

**MENTORING AS AN INTERVENTION TO IMPROVE  
ACHIEVEMENT COMPETENCY IN LEADERSHIP  
DEVELOPMENT PROGRAMS PT. X**

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## **Abstract**

The purpose of this study is to see the extent to which achievement orientation competencies can be improved by learning from others and learning on the job with mentoring intervention methods. This study uses a quasi-experimental method with the one group pretest-posttest design with Friedman test as an analysis technique. The subjects of this study are employees who have supervisory positions to managers who have competency gaps. This research involved 20 respondents. Achievement orientation competency is measured using a scale based on the subdimention of PT.X Competency Directory. Measurements were made before and after mentoring. The results showed that there was a very significant difference in the level of achievement orientation competence among several treatments with a significance of 0,000 ( $P < 0.01$ ). Mentoring also has a large effect size measured by using a cohen's d effect size of 0.99, meaning that mentoring has a large influence on increasing the achievement orientation competency.

**Keywords:** Mentoring, Achievement Orientation, Competency

## **Introduction**

The increasingly competitive business world in every industry encourages every company to be able to face all challenges. In facing every challenge, both internal and external, the company is required to continue to improve the effectiveness of its organization. According to Robertson, Callinan, and Bartram (2002) organizational effectiveness can be assessed when employees work hard in achieving organizational goals. The assessment is distinguished between primary and secondary from the goals of the organization. Therefore the effectiveness of the organization is very important for an organization's success to achieve its goals with the stability, balance and survival of the functioning of the organization it stands.

The effectiveness of PT.X in carrying out organizational effectiveness is based on the complexity of the business sector which includes the supply of electricity for public purposes, including the business of generating, transmitting, distributing, and selling electricity that supports the supporting business and other businesses directly related to the supply of electricity . The extent of the type of business of PT. X makes the organizational structure grow vertically and horizontally. With the greater organizational structure of PT.X, there will be more and more working groups running different business programs and processes. On this basis the effectiveness of each individual also needs to be considered so that organizational goals can be achieved effectively and efficiently. In essence, the process of managing individual behavior is the need to direct behavior towards the production of results that can build towards achieving organizational goals (Robertson, et al., 2002). So for the management of all structural employees, the talent division launched the Leadership Development Program (LDP) program to increase the competency of its employees. Competence has become an integral part of modern management throughout the world. To manage people effectively, managers need to accurately assess each individual's strengths, development needs, and potential contributions (Robertson et al., 2002).

This research is focused on achievement orientation (ACH) competency. In the PT.X Competency Directory, ACH competency is the ability to work beyond a predetermined target. Goals that exceed these targets are prepared based on a plan that shows the steps to be taken. Challenging target measures can be in the form of more effective use of time

or output (output) in quantitative or qualitative form and requires the ability of creativity for improvement (improvement) and change (innovation).

LDP is a competency development program for structural officials that focuses on increasing role competency based on the results of PT.X's internal assessment and building leadership competencies based on leadership code. PT.X also has a Competency Directory that sets competency standards at all levels of position. Therefore, an employee who will occupy a position must have an Individual Competency (KI) that is in accordance with the Job Competency Needs (KKJ) at the level of his position. The purpose of developing employee competencies at PLN is to fill the competency gap between KI and KKJ.

The concept of LDP is not only based on education and training but more development modules based on the concept of learning from others and learning on the job. This concept is in line with the implementation of the talent management system, which is a formal development program with the use of coaching, mentoring and counseling interventions listed in the Long Term Corporate Plan of PT.X. This concept is intended to execute one of the plans in the human resource roadmap on the Competency pillar, which is an evaluation and improvement plan for competency and career development systems, and position succession management.

But of the three techniques, this research is devoted to mentoring techniques. According to Lombardo and Eichinger (1996), the percentage of successful HR development is 10% formal learning, 20% learning from others and 70% learning on the job. So to increase the percentage of success in developing human resources, then a development program is designed that is not only based on education and training but more development modules based on the concept of learning from others and learning on the job. Mentoring according to Ragins and Kram (2007) is defined as a relationship where people (mentors) who are more experienced help educate and develop their students' careers. 'Students' now have better education, but still need a mentor to gain knowledge and wisdom that can only be obtained through experience (Jossi in Nadine, Klasen & Clutterbuck, 2002). Because of this, many organizations create formal mentoring programs as a cost-effective way to improve skills, increase recruitment and retention and increase job satisfaction. In research conducted by Noe (1988) which states that organizations also realize the value

of mentoring and make this formal as part of the career development of junior and professional managers.

The intense interpersonal exchange that characterizes mentoring can produce rewards for students, mentors and organizations. The benefits for students with mentors can be considered as developmental tasks in the early careers. In some studies, the benefits of mentoring related to rewards given to students include faster promotion, higher compensation, and accelerated career mobility, as well as reducing role stress and role conflict (Chao, 1992; Wilson & Elmann, 1990). In addition to providing benefits to their students, mentoring can also provide benefits for mentors, such as the creativity and energy of students as well as student loyalty and organizational recognition given by mentors for their abilities as teachers and advisors (Ragins & Kram, 2007)

Mentoring organizations can also provide benefits. In studies that have been conducted, the benefits of mentoring can be related to increased employee productivity, organizational commitment and lower turnover rates (Silverhart, 1994; Aryee, 1996; Scandura & Viator, 1994). Whereas from an organizational perspective, mentoring has been widely accepted as a career key to developing managerial talent and also as a tool for educating new employees (Ragins & Scandura, 1994).

#### *Mentoring as a learning process*

The achievement orientation competency mentoring process is based on the learning process approach according to Kolb's learning cycle (in Law, 2013). Kolb's learning cycle consists of four stages, namely: concrete experience, reflection, abstract conception, and action. In the first stage, concrete experience, when mentees (respondents) and mentors interact (point of engagement) or face to face discussing the results of mentee assessments that have gaps in the achievement orientation competencies or have the results of previous assessments that do not meet the standards competence to fill higher positions so mentoring is needed. This gives them a starting point to understand and deal with the gap problem. In Law (2013) it is stated that the starting point of learning is based on real experiences when learners and mentors interact (point of engagement). Real experience, this gives them a starting point to understand how they experience situations and deal with problems or challenges that are about an event.

The second stage is reflection. Reflection occurs when cognitive processes that involve thoughts and feelings about the experience of the mentee know the competency gap, the mentee needs to take the meaning of the competency gap: how to improve his competence and what is needed to improve ACH competency. Law (2013) mentions that after experiencing an event, experience and time need to be reflected. Reflection is needed to take meaning from the experience: how and what. This is done by comparing a problem that is happening now with past experience and possibilities in the future (by making / matching a scheme / pattern).

Third, through reflection, abstract concepts are where when mentees translate the experience of the mentoring process to improve competence to make meaningful concepts. Law (2013) believes abstract concepts are processes for translating experiences into meaningful concepts. Fourth, Action (action) when the mentee takes action that shows the results of the mentoring process, for example making a change (innovation) to create renewable energy. In Law (2013) it is stated that actions include decisions taken as a result of reflection and evaluation of an event, including options for inaction.

### *Hypothesis*

Based on existing studies, the researchers assume that the provision of mentoring is a good way to assist organizations in improving ACH competencies in order to fill competency gaps at the level of their positions. Therefore, the hypothesis of this study is that there is the effectiveness of mentoring competency achievement orientation towards increasing Achievement Orientation competence at PT.X.

## **Research Method**

### *Variables and Research Subjects*

The variables in this study are mentoring as an independent variable and achievement orientation competency as the dependent variable. The population and sample taken are employees with supervisory positions to managers at PT.X who have 2-3 competency gaps. Subjects are 20 employees.

### *Research design*

The method used in this study is quasi-experimental research. With the one group pretest-posttest design.

Pretest (O1) → Intervention (X) → Posttest (O2)

Figure 1. the one group pretest-posttest design

This study uses a scale made based on the PT.X Competency Directory which amounts to 11 items using a Likert scale model with five alternative answers with a score range of 0-4 to indicate the level of suitability of the subject to the statement, namely: Never (0), Rarely (1), Sometimes (2), Often (3), Very Often (4). Because the data collected is in the form of an ordinal scale, before the statistical test analysis, data is converted from the ordinal scale to the interval scale using the method of successive interval that refers to the opinion of Azwar (2005). Data transformation is performed using the STATCAL application.

### *Intervention*

Before being given treatment (mentoring), the group of employees that were subjected to was measured using a scale. Then the treatment in the form of mentoring is imposed. Furthermore, after one month the measurements were repeated using a scale (posttest). In this study the intervention was carried out as many as two meetings, each meeting carried out within a period of 1 month. Each meeting was measured again / posttest by giving the same scale as the one given during the pretest.

## **Result**

### *Validity and Reliability*

Construct validity is validity which shows how far the test results are able to reveal a trait or a theoretical construct that they want to measure (Allen & Yen in Azwar, 2013). The average variance extracted coefficient (AVE) is a coefficient that explains the variance in indicators that can be explained by general factors. The minimum recommended AVE value is 0.5. If the AVE value is greater than 0.5, the indicators in the developed model

are proven to really measure the targeted latent construct and not measure the other latent constructs (Widhiarso, 2009). Based on table 2 the AVE value is 0.58591 greater than 0.5, it can be interpreted that the latent construct of the ACH competency item has satisfactory validity.

**Table 2. Reliability and average variance extracted coefficient**

row.names			Measures
Cronbach's Alpha			0.92703
Average	Variance	Extracted	
(AVE)			0.58591

Cronbach's Alpha reliability coefficient is 0.927. Psychological tests and scales require a very high reliability coefficient to be considered satisfactory, which is the range of  $r_{xx} = 0.90$ . Higher is better so it can be believed that the measurement error that occurs is very small (Azwar, 2017). Then the coefficient of 0.927 can be said to have a high reliability value.

#### *Descriptive Statistics*

Based on the results of descriptive data analysis by comparing the mean value of ACH competence before and after mentoring, the results obtained mean value before mentoring is 26.7, while the mean value after the first mentoring is 34.50 and the second mentoring is 35.55 . The difference in mean ACH competencies before and after mentoring is presented in the following bar graphs:



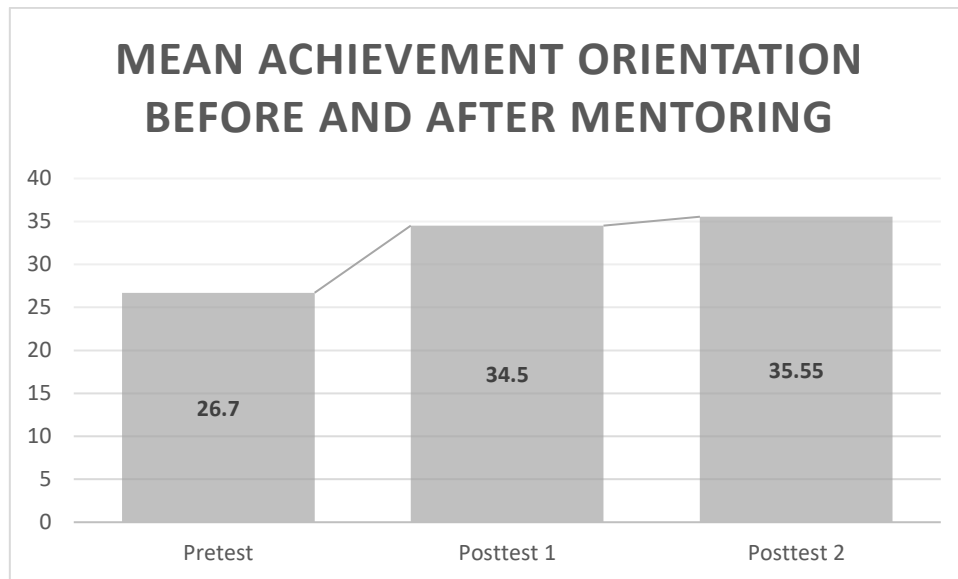


Figure 2. Mean Achievement Orientation Value Chart Before and After Mentoring

Judging from the comparison of the mean values above, it can be said that mentoring in improving ACH competency is effective because the mean ACH competency after mentoring is higher than the mean ACH competency before mentoring.

#### *Friedman Test*

Non-parametric difference test technique used in this study is Friedman non-parametric difference test. Data analysis was performed using SPSS. The results of data analysis using the Friedman test can be seen in the following table:

Figure 3. Friedman Test

Test Statistics <sup>a</sup>	
N	20
Chi-Square	33.457
df	2
Asymp. Sig.	.000

a. Friedman Test

Based on the results of data analysis, the significance result was 0,000 ( $P < 0.01$ ). This means that there are very significant differences in ACH competency levels among several treatments ( $H_a$ ). The analysis results are also strengthened by looking at the effect

size. The effect size calculation is based on the cohen's method d. The results can be seen in the table below.

Table 4. Effect Size Cohen's d

Cohen's d	47.31534315631664
Effect Size (r)	0.9991078363756449

Based on these data, an effect size value of 0.99 means that mentoring has a large effect on improving ACH competency. This is based on Cohen's value size ie if the value of effect size (d) = 0.2 is considered to be the 'small' effect size, 0.5 represents the 'medium' effect size and 0.8 the 'large' effect size.

## Discussion

This study aims to examine the effectiveness of mentoring on improving achievement orientation (ACH) competencies at PT. X before and after mentoring. Based on the results of the analysis of different tests it can be concluded that the hypothesis in this study was accepted, where there was a very significant difference in ACH competence between before and after training with a significance value of 0,000. The results of comparison of the mean or average ACH competency of subjects before and after training also reinforce this. Where the mean ACH competency before training was 26.7, while the mean value after the first mentoring was 34.50 and the second mentoring was 35.55. So it can be said that mentoring on improving ACH competency is effective because the mean value of ACH competency level every time mentoring is done is higher than the previous mean value. This is also supported by an effect size value of 0.99 which means that mentoring has a large effect on improving ACH competency.

The results of the study showed an increase in achievement motivation after mentoring competence as well as research conducted by Lombardo and Eichinger (1996) that the percentage of successful HR development was 10% formal learning, 20% learning from others and 70% learning on the job. So by using mentoring as a learning process for HR development means increasing the success of HR development by 20% learning from others and 70% learning on the job. Learning from other when the mentee gets suggestions or ideas from the mentor and learning on the job when the mentee is given a learning task by a mentor related to the achievement orientation competency.

The intense interpersonal exchange that characterizes mentoring can produce rewards for students, mentors and organizations. In some studies, the benefits of mentoring related to rewards given to students include faster promotion, higher compensation, and accelerated career mobility, as well as reducing role stress and role conflict (Chao, 1992; Wilson & Elmann, 1990). In addition to providing benefits to students, mentoring can also provide benefits for mentors, such as the creativity and energy of students as well as student loyalty and organizational recognition given by mentors for their abilities as teachers and advisors (Kram, 2007).

Some literature also suggests that this type of mentor-mentee relationship is associated with positive results obtained by mentors such as career revitalization, personal satisfaction and organizational strength (Burke & McKeen, 1997; Hun & Michael, 1983; Ragins & Scandura, 1994). In addition, the survey also shows that managers strongly believe in the benefits associated with mentoring (Singh, Bains & Vinnicombe, 2002). Recently a meta-analytic review of career benefits associated with mentoring for students is also said to have a positive relationship (Allen, Eby, Poteet, Lentz, & Lima, 2004).

Mentoring organizations can also provide benefits. In studies that have been conducted, the benefits of mentoring can be related to increased employee productivity, organizational commitment and lower turnover rates (Silverhart, 1994; Aryee, 1996; Scandura & Viator, 1994). Whereas from an organizational perspective, mentoring has been widely accepted as a career key for developing managerial talent and also as a tool for educating new employees (Ragins & Scandura, 1994).

### *Summary and Advice*

Based on the results of research that has been done, it can be concluded that there is a very significant increase in the improvement of achievement orientation (ACH) competencies before and after mentoring. From the mentoring given, it was found that mentoring in improving ACH competency was effective because the mean ACH competency after mentoring was higher than the mean ACH competency before mentoring. The analysis results are also strengthened by looking at the effect size results that mentoring has a large effect on improving ACH competence.

This research can be developed into pure experimental research involving a control group, ie a group that does not receive mentoring. So that later it can be distinguished the level

of ACH competence in the experimental group, namely the group that gets mentoring, with the control group. For further researchers to be able to carry out mentoring by linking to other competencies related to improving performance in the corporate environment.

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