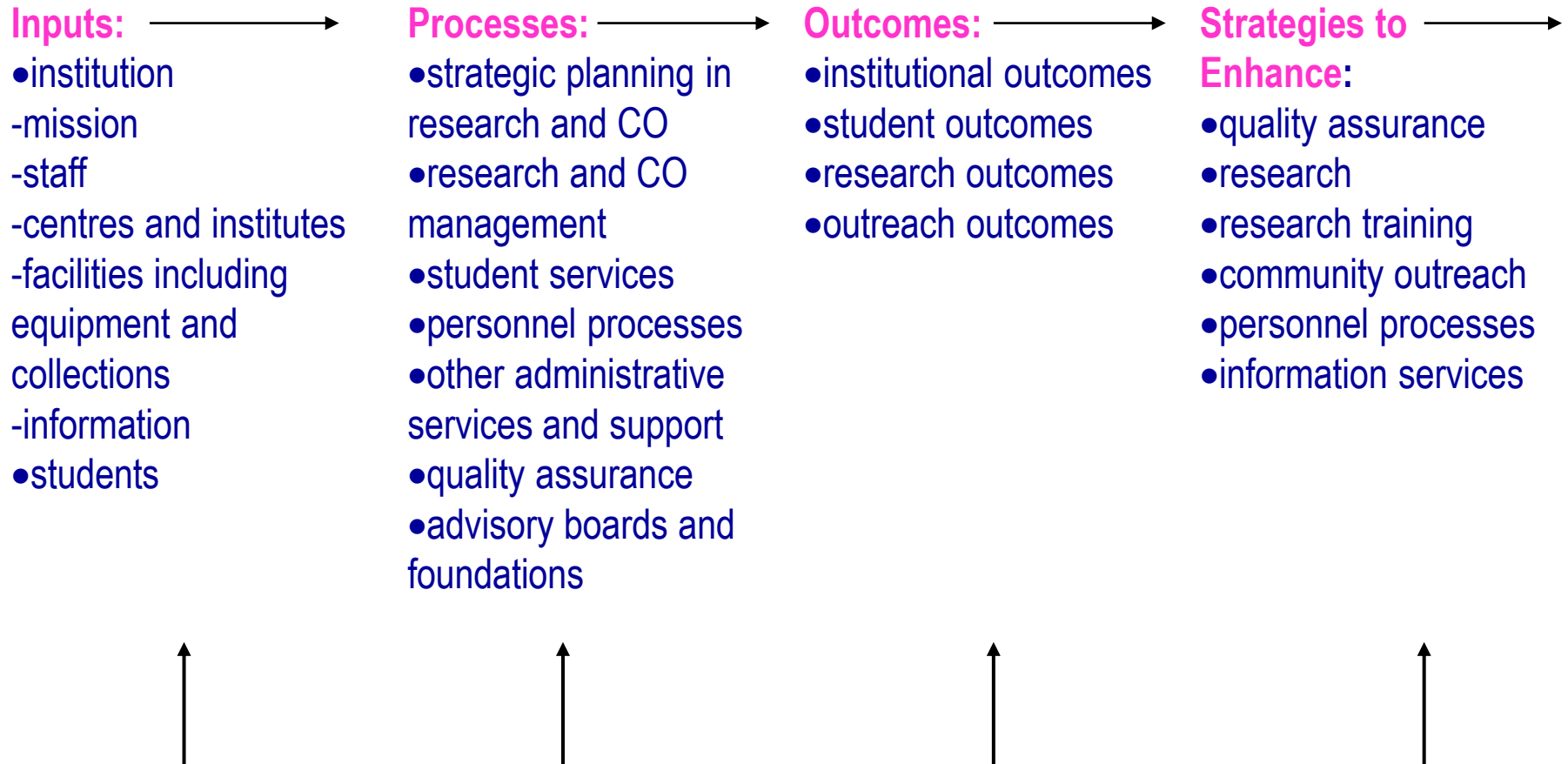
SISTEM JAMINAN KUALITAS (QAS)



PERENCANAAN STRATEGIS (8)

MANAJEMEN KUALITAS

Four-part Interactive Model of Quality Assurance (QAS)



PERENCANAAN STRATEGIS (9)

MANAJEMEN KUALITAS

MANAJEMEN KUALITAS TOTAL (TQM)

Four Phase in implementing TQM

Phase one : Strategic planning

Change must involve leadership

Phase two : Goals

Goals are Specific, Measurable Agreed upon, Realistic and time Frame (SMART)

Phase three: Strategies and priorities for action

Step-by-steps strategies must be indentified, timetable must be established, and appropriate individuals and goups must be identified to impelemnt the startegies

Phase four: Implementation team

PERENCANAN STRATEGIS (10)

INDIKATOR KINERJA

- **INPUTS**

- *education*
- *research*
- *community services*

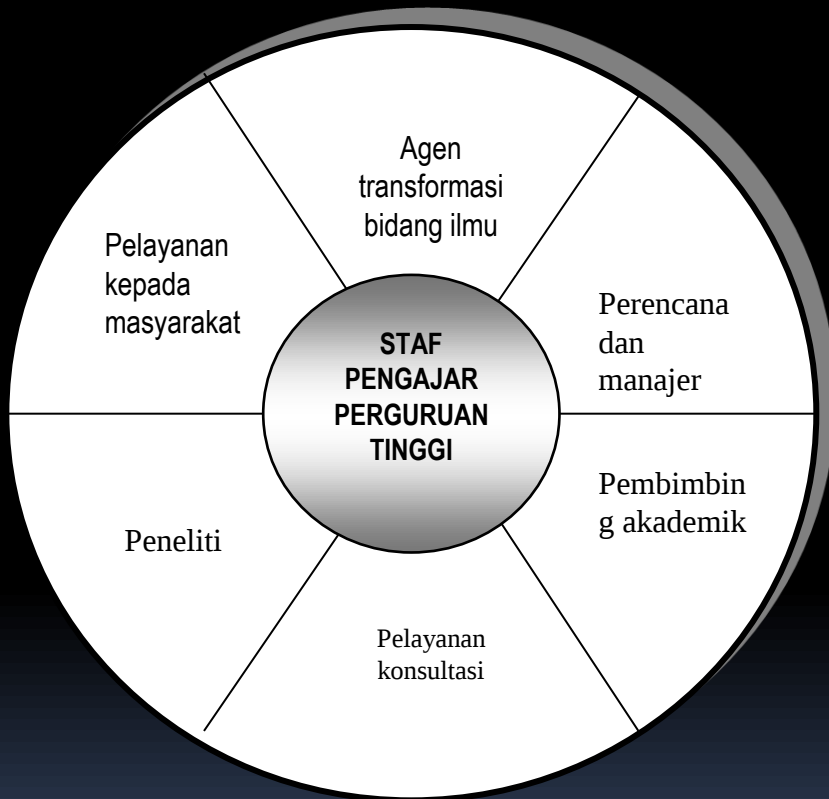
- **OUTPUTS**

- *education:*
- *research*
- *community services*

- **PROCESS**

- *education:*
- *research*
- *management*

FUNGSI STAF PENGAJAR PT



Fungsi dan peranan staf pengajar perguruan tinggi yang berorientasi pelayanan kepada mahasiswa

Applying continuous maturity process in human resources development

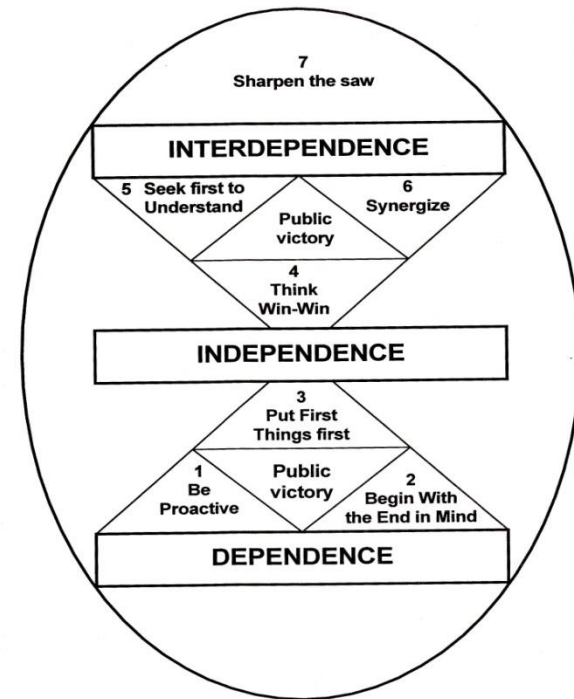


Figure 1. Maturity continuum.



ENHANCING AND SUSTAINING QUALITY OF HE

- Institutional standard
- Curriculum development
- Instructional improvement
- Research and professional services management
- Information technology utilization

PERENCANAAN STRATEGIS MANAJEMEN KUALITAS

SISTEM JAMINAN KUALITAS (QAS)

- *Standards must be:*
 - *describable*
 - *meaningful*
 - *appropriate*
 - *relevant*
 - *measurable*
 - *accepted by the users*
- *Standards must have implications for practice, recognise diversity, and foster adequate development*
- *Assessment based on accepted standards is an important incentive for improvement and for raising the quality of agricultural sciences education and related fields, both when reorientation and reform are pursued*

STRATEGY TO ENHANCE USING TRACER STUDY METHOD Basic Approach (1)

**External factors that affects significantly
to the higher education system:**

1. financial influenced
2. macro/national economic conditions
3. local/regional economic conditions
4. national and local planning development

STRATEGY TO ENHANCE USING TRACER STUDY METHOD Basic Approach (2)

HE system consists of three elements

Input (student)

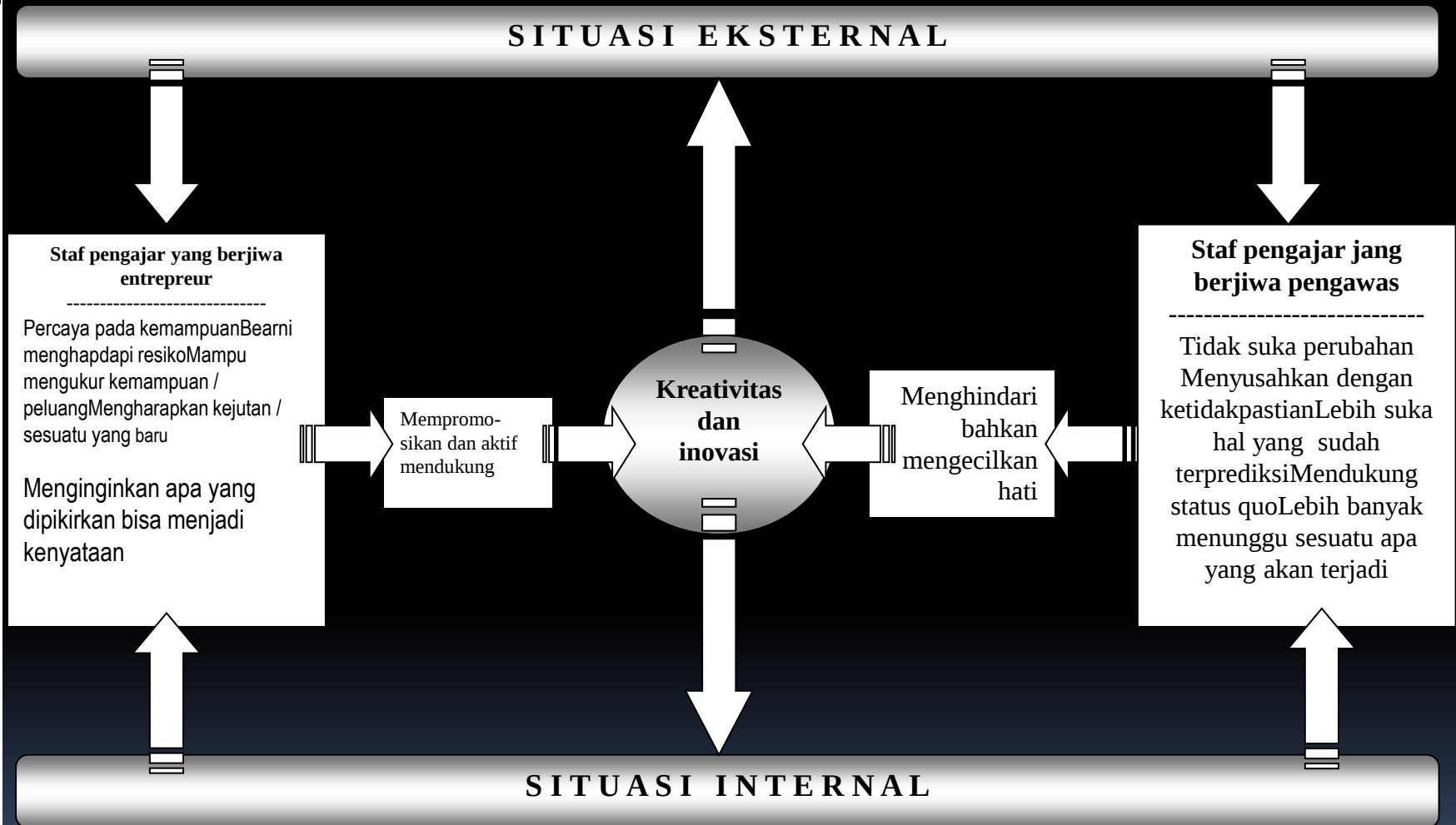
Process, which is simplified consist of strategic resources (infrastructures, human resources, financial availability, information system, and management and organization) and curriculum

Output (university graduates) who has specific identity with their comparative advantages

World of work is simply divided by three parts:

- (i) government institutions
- (ii) private institutions
- (iii) self-employed persons

KARAKTERISTIK SUMBERDAYA MANUSIA



Staf pengajar yang berjiwa entrepreneur dikontraskan dengan staf pengajar yang berjiwa pengawas dan implikasinya terhadap kreativitas dan inovasi

STRATEGY TO ENHANCE USING TRACER STUDY METHOD Basic Approach (3

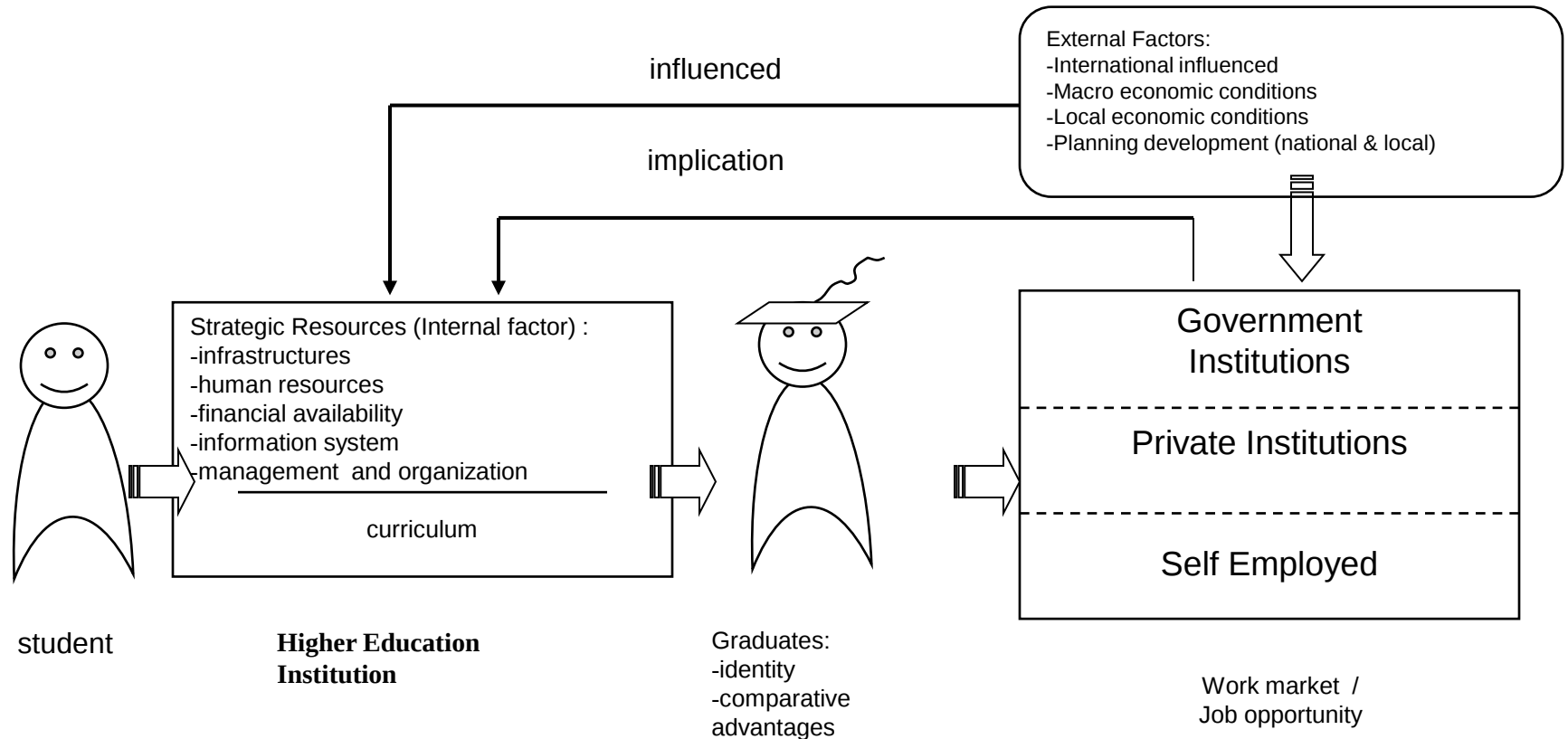


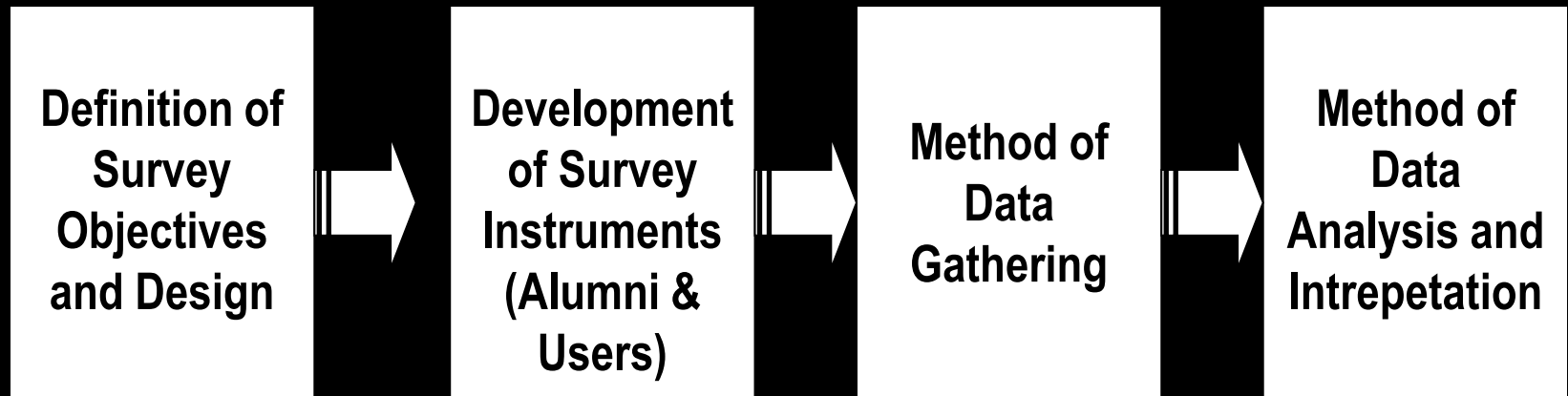
Figure 1: Understanding higher education in relation with work market or job opportunity

No.	Kriteria	Ramuan kurikulum
1.	<i>Atraktif</i> : responsif terhadap kebutuhan dan interest masyarakat	Mengacu pada induk keilmuan yang secara vertikal (<i>indephness</i>) dan horisontal (<i>comprehensiveness</i>) mampu mengantisipasi perkembangan kebutuhan iptek dan dinamika keinginan masyarakat yang terkait dengan sumberdaya air yang terus berubah
2.	<i>Manfaat</i> : pertumbuhan, pengembangn, pembelajaran masyarakat di dalam maupun di luar kampus	Mampu memberikan manfaat kepada masyarakat luas (stake holders, users dan civitas akademika sendiri) dalam pengembangan dan pemanfaatan sumberdaya air secara benar
3.	<i>Kesepadanan (congruent)</i> : kesepadanan antara visi dan misi, pengalaman dan hasil	Mencerminkan visi, misi, pengalaman dan hasil yang hendak dicapai cukup rasional dan selaras dengan perkembangan iptek di bidang sumberdaya air dan akan memberikan kontribusi dalam pembangunan secara keseluruhan
4.	<i>Ciri khas keunggulan komparatidf</i> : sejarah, visi dan misi, style sumberdaya sebagai dasar penegmbangan program	Mampu mencerminkan kekhasan yang dikembangkan atas dasar sejarah dan budaya yang melekat pada perguruan tinggi untuk dijadikan sebagai keunggulan komparatif dengan program studi sejenis yang lain yang berkait dengan sumberdaya air
5.	<i>Efektif</i> : outcomes sesuai dengan planning	Mampu menunjukkan hasil yang yang memang sudah ditetapkan dalam perencanaan
6.	<i>Berfungsi</i> : pelayanan kepada masyarakat yang selalau berubah	Mampu menunjukkan fungsinya dalam merespon dinamika kebutuhan masyarakat yang terkait dengan sumberdaya air yang selalu berubah
7.	<i>Tumbuh berkembang</i> : berkembang menuju kemantapan, reputasi institusi	Mencerminkan kemampuan untuk berkembang menuju kemantapan dan reputasi institusi

STRATEGY TO ENHANCE
USING TRACER STUDY METHOD
Objectives (Contoh)

- Mengidentifikasi profil kualitas, kompetensi dan ketrampilan lulusan
- Mengetahui relevansi pelaksanaan kurikulum yang telah diterapkan oleh UGM dengan kebutuhan pasar kerja (kurikulum 1994/1995)
- - Mengetahui tingkat kesesuaian kompetensi program studi dengan jenis aktivitas dalam pekerjaan (*job discription*)
 - Mengetahui sinyal dunia kerja dan kompetensi yang dibutuhkan oleh masyarakat pengguna lulusan
- - Strategi pengembangan kurikulum yang relevan dengan kebutuhan pasar,
 - - Strategi peningkatan kualitas proses pembelajaran
 - - Memberikan informasi kepada lulusan tentang kebutuhan lapangan kerja,
 - - Meningkatkan kualitas kinerja pengelolaan institusi UGM, dan
 - Menyiapkan pengembangan instrumen Sistem
 - Informasi Manajemen UGM yang terpadu

STRATEGY TO ENHANCE USING TRACER STUDY METHOD Process



**Process of survey
in tracing the university graduates**



KEPEMIMPINAN AKADEMIK (ACADEMIC LEADERSHIP)

Differences Management and Leadership-1

Table 1. Comparison of the management and leadership focus.

Management Focus	Leadership Focus
Planning and Budgeting ▪ shorter time frame, few months to few years ▪ details ▪ eliminates risks ▪ instrumental rationally	Establish Direction ▪ longer time frames ▪ big picture ▪ takes calculated risks ▪ values
Organizing and Staffing ▪ specialization ▪ getting the right person into or trained for the right job ▪ compliance	Aligning People ▪ integration ▪ getting the whole group lined up toward the right direction ▪ commitment
Controlling and Problem Solving ▪ focus on containment ▪ control ▪ predictability	Motivating and Inspiring ▪ empowerment ▪ expansion ▪ creating occasional surprises that energize people

Differences Management and Leadership-2

Table 2. Summary of the differences of management and leadership.

Management	Leadership
▪ Is maintenance ▪ Is order ▪ Is top-down ▪ Is control	▪ Is entrepreneurship ▪ Is change and innovation ▪ Is interdependence ▪ Is motivation

Comparing Management and Leadership

Table 3. Comparison between management and leadership.

	Management	Leadership
Creating an agenda	Planning and budgeting Establishing detailed steps and timetables for achieving needed results, and then allocating the resources necessary to make that happen	Establishing direction Developing a vision of the future, often the distant future and strategies for producing the changes needed to achieve the vision
Developing a human network for achieving the agenda	Organizing and staffing Establishing some structure for accomplishing plan requirements, staffing that structure with individuals, delegating responsibility and authority for carrying out the plan, providing policies and procedures to help guide people, and creating methods or system to monitor implementation	Aligning people Communicating the direction by words and deeds to all those from whom cooperation may be needed so as influence the creation of teams and coalitions that understand the vision and strategies, and accept their validity
Execution	Controlling and Problem-Solving Monitoring results vs. plan in some detail, identifying deviations, and then planning and organizing to solve these problems	Motivating and Inspiring Energizing people to overcome major political, bureaucratic, and resource barriers to change by satisfying very basic, but often unfulfilled, human needs
Outcomes	Produces a degree of Predictability and order And has the potential of consistently producing key results expected by various stakeholders (e.g., for customers, always being on time; for stockholders, being within budget)	Produces changes Often to a dramatic degree, and has the potential of producing an extremely useful change (e.g., new products that customers want, new approaches to labor relations that help make a firm more competitive)

Source: Kotter, John P. "Management and Leadership: A Force to Change" in *The Free Press*. 1990.

Transactional and Transformational Leadership

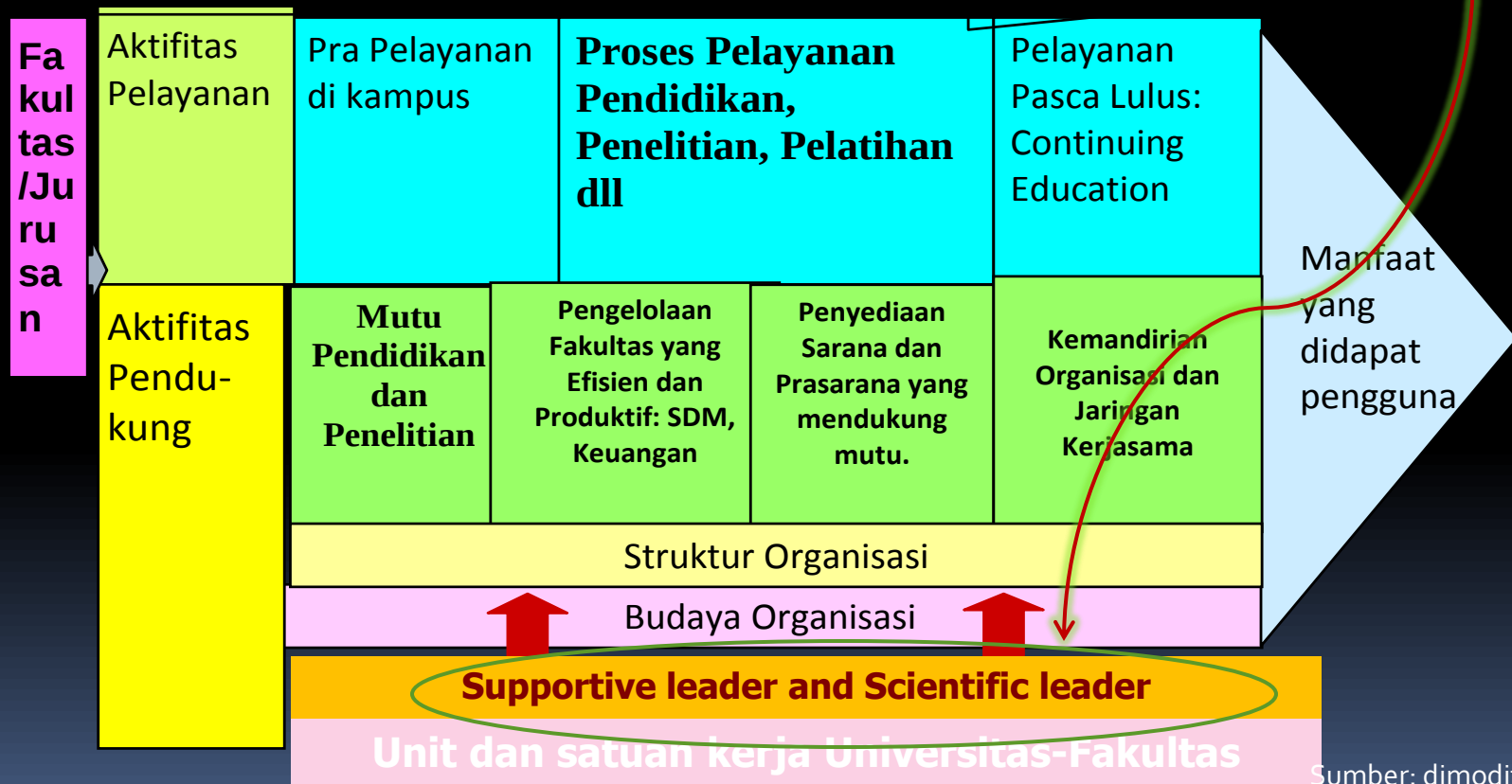
Table 4. Differences between transactional and transformational leadership.

Transactional	Transformational
▪ Recognize what actions subordinates must take to achieve outcomes; then clarify these role requirements for them to instill confidence. ▪ Identify subordinates needs and wants so as these are satisfied, employees make the efforts to achieve the desired outcome. ▪ Leadership training and other positive reinforcement to sustain performance (e.g., raises, promotions, or desirable assignments)	▪ Raise consciousness level about importance and value of designated outcomes and ways of reaching these, thus contributing to confidence building by members ▪ Raise the need level of members from survival and security to higher levels of recognition and self-actualization, thus heightening motivation for extra effort ▪ Inspire individuals to transcendence over self-interests for the sake of the team, organization, or larger cause leading to higher expectations and performance

Source: Bass, B. M. "Leadership: Good, Better, Best," *Organizational Dynamics*. Winter 1985. Vol.13, No. 2.

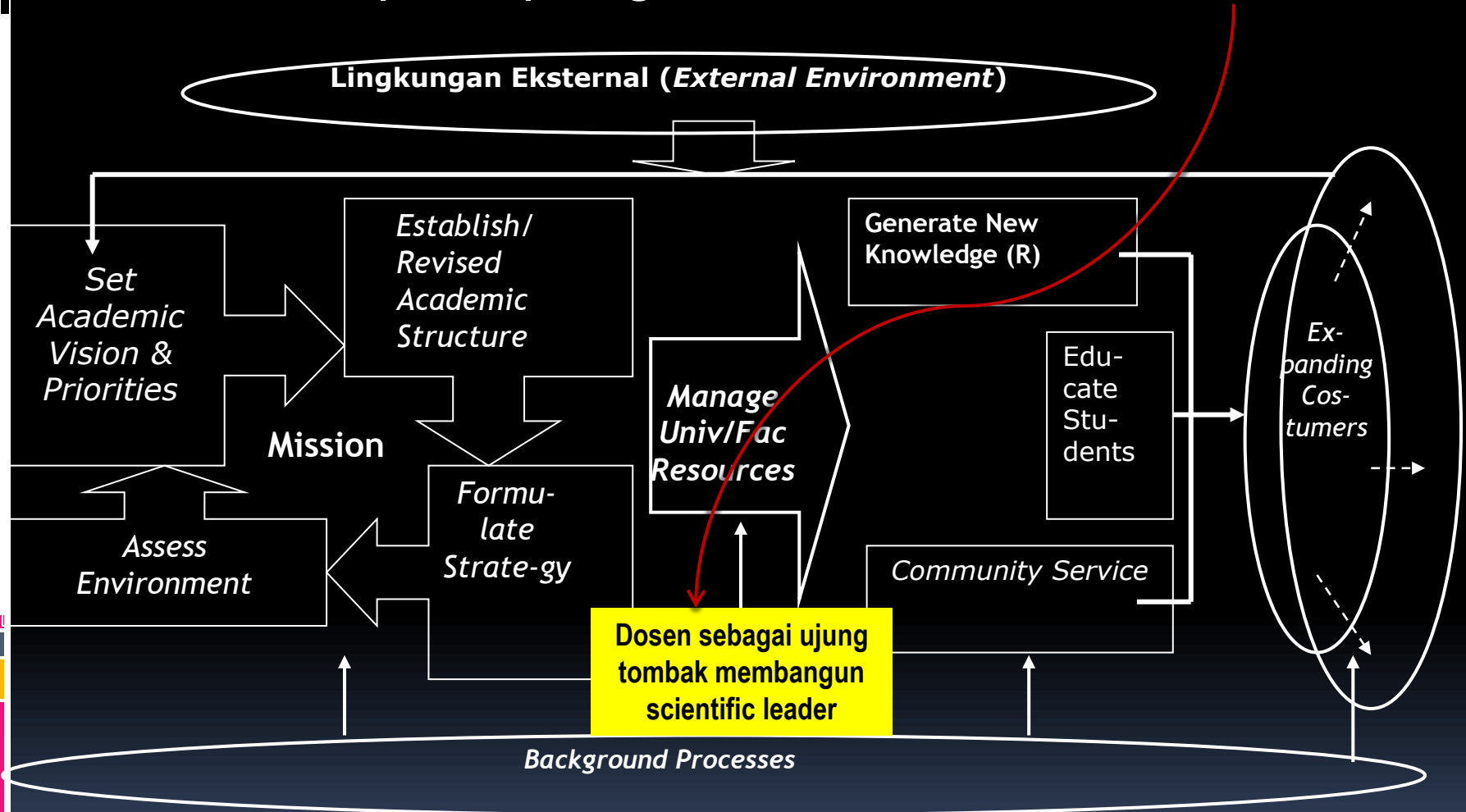
Posisi supportive and Scientific Leaders dalam tata kelola PT

Apa peran *supportive* n *scientist leader* dalam peningkatan kinerja PT ?



Sumber: dimodifikasi dari Workshop manajemen PT, SPS-UGM (2012)

Konsep dasar peningkatan kualitas akademik PT



**Mission according to HELTS 2003-2010:
Create and Sustain Intellectual Community through HEDP**

(Sumber: FTP-UGM)



Empowerment



Seven Habits for Empowerment

- Habit 1: **Be proactive**
 - Habit 2: Begin with the end in mind
 - **Habit 3: Put first things first**
 - **Habit 4: Think win-win**
 - **Habit 5: Seek first to understand, then to be understood**
 - **Habit 6: Synergize**
 - **Habit 7: Sharpen the saw**
- 

Maturity continuum

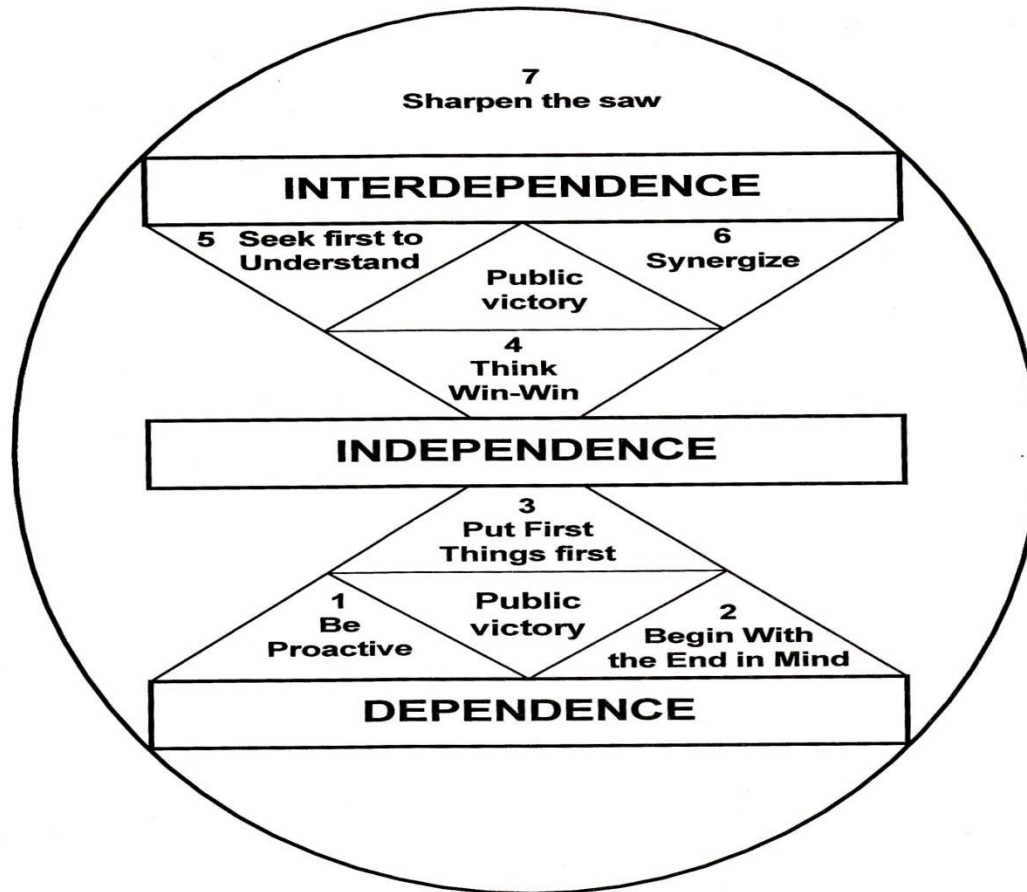


Figure 1. Maturity continuum.

Time management matrix

1 Urgent Important • crises • pressing problems	2 Not Urgent Important • crises prevention • relationship building • PC activities • opportunities • planning • reservations
3 Urgent Not Important • interruptions • some calls • mail, reports • some meetings • many proximate pressing matters • many popular activities	4 Not Urgent Not Important • trivia • busy work • some mails • some phone calls • "escape" reading & TV • procrastination activities

Figure 2. Time management matrix.



Crisis Management

Dimanakah posisi Perguruan Tinggi kita masing-2



Gambar 3. Siklus Hidup Perguruan Tinggi

Introduction

- The first step in learning to deal with crisis is to understand its nature.
- Crisis involves two essential elements; threat and time pressure
- **the first law of crisis management is:** *Lengthen the time scale and the crisis becomes more manageable.*
- the second law of crisis management is: ***If possible get some one else to manage your crisis, or try to see it through the eyes of an uninvolved spectator.***
- **the third law of crisis is:** *Don't over-react*
- *the fourth law of crisis management is:* Before acting, decide whether the crisis will get better or worse, if nothing is done about it
- the fifth law of crisis management is: ***Beware of the manager who is too good at managing crisis; he will ensure that you live in a perpetual state of chaos***

Academic Freedom or Management of the Academy?

- Who decides academic standards?
- The faculty, students, board of trustees, or the Courts?
- **STRUCTURAL LEADER**
(KEPEMIMPINAN STRUCTURAL)
- **SCIENTIFIC LEADER**
(KEPEMIMPINAN KEILMUAN)

Measures and Indicators within an Organization

Values, Vision, Mission

Goals

Strategic Performance
Indicators

Measures of Performance

Strategies, Processes, Actions, Targets