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KATA PENGANTAR

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Untuk pertama kalinya, Politeknik Imigrasi menerbitkan Jurnal Ilmiah Kajian Keimigrasian (JIKK) dalam Volume 1 Nomor 1 Agustus 2018. JIKK merupakan media ilmiah yang diterbitkan Politeknik Imigrasi secara berkala yang bertujuan sebagai sarana pengembangan kegiatan penelitian dan pengabdian masyarakat bagi dosen, peneliti, maupun praktisi keimigrasian.

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Diharapkan dari hasil penerbitan JIKK ini dapat bermanfaat bagi pemangku kepentingan sebagai bahan hukum regulasi dan non regulasi berupa kebijakan dalam pengembangan hukum dan penyusunan peraturan perundang-undangan keimigrasian.

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Salam Takzim,
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Tim Redaksi

MENTORING, AN ALTERNATIVE EFFORT TO DEVELOP GOVERNMENT EMPLOYEES' COMPETENCIES

Mentoring, Salah Satu Upaya Pengembangan Kompetensi Aparatur Sipil Negara

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ABSTRAK

Perubahan bersifat mutlak dan wajib. Masyarakat pun berubah. Dalam konteks pelayanan publik pengelompokan masyarakat terbagi menjadi penerima dan penyedia. Kebutuhan penerima terus berubah. Perubahan tersebut terjadi dalam hal ragam dan jumlah kebutuhan serta proses yang mereka harapkan untuk dapat memperoleh pemenuhan kebutuhan. Untuk mengimbangi dan, terlebih lagi, meningkatkan mutu layanan publik yang mereka berikan kepada penerima, penyedia layanan harus melakukan sejumlah perubahan. Hal yang harus pertama kali mereka ubah adalah kompetensi. Mereka perlu mendapatkan pengembangan kompetensi yang harus disediakan oleh organisasi tempat mereka bekerja. Diantara sekian banyak pilihan metode pengembangan kompetensi yang tersedia, mentoring merupakan metode yang memiliki keunggulan tersendiri. Metode ini melibatkan orang yang tepat untuk berbagi keahlian dan melatih kompetensi yang dibutuhkan oleh peserta mentoring (mentee) karena orang tersebut adalah atasan langsung mentee yang dapat memantau sekaligus mengevaluasi keberhasilan mentoring. Metode ini memberikan manfaat tidak hanya bagi orang-orang yang terlibat di dalamnya namun juga organisasi. Mentoring sangat efisien dan efektif bagi organisasi. Hampir tidak ada biaya yang perlu dikeluarkan. Kendatipun memiliki sandungan tersendiri mentoring merupakan metode yang tepat sasaran sesuai kebutuhan.

Kata kunci: *pengembangan kompetensi, mentoring, mentor*

ABSTRACT

A change is something absolute and mandatory. People also do change. In the context of a public service the people are categorized into demanders and suppliers (providers). Needs of the demander keep changing. The changes happen to variant, quantity of the people's needs as well as process of how they expect to get their needs. To keep up with these changes and, moreover, to improve the quality of the public service they supply to the demanders, the providers need to make some changes. The change that should take at the first place is their competency. They should get competency development provided by an organization where they belong to. Among many available alternatives of the competency development methods, mentoring is something else. It involves the right person who shares expertise and trains the competency needed by a trainee (mentee) because the person is the mentee's supervisor who can directly monitor and evaluate the progress of the mentoring. This method generates benefits not only for the individuals involved but also the organization. For the organization the mentoring is both efficient and effective. It costs almost zero budget. Despite the obstacles that may occur the mentoring is a bull's eye.

Keywords: *competency development, mentoring, mentor*

INTRODUCTION

As people evolve, a change is something absolute. The change must happen in life. People's needs change. They turn from simple to complex, from single to multiple, from 'one for all' to 'get them all'. However, on the other hand, a service delivery, in order to complete the needs, changes from complicated to simple, from long to short, from offline to online.

Regarding the needs and services, the changes take place in every sector, private and public. Since the people's needs are so various and massive, providers of those needs come from both those which run profit-oriented businesses, the private sector, and institutions that belong to government, the public sector.

People love comparing. When the comparing deals with their needs, they use to compare service qualities they get from both providers, the private and the public. For decades people tend to see the services provided by the public institutions are the ones with low quality. They find many flaws, much dissatisfaction. At the same time they give a lot of complaints along with higher and higher demands.

Realizing this situation, the government institutions have struggled to change such an image that has been given by the public (or they have created themselves). They intend and are committed to provide better services to the public, covering not only outputs but also deliveries of the services. To gain this objective they need to improve a lot of components, one of many is human resource.

No doubt the government institutions need to improve their human resource competencies. As a starting point to reach this improvement the government has done it by doing their specialty which is issuing policies. There are a number of regulations as legal

basis to do competency developments. The ones included in this journal cover:

- a. Law Number 5 of 2014 on Management of State Civil Apparatus¹
- b. Governmental Decree Number 11 of 2017 on Management of Civil Servant²
- c. Ministerial Decree of Administrative and Bureaucratic Reform Number 38 of 2017 on Standards of Competencies of State Civil Apparatus³

Nevertheless, despite the number of legal products regulating the competency developments, ways or methods to do the developments elaborated in those regulations are still rarely implemented in the public sector. One of those methods is mentoring.

Reflection of such reality highlights the importance to discuss mentoring as one alternative way to improve civil servants' competencies.

DISCUSSION

A. Competency Definition

For organizations, people seem having many different roles as various names given to them. The variety ranges from classical names to the ones that have just been introduced recently. Let's say Human Resources, Human Capital, Human Asset, Human Relations, Talent Resources, Team Culture, Employee Engagement, and others. Nevertheless, no matter which one an organization prefers, those names have a similar essence: people carry out a same role which is attaining

¹ *Undang-undang Nomor 5 Tahun 2014 tentang Manajemen Aparatur Sipil Negara*

² *Peraturan Pemerintah Nomor 11 Tahun 2017 tentang Manajemen Pegawai Negeri Sipil*

³ *Peraturan Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Republik Indonesia Nomor 38 Tahun 2017 tentang Standar Kompetensi Jabatan Aparatur Sipil Negara*

success for organizations where they belong to.

Carrying out that role requires people development. It is their competencies need to upgrade. With the competencies people can perform to reach a goal (goals) targeted by the organization. A competency is a needful attribute of people which enables them to accomplish given job, role, or function with their performance at best. They refer to the capacities people have, what they must be able to do and how they are expected to behave in order to meet the requirements of the job within the context of the organization – its culture (values and norms), business strategy, and working environment⁴. A classical formula of competencies is very well recognized by any organizations that the competencies are composed with three elements: knowledge, skill, and trait.

Marshall classifies the competencies into two major categories; threshold and differentiating. Threshold competencies are the characteristics which any job holder needs to have to do the job effectively. Differentiating competencies are those characteristics which superior performers have but are not present in average performers. More specific classifications can be found in Ministerial Decree of Administrative and Bureaucratic Reform Number 38 of 2017 on Standards of Competencies of State Civil Apparatus⁶.

- Technical Competencies

⁴ Michael Armstrong, *The Art of HRD Human Resource Management Volume 2*, London: Crest Publishing House, 1999

⁵ Marshall, Patricia, *Why are Some People More Successful than Others?*, in , Nick Boolter, *The Art of HRD People and Competencies Volume 5*, London: Crest Publishing House, 1999

⁶ *Peraturan Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Republik Indonesia Nomor 38 Tahun 2017 tentang Standar Kompetensi Jabatan Aparatur Sipil Negara*

Knowledge, skill and traits that can be observed, assessed, and developed. They are specifically required to perform technical roles.

- Managerial Competencies

Knowledge, skill and traits that can be observed, assessed, and developed. They are demanded from a leader or a manager.

- Socio Cultural Competencies

Knowledge, skill and traits that can be observed, assessed, and developed. They can be attained through experiences of interactions with complex society with various religions, ethnics and cultures, behaviors, national visions, ethics, values, morals, emotions, and principles. These qualities are requirements that every official should fulfil so they give their best performances in line with roles and functions they carry out.

Assessment indicators of each competency is regulated in Law Number 5 of 2014 on Management of State Civil Apparatus⁷.

- Technical competency indicators are specific technical educations, trainings, and work experiences.
- Managerial competency indicators are educations and trainings of management and managerial and leadership experiences.
- Socio cultural competency indicators are work experiences regarding interactions with a complex society with various religions, ethnics and cultures as capitals to have national visions.

Technical competencies are quite definite of which the components specifically uphold detailed tasks, roles, and functions, for example technical competency of a teacher. The person should have, at least, knowledge to

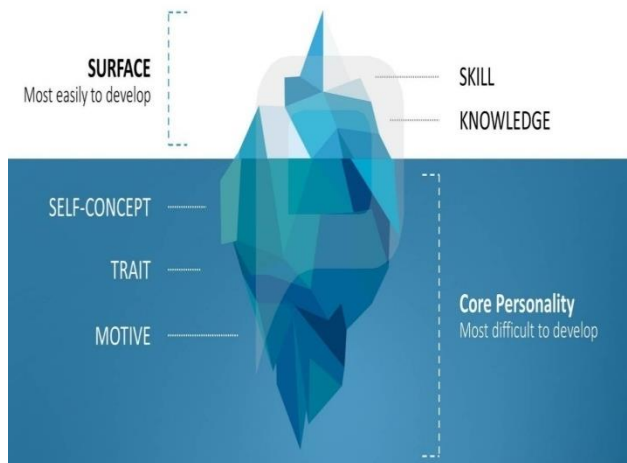
⁷ *Undang-undang Nomor 5 Tahun 2014 tentang Manajemen Sipil Negara*

be transferred to students, skills to control a class, traits as qualities of an educator.

Managerial competencies are like an iceberg, with skill and knowledge forming the tip.

Image 1

Iceberg Model of Competency



The underlying elements of competencies are less visible but they largely direct and control surface behaviour. Self-image (self-concept) exists at a conscious level; traits and motives exist further below the surface, lying closer to the person's core.

Self-image is the view people have of themselves. It reflects their identity.

Traits are enduring characteristics of people. They reflect the way in which we tend to describe people.

Motives are unconscious thoughts and preference which drive behaviour because the behaviours are a source of satisfaction⁹.

B. Government's Mandate on Available and Accesible Competency Development for Civil Servants

⁸ <https://www.presentationload.com/skills-management-powerpoint-template.html>

⁹ Marshall, Patricia, Why are Some People More Successful than Others?, in , Nick Boolter, The Art of HRD People and Competencies Volume 5, London: Crest Publishing House, 1999

Realizing a fact that services that they provide has never been enough to satisfy the people, the government keeps seeking for and attempting the best way to fulfill needs of the people who day by day are more and more critical in demanding their rights. People learn that the services they deserve to get should meet principles of public services. Among twelve principles of public service two of them are professionalism and accountability¹⁰. Meeting these principles require professional and accountable personnels.

To keep up with such people's characteristics, critical and intellectual at the same time, the government has attempted to transform their personnels to become (better) intellects. The transformation is conducted through a process of competency development.

As the initial step of this process, the government sets a regulation, Governmental Decree Number 11 of 2017 on Management of Civil Servants¹¹. With this regulation, the government commands a mandate to every organization where the civil servants work at to make sure that the competency development is available and accessible for every single civil servant. Moreover the government specifies duration of the competency development that a civil servant has to get in a year. In article 203 section 4 of this decree, the government clearly declares that

Every civil servant needs to gain competency development at least 20 learning hours¹² in a year.

C. Competency Development

Competencies cannot be everlasting competencies without development. The development is essential since the organization

¹⁰ Hardiansyah, *Kualitas Pelayanan Publik*, Yogyakarta, Gava Media, 2018

¹¹ *Peraturan Pemerintah Nomor 11 Tahun 2017 tentang Manajemen Pegawai Negeri Sipil*

¹² 1 learning hour equals to 45 minutes

needs to respond changes that happen in societies including a change of needs. People demand improvements in quality of products and services.

In addition to achieving the set purpose, the competency development gives a number of benefits for both the organization and individuals involved.

a. For the Organization

- Staff retirement and retention. Staff turnover can also be reduced because trained people who have opportunities for development gain more job satisfaction and enjoy the sense that their potential is recognized.
- Identification of future supervisory and management personnel. You can help to identify people with management and supervisory potential and thereby promote the long-term future of the organization¹³.
- Qualified products and services. Empowered staff have power to run their organization's business successfully which is supplying qualified products and services. Such products and services, definitely, generate public's satisfaction.
- Organization's accountability. Competency development contributes to the organization's strength that it can provide the better products and services to public. As a result, it successfully gives its accountability to the public.

b. For the individuals in the organization

- The future capability of the individuals. Unlike equipment, people should increase in value over time as they gain knowledge, expertise, and experience.

- Trust for bigger and more responsibilities. When you get trust for bigger and more responsibilities does not mean that the trust giver puts you in overwhelmed situation. The bigger and more responsibilities that you successfully handle are meant to prepare you for a greater chance, a promotion or favorable transfer is waiting for you.

c. For the mentees

- Job security. Employees who become more versatile and multi-skilled obviously have greater job security as they can adjust to changes in the nature of the work.

However, the individuals involved in the competency development include managers. Their involvement is a key to make the competency development work, especially when the development is done through a mentoring.

It is essential to involve the managers in the competency development of their staff for reasons:

- leadership means influencing the behaviour of other people positively. One of the best ways of supporting and influencing your people is by helping them improve their knowledge and skills. To do this you need to encourage continuous learning and improvement on the job.
- many organizations are encouraging managers to become more proactive and less bureaucratic. Staff training and development is one way of generating initiative and flexibility in individuals. Certainly, it's more efficient for the managers to train their staff in how to solve problems and respond situations themselves, than for the managers to try to solve all problems or handle everything themselves.

¹³ Peter Sheal, *The Art of HRD Staff Development* Volume 6, London: Crest Publishing House, 1999

D. Mentoring As One Method Among Many Alternatives To Provide And Gain Competency Development

As mentioned earlier that the government forcefully regulates an obligation of the development competency that must be provided by each government unit for every civil servant. However the implementation of the competency development methods is not that uncompromising. There are a number of options of how to do the competency development. These alternatives are regulated in the Governmental Decree Number 11 of 2017 on Management of Civil Servants¹⁴. Consecutively in article 212 the government elaborates the competency development methods as flexible options that can be carried out.

Section 1:

The competency developments are categorized into two classifications, classical and non-classical.

Section 2:

The classical competency development is carried out through learning process in a class. The learning is in the forms of; at least; training, seminar, and forum.

Section 3:

The non-classical competency development is carried out through, at least, e-learning, mentoring, distance learning, internship, and employee exchange between civil servants and public employees.

Among the available alternative, the writers finds that mentoring is the most efficient and effective at the same time.

The efficiency is for some reasons:

- Costless. The mentoring requires almost no budget because it involves only a supervisor, as a mentor, and his or her staff, as a mentee(s). No cost needs to be

allocated for an outside expert to teach the staff. No class facility needs to be provided for the learning.

- Timeless. Since the mentoring discusses a specific thing at work, time is not an issue.
- No absentee. The supervisor does not need to worry for missing his or her staff because the staff who needs the upgrading does not leave his or her office. The mentoring is done on the spot, at the work place.
- No work delay. In addition to a competency upgrading of the staff, the mentoring is determined to solve work problems. The mentoring is done while working. Therefore no work stack burdens anyone nor the organization.

The effectivity is for reasons:

- Right answer. The mentoring is very in focus. This method focuses on a target which is what the staff needs to upgrade his or her competency, the upgrading to handle the work.
- Right person. The staff's progress on the competency development is directly and individually monitored as well as evaluated by the supervisor. As a person who is experienced at the same work, the supervisor has power to help his or her staff accurately.

E. Concept of Mentoring

The Mentor appears at the first time in Homer's Greek classic, *The Odyssey*. While the Odysseus is away at the trojan war, Mentor serves as a tutor and guide to Odysseus's son, Telemachus. Then the dictionary defines a mentor as 'A close, trusted and experienced counsellor or guide'¹⁵.

¹⁴ *Peraturan Pemerintah Nomor 11 Tahun 2017 tentang Manajemen Pegawai Negeri Sipil*

¹⁵ Peter Sheal, *The Art of HRD Staff Development* Volume 6, London: Crest Publishing House, 1999

It is an interesting analogy that Sheal provides when he quotes Jerry Wilbur from Training and Development Journal, November 1987.

‘I like to compare mentors and the mentoring process to sequoia trees. The sequoia grows to be hundreds of feet tall and lives for more than a thousand years. ... By providing shelter and nutrition to neighbouring plants and animals, the sequoia contributes 80 per cent more to the forest environment than it takes. As people receive mentoring’s benefits, they grow and achieve. They also develop roots in their organizations, and begin to mentor other achievers, thus giving back more than they received. But there’s something else about sequoias and mentoring that carries equal importance, and it is so obvious that I missed for years. A sequoia never stops growing. As long as it lives, it develops and contributes to everything around it. That is the real meaning of mentoring. ...’.

Mumford¹⁶ finds mentoring is leading done by someone who is really good at particular fields and shares his or her expertise with others. Mentoring is about leading and leadership on mentees by telling and demonstrating how a work is supposed to be done. Max Landsber, as quoted by Mumfrod, verbalizes that a mentor does istelling what and how. Horvath, quoted by Mumfrod, declares that a mentor gives knowledge and

advices (to a mentee) on his or her expertise and speciality. Mentoring helps a mentee through leading or direct teaching, advices, instructions on how to do a work. Another definition is provided by Kandiana¹⁷. She says mentoring is defined as a personal development relation in which an a person who has more experiences and knowledge helps and leads another who lacks them.

In modern organizations, however, managers and supervisors need to be increasingly involved in harnessing and developing employees’ skills to improve the effectiveness and productivity of the operation¹⁸.

Targets of this leading are:

- Performance
- Personal development
- Career development¹⁹

Importance of mentoring is in line with the core of performance management. Armstrong²⁰ defines performance management as an assembling process of mutual shared comprehension about targets and of managing and developing people.

Some aims of performance management may meet aims of mentoring. They are:

- a. Achieving maintainable refinement in the organization performance;
- b. Enabling individuals to upgrade their abilities, escalate their job satisfaction and attain their full potential to their own

¹⁶ Alan Mumford, *Mencetak Manajer Andal melalui Coaching dan Mentoring*, Jakarta: Pustaka Bina Presindo, 1996

¹⁷ Dian Kandiana, *Konsep dan Proses Coaching dan Mentoring: Modul*, Depok: BPSDM Hukum dan HAM, 2015

¹⁸ Peter Sheal, *The Art of HRD Staff Development* Volume 6, London: Crest Publishing House, 1999

¹⁹ Alan Mumford, *Mencetak Manajer Andal melalui Coaching dan Mentoring*, Jakarta: Pustaka Bina Presindo, 1996

²⁰ Michael Armstrong, *The Art of HRD Human Resource Management* Volume 2, London: Crest Publishing House, 1999

benefit and that of the organization as a whole

F. Mentor

A mentor can be anyone: parents, siblings, friends, colleagues, husband/wife, managers, supervisors; as long as they can help you improve your competency, solve problems, give hand to accomplish your tasks.

The mentor is:

- A stimulator

He/she has capabilities to stimulate and upgrade an intentional learning. At the same time the mentor builds a mentee's capacities by facilitating role play as well as providing suggestions and practical tips.

- A role model

It is essential for the mentor to share his experiences that reflecting both his/her success (and how he/she reached it) and failures (and the reasons why it happened). This kind of learning awakens the mentee to prepare what it takes to improve his/her capacities and anticipate any possible unexpected things.

- A sharing learner

The mentor should be a wise person who has great willingness to learn from others. He/she treats others' experiences as a source of learning and uses them as case studies that he/she shares to his/her mentee.

- An instructor

Considering that the mentor is the mentee's manager or supervisor, the mentor is the right person to tell the mentee do's and don'ts and supervise him/her how he/she improves.

- A teacher or a trainer

These two roles come together regarding the a teacher carries out is not only teaching but also training. The mentor

carries them out many times. He/she needs to teach the mentee new knowledge, train new skills, not to mention exemplify how to behave with a professional manner.

Several among roles of a mentor listed by Mumford²¹ covers:

- Counselor
- Advisor
- Guru
- Guide
- Role model
- Tutor
- Managerial support provider

G. Benefit

The mentoring generates many and mutual benefits. They are mutual since the benefits are not only for the individuals involved but also for the organization where the individuals belong to and the mentoring takes place.

The writer boils down the benefits from Sheal in *Staff Development an Action Guide for Managers and Supervisors*²² and collaborates them with the ones that the writer finds.

- a. For organization

- Personal contact with the mentor can help the inexperienced employee establish personal and emotional ties to the organization.
- Mentoring can also improve the work environment by encouraging mutual support and teamwork within your department.

²¹ Alan Mumford, *Mencetak Manajer Andal melalui Coaching dan Mentoring*, Jakarta: Pustaka Bina Presindo, 1996

²² Peter Sheal, *The Art of HRD Staff Development* Volume 6, London: Crest Publishing House, 1999

- Mentoring can reduce the expenditure and time spent in travelling and attending formal training and development courses.
- Mentoring ensures that training is tailored to individual needs, fits the real job, and can be done through regular work activities.
- Organization's performance development is maintained. Consequently, this development insures the organization's accountability.
- Great teamwork among the senior staff and inexperienced employee as a result of the mentoring is no doubt able to upgrade the organization's productivity.
- The involvement of supervisor and staff in the mentoring enhances their engagement. This creates positive communication and partnership that may lead to positive working environment.
- Thanks to the positive working environment, the organization has no worry for any employee's turn over.
- Solid partnership among employees is the organization's strength to be flexible and adaptable to any change it needs to encounter and handle, including a change of public need and demand.
- Readiness for any change that the organization attains through the mentoring reflects its survival capacity.

b. For the individuals (mentor and mentee)

- Mentoring helps mentors become more skilled and knowledgeable in their field. One way to become an expert in something is to train someone else how to do it.
- Career development involves staff taking on more responsibility and gaining new skills. Through mentoring, senior staff can gain more

time for their own development and acquire leadership, instructional, and coaching skills.

- The employee that senior staff is working with may provide some new perspective and his or her enthusiasm for the job may revive the mentor's motivation.
- The employee is provided with instruction, feedback, and evaluation on his or her progress. Thus, it gives a direct impact on his or her performance.
- Mentoring helps the individuals involved gain performance ascent. They can reach the targeted goals in more effective way.
- A role model figure of the mentor captured by the mentee may lift up his self-motivation and personal commitment to an action plan.
- When the mentor provides the mentoring, at the same time, he elevates his leadership skill.
- The mentor is, at some points, like an angel investor²³. He shares not only knowledge but also experience. This sharing guides the mentee to learn both what he needs to reach and how he reaches it.
- The mentoring is beneficial for the mentee since he can use it as a pilot step to build larger networking.

H. How to do Mentoring

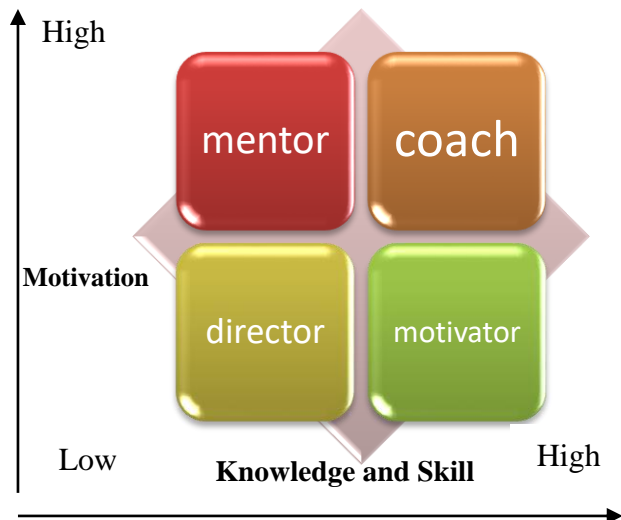
There is confusion that commonly occurs when the mentor is put in a line together with other roles such as coach, director, and motivator. They may have similar roles to the mentor, especially coach. People frequently interchange coach and

²³ Business English Pod 18 Januari 2017
(<https://www.businessenglishpod.com/2017/01/18/financial-english-vv-51-company-finance-startups-1>)

mentor incorrectly. As a matter of fact, each of them is present for different needs.

A diagram of a situational coaching clarifies in which situation the mentor should be present and needed.

Image 2
Situational Coaching Diagram



All those roles are performed by the supervisor of staff who needs competency development. Coach is present when both staff's motivation and knowledge and skill are high. All this staff needs is encouragement to get higher level on those components (motivation and knowledge and skill). Motivator encounters a staff who is actually competent on knowledge and skill. Unfortunately he has low level motivation. He knows how to do the job very well yet he frequently feels reluctant to do it. Director carries out the biggest responsibility among the roles since he needs to deal with a staff who lacks of both components. He needs to motivate this staff also at the same time guide him how to do the job. Mentor comes when his staff has great motivation to accomplish the job but on the other hand needs guidance on how to do it.

In order to give clear comprehensiveness to her reader about how to

carry out two of the four roles Kandiana²⁴ compares coaching and mentoring as a table below shows:

Table 1
Similarities between Coaching and Mentoring

Similarities between Coaching and Mentoring	Differences between Coaching and Mentoring
<ul style="list-style-type: none"> Intend to develop competency Target better expertise, attitude, skill, performance and life quality Are learning process Require communication 	<ul style="list-style-type: none"> Coaching includes people who have equal positions. What the coachee needs is only encouragement. Mentoring involves two parties. One of them is claimed as an expert from whom the other needs to learn. Individuals involved in coaching may have different expertise whilst people (mentor and mentee) in mentoring come from the same field. Coaching is challenging and provoking. Mentoring is teaching and leading.

²⁴ Dian Kandiana, *Konsep dan Proses Coaching dan Mentoring*: Modul, Depok: BPSDM Hukum dan HAM, 2015

	<ul style="list-style-type: none"> Coaching is asking. Mentoring is telling.
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Mentoring is a method used by an organization to maintain and develop the staff's competencies. It can be done through a practical exercise and a formal program. At mentoring session a mentee observes, questions, and explores while a mentor demonstrates, explains, and provides examples.

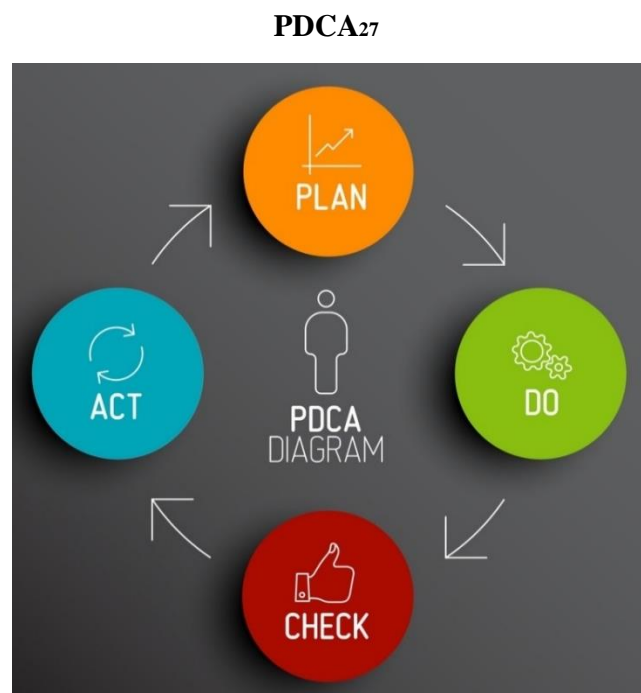
Demonstrating is one of jobs that a mentor should do. Demonstration is determining component in the competency development. The mentor as an expert of the field on which the mentee works should be able to deliver his or her expertise to the mentee. The delivery can be accomplished when he or she successfully demonstrate the expertise effectively²⁵.

Marshall²⁶ offers five major steps to process the competency development. These steps actually can be also useful for the mentoring implementation. They are:

1. Acknowledging the competency
2. Understanding the competency
3. Demonstrating the competency
4. Practicing using the competency
5. Implementing the competency

A process of mentoring applies the cycle of PDCA which stands for **Plan**, **Do**, **Check**, and **Act**.

Image 3



- Plan details objective, a target the mentor and mentee determine to achieve; a content, a 'new' thing that the mentee needs to learn, an expertise that the mentor possesses; method with which the mentoring is done; schedule, when the mentoring takes place including frequency and duration.
- Do is the phase when the mentor and mentee implement the plan
- Check reflects results the mentoring that has been done and are used as valuable information for future better mentoring.
- Act tells action that is necessarily taken. The action is a strong recommendation given by evaluate.

I. Blocks

For sure betterment is served in one package with barriers or blocks. The barriers of mentoring may come from individuals involved.

²⁵ Peter Sheal, *The Art of HRD Staff Development* Volume 6, London: Crest Publishing House, 1999

²⁶ Marshall, Patricia, *Why are Some People More Successful than Others?*, in , Nick Boolter, *The Art of HRD People and Competencies* Volume 5, London: Crest Publishing House, 1999

²⁷ <https://www.vectorstock.com/royalty-free-vector/pdca-plan-do-check-act-diagram-schema-vector-3117781>

a. The managers or supervisors

The first three are pronounced by Sheal²⁸

- Look, I'm already overloaded. I haven't got time to spend on training people. I lredy hhave to maany jobs to do.
- Experience is the best teacher. My boss never helped me or showed me how to do things. So why should I worry about training my people?
- This iss not a plce for people to lerns – they should hve done that before. They are here to produce.
- Training nd staff development are personnel or trining depertment responsibilities. It hs nothing to do with me. (page 18)
- I am the brightest star in the organization. Nobody can be brighter than me. Let them with their dusk
- This organization is not the only place I can gain success. When this organization gets collapsed, I can be in another one.
- I don't think I'm the right person to help others develop their competencies. I'm not that good.

b. The mentee

- Initiation without any consultation
- Arrogance of independence
- Gadget explorer instead of teamworker

c. The environment

- Hierarchy that creates communiation gap

Organization culture that does not see mentoring as a way of competency development

CONCLUSION

A change is absolute. One of changes that keeps happening is public demand of services they deserve to have. Another change is people's characteristics. They get more critical and intelectual in determining qualitiess of services and their deliveries, process or procedure of how they can get the services.

Those changes awaken government institutions, as service providers, that they also have to change. The qualities of their performances covering the services and the way they supply them need to show elevating levels so that the government personnels are assessed that they try at their very best in presenting people's needs.

To arrive at position of the positive change described above the government institution personnels need to experience and get competency development. There are many and various methods to do the competency developement. They range from a classical learning that takes place in a classroom to non classical nurture like employee exchange between the government institutions and private companies. Among all available methods of competency development, mentoring is the one that focuses on the target. It aims the specific competency needed by the mentee. Mentoring involves the right people: a mentor as an expert and a mentee as a personnel who needs the competency development. Hence both of them work on the same field. Regarding the achieiment of the training or learning, mentoring enables the mentor to monitor and evaluate directly the progress made by the mentee.

This method of competency development targets products (services) with amazing quality delivered by a professional organization. This target is possible to be achieved since the benefits of mentoring impacts both the personnels and their

²⁸ Peter Sheal, *The Art of HRD Staff Development* Volume 6, London: Crest Publishing House, 1999

organization. It really makes sense whenever personnels' competencies increase, the organization's performance escalates.

Nevertheless, every betterment effort has its own particular challenge. To gain the success of mentoring several barriers need to be anticipated. Those barriers come from different aspects: mentor, mentee, and work environment.

SUGGESSTION

A change, a part of it is the competency development, is absolute and mandatory for any organization including government unit. Considering the necessity of the competency development and boons the mentoring can supply, every government unit should put the mentoring on the routine to do list therefore this method becomes a part of the organization cultures.

The efficient budget that is available on the list of mentoring advantages should realize the policy makers of any organization that there is no more reason for them not to provide the competency development for their personnels.

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Mila Romaya, S.S., M.Hum. menamatkan pendidikan Program Master, Fakultas Sastra Program Konsentrasi Penerjemahan, pada tahun 2004 dan Program Sarjana, Jurusan Sastra Inggris, pada tahun 2001 di Universitas Gunadarma. Pendidikan teknis yang telah ditempuh di antaranya adalah Training of Trainer Pendidikan dan Pelatihan Kepemimpinan III dan IV oleh Lembaga Administrasi Negara (2017), Curriculum Development oleh Wageningen University (2014), Facilitation of Teaching and Learning Oleh University of Applied Sciences Leiden (2014). Evaluation and Training Need Analysis Kerjasama BPSDM dan Nuffic Neso (2014). Profesi sebagai dosen telah digeluti selama 16 tahun dan sampai saat ini dilibatkan sebagai tenaga pengajar oleh sejumlah perguruan tinggi baik negeri maupun swasta juga melakukan tugas penerjemahan baik sebagai translator maupun interpreter. Karier di Kementerian Hukum dan HAM diawali pada tahun 2009 dan diangkat sebagai Widyaiswara pada tahun 2011 dengan mengampu sejumlah mata diklat pada diklat, di antaranya, Kepemimpinan Tingkat III, Kepemimpinan Tingkat IV, Training of Facilitator Pelatihan Dasar, Pembimbing Kemasyarakatan, Training of Trainer Imigrasi (Kementerian Hukum dan HAM), English for Academic Purposes (Kementerian Lingkungan Hidup dan Kehutanan), English for Business Communication (Kementerian Keuangan), Presentation Skill (Lembaga Administrasi Negara – Lembaga Ketahanan Nasional). Jabatan saat ini, sejak 2017, adalah Dosen Tetap Politeknik Imigrasi, Kementerian Hukum dan HAM.

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