

## **MENTORING PROGRAM: Empowerment and Human Resources Development**

**Ahmad Afandi**

Universitas Pancasila, Indonesia  
ahmadafandiandi@yahoo.com

**Submitted:** 03<sup>rd</sup> June 2021 | **Edited:** 20<sup>th</sup> August 2021 | **Issued:** 01<sup>st</sup> Sept 2021

---

**Cited on:** Afandi, A. (2021). MENTORING PROGRAM: Empowerment and Human Resources Development. *AKADEMIK: Jurnal Mahasiswa Humanis*, 1(3), 87-94.

### **ABSTRACT**

The need for quality employees is a necessity, this is believed to be able to help the company in achieving its goals. In fact, the highest quality employees can drive rapid progress and help companies stand out from competition and global business threats. Based on this, the company is aware of an effort to develop employees in the right way, namely through mentoring or mentoring programs. This study aims to identify, analyze, and suggest how to develop employees well through a mentoring program. To answer this goal, a qualitative scientific method was used. Data and information were obtained through observation and interviews with employees of Hutama Karya companies who participated in the mentoring program. While the analytical method using descriptive technique. The results of the study show that mentoring programs can help employees accelerate their abilities and increase better opportunities. The interesting thing about this program is that the company has an effective leadership regeneration system, so that it can help maintain the company's existence in the future

**Keywords:** Mentoring, Empowering, Development, Leadership

### **INTRODUCTION**

Having a career in a field of work can feel very monotonous. Not only in terms of daily work, but also in terms of self-development. Not a few employees feel they are just walking in place and do not get any personal supplies (Daniel, et, al., 2020). In fact, there is a lot of potential that can be explored to direct the employee in achieving the desired goals in his career (Rohmah, et al., 2020). There are several ways that companies do to help their employees' self-development, one of which is *mentoring* (Connor & Pokora, 2017).

One company that chooses mentoring as part of its employee development is Hutama Karya Infrastruktur (HKI), which is a subsidiary of the State-Owned Enterprise, namely Hutama Karya (Persero) (HK). In particular, IPR companies are active in the construction service business. Although it was only established in 2015, it has been

active for a long time since it was still a spin off of HK's Roads and Bridges Division and has had high-end experience in the field of roads, roads, bridges, and similar construction works.

So far, *mentoring* has also been the main choice for IPR for self-development in a professional environment through the IPR Learning Center. However, in its journey, HKI assesses that *mentoring* only offers *knowledge transfer* but is unable to empower the potential that lies within each employee. Whereas a company will grow and develop if the personnel within the company are not only able to apply the skills and knowledge they have but also provide space/ideas for change to the company according to the goals of the organization, to find out ideas or potential that hidden in these personnel, HKI through the Learning Center believes that the Coaching Program is one of the more necessary avenues.

## **THEORY**

Coaching is one approach in an effort to improve human resources in a company or organization (van Nieuwerburgh, et, al., 2020). This is in accordance with Noe's opinion (Kutsyuruba & Walker, 2020), that there are 4 (four) approaches to developing human resources in organizations or companies, namely formal education, assessment, work experience and interpersonal relationships. Coaching itself is in one approach to interpersonal relations. Kaswan defines coaching as a cognitive, emotional and behavioral transition that provides the acquisition of goals and improvement of a person's performance or personal life (Napitupulu, 2021). Coaching is a series of activities with the aim of helping employees to identify their potential, goals in their careers, identify potential problems, and find ways to solve them, to get optimal performance (Yulastri, 2020; Lestari, et, al., 2020).

Bresser and Wilson mention that coaching can unlock a person's potential in order to maximize performance, helping someone to learn rather than teach him (Darwis, 2020; Moody, 2019). The results of the latest research in 2021 by Bonar Napitupulu (Naoitupulu, 2021) stated that based on the view of performance appraisal, coaching can help identify and develop employees. Recommendations from this research in the manufacturing industry, a company should create a coaching culture and create a system that supports coaching activities, especially management's alignment with coaching

(Waruwu, et al., 2021). According to this study, company development can be done through coaching.

Previous research was conducted by Komang Diah Laxmy Prabadewi in 2017 (Prabadewi, 2017). The research is aimed at looking at the effectiveness of coaching technique training in an effort to improve employee performance in a company in Surabaya. The results of the research show that in general, coaching training is effective in increasing knowledge and skills, especially in the performance of managers in the company. The Deloitte Millennial Survey in 2016 stated that millennials who have received coaching twice, are more likely to stay in an organization/office for more than 5 (five) years. (Nugroho, et, al., 2021)

A member of the Forbes Council (Bennell, et, al., 2017), mentions 4 (four) levels of coaching, namely awareness, clarity, choice, and action.

1. At the initial stage, Awareness is carried out to invite a person's way of thinking in asking questions consciously and unconsciously and relates in a world without ego.
2. At the Clarity stage, through coaching, a person is expected to be able to identify real problems by focusing on one area at a time, and being able to let go of his feelings.
3. In the Choice Stage, a person is expected to hold back his beliefs and explore possibilities for self-change. Through coaching, new neural connections will be created that increase new ways of thinking and also new ways of behaving.
4. At the last stage, namely Action, it will result in a person's commitment to a plan or exercise to improve his way of thinking and behavior.

## **METHOD**

This research was carried out in a measurable and systematic manner, including the following activities:

1. The research was developed based on qualitative concepts
2. Analysis and discussion using descriptive techniques
3. Data collection through observation and in-depth interviews
4. The research was conducted at Hutama Karya Infrastruktur company, Jakarta

5. The unit of analysis in this study is the employees of Hutama Karya Infrastruktur company who receive Coaching from PPM Management, both online and offline during 2021.
6. The number of correspondents is the Coaching participant, totaling 28 people consisting of head office and project employees.
7. Coaching activities consist of three stages, namely the brief program stage, the interactive inclass training stage, and the action learning stage.

## RESULTS

The *coaching* in the HKI environment comes under the name *Coach for Coach* and is intended for the level of Head of Department and *Project Manager*. The *Coach for Coach* aims to train employees to be able to:

1. Manage *internally stakeholders* , especially team members, to empower maximum potential and performance.
2. Identifying the right development needs for team members
3. Applying *coaching* in team member development

Coach for Coach Stages and Methods The Coach for Coach has *program* a flow design consisting of 3 stages, namely:

1. *Brief Program*.
2. *Interactive Inclass Training Stage*,
3. *Action Learning Stage*.

The implementation of the activities of the three stages can be seen in the table below

**Table 1. Implementation of Coach**

| No | Activities           | Participant       | Date                 | Location                   |
|----|----------------------|-------------------|----------------------|----------------------------|
| 1. | Brief Program        | 28 people         | 10 June 2020         | Virtual meeting            |
| 2. | Interactive Training | Inclass 28 people | 16 -17 June 2020     | Aston Sentul Hotel, Bogor. |
| 3. | Action Learning      | 28 people         | 23–24 July 2020      | Virtual meeting            |
|    |                      |                   | 13-14 August 2020    | Virtual meeting            |
|    |                      |                   | 10–11 September 2020 | Virtual meeting            |

Source: Data research, 2021

All activities of PT HKI's Coach for Coach Program are carried out with facilitators from PPM Manajemen. The *Coach for Coach* began with a *Brief Program*, which was attended by 28 people who were employees of the head office and projects. In this *Program Brief*, the objectives, benefits and expected outputs of the program and the program implementation timeline are presented. As the start of the activity, the Brief Program was carried out through virtual meetings. The next stage is *Interactive Inclass Training*. At this stage, the implementation of the main material debriefing is carried out face-to-face by prioritizing strict health protocols. The main material of the Inclass Training is debriefing for participants related to Managing Internal Stakeholders and Coaching Techniques which is equivalent to 16 hours of lessons. Activities for 2 (two) days at Aston Hotel, Sentul, Bogor. The next stage of the *Coach for Coach* is *Action Learning*. At this stage, the HC&GA Department prepares a list *coachees* drawn from groups of employees with the "Star" work performance category, namely employees with high performance competencies. The following is the result of mapping using the Hav Mapping theory used by PT HKI.

Based on the results of mapping using Hav Mapping, obtained 28 employees from various work units at head office and projects who are ready to become *coachees*. The *coaches* then paired with *coachees* in a *cross-functional lines job family* with, namely based on technical and non-technical categories. This is done so that *coaches* can optimize their *coaching* without bias towards the structural relationship of job titles (Bennell, et al., 2017).

The *coaches* and *coachees* sessions *coaching* which are carried out continuously. session *coaching* was held on 23 – 24 July 2020 with the main task of identifying *coachees* and coachee development needs. session *coaching* lasted for 60 minutes, then another 30 minutes was added for *feedback* from *observers* to the *coaches*. session *coaching*, *coaches* and *coachees* met virtually with observations and assessments from *Expert PPM Management*

Continuing on the *coaching*, specifically in this session the Board of Directors of PT Hutama Karya Infrastruktur is present as an *Internal Coach* who will observe and assess the performance and *coaching* of the *coaches* directly through *virtual meetings*. session *coaching* is that *coaches* development plans *coachee* based on the GROW technique (*Goal, Realty, Option Obstacles, Will Way Forward*) and action plans to be

carried out by *coachees* over the next 6 months. *session coaching* was held on August 13-14, 2020.

Furthermore, the *coaching* was held on September 10-11, 2020 through *virtual meeting* with observations and reassessments carried out by the *Expert Coach* PPM Management. *session coaching* is that the *coaches* conduct a follow-up analysis of the development activities chosen *coachee*, the potential problems that the *coachee* and what countermeasures are needed by *coachee* in order to achieve the expected self-development.

In connection with the pandemic, currently all processes are taking place online from their respective places, with the hope that in the next activity all processes will be carried out offline, so that interactions between coaches and coachees become more real.

### **Realization of Activities**

Every year, HKI Learning Center conducts mapping on the competence of the company and the competence of employees to find out *gaps*. So far, the realization is mostly from top to bottom, even though there are many ideas from potential team members, but communication is hampered. Through the *coaching*, *coaches*' ideas that *coachees* can be applied within the company.

Not only attending, *coaches* must be able to listen to *coachee* actively, ask open-ended questions, and provide feedback by following the GROW (*Goal, Reality, Options, Way*) Model as a reference. Not infrequently, *coach* has to explore some personal questions that if it affects the performance of the *coachee*, which is still related to work problems.

Not only *coachees* will benefit from *coaching*. The *coaches* will also be helped if they have a brilliant team and are committed to realizing their innovative ideas. A *coach* is considered successful if he can prepare his team members to become *leaders*, or in other words, regenerate and prepare *the coachee* to be able to fulfill the vacated position, if at any time he has to replace the boss. Another measure of success as a *coach* is if the *coachee* can solve his own problems.

*Coachees* themselves are *"staror"* those who are considered to have good competence and performance. However, it is possible that in the next program, other employees can also become *coachees*. This program is also carried out on a cross-

*departmental* basis according to technical or non-technical categories. This is so that the participants can mingle. Especially in *coaching*, experience is not an absolute thing. Leadership, goals, and commitment to goals that must continue to be explored and built.

In shaping and empowering *coachees*, *coaches* expected to can shape *behavior* at the same time. *Coaches* are expected to be good at seeing and assessing situations, as well as finding new ways to empower subordinates. Because in practice, there are times when *leadership* can be applied directly (directly) or indirectly (*indirectly*).

For the evaluation process in the *action learning*, *coaches* and *coachees* must fill out a worksheet. The evaluation will be carried out after six months with a third-level evaluation, namely how the *coach* shapes *behavior* of the participants. That way, it is believed, whoever becomes the leader, the work speed of a *leader* will increase because he believes in the integrity of his own subordinates.

## CONCLUSION

The results of *coaching* are also closely related to the careers of the participants. With *coaching*, a *leader* can create *leaders*. *The coachee* can also create more opportunities to realize the goals he wants. The challenges for the company going forward are enormous. Companies must prepare themselves to get projects outside the Trans Sumatra Toll Road (JTTS) in the context of business expansion. Even though it has only been established for 6 years, the company is expected to be able to utilize existing human resources and accelerate them. With more *millennial* and the current lack of *leaders*, the coaching pattern must be changed. Here *coaching* plays a role to help participants accelerate their abilities and thereby increase better opportunities.

## REFERENCES

- Ang, E. E., Dharmayanti, D., & Widjaja, D. C. (2020). Efek intervensi training dan Coaching kebermanaan kerja terhadap kinerja karyawan. *Jurnal Aplikasi Bisnis dan Manajemen (JABM)*, 6(3), 558-558.
- Bennell, K. L., Campbell, P. K., Egerton, T., Metcalf, B., Kasza, J., Forbes, A., ... & Hinman, R. S. (2017). Telephone coaching to enhance a home-based physical activity program for knee osteoarthritis: a randomized clinical trial. *Arthritis Care & Research*, 69(1), 84-94.
- Connor, M., & Pokora, J. (2017). *EBOOK: Coaching and Mentoring at Work: Developing Effective Practice: Developing Effective Practice*. McGraw-Hill Education (UK).

- Daniel, E. I., Oshodi, O. S., Arif, M., Henjewe, C., & Haywood, K. (2020). Strategies for improving construction craftspeople apprenticeship training programme: Evidence from the UK. *Journal of cleaner production*, 266, 122135.
- Darwis, A. M. F. (2020). Penerapan Konsep Community Based Correction Dalam Program Pembinaan Di Lembaga Pemasyarakatan. *Jurnal Ilmiah Ilmu Sosial*, 6(1), 01-10.
- Kutsyuruba, B., & Walker, K. D. (2020). The role of school administrators in the induction and mentoring of early career teachers. In *Oxford Research Encyclopedia of Education*.
- Lestari, H., Sopandi, W., Sa'ud, U. S., Musthafa, B., Budimansyah, D., & Sukardi, R. R. (2020). The Impact of Online Mentoring in Implementing RADEC Learning to the Elementary School Teachers' Competence in Training Students' Critical Thinking Skills: A Case Study During COVID-19 Pandemic. *Jurnal Pendidikan IPA Indonesia*, 10(3), 346-356.
- Moody, M. S. (2019). If instructional coaching really works, why isn't it working. *Educational Leadership*, 77(3), 30-35.
- Napitupulu, B. B. J. (2021). COACHING DAN KINERJA INDIVIDU: ANALISIS MEDIASI KOMITMEN KERJA PADA KARYAWAN INDUSTRI MANUFAKTUR. *Value: Jurnal Manajemen dan Akuntansi*, 16(2), 350-363.
- Nugroho, Y. A., Hutagalung, D., Asbari, M., Supriatna, H., & Novitasari, D. (2021). Mempertahankan Kinerja Karyawan UMKM: Analisis Pengaruh Managerial Coaching dan Motivasi Intrinsik. *Value: Jurnal Manajemen Dan Akuntansi*, 16(2), 364-378.
- Prabadewi, K. D. L. (2017). Efektivitas Pelatihan Teknik Coaching Untuk Meningkatkan Kinerja dan Penyusunan Rancangan Sistem Coaching. *CALYPTRA*, 6(1), 1477-1488.
- Rohmah, A. F., Sudana, I. M., & Prihatin, T. (2020). The Implementation of Coaching and Mentoring on Basic Training For Civil Servant Candidates (CPNS) in Religious Education and Training Center Semarang. *Educational Management*, 9(1), 101-109.
- van Nieuwerburgh, C., Barr, M., Munro, C., Noon, H., & Arifin, D. (2020). Experiences of aspiring school principals receiving coaching as part of a leadership development programme. *International Journal of Mentoring and Coaching in Education*, 9(3), 291-306.
- Waruwu, H., Johan, M., Asbari, M., Supriatna, H., & Novitasari, D. (2021). EMPLOYEE COACHING: KATALISATOR KREATIVITAS DAN KINERJA PEGAWAI?. *Value: Jurnal Manajemen Dan Akuntansi*, 16(2), 379-393.
- Yulastri, A. (2020). Development of Entrepreneurship Training Model of "Smart Entrepreneur Model"(SEM) at the Universitas Negeri Padang. *JURNAL PENDIDIKAN DAN KELUARGA*, 12(01), 12-29.