EFFECTIVENESS OF COACHING AND MENTORING FOR EMPLOYEE CAREER DEVELOPMENT WITHIN THE ORGANIZATION

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Abstract

Objective: This study aims to determine the effectiveness of coaching and mentoring for the career development of employees in organizations.

Design/Methods/Approach: This study uses the research method used is the observation method, the library method, internet review and the analysis process is carried out using the literature review analysis method of previous journals.

Findings: Employees must know specifically what to do and be able to face obstacles to achieve effective performance, this is where coaching, mentoring and career counseling activities are needed.

Originality/Value: Coaching and Mentoring are important for improving employee performance and providing different benefits for the organization.

Practical/Policy implication: The results of the study show that coaching and mentoring help improve employee performance and setting goals leads to higher performance through increasing effort and motivation levels of employees, one of which is through career counseling.

Keywords: *effectiveness, coaching, mentoring, career development*

Introduction

The impact of globalization has brought changes to every field of work that requires workers to have knowledge and competencies to prepare themselves as a competitive society. Lack of knowledge and competency preparation has been identified as a problem among workers. To address such deficiencies, this article proposes the use of mentoring relationships as a strategy for performance improvement which has been proven to work in all types of organizations. Since 1970, several researchers and practitioners have tracked results to show the added value of greater competence, stronger confidence, and loyalty of participants involved in the mentoring process (Murray, 2016). The magnitude of the current flow of change and globalization demands the readiness of the industrial sector and organizations to work and produce more effective and efficient performance. For this reason, companies need to prepare quality human resources because human resources are the driving asset of the company that contributes in the form of input which is processed and then produces output for the company, so it can be said that human resources affect the performance and success of achieving company goals. (Komang Diah Laxmy, 2017).

Living a career in a field of work can feel very monotonous. Not only in terms of the work done daily, but also in terms of self-development. Not a few employees feel that they are just walking in place and not getting any self-development (Renton, 2009). In fact, there is a lot of potential that can be explored to direct the employee in achieving the desired goals in his career (Moody, 2019). There are several ways that companies can help their employees' self-development, one of which is mentoring (Connor & Pokora, 2017).

Oscarius Yudhi Ari Wijaya (August, 2016) wrote that Entrepreneurship Education has received attention in higher education institutions in Indonesia. Campus provision of this course for students is a must. This qualitative research with a phenomenological study model seeks to explore the effectiveness of Mentoring and Coaching Strategies in the process of exploring ideas and transferring knowledge to learners (Students) during Entrepreneur education. Mentoring and Coaching have differences as well as similarities, briefly mentoring means providing direction and coaching means exploring the ideas/opinions of students in solving problems that occur in the project-based learning they experience. The problem for educators (facilitators) is to answer the question whether to do mentoring or coaching. The findings in this study show that facilitators find it more difficult to do coaching than mentoring and in the coaching process they are not allowed to give advice to students because all solution ideas must come from themselves and it turns out that there are still many facilitators who do more mentoring than coaching.

(Thamrin, 2021). Performance leadership competencies are indicated by character and behavioral attitudes, as well as the ability to innovate, collaborate and optimize all resources to improve organizational performance. The actualization of the training is outlined in a working paper in the form of Action for Change. The development of leadership competence in managing change is manifested in the form of innovations aimed at improving the quality of organizational performance. The idea of innovation in leading change is linked to organizational performance.

Training plays an important role in human resource development (Ahmed, Rizwan, 2019). Investment in training and human resource development is to improve individual competencies and utilize training results for organizational needs. For this reason, it is necessary to transfer training, namely the application of knowledge, skills and attitudes obtained at the training site to the workplace (Blume, et al in Pudjiarti 2019).

It is further argued that the effectiveness of transfer is influenced by trainees' self-efficacy, pre-training motivation, and the extent of the ability to learn from training sessions. The development of Action for Change has not fully supported organizational performance. Low transfer indicates that training implementation is not effective in achieving goals and objectives to improve competence (Iswahyudi et al., 2019). Strategies are needed to support the effective transfer of leadership training results into work (Suryanto, Adi, 2018).

Joyce E. Bono et al, in Abdullah, 2020, mentioned that couching and mentoring are the most developed leadership development methods today. Both are forms of HR development interventions that allow individuals to adjust quickly to major changes in their work environment. Coaching and mentoring are used in organizational management, especially to improve learning, self-development and employee performance (Compane, 2015; Blackman, 2010; Grover, 2016 in Abdullah, 2020).

Abdulllah further stated that the implementation of leadership training, both PKA and PKP, so far still has many weaknesses, so it is very natural to raise many questions, both the coaching and mentoring process and the effectiveness of post-training change actions. In line with the above issues, Lukmansyah (2017) in his Scientific Paper as material for his Scientific Oration concluded that Diklatpim III did not produce innovation designs. Change projects are only produced for the benefit of the training.

This means that the sustainability aspect of change projects to improve the performance of regional apparatus organizations is not effective. The effectiveness of achieving goals is determined by many factors, ranging from the quality of participants, the quality of management, widyaiswara, infrastructure and commitment from the sending agency of participants including the role of mentors and coaches.

To get a good and appropriate human resource workforce, training is very necessary. The purpose of this training program is to improve the quality of work, skills, work productivity and knowledge of each employee in accordance with the wishes of the company (Triyono, in the journal Nathalia Angkasa and Roy Setiawan).

Coaching is very important for the progress of the company, because coaching is very influential for employees in improving the quality of their performance so as to produce achievements in accordance with the objectives.

Further literature gaps were highlighted by Grover & Furnham (2016) who emphasized managerial coaching evaluation programs limited to the organizational level. In addition, in a recent study examining the effect of coaching on individual employee performance, Sidhu & Nizam (2020) explained that although coaching in general is well covered by the literature, there is still a need to further investigate the mediating factors of managerial coaching that influence performance, the type of coaching adopted by organizations and the relationship between coaches and coachees.

Thus, there is a need to explore these processes and their effects empirically. This gap in empirical evidence puts at risk the value of organizations' investment, time and energy in such practices. In addition, previous literature still needs to explore the process through which managerial coaching leads to positive outcomes (Asbari & Prasetya, 2021; Novitasari et al., 2021; Novitasari & Asbari, 2021). Coaching is practiced in organizations.

Thus, this study will help bridge the gap in theoretical frameworks that demonstrate the impact of managerial coaching on performance and justify the use of coaching as part of HRD. Knowing that studies are scarce, there is a need to foster our knowledge of the effects of coaching on performance in the context of the MSME industry in Indonesia. Thus, the purpose of this study is to demonstrate the effect of managerial coaching on intrinsic motivation and individual performance.

Literature review

Effectiveness

According to Beni (2016: 69) Effectiveness is the relationship between output and goals or it can also be said to be a measure of how far the level of output, policies and procedures of the organization. Effectiveness is also related to the degree of success of an operation in the public sector so that an activity is said to be effective if the activity has a major influence on the ability to provide community services which are predetermined targets.

According to Mardiasmo (2017: 134) Effectiveness is a measure of the success or failure of achieving the goals of an organization to achieve its goals. If an organization achieves its goals, the organization has run effectively. The effectiveness indicator describes the range of consequences and impacts (outcomes) of program outputs in achieving program objectives. The greater the contribution of the output produced to the achievement of the specified goals or objectives, the more effective the work process of an organizational unit.

According to Mahmudi (2010: 143) effectiveness is the relationship between output and goals or objectives that must be achieved. It is said to be effective if the activity process achieves the final goals and objectives of the policy, while according to Fajar, the effectiveness of local retribution is the comparison between the realization and the target of local retribution revenue, so that it can be used as a measure of success in levying.

Coaching

According to the Chartered Institute of Personnel and Development (CIPD), Coaching is defined as an activity to improve performance in order to produce optimal performance. This coaching focuses on specific skills and goals and can have an impact on a person's personality, such as social interaction skills or self-confidence. in general, the process lasts for a certain period of time or becomes the basis of existing management.

Coaching is an activity carried out by coaches to improve employee performance, by emphasizing personal motivators, providing insight into the future, building goals, creating development plans, and recognizing employee achievements. Coaching is done individually or in groups according to their needs. It can be done informally or formally, directly in the workplace or at special times, with indicators related to personal motivators, foresight, goals, development plans, and achievements. In short, coaching is defined as an activity that involves an experienced person (coach) assisting a learner (coachee) in developing their skills and personality to achieve success. (Santi Riana Dewi, 2015)

Harvard Business Essentials (2006), obtained the concept of coaching as follows. "Coaching is an interactive process through which managers and supervisors aim to close performance gaps, teach skills, impart knowledge, and inculcate values and desirable, work behaviors. It is a powerful method for strengthening the organization's store of human capital. Good managers are always looking for coaching opportunities". Coaching is a process that involves managers and supervisors to inhibit performance gaps, teach skills, impart knowledge, and inculcate desired values and work culture. Good coaching can lead to better performance, greater job satisfaction, and increased motivation.

Coaching is one approach in an effort to improve human resources in a company or organization (Gould, et, al., 2013). This is in accordance with Noe's opinion (Kaswan, 2012: 3), 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 of the interpersonal relationship approaches. Kaswan defines coaching as a cognitive, emotional and behavioral transition that provides the acquisition of goals and improvement of one's performance or personal life (Kaswan, 2016).

Coaching is a process to assist employees in discovering potential, clarifying career goals, facing potential problems at work, and finding the most suitable solution, so that employees can achieve optimal performance. Coaching skills are measured through observation sheets that refer to the GROW theory (goal, reality, option, wrap up) (Passmore, 2016).

Riggio (2017) said that training is an organizational effort designed to assist employees in learning knowledge, skills and other characteristics related to their work. Meanwhile, coaching is a process to assist employees in discovering potential, clarifying career goals, facing potential problems at work, and finding the most suitable solutions, so that employees can achieve optimal performance. Therefore, coaching technique training is a training conducted to find out the steps of implementing coaching to improve coaching knowledge and skills in the workplace, as an effort to achieve optimal performance. Coaching technique training is conducted through two sessions consisting of lecture, discussion, video playing and roleplay process (Ogunyoni, 2015). Mentoring plays a role in assisting the development of success processes. Mentoring as a way to create knowledge and competitive advantage for successors through socialization and internal company activities. Ahmadi, A. A., Ahmadi, F., Abbaspalangi, J. (2015).

According to Stern (2016), the characteristics of a good mentor include: honest, experienced, expert, positive, firm, and sympathetic. Kuswanto. (2011). Qualitative Research. Retrieved from Klikbelajar: retrieved march 6, 2015 from http://klikbelajar.com/umum/observasi-pengamatanlangsung-di-lapangan/ Lansberg, I. (1999). Succeeding Aronoff, C. E., and Ward. J. L. 2011 states that the activities carried out by mentoring consist of 6 activities, namely the mentor helps map the mentee's career, the mentor provides motivation and advice to the mentee, the mentor facilitates development activities, the mentor provides the mentee's introduction to the organization, the mentor gives authority and responsibility to the mentee in the company, and the mentor evaluates the mentee. Preparing Successors for Leadership: Another Kind of Hero. (2nd Ed.) Palgrave Macmillan. Birley, S. (1986). Succession in the family.

According to Wu et al. (2014), coaching is able to increase changes in individual employee behavior that benefit the organization. Coaching is also able to maintain employee motivation to remain productive. Maamari et al.

Differences between coaching and other methods

Hanum, Farida. (2018). In addition to coaching, there are several methods to hone your potential. So, what makes coaching different? The following are the differences with other methods:

1. Teaching, Teaching is done by someone who is a proven expert in their field, such as a teacher who has obtained a bachelor's degree in education. Although sometimes teachers teach interactively like coaching, there is a gap in knowledge and knowledge that is more obvious. Therefore, many people assume that the teacher knows "the right answer".

2. Mentoring, The mentor-mentee relationship usually focuses on the future, career development, and broadening of individual horizons, while coaching focuses on the here and now and solving current problems.

3. Counselling, Counseling is more related to therapeutic intervention. The goal is to help a person to resolve past issues and heal old wounds so that they can get back on their feet and continue their lives as usual.

4. Consulting, Most people regard consultants as experts who can analyze problems and provide solutions. Meanwhile, in coaching, individuals are considered capable of solving their own problems. The coach is tasked with guiding, but the coachee must still walk independently.

Coaching Principles

Indrawati, P. (2019). In order for coaching to be effective and produce better individuals than before, there are several principles that must be established, including :

1. Know the person you are coaching, You must realize that everyone needs different attention and approaches when coaching. some people may be shy and need help to boost their confidence, while others may not like small talk and like to be given constructive criticism. you cannot treat both groups in the same way. to know the right approach, you must know your coachee, such as his learning style, personality type, and strengths and weaknesses.

2. Learn different ways of coaching, After getting to know your coachee on a personal level, you need to use coaching methods that match his/her personality in order to hit the mark.

3. Don't just think of coaching as an obligation, It takes a long time and a lot of patience to see significant changes in the coach.

4. Prioritize self-discovery, A coach must be able to facilitate discussions effectively to gather information and input from the person being coached.

5. Give full attention and good direction, Being a coach means you have to make sure the coachee can do certain tasks according to their abilities.

6. Change perspective, Sometimes people find it difficult to empathize with other people's situations because they have never experienced it themselves.

7. keep it simple, Don't do too many things at one time because it will make the coachee feel confused and overwhelmed. Therefore, you should make them focus on one or two things that have a significant impact on their performance.
8. Benefits of coaching

Coaching provides benefits to both the employee and the company, namely:

1. for the employee

Coaching provides strategic guidance to employees on how to reach their full potential to achieve career goals. Basically, coaching helps employees to understand what their strengths are and what still needs to be worked on to improve professional skills. Coaching also helps employees to increase self-confidence, build work relationships, take responsibility for themselves, and sharpen communication skills.

2. for the company

By meeting employees' needs for professional development, coaching will increase employee engagement, retention and productivity. This will increase the return on investment (RO). For a more accurate analysis of the company's investment or assets, you can use the accounting software from hashmicro. What is expected from coaching is to train someone to be able to

produce better performance, as a leader for yourself, as a human learner, adjust to the current situation in order to continue to grow and develop, and actualize their ideas and ideas.
Definition of Mentoring

Kaswan (2012) Mentoring is a circle consisting of several people in a tarbiyah process and runs continuously. Mentoring according to Crawford is an interpersonal relationship in the form of care and support between someone who is experienced and knowledgeable with someone who is less experienced or has little knowledge. According to Zachary, mentoring is a reciprocal and collaborative learning relationship of two or more people who have the same responsibility and accountability to help the mentee work towards clear and mutually defined learning goals.

Ideally, mentoring activities should not only focus on how people give advice but also how people listen to advice. This is where someone who previously did not know at all becomes an expert in their field.

Wida az-Zahida (2009) Mentoring also teaches us to trust the mentor. This trust is the key to success in mentoring. When someone already believes in the leader then that is what will lead us to the peak of success in the world hereafter. With mentoring, someone who was mediocre is able to achieve spectacularly, provided that they are tsiqah (trustworthy) and routine.

Azman Ismail (2007), The term mentoring originated in Greek times, where a mentor was defined as an older person who had a lot of experience and could be trusted while a mentee was a young person who had little life experience and needed guidance. Nowadays, this notion of mentoring has been strengthened when today's management scholars create new interpretations that are general in nature, integrated with various training methods, and adapted to various types of organizations operating in a dynamic environment.

Mentoring is considered important not only in the field of education and counseling but also in the field of training and human resource development. According to this perspective, mentors are defined as counselors, guides, tutors, coaches or sponsors while mentees are also recognized as protégés, i.e. individuals who lack knowledge and experience or students who need guidance. In an organizational context, mentoring is seen as a method of training and education designed to develop the potential of a person or group of individuals who lack knowledge, skills and abilities to be able to carry out a task and responsibility.
Mentoring

Idrus, M. (2009) Mentoring is a process to help someone learn new knowledge from another person who has experience. In Indonesian, mentoring is also known as companion.

Differences between coaching and mentoring

The purpose of coaching is to help clients reach their full potential, while mentoring is the process or activity of a person (mentor) sharing his/her insights, skills, and experiences with another person (mentee).
Types of mentoring activities
1.remote mentoring
2. group distance mentoring
3.inter-employee mentoring activities
4. organizational mentoring activities
5.cross-cultural mentoring activities.

Employee Career

A career is the overall position or position that a person may occupy in an organization in his working life, and a career goal is the highest position that a person will occupy in an organization. Schein, Edgar H, (2005), suggests that a career is a series of work-related positions that a person occupies throughout his life.

Kunwaviyah (2010), career is all jobs or positions handled or held during a person's working life. A career consists of a sequence of experiences or a series of jobs held during a person's life that provide continuity and security.

Qodri (2011) Apart from that, another definition of career management according to Dessler (2009: 5) is a process to enable employees to better understand and develop their career skills and interests and to utilize these skills and interests in the most effective way.

Organization

Fuad Mas'ud, (2004), Organization can be defined as the process of determining and grouping work to be done, determining and delegating authority and responsibility, with the aim of enabling people to work together effectively in achieving goals.

Malayu Hasibuan (2005), an organization is a formal, structured and coordinated system of associations of a group of people who work together to achieve certain goals. Organizations are only tools and containers.

Hana (2005), Organization is a pattern of circumstances in which a large number of people, very many people have direct contact with everyone else, and handle complex tasks, connecting themselves to each other with conscious, systematic determination and achievement of goals. - mutually agreed upon goals.

METHODOLOGY

This research uses some data sourced from the internet which is related to the topic being discussed. Sources taken from several previous studies according to the research topic. Data collection uses SLR (study literature review) by comparing several journals and several books. Data collection techniques This was done by selecting a new literature review regarding the effectiveness of coaching and mentoring for employee career development in organizations.

CONTENT AND DISCUSSION

Important factors of coaching in organizations or companies

Service speed and service quality will be differentiating factors that can add value to the company in the eyes of customers. So one way to continue to improve services is by improving the quality of human resource development for employees. Bluckert, Peter. (2016). Coaching is one method that is currently widely used by various companies to develop employee potential and performance. Creswell, J . . (2015). The literature gap is further highlighted by Hudson, P., Hudson, S., Gray, B., & Bioxham, R.(2016). which emphasizes limited managerial coaching

evaluation programs at the organizational level. In addition, in the latest research examining the effect of coaching on individual employee performance, Sidhu & Nizam (2020) explain that although coaching is generally well covered by the literature, there is still a need to further investigate the mediating factors of managerial coaching that influence performance, types coaching adopted by the organization as well as the relationship between the coach and the coachee. Thus, there is a need to explore this process and its influence empirically. These gaps in empirical evidence pose risks to the value of an organization's investment, time and energy in such practices. In addition, previous literature still needs to explore the processes through which managerial coaching brings positive results (Asbari & Prasetya, 2021; Novitasari et al., 2021; Novitasari & Asbari, 2021). Coaching practiced in organizations is based on behavioral and cognitive psychology. Coaching aims to change employee behavior through cognitive and motivational changes. Therefore, studying internal employee changes, related to increased performance, is very important in order to understand the mechanisms of managerial coaching effectiveness. A better understanding of the coaching process can help managers and organizations utilize managerial coaching more effectively. Managerial coaching practices in organizations have received much attention as an important employee development and management tool (Hunt & Weintraub, 2016; Sidhu & Nizam, 2020). Coaching is broadly defined as a collaborative relationship between a coach and his or her coachee (Hamlin et al., 2009).

1. Organization

According to Whitmore (2007) the benefits obtained from coaching for organizations are: a) Increasing employee productivity and performance. Coaching brings out the best in individuals and teams, something that no other method of instruction could ever imagine. b) Employee development. Coaching means unlocking someone's potential to maximize their own performance. This also helps companies to save costs (Flemming, 2000). c) Improve relations between employees and superiors. The act of asking a question is already an act of respect for subordinates. This action can also increase employee motivation and initiative due to positive recognition and appreciation from superiors. And because superiors are agents of the organization, employees will feel supported by the organization. d) Increased job satisfaction. e) Increasing a culture of continuous learning, organizational support, and a sense of ownership (Flemming, 2000). f) The employee's desire to continue working at the company is based on the objectives of implementing coaching in the organization, namely:

1. Coaching to support learning. This type of coaching is applied within organizations to support employee learning processes that lead to individual development processes. This process focuses on real work or tasks in real time. Coaches help coachees think about various aspects of activities in their duties. For example, a coach helps the coachee identify specific behaviors that must be changed, set SMART goals (Specific, Measurable, Attainable, Realistic and Timely) regarding the project being carried out and see the situation from a different perspective.

2. Coaching for performance (coaching for performance) This type of coaching is intended to be a performance improvement intervention for organizations, because it can be carried out based on the desire to produce better performance (Brown and Rusnak, 2010). In this case, the coach helps individuals learn how to set goals for themselves, increase personal awareness, improve performance and develop strategies to improve the quality of life.

3. Coaching for leadership development (Executive Coaching) This type of coaching is better known as "Executive Coaching" (Homan and Miller, 2008; Isbell, 2010). Executive

coaching is implemented to support a 360 degree feedback process where senior executive leaders, colleagues, colleagues and Direct report flow provides feedback about an individual's effectiveness by answering specific questions about his or her behavior.

4. Team and group coaching. This type of coaching involves a team leader and team coach. Team coaching can be very beneficial when implemented on teams that have new or challenging projects, or teams that are facing deadlines. Both internal and external coaches work together.

Key Performance Indicators (KPI) is one of the measuring tools used in Employee Performance Assessment. Several companies use the Balance Scorecard in 4 perspectives as an indicator in KPI assessment. To optimize the implementation of Coaching in the Company, Coaching can be included as one of the KPIs using the Learning & Growth perspective.

In this way, employees will become more focused and committed to implementing coaching in the company. Melati, Irma Ika., Prastiwi, Andri (2018). Companies are increasingly realizing that coaching programs are easier to measure and evaluate the results of their implementation in the workplace using the Kirk Patrick method level 3, compared to training programs whose effectiveness can usually only be measured up to Kirk Patrick level 2, which sometimes gives rise to the term "Hit & Run". Cummings, T.G. & Worley, C.G. (2015). (Nabila Ghaida Zia 2022) With training, it helps employees to develop themselves and make themselves feel cared for by the company. The common coaching objectives are as follows:

1. Improve employee performance.
2. Increase employee commitment to the company.
3. Develop the skills of employees.
4. Provide challenges to employees to show their best performance.
5. Increase productivity.
6. Establish a closer relationship between the company and employees.

Based on the results of mapping using Hav Mapping, it was found that 28 employees from various work units at the head office and projects were ready to become coachees. The coaches are then paired with coachees in a cross-functional manner with similar job families, namely based on technical and non-technical categories. This is done so that coaches can optimize their coaching abilities without any bias towards the structural relationships of job positions. Kickpatrick, J.D (2022).

An important factor in mentoring in organizations or companies

Mentoring is important because it gives employees the opportunity to develop and become more competent in their role and prepare for future growth opportunities. Providing these opportunities is key for organizations or companies looking to attract, retain and engage their talent to enable your organization or company to thrive in the future. Mentoring is an important factor in producing workers who are more effective in the workplace, for the growth of an organization or company. Benefits of the Mentoring Program (Samahita)

1. Help train new employees
2. Build leadership, interpersonal, and development skills for senior and junior employees.
3. Helps employees connect with their coworkers, allowing them to feel more willing to speak their minds and communicate their ideas.
4. Contribute to a dynamic office culture

5. Build employee loyalty and build team spirit

The benefits that organizations can gain from providing coaching and mentoring programs are:

1. Employees will have increased performance and additional skills and new insights. That way the service they provide is better and will ultimately benefit the organization.
2. HR under an organization can provide maximum benefits.
3. Organizational goals will be more easily achieved and the organization will be more successful.
4. Employee skills are increasing.
5. Facilitate communication in the workplace so that the work environment in the organization becomes more conducive.
6. Organizational culture and ethics are getting stronger and maintained.

What is the effectiveness of coaching and mentoring in organizations

Strategic leadership plays an important role in supporting good governance (Rostiawati, 2020). For this reason, increasing leadership competence for managerial officials is absolutely necessary, even though it can actually be done not only by relying on the form of training but can also be done using other methods or means (Idrus, 2019). In line with the regulatory mandate for the implementation of PKA, coaching is a method or method that can be relied upon to improve the managerial competence of post-training participants in preparing innovation planning and leadership change management in the workplace (Nurlia, 2021).

Coaching has also been proven to be able to explore adaptive leadership challenges for stakeholders (Nurhayat, 2016). According to Bresser and Wilson, coaching is defined as the "key" to unlocking an individual's potential in maximizing their potential and performance by helping them to learn rather than teaching them (Kaswan, 2012) while Downey defines coaching as an art that can facilitate a person's learning, development and performance (Downey, 2003). PKA participants' success can be achieved and provide benefits when the coach is able to play a role in changing their mindset to achieve the best performance according to their needs (Safiri, 2021).

Good quality coaching is proven to have a positive impact on the learning outcomes of training participants because coaching significantly influences their graduation qualifications (Nazifah, 2021). Thus, the urgency of coaching for training participants is really needed so that its implementation must be able to adapt actualization to institutional needs and make it easier for participants to plan, implement and report actualization (Rohmah, Sudana, & Prihatin, 2020).

Just as the quality of learning will determine the extent of success of training participants, the quality of coaching will also determine how well the coaching provided by the coach will be successful. And like the quality of learning, coaching also depends on the expertise and skills of the coach as well as the coaching conditions that occur in the classroom (Killion, Harrison, Bryan, & Clifton, 2012). Studies show that coaching is an effective way to enrich participants' understanding and implementation of training material (Games, 2021).

Thus, it is common for coaching to know how effective it is because effective coaching will reflect and bring the coachee (participant) to always be able and committed to learning and growing and developing as a professional educator. Coaches play an important role in bringing about an effective form of coaching. Coaching is said to be effective if the coach is expert and

skilled in teaching, coaching, communicating, influencing and trusting the coachee to unlock the potential and abilities within themselves in accordance with the required competencies (Killion & Harrison, 2017) . This is where Widyaiswara's role as a coach is in providing effective coaching for PKA participants.

The research results provide an illustration that several factors determining the effectiveness of coaching are self-efficacy, trust, coaching motivation, orientation towards learning goals, feedback intervention, and full support for supervision (Bozer & Jones, 2018). and the specified number of personnel". (Effendy, 2013: 14) Meanwhile, according to Hidayat (1986: 86) states that, "Effectiveness is a measure that states how far the target (quantity, quality and time) has been achieved. Where the greater the percentage of targets achieved, the higher the effectiveness."

Mentoring

One way to develop human resources is through mentoring activities. Based on experience, formal training provided by organizations usually does not have a good enough impact in equipping human resources with knowledge, skills, attitudes or other things. For this reason, Kaswan (2012: 11) considers that mentoring and coaching are very effective ways to help develop the human resources of organizations in this millennium. Mentoring will improve the quality of performance and work effectiveness of organizational members through intensive conversations, self-direction, and increased self-confidence in contributing positively to the organization. Trends in the developing business world today make mentoring activities something that is not only very necessary but also essential in achieving success for the organization and the human resources within it (Janasz et al, 2009: 336).

According to Noe (Kaswan, 2012:3) there are four approaches to developing human resources in organizations or companies, namely formal education, assessment, work experience and interpersonal relationships. In this interpersonal approach, there are coaching and mentoring methods between the parties involved in it. Mentoring as one of the approaches in developing human resources is an important part of creating an organization that is ready to compete in business progress and competition. Kaswan (2012:13) explains mentoring as a partnership between the mentor (who provides guidance) and the mentee (who receives guidance). Mentoring is an interpersonal relationship in the form of care and support between someone who is experienced and knowledgeable and someone who is less experienced or has little knowledge.

So mentoring reflects a unique interpersonal relationship. No mentoring relationship is the same because specific interactions occur that are different from each other. In this unique relationship a learning partnership occurs. Almost all mentoring relationships involve mastery of knowledge, but it should also be emphasized that this mentoring, although reciprocal, is essentially unequal. Mentors can benefit from these activities, but the main target is the growth and development of the mentee. Having mentoring activities like this will be very helpful, not only to the people involved in these activities, but also to organizations and society in general. Mentoring is an interesting means for developing human resources. Mentoring is able to improve the performance of human resources in the company (Turner, 2012:17). In this mentoring there is a good communication relationship with superiors; and vice versa, superiors can monitor and direct their subordinates. Apart from further empowering existing human resources, mentoring can also have a motivating impact on the perpetrators. Mentoring can be a step in personal and career development (Ivancevich & Hoon, 2002: 198).

Apart from the positive side, as a form of interpersonal relationship, mentoring also has dysfunctional aspects. This aspect can be experienced by all parties, be it mentors, mentees, or organizations. Even effective and healthy mentoring may be marked by negative experiences ranging from relatively small to large things (Gravells, 2006: 18). However, if carried out well, mentoring can provide many benefits to the organization and the individuals within it. To be able to anticipate various challenges in implementing mentoring, evaluation of these activities is also needed. One of the purposes of holding an evaluation is to see whether the mentoring program achieves the desired goals (Blanchard & Thacker, 2010: 242). Therefore, it is necessary to pay attention to the requirements that must be had in human resource development programs, including for mentoring programs.

The impact of coaching and mentoring on employee career development in the organization

1). The impact of coaching

Coaching is a technique in developing human resources (teacher HR) that can help school organizations create a competitive advantage. Currently, more and more business organizations are using coaching to empower their employees, because coaching can solve several problems on the spot and is also effective in improving poor performance. Additionally, coaching is a career learning tool and can be considered an opportunity to learn, and can be used to ensure continued leadership. However, although coaching is becoming increasingly popular with many practitioners claiming its importance in improving performance, the literature offers little empirical evidence regarding the effects of this practice on performance and also how it works (Asbari et al., 2021b, 2021a).

Thus, there is a need to explore this process and its influence empirically. This study not only looked at the impact of coaching on performance; It also tries to disentangle internal changes in employees that result from the coaching process, such as learning, and then studies the effects of coaching and learning on performance. In contrast, the HR function of teachers in the school organizational environment is still in its early stages, where its role is focused on personnel administration rather than strategic issues (Admiral et al., 2021; Asbari & Prasetya, 2021; Nadeak et al., 2021; Novitasari et al. 2021; Novitasari & Asbari, 2021; Nugroho et al., 2021).

Knowing that coaching has a direct effect on performance at both organizational and individual levels in many European and American countries, there is still a dearth of studies that investigate the impact of coaching and learning practices on employee performance in school environments in Indonesia. With regard to the mechanisms that link coaching with employee work outcomes, several previous researchers have provided various empirical evidence. Kim & Chung (2018) examined the influence of managerial coaching behavior on employees' work-related reactions among 482 employees in Korean public organizations. Kim & Chung (2018) view managerial coaching behavior as an independent variable, consider learning as a mediator variable, and consider employee performance as a dependent variable. They found a significant mediation effect in the hypothesized mediated model role clarity on performance; satisfaction with work mediated career and organizational commitment.

Additionally, Maamari et al. (2021) used structural equation modeling (SEM) analysis techniques to examine the effect of managerial coaching on the employee learning process. Their findings revealed that a well-developed learning process in the workplace significantly mediates the relationship between managerial coaching and performance.

The studies mentioned above have confirmed the existence of mediator variables in the relationship between coaching and work outcomes. The results of this study show that coaching has a positive impact on performance, findings which are in line with previous research (Akhtar & Zia-ur-Rehman, 2017). Furthermore, according to Hobfoll's (1989) conservation of resources theory, learning capability can be viewed as an individual resource. Teachers with positive learning capability often believe that they can do their job well and expect good things to happen at work (optimism). The results of this research show that learning capability has a positive effect on teacher performance. The results of this study are in line with previous research (Maamari et al., 2021) which shows that employees with higher learning capability will show higher performance.

Previous research has shown that learning capability plays a key role in improving teachers' positive work attitudes and behavior as an important concept in positive psychology theory. Learning capability was also found to be an important mediator in previous research (Maamari et al., 2021). The results of this study are in line with the authors' previous hypothesis that superiors who demonstrate effective coaching behavior can increase the positive psychological state of their subordinates (i.e., self-efficacy, hope, optimism, and resilience), which in turn can improve school teacher performance (Grant et al. , 2010; Park, 2007).

This gap in the literature is further highlighted by Grover & Furnham (2016) who emphasize that managerial coaching evaluation programs are limited to the organizational level. In addition, in the latest research examining the influence of coaching on individual employee performance, Sidhu & Nizam (2020) explain that although coaching is generally well covered by the literature, there is still a need to further investigate managerial coaching mediating factors that influence performance, types coaching adopted by the organization as well as the relationship between the coach and the coachee.

Thus, there is a need to explore this process and its influence empirically. These gaps in empirical evidence pose risks to the value of an organization's investment, time and energy in such practices. Apart from that, previous literature still needs to explore the process through which managerial coaching brings positive results (Asbari & Prasetya, 2021; Novitasari et al., 2021; Novitasari & Asbari, 2021). Various studies have identified a positive relationship between increasing individual performance as the results of managerial coaching practices and organizational performance using productivity to measure organizational performance (Szabó et al., 2019).

Managerial coaching improves individual employee performance by improving the relationship between coach and coachee, and increasing employee satisfaction, engagement, and retention (Lee et al., 2019). In addition, coaching is proven to be a tool for increasing continuous learning (Maamari et al., 2021) which leads to changes in behavior and allows employees to become more efficient and perform better (Maamari et al., 2021). Studies show that managerial coaching is a tool capable of creating value (Asbari & Prasetya, 2021), which ultimately increases human resource capabilities. Managerial coaching transforms human resources into assets that are unique and valuable for the organization and difficult for competitors to imitate.

As mentioned by Asbari & Prasetya (2021), a coachee will apply their new knowledge - obtained from the coaching process from a professional coach - to their daily tasks at work, which has a positive impact on their individual performance. In another case, Aldrin & Utama (2019) examined the effects of managerial coaching on team work performance and identified a positive correlation between variables.

2) The impact of mentoring

Mentoring is an activity that aims to improve the performance of human resources in a company (Turner, 2012), as well as improving the quality of performance and work effectiveness of organizational members through intensive conversations, self-direction, and increasing self-confidence in contributing positively to the organization (Kaswan, 2012) Meanwhile (Cox, Bachkirova, & Clutterbuck, 2014) said that mentoring also includes aspects of training, guiding, counseling and cooperative ties with other individuals.

The role of a mentor is to inspire innovation, guide to overcome obstacles, provide support and assistance, monitor and direct and improve the quality of performance and work effectiveness (Klasen & Clutterbuck, 2004). Mentoring has a very broad function, therefore (Kram, 1988) classifies mentoring functions into two, namely career functions and psychosocial support functions. The career function of mentoring aims to support mentoring participants in learning about their work and preparing for career advancement in the organization.

The results of this research support the theory that effective mentoring will have an impact on increasing the achievement and performance of human resources in an organization (Turner, 2012), as well as improving the quality of performance and work effectiveness of each member in an organization through intensive communication, personal direction to individuals, and increasing self-confidence to make positive contributions in their organizations (Kaswan, 2012). The role of a mentor is to inspire innovation, guide to overcome obstacles, provide support and assistance, monitor and direct and improve the quality of performance and work effectiveness (Klasen & Clutterbuck, 2004).

CONCLUSION

a)   The appointment of a coach for employee career development in the organization so far is The assignment of coaching participants is given with the label "coach", the appointment of coaches is not yet based on clarity of competency and qualifications, because so far there have been no guidelines that regulate and determine the competency and qualifications of coaches in employee career development within the organization.

b)   The understanding and practice of coaching by coaches in developing employee careers within the organization has not been as appropriate as it should be, because before their assignment they never received explanations and direction about coaching.

c)   Some coaches "don't have potential" coaching skills, while some of "those who already have potential skills" generally understand and learn about coaching themselves from various references.

d)   All coaches have explored adaptive leadership competencies from the participants as they should, but the implementation has not been fully implemented because they do not understand clearly and there are still different perceptions regarding technical problems and adaptive challenges. This happens because so far they have received little explanation and training on how to differentiate between technical problems and adaptive challenges that are in line with innovation at the organizational level.

e)   The Coach-Mentor Continuum alternative model is more accommodating to the current situation and conditions of the organization, apart from that the coach-mentor continuum

model is more flexible and can be a strong learning medium for becoming a real coachC (Coach as a coach=Great Coach).

f)   Logical Level Alignment and Outcome Frame are very simple tools/instruments in coaching but strong enough to explore innovation and increase the leadership (adaptive) competence of employees in the organization. Apart from being simple, it is also flexible and can be used at every level of the organization.

SUGGESTION

There is a need for mentoring, where coaching and mentoring are often used interchangeably, but have different goals and approaches. Coaching is a short-term, focused, goal-oriented process that helps someone improve a specific skill or behavior. Mentoring is a long-term, holistic, relationship-based process that helps a person grow personally and professionally. Depending on the situation, one or both methods can be used to support employees' work.

In that case, it is also necessary to build good relationships and trust with employees and teams at work. This means showing genuine interest, respect and empathy for employees' situations, needs and aspirations. Need to clarify the role, expectations, and boundaries as a coach or mentor. You can then use open questions, active listening, and positive feedback to create a supportive and safe environment for future learning and growth.

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