

DAFTAR PUSTAKA

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LAMPIRAN

Lampiran 1

Program Evaluation Standard

Simbol	Questions
	Utility Standard
U ₁	Evaluator Credibility Evaluations should be conducted by qualified people who establish and maintain credibility in the evaluation context.
U ₂	Attention to Stakeholders Evaluations should devote attention to the full range of individuals and groups invested in the program and affected by its evaluation.
U ₃	Negotiated Purposes Evaluation purposes should be identified and continually negotiated based on the needs of stakeholders.
U ₄	Explicit Values Evaluations should clarify and specify the individual and cultural values underpinning purposes, processes, and judgments.
U ₅	Relevant Information Evaluation information should serve the identified and emergent needs of stakeholders.
U ₆	Meaningful Processes and Products Evaluations should construct activities, descriptions, and judgments in ways that encourage participants to rediscover, reinterpret, or revise their understandings and behaviors.
U ₇	Timely and Appropriate Communicating and Reporting Evaluations should attend to the continuing information needs of their multiple audiences.
U ₈	Concern for Consequences and Influence Evaluations should promote responsible and adaptive use while guarding against unintended negative consequences and misuse.
	Feasibility Standard
F ₁	Project Management Evaluations should use effective project management strategies.
F ₂	Practical Procedures Evaluation procedures should be practical and responsive to the way the program operates.
F ₃	Contextual Viability Evaluations should recognize, monitor, and balance the cultural and political interests and needs of individuals and groups.
F ₄	Resource Use Evaluations should use resources effectively and efficiently

	Property Standard
P ₁	Responsive and Inclusive Orientation Evaluations should be responsive to stakeholders and their communities.
P ₂	Formal Agreements Evaluation agreements should be negotiated to make obligations explicit and take into account the needs, expectations, and cultural contexts of clients and other stakeholders.
P ₃	Human Rights and Respect Evaluations should be designed and conducted to protect human and legal rights and maintain the dignity of participants and other stakeholders.
P ₄	Clarity and Fairness Evaluations should be understandable and fair in addressing stakeholder needs and purposes.
P ₅	Transparency and Disclosure Evaluations should provide complete descriptions of findings, limitations, and conclusions to all stakeholders, unless doing so would violate legal and propriety obligations.
P ₆	Conflicts of Interests Evaluations should openly and honestly identify and address real or perceived conflicts of interests that may compromise the evaluation.
P ₇	Fiscal Responsibility Evaluations should account for all expended resources and comply with sound fiscal procedures and processes.
	Accuracy Standard
A ₁	Justified Conclusions and Decisions Evaluation conclusions and decisions should be explicitly justified in the cultures and contexts where they have consequences.
A ₂	Valid Information Evaluation information should serve the intended purposes and support valid interpretations.
A ₃	Reliable Information Evaluation procedures should yield sufficiently dependable and consistent information for the intended uses.
A ₄	Explicit Program and Context Descriptions Evaluations should document programs and their contexts with appropriate detail and scope for the evaluation purposes.
A ₅	Information Management Evaluations should employ systematic information collection, review, verification, and storage methods.
A ₆	Sound Designs and Analyses Evaluations should employ technically adequate designs and analyses that are appropriate for the evaluation purposes.
A ₇	Explicit Evaluation Reasoning Evaluation reasoning leading from information and analyses to findings, interpretations, conclusions, and judgments should be clearly and completely documented.
A ₈	Communication and Reporting Evaluation communications should have adequate scope and guard against misconceptions, biases, distortions, and errors.

	Evaluation Accountability Standards
E ₁	Evaluation Documentation Evaluations should fully document their negotiated purposes and implemented designs, procedures, data, and outcomes.
E ₂	Internal Metaevaluation Evaluators should use these and other applicable standards to examine the accountability of the evaluation design, procedures employed, information collected, and outcomes.
E ₃	External Metaevaluation Program evaluation sponsors, clients, evaluators, and other stakeholders should encourage the conduct of external metaevaluations using these and other applicable standards.

Sumber: Yarbroug (2011)

Lampiran 2

Questioner Untuk Uji Kelayakan Model

Simbol	Pertanyaan	1	2	3	4	5	6
		Sangat Rendah	Cukup Rendah	Rendah	Cukup Tinggi	Tinggi	Sangat Tinggi
	Utility Standard						
U ₁	Seberapa tinggi evaluasi dilakukan oleh orang yang dapat dipercaya						
U ₂	Seberapa tinggi evaluasi memperhatikan pihak yang terpengaruh evaluasi						
U ₃	Seberapa tinggi evaluasi dibicarakan sesuai kebutuhan pihak yang berkepentingan						
U ₄	Seberapa tinggi evaluasi disesuaikan dengan nilai individu dan budaya						
U ₅	Seberapa tinggi evaluasi memenuhi kebutuhan mendesak pihak yang berkepentingan						
U ₆	Seberapa tinggi evaluasi mendorong peserta mengubah pemahaman dan perilaku						
U ₇	Seberapa tinggi evaluasi memberikan informasi yang dibutuhkan oleh berbagai pihak						
U ₈	Seberapa tinggi evaluasi mempromosikan tanggung jawab dan mencegah konsekuensi negatif						
	Feasibility Standard						
F ₁	Seberapa tinggi evaluasi menggunakan manajemen proyek yang efektif						
F ₂	Seberapa tinggi prosedur evaluasi dijalankan secara praktis dan bertanggungjawab						
F ₃	Seberapa tinggi evaluasi memonitor dan menyeimbangkan kepentingan politik dan budaya dengan kebutuhan orang per orang dan kelompok						
F ₄	Seberapa tinggi evaluasi menggunakan sumber daya secara efektif dan efisien						

Lanjutan

Simbol	Pertanyaan	1	2	3	4	5	6
		Sangat Rendah	Cukup Rendah	Rendah	Cukup Tinggi	Tinggi	Sangat Tinggi
	Property Standard						
P ₁	Seberapa tinggi evaluasi bertanggungjawab kepada pemangku kepentingan dan komunitas						
P ₂	Seberapa tinggi persetujuan evaluasi memperhitungkan kebutuhan dan harapan pemangku kepentingan						
P ₃	Seberapa tinggi evaluasi melindungi hak asasi dan hak hukum pihak yang berkepentingan						
P ₄	Seberapa tinggi evaluasi dapat difahami dan adil dalam rangka memenuhi kebutuhan dan tujuan pihak yang berkepentingan						
P ₅	Seberapa tinggi evaluasi menyajikan secara terbuka temuan, kesimpulan dan keterbatasan						
P ₆	Seberapa tinggi evaluasi secara terbuka dan jujur Mengompromikan benturan kepentingan						
P ₇	Seberapa tinggi evaluasi menghitung pengeluaran sesuai prosedur dan proses						
	Accuracy Standard						
A ₁	Seberapa tinggi kesimpulan dan keputusan evaluasi disesuaikan dengan budaya dan konteks						
A ₂	Seberapa tinggi informasi evaluasi sesuai dengan tujuan yang ditetapkan						
A ₃	Seberapa tinggi prosedur evaluasi menghasilkan informasi yang cukup konsisten dan dapat dipertahankan						
A ₄	Seberapa tinggi evaluasi mendokumentasikan program dan Konteksnya secara tepat dan detail						
A ₅	Seberapa tinggi evaluasi mengoleksi, meneliti, memerifikasi, meyimpan informasi secara sistematis						
A ₆	Seberapa tinggi evaluasi dilakukan dengan desain dan analisis yang secara teknis memadai						
A ₇	Seberapa tinggi temuan, interpretasi, kesimpulan, dan penilaian evaluasi di dokumentasikan secara lengkap						
A ₈	Seberapa tinggi komunikasi evaluasi memiliki skop dan melindungi kesalahan						

Lanjutan

Simbol	Pertanyaan	1	2	3	4	5	6
		Sangat Rendah	Cukup Rendah	Rendah	Cukup Tinggi	Tinggi	Sangat Tinggi
	Evaluation Accountability Standards						
E ₁	Seberapa tinggi evaluasi mendokumentasikan perjanjian, prosedur, data dan hasilnya						
E ₂	Seberapa tinggi evaluator menggunakan standar ini dan standar lain untuk menguji akuntabilitas desain, prosedur, dan informasi yang dikumpulkan						
E ₃	Seberapa tinggi sponsor, peserta, evaluator, pihak yang berkepentingan lain mendorong menggunakan standar evaluasi ini dan standar yang lain						
	Total						

Lampiran 3

Questioner Kebutuhan Domain Pelatihan Kewiraswastaan

Dimensi	Domain	Membutuhkan	
		Ya	Tidak
Konteks	Ekonomi		
	Budaya		
Karakteristik Peserta	Pendidikan		
	Pengalaman		
	Perilaku		
Karakteristik Program	Konten dan Kurikulum		
	Kemasan Pelayanan		
Hasil	Pola Pikir		
	Kinerja Kewiraswastaan		

Lampiran 4

Day 1



10 CIRI UTAMA PENGUSAHA SUKSES David Mc.Leland

10 CIRI UTAMA PENGUSAHA SUKSES David Mc.Leland

PRESTASI

1. Mencari peluang
2. Tekun
3. Komitmen pada kontrak kerja
4. Tuntutan kualitas & efisiensi
5. Berani ambil risiko

PERENCANAAN

6. Menetapkan tujuan
7. Perencanaan sistematis & pemantauan
8. Mencari informasi

PENGELOLAAN

9. Meyakinkan orang lain & membuat jaringan
10. Percaya diri

DUNIA PERTAMA

**Hal ini, akan
dipertunjukkan di
negara2 seperti India
dan Mesir, dimana telah
lebih tua 2000 thn,
tetapi masih miskin**

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**Refleksi dan Aksi:
Perbedaan antara
negara miskin dan
negara kaya bukan
umur negara itu.**

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Perbedaan antara negara2
miskin dan kaya tidak
tergantungan pada sumber
daya alam yg tersedia.

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Di lain pihak, Canada,
Australia dan Zealandia
Baru, yg telah 150 thn
yg lalu tidak bisa
dinyatakan sebagai
negara kaya, sekarang
dan kaya.

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Contoh yg lain seperti Switzerland, dimana tidak ada perkebunan coklat tetapi menjadi negara yg paling bagus produk2 coklat di dunia. Di wilayah kecil negara ini, mereka mengembangkan peternakan dan perkebunan selama empat bulan saja setiap thn. Tetapi, mereka memproduksi hasil ternak yg berkualitas terbaik. Negara kecil ini terkenal sebagai paling aman di dunia.

Jepang mempunyai wilayah yg terbatas, 80% adalah pegunungan, tidak bisa untuk pertanian dan peternakan, tetapi menjadi kedua negara maju ekonomi di dunia. Negara ini sama dengan pabrik yg sedang berlayar, meng-impor bahan baku dari seluruh dunia dan meng-ekspor produksi manufaktur.

**Eksekutif dari negara2
kaya yg berkomunikasi
dengan teman2 mereka di
negara miskin merasa
tidak ada perbedaan
intelektual yg berarti.**

**Ras dan kulit juga
tidak penting!**

**Immigran dari negara yg
dianggap sebagai malas di
negara mereka menjadi
produktif dan efektif di
negara2 Eropa.**

**Jadi
apa yg membedakan
mereka?**

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**Yg membedakan mereka
adalah perilaku orang
yg telah dibina
melalui pendidikan
dan budaya
sepanjang tahun**

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Untuk menganalisa perilaku negara2 maju dan kaya, kita akan menemukan beberapa prinsip2 hidup mereka sebagai berikut:

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1. Etika
2. Persatuan
3. Tangung jawab
4. Kesadaran hukum dan peraturan
5. Kesadaran hak dan kewajiban
6. Suka bekerja
7. Mau menabung dan meng-investasi
8. Membuat aksi yg luar biasa
9. Tepat waktu

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Di negara2 miskin,
hanya sedikit
orang yg memiliki
dan memakai
prinsip2 seperti
tadi.

Kita bukan miskin
karena kita tidak ada
sumber alam atau
nasib alam kita
kurang baik.

Kita miskin karena sikap mental, perilaku dan ethos kerja kita kurang.

Kita tidak punya kemauan mengikuti dan mengajar prinsip2 yg diikuti oleh masyarakat yg kaya dan maju.

Jika anda mencintai Perusahaan Anda dan masyarakat Indonesia Ajarilah anak2 muda anda, orang orang sekitar anda tentang prinsip2 ini dan merubahnya sekarang. Sekarang juga!!



Kasus Hamid

Di bawah ini ada 16 pernyataan yang harus dibaca oleh semua anggota kelompok. Cari tahu kecakapan pribadi wirausahawan (KPW) yang seharusnya dimiliki oleh Tulis jawaban Anda (“Y” untuk “Ya, ini termasuk KPW” dan “T” untuk “Ini tidak termasuk KPW”) pada kartu metaplan. Lingkari nomor pernyataannya.

Setiap jawaban yang benar mendapat nilai + 2, setiap jawaban yang salah nilainya akan dikurangi – 5. Kelompok yang mendapat nilai paling tinggi akan menerima hadiah.

1. Hamid tahu apa yang ingin ia lakukan.
2. Hamid biasanya mencari informasi sebelum melakukan sesuatu yang baru.
3. Hamid selalu ragu untuk memutuskan sesuatu.
4. Hamid sangat percaya diri.
5. Hamid sering menunda rapat.
6. Hamid tahu bahwa setiap usaha akan menghasilkan sesuatu.
7. Hamid tidak serius melakukan sesuatu jika tidak yakin akan berhasil.
8. Hamid selalu berusaha melakukan sesuatu dengan lebih baik.
9. Hamid menangkap setiap peluang yang ada.
10. Hamid tidak bisa menduga peluang yang datang.
11. Hamid tahu cara meyakinkan dan membujuk orang lain.
12. Hamid berusaha memperluas jaringan kerjanya.
13. Hamid jarang merasa frustrasi dan selalu siap untuk “melawan”.
14. Hamid membuat rencana apa yang harus ia lakukan setiap hari.
15. Hamid selalu menepati janji.
16. Hamid seringkali butuh bantuan untuk meyakinkan orang lain

KASUS HAMID

	JAWAB			
	1	2	3	4
1	Y	Y	Y	Y
2	Y	Y	Y	Y
3	T	T	T	T
4	Y	Y	Y	Y
5	T	T	T	T
6	Y	Y	Y	Y
7	0	0	0	0
8	Y	Y	Y	Y
9	Y	Y	Y	Y
10	T	T	Y	T
11	Y	Y	Y	Y
12	Y	Y	Y	Y
13	Y	Y	Y	Y
14	Y	Y	Y	Y
15	Y	Y	Y	Y
16	T	T	Y	T

	SKORE			
	1	2	3	4
2	2	2	2	2
2	2	2	2	2
2	2	2	2	2
2	2	2	2	2
2	2	2	2	2
2	2	2	2	2
2	2	2	2	2
FALSE	FALSE	FALSE	FALSE	FALSE
2	2	2	2	2
2	2	2	2	2
2	2	-5	2	2
2	2	2	2	2
2	2	2	2	2
2	2	2	2	2
2	2	2	2	2
2	2	2	2	2
2	2	-5	2	2
30	30	16	30	30



JOHARI WINDOW

Josef Luft dan Harry Ingham



TERBUKA



Sisi ini diketahui oleh orang lain dan oleh yang bersangkutan sendiri. Jendela hidup kita ini juga disebut sisi terbuka. Perilaku yang termasuk dalam sisi ini tidak perlu dijelaskan oleh yang bersangkutan, dan dia sendiri serta orang lain sudah mengenal dengan baik sikap dan perilaku tersebut. Sopan-santun, perangai, dsb. masuk ke sisi ini.

RAHASIA

Sisi ini mencakup semua yang kita ketahui tentang diri kita sendiri namun yang orang lain tidak sadari. Sisi ini juga disebut ruang tersembunyi. Di ruang inilah rahasia kita disimpan karena kita takut melihat reaksi orang lain jika mengetahui rahasia tersebut. Yang kita sembunyikan itu bisa perasaan, sikap, dan

BUTA

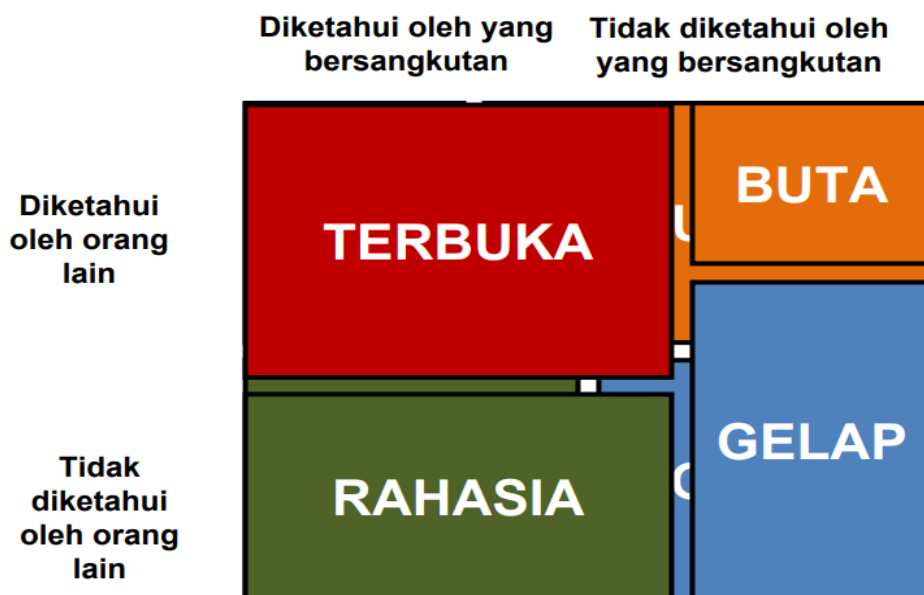


Sisi ini adalah sisi yang diketahui orang lain tetapi tidak oleh yang bersangkutan. Jendela ini bagi yang bersangkutan tetap tidak terlihat karena orang lain tidak mau memberitahunya karena mereka takut menyinggung perasaannya. Sisi ini juga dikenal sebagai sisi 'bau mulut'.

GELAP

Inilah sisi dalam diri kita yang tidak disadari keberadaannya oleh kita sendiri maupun oleh orang lain. Di ruang inilah ada kemampuan dan bakat yang belum tergali. Ada kemampuan kita di sini yang seumur hidup tidak akan pernah tergali atau kita temukan

Tujuan Dijalinnya Hubungan Saling Percaya Antara Konsultan dan Klien



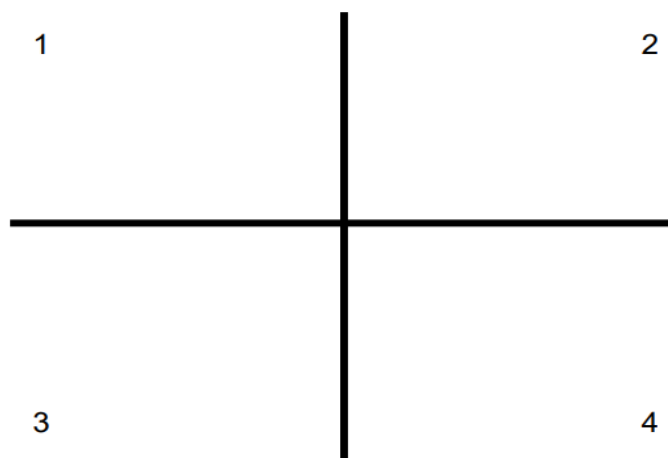


Knowing Me, Knowing You



Langkah 1

- Buatlah 4 kolom sama besar pada kertas plano yang telah disediakan





Langkah 2

- | | |
|--|---|
| <ul style="list-style-type: none">• Gambarkan pada kolom 1, apa pengalaman terbaik anda? | <ul style="list-style-type: none">• Gambarkan pada kolom 2, apa pengalaman terburuk anda? |
| <ul style="list-style-type: none">• Gambarkan pada kolom 3, apa cita-cita anda dalam hidup ini sebagai pelaku usaha? | <ul style="list-style-type: none">• Gambarkan pada kolom 4, anda jika meninggal ingin dikenang sebagai apa? |



Langkah 3

- Presentasikan kepada teman.
- Mintalah pendapat/komentar positif dari minimal 4 orang teman, dengan menuliskan pada kertas coklat [sisi belakang]



UMPAN BALIK

- Beberapa petunjuk cara memberi umpan balik -

1. Sampaikan kesan dan perasaan Anda **pribadi** (*lebih baik bersikap subyektif tentang diri sendiri daripada bersikap subyektif tentang orang lain!*).
2. Bersikaplah **jujur dan spontan!**
3. Pernyataan Anda harus **benar-benar tepat!**
4. Jika ingin mengatakan sesuatu, katakan **SEKARANG** atau jangan samasekali (*jangan memberi masukan tentang peristiwa yang terjadi lama sebelumnya!*).
5. Kritik sikap/perilaku yang **bisa diubah** oleh yang bersangkutan.
6. **Minta orang lain** untuk memberi Anda masukan!
7. **Idealnya** peserta lain meminta Anda umpan balik yang spesifik!



Tujuan belajar	
Sasaran utama yang harus dicapai peserta	Peserta <ul style="list-style-type: none">- berbagi informasi tentang pribadi mereka kepada orang lain;- mengenal peserta lain lebih mendalam.
Sasaran lain yang lebih tinggi, tergantung situasi dan kondisi kelompok sasaran saat ini	Peserta <ul style="list-style-type: none">- mengenal diri mereka lebih dalam berkat adanya masukan dari peserta lain.
Digunakan untuk	Bagian perkenalan, ketrampilan presentasi, umpan balik/masukan
Dikembangkan di	Thailand, Juni 1990

Day 2

PENYARINGAN GAGASAN USAHA Penyaringan Mikro

No.	Nama Proyek	PASAR	BAHAN BAKU	TEKNOLOGI	TENAGA TRAMPIL	MODAL	FAKTOR PENDUKUNG*)	TOTAL
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

Penilaian (Scoring):

- 5 : Sangat baik
- 4 : Baik
- 3 : Cukup
- 2 : Kurang
- 1 : Sangat kurang

***) Faktor Pendukung:**

- Dukungan keluarga
- Dukungan pemerintah (kebijakan, regulasi, dll.)

PANGSA PASAR

MARKET SHARE

ATURAN MAIN

- Buat 4 kelompok
- Tentukan nama perusahaan anda
- Tentukan Direktur Perusahaan anda
- Kumpulkan sebanyak mungkin batang korek api
- Tidak boleh mencari batang korek api di wilayah yang terlarang
- Tidak boleh ada kekerasan fisik

KELOMPOK	RIIL	AKAN DATANG	PANGSA PASAR
Kel. 1	24	50	11,9%
Kel. 2	74	50	36,6%
Kel. 3	50	50	24,8%
Kel. 4	54	50	26,7%
	202	200	100%

Potensi Pasar: 200

Volume Pasar: 202

Volume Penjualan: 24 (untuk kelompok 1, dst)

Pangsa Pasar: volume penjualan / volume pasar



PASAR MINI

Ketentuan

- Jual satu barang kepada pembeli.
- Ada 3 kemungkinan:
 - jual barang yang Anda miliki
 - jual barang yang Anda produksi
 - jual jasa yang bisa dilakukan dalam waktu 3 menit
- Anda punya waktu 15 menit untuk memutuskan apa yang akan dijual, untuk memproduksi sendiri akhirnya dan untuk mempersiapkan presentasi
- Hanya 3 produk atau jasa yang dapat dijual kepada 1 pembeli
- Harga paling tinggi Rp 500
- Transaksi jual-belinya sungguhan
- Barang yang sudah dibeli tidak boleh dikembalikan atau ditukar
- Anda tidak boleh menjual rugi
- Anda diberi waktu dua menit untuk melakukan presentasi

Bauran Pemasaran & Strategi Pemasaran

5P

product
price
place
promotion
personel

Tukang Bangunan

Tukang Bangunan



Seorang tukang bangunan tua yang bersiap diri untuk pensiun. Ia menyampaikannya pada majikannya tentang rencana untuk meninggalkan pekerjaan sebagai tukang dan akan menikmati hidup bersama dengan istri dan anak keturunannya.

Walau ia akan kehilangan gaji, ia tetap akan berhenti pensiun.

Tukang Bangunan



Majikan menyayangkan ia akan kehilangan seorang pegawai terbaiknya dan ia memintanya untuk membangun satu buah rumah sebagai permintaan terakhirnya.

Si Tukang menyanggupinya, namun pada saat itu tampak hatinya sudah tidak pada pekerjaan. Ia mengerjakan dengan sikap kerja yang tidak baik dan menggunakan material bahan yang tidak baik pula.

Sangatlah tidak baik mengakhiri karir dengan cara tersebut.

Tukang Bangunan



Saat tukang bangunan selesai dengan pekerjaannya, majikan datang menghampirinya memeriksa rumah karya si tukang, dan dia menyerahkan kunci rumah kepada si tukang " Ini adalah rumahmu" ia berkata, " sebagai hadiah untukmu". Si Tukang terkejut dan malu!

Saat ia membuka pintu, salah satu engselnya terlepas.

Bila ia menyadari bahwa ia membangun rumah untuk dirinya, ia akan melakukannya dengan cara yang berbeda.



Tukang Bangunan



Begitu juga dengan kita, kita membangun kehidupan kita, kadang sering kita melakukannya kurang dari apa yang sebenarnya bisa kita lakukan untuk bangunan tsb. Dan terkejut kita sadari, kita akan hidup di dalam rumah yang kita bangun sendiri.

Bila memungkinkan, kita akan membangunnya kembali dengan cara terbaik, tapi kita tidak dapat ulang kembali, waktu tidak dapat diputar mundur

Tukang Bangunan

Anda adalah tukang bangunan, Setiap hari anda memasang paku, menempatkan papan dinding, dll, seseorang mengatakan "Hidup adalah proyek **do-it-yourself**", Sikap dan pilihan anda hari ini, berarti membangun "**rumah**" dimana anda akan hidup di dalamnya di esok hari.

Bangun dan kelola "rumahmu" dengan bijaksana !

WORK - like you don't need any money



LOVE - like you've never been hurt



DANCE – like no one is watching you



SING – like no one is listening to you



LIVE – like you are in paradise



Good Day!
Terima Kasih

THANK YOU

Day 3

ENVELOPE GAME

SPESIFIKASI AMPLOP

- 1) Potong kertas ukuran 17 cm x 10 cm
- 2) Bagian penutup amplop:
 - Penutup Atas (2 cm)
 - Penutup Bawah (1,5 cm)
 - Penghubung bagian tengah (1 cm)
 - Kemiringan sudut potongan (1 cm)
- 3) Model seperti contoh
- 4) Dilipat rapi, Di lem, kondisi Bersih
- 5) Toleransi : + / - 1 mm
- 6) Klasifikasi Harga Beli Amplop
 - Kualitas A - 150
 - Kualitas B - 100
 - Kualitas C - ditolak

CEFE SUPPLIER Envelope Game

NO	ITEMS	HARGA / unit /ronde
A	Bahan Kertas A4 (1 unit @ isi 10 lembar)	20
B	Tenaga Kerja	20
C	Peralatan	
	1. Tanah	100
	2. Meja	100
	3. Kursi	25
	4. Stepler	25
	5. Gunting	40
	6. Penggaris	10
	7. Pensil	20
	8. Lem	20
	9. ZOPP Panjang	10
	10. ZOPP Pendek (min. 2 lembar)	5
D	PENDAFTARAN PER RONDE	200

Dikenakan DENDA, jika:

1. Menggunakan peralatan di luar Surat Pesanan yang disewa dari Supplier. Besar Denda adalah **2 x harga sewa yang ada pada Supplier.**
2. Jumlah produk yang selesai tidak memenuhi jumlah kontrak. Besar Denda adalah **5% x Harga Kualitas A (Rp 150) x jumlah kekurangan**

Teknologi Baru:

Gunting Besar

Rp 80,-/unit/ronde

S.C.A.M.P.E.R

- S** ubstite
 - C** ombine
 - A** mplify
 - M** inify
 - P** ut to other use
 - E** liminate
 - R** earrange
-



SELALU ADA CARA YANG LEBIH BAIK



Seorang lelaki buta berdiri di tangga sebuah bangunan dengan topi di kakinya.



Dia memegang tulisan yang berbunyi:

saya buta, bantulah saya



Hanya ada beberapa uang receh di topinya

Seorang laki-laki lewat. Dia mengeluarkan beberapa uang receh dari sakunya dan memasukkannya ke dalam topi.



Kemudian dia mengambil tulisan, membalikkan , dan menulis beberapa kata.



Dia menunjukkan kata-kata itu kembali Sehingga setiap orang yang lewat bisa membacanya.



Dalam waktu singkat topinya dipenuhi dengan uang.

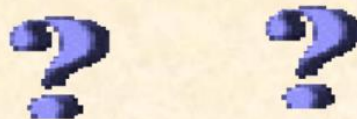


Makin banyak orang yang memberikan uang kepada lelaki tersebut.



Sore itu orang yang mengganti tulisan datang melihat kembali apa yang terjadi.

Anak lelaki itu mengenali langkahnya dan bertanya,
"Apakah anda orang yang telah mengganti tulisan saya pagi tadi? Apa yang telah anda tulis?"





Orang itu menulis,

“Saya hanya menyampaikan kejujuran.

Saya menulis apa yang anda katakan tetapi
dengan cara yang..

BERBEDA



Tulisan itu sebagai berikut:

“Hari ini sangat **Indah**
dan saya tidak bisa menikmatinya.”



Apakah anda berpikir bahwa tanda pertama dan tanda kedua menyatakan hal yang sama?



Sudah tentu kedua tanda memberitahu orang bahwa bahwa lelaki itu buta



Tanda pertama hanya memberitahu orang lain untuk membantu dengan menempatkan uang di dalam topi.



Tanda kedua memberitahu orang bahwa mereka dapat menikmati keindahan hari itu, sesuatu yang mustahil bisa dinikmati lelaki itu karena dia buta.





Apakah kita terkejut bahwa tulisan ke-dua lebih efektif?



Paling tidak ada  dua pelajaran yang bisa diambil dari cerita di atas

Pertama adalah,

“Bersukurlah terhadap apa yang anda punya. Banyak orang lain lebih miskin.
Bantulah bila anda mampu.”



Ke-dua adalah,

“Jadilah **Kreatif**











Jadilah **Inovatif**

Berpikir **Diluar Kebiasaan**

Selalu ada cara yang.. **lebih baik** ..!”

Day 4

BUKTI TRANSAKSI

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Buku Piutang Pak Untung Beliung

Bulan September 2017

No. Urut	Tanggal	Transaksi	Jumlah Pinjaman	Pembayaran	Saldo
1					
2					
3					
4					
5					
		Total			

Contoh Buku Piutang Pak Untung Beliung

Bulan September 2017

No. Urut	Tanggal	Transaksi	Jumlah Pinjaman	Pembayaran	Saldo
1	01-Sep-17	Pinjaman Pak Cecep	1.680.000,00	0,00	1.680.000,00
2	01-Sep-17	Pinjaman Pak Deden	420.000,00	0,00	2.100.000,00
3	04-Sep-17	Cicilan dari Pak Cecep	0,00	600.000,00	1.500.000,00
4	05-Sep-17	Pinjaman Prive u/SPP Anak	55.000,00	0,00	1.555.000,00
5	11-Sep-17	Pelunasan dari Pak Deden	0,00	420.000,00	1.135.000,00
6	11-Sep-17	Pinjaman Pak Sopandi	3.500.000,00	0,00	4.635.000,00
7	17-Sep-17	Pengembalian Prive u/SPP Anak	0,00	55.000,00	4.580.000,00
8	20-Sep-17	Kas Bon Karyawan	200.00,00	0,00	4.780.000,00
9	22-Sep-17	Cicilan Kas Bon Karyawan	0,00	100.000,00	6.230.000,00
10	30-Sep-17	Pinjaman Artashop Agung	1.550.000,00	0,00	4.257.000,00
11	30-Sep-17	Prive untuk minum & kue tamu	27.000,00	0,00	6.257.000,00
		Total	7.432.000,00	1.175.000,00	6.257.000,00

UANG

- UANG DAPAT BELI SEBUAH RUMAH
- TAPI BUKAN SEBUAH TEMPAT TINGGAL
- UANG DAPAT BELI SEBUAH TEMPAT TIDUR
- TAPI TIDAK TIDUR
- DENGAN UANG DAPAT BELI SEBUAH JAM
- TAPI BUKAN WAKTU
- IDENGAN UANG KITA DAPAT BELI SEBUAH BUKU
- TAPI BUKAN PENGETAHUAN

- UANG DAPAT BELIKAN KAMU SEBUAH POSISI
- TAPI BUKAN KEHORMATAN
- UANG DAPAT BELIKAN KAMU OBAT
- TAPI BUKAN KESEHATAN
- UANG DAPAT BELIKAN KAMU DARAH
- TAPI BUKAN KEHIDUPAN

- **JADI KAMU MELIHAT BAHWA UANG BUKANLAH SEGALANYA**
- **DAN ITU SERING MENGAKIBATKAN KESEDIHAN DAN PENDERITAAN**
- **SAYA MENGATAKAN INI SEMUA KARENA**
- **SAYA ADALAH TEMANMU**
- **DAN SEGABAI TEMANMU**
- **SAYA INGIN MENGELUARKAN ANDA DARI KESEDIHAN DAN PENDERITAAN**

- **SEHINGGA BERIKAN KEPADA SAYA SEMUA UANGMU DAN SAYA AKAN MENDERITA UNTUK ANDA**

**SILAKAN KONTAN ATAU
MENCICIL**

Day 5

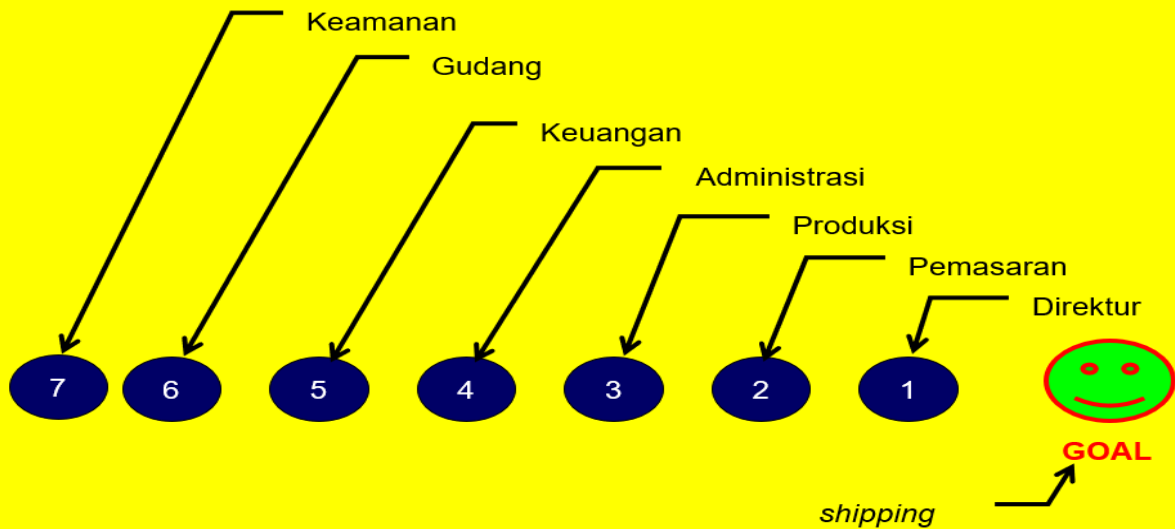


Sales GAME

Instruksi 1

- Bentuk 3 [tiga] kelompok [*a-h; i-p; q-z*]
- Diskusikan untuk mengisi jabatan [*meliputi @1 org : direktur, pemasaran, produksi, administrasi, keuangan, gudang, keamanan & shipper*]
- Posisikan masing-masing kelompok berdiri dalam satu baris [*pabrik – pengiriman*]
- Setiap urutan menunjukkan posisi berdasarkan “jabatan”nya
- “Kotak Pengiriman” harus dipegang diatas kepalanya *shipper*
- Posisi **SIAP...**

Posisi



Instruksi 2

- Bola...dipegang oleh Direktur..
- Selanjutnya bola dilempar berdasarkan instruksi dari PEMERINTAH.
- Mulai...berproduksi....dan proses selesai saat barang di kirim

PERHATIAN !!

Apabila Bola Jatuh, maka harus diambil oleh pejabat yang dituju

Lampiran 5

Modul Pelatihan menggunakan Tangga CEFE

Mengevaluasi	Menyediakan Pelayanan Tindak-lanjut
Memantau	
Memfasilitasi	Memaparkan Perencanaan Usaha
Memberi Nasihat	
Uji Kelangsungan Usaha	Merumuskan Rencana Usaha
Keuangan	
Organisasi & Manajemen	
Produksi/ Teknologi	
Pemasaran	
Memilih Gagasan	Menyesuaikan Orang dengan Proyek
Menyaring Gagasan	
Mengembangkan Gagasan	
Mengatur Strategi	Membuka Kunci Kemampuan
Situasi, Lingkungan	
Kualitas, Visi, Sumberdaya	
Dinamika Pribadi/ Kelompok	
Seleksi/ pemilihan	Peluncuran
Penerimaan	
Promosi	
Penilaian Lingkungan	