

TRAINING EVALUATION LEVEL 2 OF LEADERSHIP AND MOTIVATION TRAINING PT BADAK LNG EMPLOYEES¹

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Abstract

Training program has been one of personal development for PT Badak LNG employees and one of theme is leadership and motivation training. Training is a systematic process to foster the acquisition of skills, rules, concepts or attitudes that result in an improved match between employee characteristics and employment requirements. This training is attended by 11 employees from operational department. As one of obligation for HR Department, training should be evaluated to make it effective. Training evaluation level 2 is intended to analyze participants understanding on training material in three competencies, such as knowledge, skill and attitude. The goal of this research is to know and analysis how is knowledge, skill and attitude of participants in leadership and motivation training. Research objects are participants in leadership and motivation training of PT Badak LNG. This study uses descriptive method with descriptive survey. Population is 11 participants. Descriptive statistic is used to analyze data. Based on finding, participants understand about the nature of leadership, effective leadership, leadership styles, group, personal changed from team player and winning team, effective communication and motivation. Unfortunately, they have less understanding on new concepts and need more time to understand. Consequently, they have less ability and not good behavior to implement it at work place.

Keywords: training evaluation, leadership and motivation training.

¹ Presented in International Seminar The Future of Small Bussines From Accounting, Management and Economics Pesrpective at Economics Faculty Jenderal Soedirman University October 13th 2010

1. Background

PT Badak LNG is a company engaged in oil and gas and operating in East Kalimantan. The main products of PT Badak LNG are form of natural gas as a source of energy in Indonesia. PT Badak LNG position is as a contractor who manages the gas company in Indonesia. The History of PT Badak NGL for more than 33 years has proved that the Indonesian LNG has its own significance in maintaining a vision namely an intensive long term cooperation, which always becomes a fundamental aspect to achieve success. Badak LNG plant which initially was designed and built for 2 plants, has succeeded with an expansion to become 8 trains and equipped with additional facility to produce LPG. Such additional facility and plant development has increased the LNG production from initial capacity of 3.3 billions tons in 1977 to more than 22 million tons of LNG.

The Badak LNG Project began when Huffco, a production sharing contractor (PSC) of Pertamina, discovered a huge natural gas reserve at Badak Field, East Kalimantan in February 1972. On November 26, 1974, PT Badak NGL, a non-profit company with the shareholders of Pertamina, Vico and Jilco was set up. This company is entrusted to operate and maintain the Badak LNG Plant. In 1980, construction commenced on train C and D as LNG demand increased from the Japanese buyers. The of the LPG extraction facilities in 1988. The refrigerated LPG production is also dedicated to Japanese export.

Due to the continuous increase of LNG demand in Japan, Taiwan, and Korea, then Train E was constructed in 1987-1989, while train F was constructed in 1991-1993. Since 1992 some LNG productions from this LNG Plant have also been exported to South Korea. The development of the Badak LNG Plant had been continued by the construction of the Train G that was completed in 1997 and Train H which was completed in the

end of 1999. By 8 train's operation, the production capacity is able to reach into $\pm$ 22 million tons LNG/year.

In entering the third milleniums, the Badak LNG plant has developed and able to produce the biggest LNG production in the world. Up to December 13, 2001, Badak LNG plant had shipped the 4500 LNG and the 5000 shipment projection would be in the second quarter of 2003. The LNG plant also has ability to handle 3 shipment at the same time, by completing the 3rd loading pier at the end of 1999, which was built to anticipate the increasing shipment frequency in the future, as it is expecting to be able to maintain the service level to LNG buyer.

The natural gas reserve to produce LNG is still sufficient to serve buyers in long term under a contract and assurance of shipment. To maintain buyers confidence for gas reserve quantity, a 42" pipe line is added. Four parallel pipelines which able to ship 3600 million cubic feet (MMFSD) natural gas to the plant for further process. Finally, Badak LNG plant become one of LNG plants with great experience in the world LNG industry, and become a vital asset for Indonesian LNG business chain. With all abilities, and experience of more than 35 years in producing LNG, PT Badak NGL ready to face any challenge in the 21st century, with strong and continuous support from all parties involved in LNG business (WWW.badaklng.co.id).

Organization development and human resource management are implemented continuously so that the qualified employees with their own skill can cooperate effectively and professionally to reach company's goal. Since the inception of the Badak NGL Plant, development and training of Indonesian workers has received high priority. PT Badak NGL's employees received detailed clasroom and on the job instruction in numerous areas of studies, including operations, management, administration and English language training.

The training is conducted at the job site, at Lemigas Training Facilities in Cepu, and other domestic and overseas institutes and training facilities. Training is important to develop professional, self reliant, innovative, and creative personnel who are aware of technological and environmental changes in this era of globalization. Employees are coached and developed with the principles of human resource management. Gery dan Dessler, Human Resource (HR) is The design of formal systems in an organization to ensure the effective and efficient use of human talent to accomplish the organizational goals.

Human resource management activities are also run by the management of PT Badak LNG that originated from recruitment, selection, training and development, compensation and separation.

To enhance the ability of its employees, the management of PT Badak LNG provides training to 11 employees of the plant operation. They are employees at the level of supervisors and managers. The theme of the training is effective leadership and motivational training. This training is given for three days at a hotel in Jakarta. The training materials can be decomposed into the nature of leadership, effective leadership, leadership styles, group, personal changed from team player and winning team, effective communication and motivation.

As a form of accountability to corporate management, training evaluation is needed on this effective leadership and motivational training. Evaluation is a vital part of the training process (Milkovic/Boudreau, 1997, 436). This is important because it is not necessarily the training provided and always give effective results as expected the company. For that, training needs to be evaluated to measure how far the effectiveness of the training against the objectives to be achieved. Evaluation is valuable when it imporoves important future decision (Milkovic/Boudreau, 1997, 416).

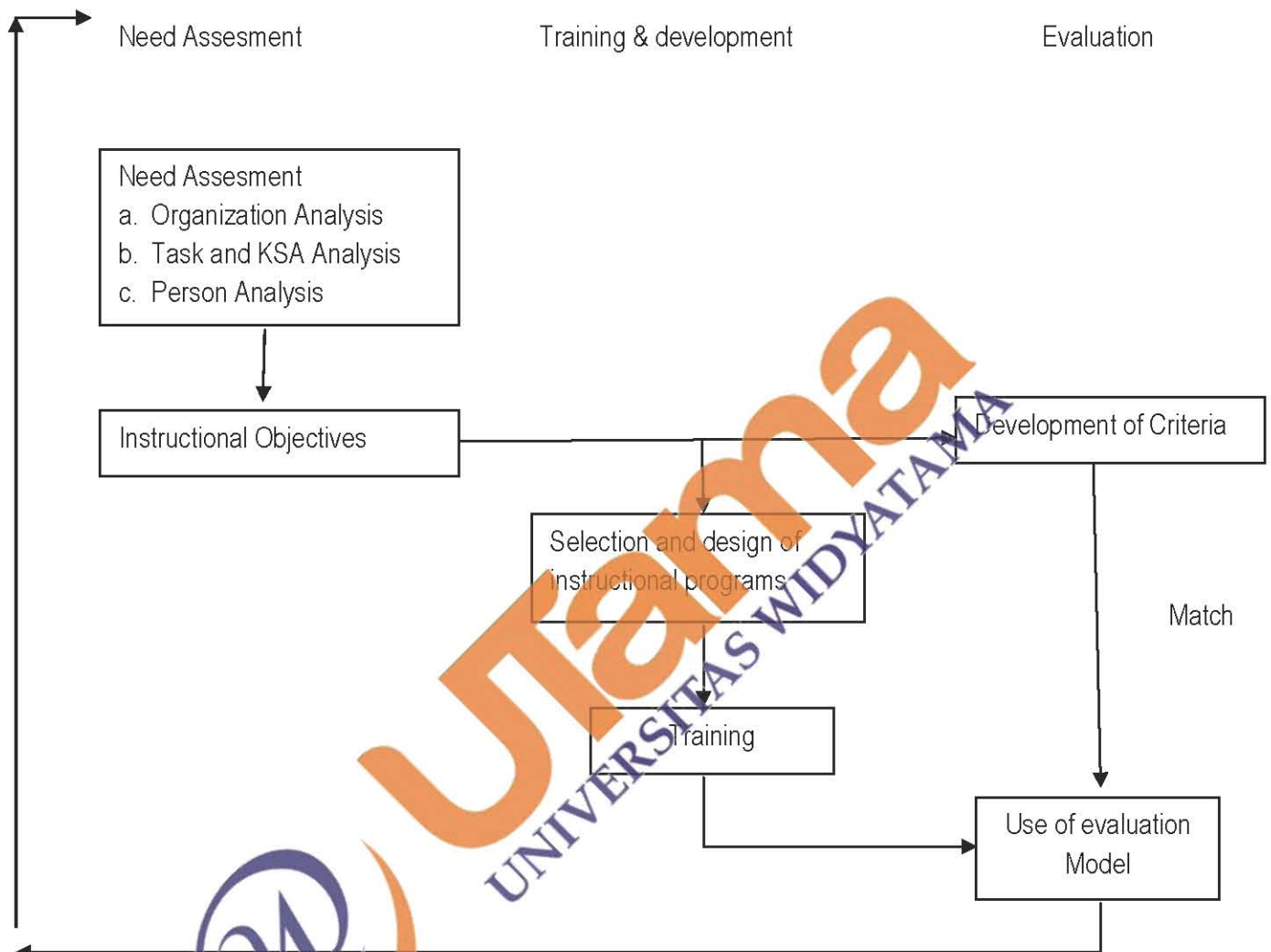
Evaluation of training has a function to control the process and outcomes of training programs that will be guaranteed a training program that is systematic, effective and efficient. Evaluation must be planned when objectives are set and must become a part of subsequent needs analysis to plan future programs (Milkovic/Boudreau, 1997, 416). Training evaluation is a process for collecting data and information needed in the training program. Evaluation of training is more focused on a review of the training process and assess the results of training and training effects associated with the performance of Human Resources.

Donald L. Kirkpatrick (1998) said that the evaluation of a training is an integral part of the training event itself and that evaluation is an activity must be done so that the overall training can take place effectively.

2. Literature Review

According Milkovic / Boudreau, who is the training is a systematic process to foster the acquisition of skills, rules, concepts or attitudes that result in an improved match between employee characteristics and employment requirements (Milkovic/Boudreau, 1997)

Diagnostic Model of the training process



Sumber: (Milkovic/Boudreau, 1997: 412)

Kirpatrik stated that the reason for Evaluating is to determine the effectiveness of training programs (Donald L. Kirpatrik, 1998: 3). The concept of effectiveness can be seen on three things: how to improve future programs, to determine whether should a program be continued or dropped and to justify the existence of the training department (Donald L. Kirpatrik, 1998: 18). Training effectiveness can be judged using virtually any outcome that the organization considers relevant (Milkovic / Boudreau, 1997, 436).

To achieve effective training, it takes several factors:

- a. Determining needs
- b. Setting Objectives
- c. Determining subject content
- d. Selecting participants
- e. Determining the best schedules
- f. Selecting appropriate facilities
- g. Selecting appropriate instructors
- h. Selecting and preparing audiovisual aids
- i. Coordinating the programs
- j. Evaluating the program (Donald L. Kirpatrik, 1998: 3)

Donna Goldwasser (2001) also stressed the need for training evaluation is based on the calculation of benefits and costs in a firm, even he said that the first evaluation at the third level (level 1 to level 3) is reduced meaning that if companies do not evaluate the training in accordance with the bottom line, namely improving employee performance and overall company. Goldwasser said that one major obstacle in conducting evaluations and calculating Level 4 BREAD is the problem of measurement method (measurement) the right to use, including to isolate the results obtained from the training due to other factors.

STEPS PERFORMING EVALUATION

Logically and systematically implementing measures of training evaluation as follows.

Step 1: Preparation of evaluation or preparation of Design Evaluation. At this step there are three main activities related to the implementation of the evaluation are: determining the purpose or

intention of the evaluation, formulate Opera-which will be sought or focus the evaluation and determine how data collection.

The details are as follows:

a. Determine Goals / Purpose Evaluation

Some of the criteria used in formulating the objective evaluation were: 1) clarity, 2) keterukuran, 3) usability and usefulness, 4) the relevance and appropriateness or compatibility. So the purpose of evaluation must be clear, measurable, useful, relevant and appropriate to the needs of education and training program development.

b. Formulate Information or Focused Evaluation:

Formulating Evaluation Questions and Setting Type Information Wanted In formulating questions will the evaluation be based on objective evaluation. There are several methods in formulating the evaluation questions are:

1. Analyzing objects
2. Using a theoretical framework
3. Utilizing the expertise and experience from outside
4. Interact with the sponsor or key audience
5. Defining Objectives Evaluation
6. Making additional questions or bonus

c. Determining How Data Collection

In this step taken by the evaluation method is determined, for example surveys or the other, is determined also in the approach to data collection. There are several procedures for data collection with quantitative approach, namely observation, tests, surveys or surveys with the questionnaire.

Step 2: Develop Instruments

After the data collection method is determined, then determine the form that will be used as well unstrumen lepada whom instruments are directed (the respondent). Then, soon to be developed grains of the instrument. There are requirements that must be met by the evaluation instrument as follows:

a. Validity

Validity is the validity of the instrument in measuring what it should be measured.

b. Reliability

Reliability is the determination results obtained, for example when making measurements with the same people in different times or other person in the same time.

c. Objectivity

The purpose of this objectivity is that translation results in the measurement or scoring numbers are not affected by anyone who did.

d. Standardization

Evaluation instruments must be standardized, because they have common characteristics such as items arranged in a systematic and structured, then kuhusus filling and processing instructions are given clearly, and accompanied also by a pointer on how confidentiality is maintained.

e. Relevance

To what extent compliance with the terms or criteria established for selecting some questions to fit the purpose of the instrument.

f. Easy to use

Those instruments should be structured in such a way that is easy to use.

Step 3: Collect and analyze data and interpret it

The fourth step is the implementation phase of what has been designed in the first step until the third. In this step has started to plunge into the field to implement a design that has been made, ranging from

collecting and analyzing data, interpreting, and presenting it in an easily understood form and communicative.

a. Collecting Data

In doing this data collection is done by vary at each respective level. At the level of reaction yangg data collected in the form of quantitative data using a survey method by questionnaire. Later in the learning level data collected in the form of quantitative data using survey method form of the test. Later in the level of behavior, the data collected through observation or you can also plan activities (Action Plan) that the action plan of steps to be performed by trainees in implementing the results of the training that has been followed, in this case the participants should have targets improved performance / competence relevant in their respective work units are then measured using the benchmark of performance / competence concerned. Then the last one, namely at the level of the four levels of outcomes or impact, on the data collected can be through the employer, trainee, subordinates or colleagues (client).

b. Analyze and interpret data

After the necessary data have been collected, then the next step is analyzed. In analyzing data and interpreting it should be based on the data that has been successfully.

Step 4: Prepare Report

Reporting is the final step of training evaluation activity. Report prepared by an agreed deal. The final step of evaluation is closely related to the purpose of the evaluation. These steps can be used to answer the extent to which training evaluation will be conducted and how the implementation of the training process from beginning to end so as to provide results for improvisation on further training.

3. Research Design

The unit of analysis of this evaluation is participant of Training from PT Badak LNG. The study is descriptive. According to Malhotra, the descriptive study are A type of conclusive research That has its major objective the description of something - usually characteristics or functions (Malhotra, 2004: 78). Descriptive research is research whose main goal describes something and usually characteristics or functions. Another feature of descriptive research is to not make comparisons or connect with other variables (Sugiyono, 2004: 11). In this research, descriptive research is used to describe the application of results of training and training needs of participants.

Given the nature of this research is descriptive, where data collection is done in the field, then the research method used is a survey method of data collection that is committed against an object on the ground and use the questionnaire as the main data collection tool.

This evaluation used two types of data are primary data and secondary data. Primary data are data obtained directly from the unit of analysis through deployment questioners, interviews and observation. The secondary data is data obtained from third parties in this case are reports of training organized by the providers.

Descriptive statistics are statistics used to analyze data in ways that describe or depict the data has been collected as is without any intention to make the conclusions that apply to public or generalizations (Sugiyono, 2004: 142).

4. Findings

4.1 Profile

Respondents are employees of PT Badak LNG from plant at Bontang, East Kalimantan. There are 11 participants and all of them are

male. Based on their age, most of them above 40 years old and they have been working at PT Badak LNG for more than 20 years and maximum was 31 years. All of them are working at plant and have subordinates at their own workplace.

4.2 Response of Respondents on Nature of Leadership

Below is response on natural of leadership given by respondents based on questioners distributed after training

Table 1: Response of Respondents on Nature of Leadership

Nr	NATURE OF LEADERSHIP	AVERAGE SCORE	MEANING
1	I understand leadership	4.1	Agree
2	I understand leadership kernel	3.6	Agree
3	I understand the role of leadership at work place	3.5	Agree
4	I understand about nature of leadership	3.2	Less agree
5	I understand about five challenges of future leadership	3.1	Less agree

Source: Collecting data, August 2010

Based on this table, majority of respondents understand about leadership where conceptual and theory of leadership was given to them. They also understand about leadership kernel and the role of leadership at work place. It can be seen from their response during training when instructors asking them about leadership conceptual. Unfortunately, they have less understanding on nature of leadership and five challenges of future leadership. Based on sharing with them, they said that, it takes more time to understand about this concept because they see it as new information for them.

4.3 Response of Respondents on Effective Leadership

Effective leadership was given to participants based on theory and practical aspects. Instructors try to dig their understanding by proposing questions while training was given. Below is their response:

Tabel 4.2: Response of Respondents on Effective Leadership

Nr	EFFECTIVE LEADERSHIP	AVERAGE SCORE	MEANING
1	I understand an effective leadership	3.9	Agree
2	I understand about effectivity	3.7	Agree
3	I understand about efficient	3.7	Agree
4	I understand about the characteristic of failed leadership	3.3	Less agree
5	I understand about a controversial leadership behavior	3.2	Less agree
6	I understand about three leadership skill	3.6	Agree
7	I understand about five power	2.9	Less agree
8	I am able to lead effectively	3.7	Agree
9	My attitude to lead effectively	3.1	Less agree

Source: Collecting data, August 2010

Based on the above table, it can be concluded that participants understand about effectiveness and efficient concept and also effective leadership. In this case, they are taught about theoretical and practical aspect. Consequently, they think that they can lead effectively. Based on our observation, they position has supported them to understand about this. They said that each of them had subordinates.

Unfortunately, they have less understand about the characteristic of failed leadership, a controversial leadership behavior and five powers in the leadership. They said that these were new concept to them and they need more time to learn it.

Finally, they also less agree with statement regarding to their attitude to lead effectively. It can be seen from their response and their attitude on doing sharing and discussion along the training program.

4.4 Response of Respondents on Nature of Leadership

Nature of leadership is responded by respondents as below

Table 4.3: Response of Respondents on Nature of Leadership

Nr	LEADERSHIP STYLE	AVERAGE SCORE	MEANING
1	I understand an otoriter leadership	4.1	Agree
2	I understand when this style be used	3.6	Agree
3	I understand an democratic leadership style	3.9	Agree
4	I understand when this style be used	3.7	Agree
5	I understand a laissez fiare leadership style	3.2	Less agree
Nr	LEADERSHIP STYLE	AVERAGE SCORE	MEANING
6	I understand when this style be used	2.9	Less agree
7	I am able to use this leadership style	3.2	Less agree
8	I have a good behaviour to use this leadership style	3.2	Less agree

Source: Collecting data, August 2010

Based on the table, they understand an autoritary leadership style and a democratic leadership style that are given in the training. They also understand when to use these both leadership styles at work. Unfortunately, they have less understanding on laissez fiare leadership style and when to use it. Another less understanding is about their ability to use this style and behavior to use it at work place. They have less understanding.

4.5 Response of Respondents on Group

Table below describe respondents response on group

Table 4.4: Response of Respondents on Group

Nr	GROUP	AVERAGE SCORE	MEANING
1	I understand about a group	4.1	Agree
2	I understand about group characteristics	4	Agree
3	I understand about kinds of groups	3.9	Agree
4	I understand about followership	3.9	Agree
5	I understand about types of followership	3.2	Less agree
6	I am able to be an effective followership	3.7	Agree
7	I have a good behavior to be an effective follower	3.8	Agree

Source: Collecting data, August 2010

Based on the table, they understand on group and it's characteristics, type of group and followership and also their ability behavior to be an effective followership. Unfortunately, they have less understanding on types of followership

4.6 Response of Respondents on Personal to become a team player and winning team

Their response can be seen on the table below

Table 4.5: Response of Respondents on Personal to become a team player and winning team

Nr	PERSONAL TO BE COME TEAM PLAYER & WINNING TEAM	AVERAGE SCORE	MEANING
1	I understand about personal power	4.1	Agree
2	I understand about soft skill	3.2	Less agree
3	I understand about negotiation skill	3.6	Agree
4	I understand about presentation skill	3.7	Agree
5	I understand about interpersonal skill	3.3	Less agree
6	I understand about winning team	4	Agree
7	I understand about the value of team	3.8	Agree

Source: Collecting data, August 2010

Respondents understand about personal power, negotiation skill, presentation skill, winning team and the value of team. Unfortunately, they have less understanding on soft skill and interpersonal skill.

4.7 Response of Respondents on effective communication

Below is respondent's response on effective communication

Table 4.6: Response of Respondents on effective communication

Nr	EFFECTIVE COMMUNICATION	AVERAGE SCORE	MEANING
1	I understand about effective communication	3.7	Agree
2	I understand the role of communication	4.1	Agree
3	I understand about communication factors	3.8	Agree
4	I am able to communicate effectively	3.2	Less agree
5	I have a good behavior in an effective communication	3.1	Less agree

Source: Collecting data, August 2010

They understand about effective communication and the role of communication at work place. Besides that, they understand about communication factors. Unfortunately, they have less ability to communicate effectively as well as behavior .

4.8 Response of Respondents on motivation

Below is they response on motivation

Table 4.7: Response of Respondents on motivation

Nr	MOTIVATION	AVERAGE SCORE	MEANING
1	I understand about motivation	4.1	Agree
2	I understand about level of motivation	3.8	Agree
3	I am able to motivate my subordinate	3.2	Less agree
4	I have a good behavior to motivate my subordinates	3.1	Less agree

Nr	MOTIVATION	AVERAGE SCORE	MEANING
5	I understand about the influence of motivation to leadership	3.7	Agree
6	I understand about my subordinate psychology	2.9	Less agree
7	I understand about basic psychology in achieving team performance	3.2	Less agree

Source: Collecting data, August 2010

They understand about motivation, level of motivation and the influence of motivation to leadership at work place. Unfortunately, they have less ability to motivate their subordinates and less behavior to motivate them. Besides that, they have less understanding on their subordinate psychology and basic psychology in achieving team performance

5. Conclusion

Training was given to 11 participants and they have experiences at workplace by leading their subordinates. Majority of respondents understand about leadership, leadership kernel and the role of leadership at work place. Unfortunately, they have less understanding on nature of leadership and five challenges of future leadership.

Participants understand about effectiveness and efficient concept and also effective leadership. Consequently, they think that they can lead effectively. Based on our observation, they position has supported them to understand about this. Unfortunately, they have less understand about the characteristic of failed leadership, a controversial leadership behavior and five powers in the leadership. They also less agree with statement regarding to their attitude to lead effectively. It can be seen from their response and their attitude on doing sharing and discussion along the training program.

They understand an authoritarian leadership style and a democratic leadership style and when to use these both leadership styles at work. Unfortunately, they have less understanding on laissez faire leadership style and when to use it. Another less understanding is about their ability to use this style and behavior to use it at work place. They have less understanding.

They understand on group and it's characteristics, type of group and followership and also their ability behavior to be an effective followership. Unfortunately, they have less understanding on types of followership. Respondents understand about personal power, negotiation skill, presentation skill, winning team and the value of team. Unfortunately, they have less understanding on soft skill and interpersonal skill.

They understand about effective communication and the role of communication at work place. Besides that, they understand about communication factors. Unfortunately, they have less ability to communicate effectively as well as behavior.

They understand about motivation, level of motivation and the influence of motivation to leadership at work place. Unfortunately, they have less ability to motivate their subordinates and less behavior to motivate them. Besides that, they have less understanding on their subordinate psychology and basic psychology in achieving team performance

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