2020 Art SE Innovative Leader Strategies Build the Countinous Learning In Employee Voluntary Turnover Situations

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Innovative Leader Strategies Build The Countinous Learning In Employee Voluntary Turnover Situations
(Case Study in The Production Division in one of Indonesia's National Private Television Companies in 2015-2018)

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Abstract

The phenomenon of voluntary turnover in companies raises many problems including lost company memory because a number of employees have moved to bring tacit knowledge to other companies, therefore the leadership is looking for many alternatives to develop tacit knowledge from new employees and form tacit knowledge to explicit knowledge. This paper aims to describe the activities carried out by the leadership of new employees who work less than one year in the production division of one of the private television companies x in Indonesia in the condition of voluntary turnover from 2015 to 2018. The company experienced an average turnover of 12% in 2015 until 2018 and 70%. Employees who resign are dominated by gen y. To explain this activity a qualitative method of case study type is used, primary data obtained from documents, field notes and the results of interviews and observations. The sampling technique was done by purposive and quota sampling and set 16 informants. In getting more comprehensive findings, researchers involved human resource managers, Production Directors, Production Managers and HR Practitioners. The strategy taken by the leadership is quite effective and successful in creating new programs by building countinous learning competencies through a combination of job crafting activities and on the job training and rotation. From the combination of these activities can build creativity and build a solid team even though there are crucial skills that are not yet understood and carried out optimally namely effective coaching skills and an understanding of more effective methods of training processes for generations of employees. Therefore HR managers in media companies can make coaching skills one of the compulsory competencies controlled by leaders in television companies x.

Keywords: continuous learning, gen y, on the job training, innovative leaders, voluntary turnover

1. Introduction

The millennial generation is the largest workforce in Indonesia. Based on data from the Central Statistics Agency in 2016, of the total workforce in Indonesia which reached 160

million, almost 40% of them were classified as millennial, which is 62.5 million[1]. Even in 2018 the workforce in some Indonesian companies is dominated by an average of 65% by Gen y employees[2].. The arrival of Gen Y has a positive side related to increased creativity but on the other hand is vulnerable to their attachment in the organization.

In the survey of "Employee Engagement Among Millennials" Dale Carnegie with a total of 1,200 speakers, delivered research that is 66%, millennial workers are partially engaged in the company. This data shows that employees can easily move to other companies (Joshua Siregar, Director of National Marketing)[3]. In the 2017 literature (Swa) adding 76.7 percent of gen y employees only last 1-2 years at work before deciding to switch jobs. Most are employees aged 21-25 years. Only 9.5 percent survive working in one place for five years or more.[4]

The above phenomenon at this time seems to be commonplace and prevalent. However, the prevalence and paralysis still create problems for a number of companies. According to H. Ongori, a number of company memory is lost along with the cessation of employees and social capital that has been established between employees and other employees in a certain period of time becomes messy and to establish relationships with new people is not an easy thing[5]. The company is quite chaotic because in the end it has implications for the decline in investment and performance.

This condition was experienced by one of the private television media companies from 2012 to 2015, voluntary turnover at the company on average 12% of the total number of employees around 1700 people and those who did turnover 65 percent were Gen Y employees (Zahara, 2017)[6],, even though the company has a reliable leader, good income, an effective HR management system and a conducive company environment, but the facts show that these elements do not guarantee a wave of employees of the majority of Y gen young people not to do voluntary turnover. Voluntary turnover events until 2018 continue. It is not easy to replace employees as needed at one time, especially putting personnel in new teams even though television media companies are required to make programs that are liked by the public. In creating an attractive program, it needs a solid team, high creativity and eager to learn and always look for uniqueness. When employees who have worked at least 2 or 3 years leave, new employees who work for several months are still filled with worry to continue the good program. They need assistance in strengthening the existence of old programs and creating new programs.

The phenomenon of voluntary turnover becomes a challenge for companies to create systems, atmosphere and policies that are in line with the characteristics of generation y and the characteristics of the company as well as external conditions. The role of leadership

is one of the important attributes to contribute that the dynamics of voluntary turnover and the worries of employees who are left behind need not be prolonged[7]. The company is obliged to complete the work target even if the conditions are not as expected.

In this study, the authors want to explain the strategies of innovative leaders to build and organize the team left by employees who resign. Writing with this theme is still quite limited in the world of research, this paper illustrates the role of leaders to build sustainable learning through freedom and directed and full responsibility for new employees to design and update job descriptions. The results of the study can be a basic program for HR managers in developing employee competencies in television companies in conditions of voluntary turnover.

2. Theoretical Studies
2.1 Generation Y

Generation Y, otherwise known as the millennial generation, refers to individuals born between 1982 and 2000. This is the newest generation to enter the workforce. Leaders across disciplines are taking notes of the challenges and opportunities associated with training this unique group[8]. As a generation that grows up in a fast-changing environment, and has technological advancements, they not only expect change but want it. They need opportunities to grow and develop inside and outside the organization. When needs are not met, they will not hesitate to find a place that will accommodate them and make a turnover as conveyed by Bester (2012). Further argued that many researchers (Horn, Griffeth & Salaro, 1984; Mobley, 1982; Mowday, Steers, & Porter, 1979; Steers, 1977) viewed turnover intention as the final step in the decision-making process before a person actually leaves a workplace. [9]

2.2 Voluntary turnover

Noe et. al. (2007) [10] divides two types of turnover. First, voluntary turnover, namely the decision of employees to leave the company voluntarily. Second, involuntary turnover, in the form of dismissal which illustrates the employer's decision to terminate the employment relationship and is uncontrollable for employees who experience it. The high level of employee turnover can result in the cost of company losses for the loss of an employee (Slavianska, 2012) [11].. But on the other hand can have a positive impact on the company, among others, new employees substitute can bring new ideas (theory)[12]. Turnover phenomenon makes the leaders make a strategy so that productivity in the company does not decline. According to Hamel and Prahalad, [13] "strategy is an action that is incremental, and is carried out based on the perspective needed by the company in the future. Strategy always starts from what can happen and not starts from what happens. Meanwhile according to David (2011: 18-19) [14] Strategy is a joint

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means with long-term goals to be achieved. Is an action or activity carried out by a person or company to achieve the goals or objectives that have been set together with the leaders,

2.3 Innovative leadership

The leader becomes one of the important elements in influencing a group to achieve a vision or set of goals. [15]The leadership has environmental sensitivity accompanied by differences in generations, (Zahara, 2019) [16] with Robbins and Judge. Newstrom explained that leadership is an important factor that helps individuals or groups identify their goals and then motivate them in achieving their stated goals[17]. Organizational success requires innovation leaders who can inspire a mind-set that opens an organization to discovery; and the development of the framework that supports an innovation strategy and empowers people to make the right choices (Stevenson, 2012) [18]. Innovation leadership is a process of creating the direction, alignment, and commitment that is needed to create and implement something new that adds value to an organization. Hence, innovation leadership is about being able to form an integrated overview of innovation and, at the same time, lead the components of innovation in a strategic manner (Ailin & Lindgren, 2008)[19] . The study of innovation leadership has attracted more attention in recent decades and has become a new area of study to contend with the complexities of value creation (Shavinina, 2011) [20] . Carmeli, Gelbard, and Gefen (2010) studied the importance of innovation leadership on organizational per- H. A [21]. Alsolami et al. The researchers had adopted innovation leadership behaviours from the Minnesota Innovation Institute, which proposed six leadership behaviours as follows: 1) Encouraging individual initiative; 2) Clarifying individual responsibilities; 3) Providing clear and complete performance evaluation feedback; 4) Maintaining a strong task orientation, 5) Emphasizing group relationships and, 6) Demonstrating trust in organizational members) [22] . Innovation leadership is defined as the process of creating the context for innovation to occur; creating and implementing the roles, decision-making structures, physical space, partnerships, networks, and equipment that support innovative thinking and testing (Porter & Malloch, 2010) [23]. Innovation Leadership Approach Innovation leadership proposes that leaders play a multitude of roles when facilitating innovation in organizations, especially roles that influence creativity and innovation. With the appropriate leadership, successful innovation becomes a realistic and achievable goal; however, without it, the challenge may prove insurmountable (Hunter & Cushenbery, 2011)[24]. Pemimpin inovatif dibutuhkan oleh Gen Y karena mendorong job crafting dan membangun *countinus learning* secara berkelanjutan, menurut (Sessa, V. I., & London, M. 2015)[25].

2.4 Continuous Learning

Continuous learning is a mentality and behavioral routine that reflects a belief and dedication to learning and change. Continuous learning is a mental and behavioral routine that reflects a belief and dedication to learning and change. Whereas Stephen, Greenberg and Baron[26] are

relatively permanent changes in behavior that occur as a result of experience. Another opinion from McShane and Von Glinow states that learning is a change in behavior that is relatively permanent as a result of one's interactions with the environment. Meanwhile, according to Garvin, organizational learning is considered as the ability of organizations to create, obtain, interpret, transfer and share knowledge aimed at modifying behavior to describe new knowledge and insights. In other words Continuous learning is a skill that involves great initiative, perseverance and curiosity so that someone does repetitive activities to increase their competence. In line with the research of Budiyono et. al (2018), organizational learning is a process to improve knowledge and skills both individually and organizationally.

2.5 On the job training

Organizations invest in employee training with the expectation that training will enable employees to perform better and more efficiently, thus improving the organization's productivity (Nielsen, Randall, & Christensen, 2010; Sahinidis & Bouris, 2008). The training is divided into two, on the Job training and off the job training. Off the Job Training or non-work training is training that takes place when employees who are trained do not carry out routine / ordinary work. Whereas On the Job Training is training by way of employees or prospective employees placed in actual work conditions, under the guidance and supervision of experienced senior employees or a supervisor. The purpose of on the job training provides direct experience, especially for new employees in knowing the types competence. In these activities employees can observe work that is their responsibility, and do work repeatedly so they are able to master the work and can explain and do their own work without the guidance of supervisors and ultimately can increase their confidence. On the job training also brings the effect of the costs incurred is also more effective.

3. Data Analysis Method

This study uses qualitative research with a case study approach, explaining a real case in one of the production divisions of a private media company x related to an innovative leader strategy to build countinous learning in the condition of employee voluntary turnover, research methods and procedures using a case study research design (Yin, 2015).

 The details of the research steps are: observing and identifying the leadership strategies related to informant activities to increase their competence Data collection is done through, structured interviews, semi-structured and unstructured observations, and documentation studies. After the data is collected transcripts are made and data reduction is continued, namely the process of selecting and focusing on simplifying the results of observational data arising from written records in the field. Data analysis is performed on the answers to questions and data coding is used by sorting thematic represented and divided into small units (phrases, sentences, or paragraphs), units are grouped into code (Creswell and Clark, 2011) and make memos (Zahara, 2017) For protect informants and obtain the necessary data and maintain the confidentiality of informants used pseudonyms (Ayres et al., 2003; Nespor, 2000; Starks and Brown Trinidad, 2007).

4. Participants

Data from the Department of Human Resources of PT X in the period 2015 to 2018 shows that production division employees numbered 365 people and 70% are included in the Y gene category. Participants used as informants are part of the creative person, who has the main responsibility of creating new programs that liked by the public. The informants consisted of new employees and employees who worked less than one year in the production division totaling 16 people and key informants were 4 production employees with a 5-year work period. The informants were selected from the results of the evaluation of the leaders with the category

of informants who had the performance of fulfilling job requirements for 10 consecutive months.

5. Interview guidelines

Interview guides were prepared to help researchers direct informants to be more productive and involved in discussion groups (McLafferty, 2004). The researcher designed the interview guidelines from general questions to specifics (Kingry et al., 1990). This guide was previously used in the initial interview and was developed in subsequent interviews to get more detailed answers. After receiving feedback from interviews from several initial sources

There are four main questions designed to be used in asking about (1) how the HR management process prepares the competencies of new employees in the Production Division, (2) how informants' perceptions of the leadership of the creativity of new employees, (3) how the impact on the job training for new employees. (4) what are the obstacles in increasing the competency of new employees.

6. Data validation

To ensure the validity of the results of the interview and the verbal accuracy of the experience of the informants each interview was recorded with audio and video. The results of the activities and observations of informants and fully transcribed. Before making a detailed report the triangulation process is carried out through email, discussion, telephone media by submitting the research findings to each informant, the HR Team, and 2 (two) Executive Producers who carry out the task of coordinator and 3 leaders of production to get approval of the results interpretations from researchers. The location of the Media X employee interview was conducted in the Media X office environment. From the research results, the researcher developed the concept of an innovative leader strategy model to build countinous learning in the condition of employee voluntary turnover.

7. Discussion Results

The informants explained that all the leaders in media x encouraged them to come up with ideas to produce new programs that were liked by television viewers. Some of the activities carried out by job crafting, on the job training and rotation activities are accompanied by mentoring and coaching. This activity gives a lot of space and freedom for new employees to do an activity in a new way to give birth to many new ideas.

7.1 Job Crafting

Since the interview and when signing the employment contract, most of the informants claimed to have been informed by the job desk properly. All informants were prepared to attend on the job training for 6 months by getting mandatory training at the beginning for 2 weeks. They were given an explanation of the vision and mission, organizational structure, strategy and business process of making the program. They get knowledge of making programs from the beginning to the end of the process and follow training for 2 weeks and immediately go to the field to do work. Most of the informants said that when they run the old program and produce a new program, they change stages and add new stages in completing work as one of the informants said in the interview.

> *I feel that I get freedom and trust when I can change old ways and make new steps. When I started preparing a program design, quite a lot of mistakes I made, but from those mistakes I got ideas and concepts that were more effective.*

The explanation above shows that employees have an active role in work by making changes both physically and cognitively (Slemp & Brodrick, 2014). Job crafting activities succeed in expanding the tasks of the job both physically and cognitively. The experience of the informants as a creative person is felt to provide the widest opportunity to make updates when running new programs and program changes for each episode. Continuous learning is obtained directly from the leader when conducting evaluations. This evaluation in addition to being input for HR managers can produce more appropriate strategies for new employees. Job crafting becomes an individual policy of work experience to meet the needs and desires (Grant and Ashford), while (Slemp and Bodrick, 2014) emphasizes that job crafting is a form of proactive behavior that encourages employees to do better.

Job crafting activities are informal but focus on changes in a positive direction. Employees take initiatives based on interests, values, and achieve a satisfaction. Job crafting, defined as a proactive effort by employees for their work (Tims & Bakker, 2010; Tims, Bakker, & Derks, 2012), allows employees to adjust their work environment to suit their preferences. A conducive work environment makes employees feel passionate and serious even attached to the job. It is widely recognized that work engagement, that is, positive, satisfying, and consistent conditions of mind characterized by enthusiasm, dedication, and absorption (Schaufeli, Salanova, González-Romá, & Bakker, 2002) improve in a work environment that offers quite a lot job resources and challenges (Bakker, 2011; Brough et al., 2013; Halbesleben, 2010; Mauno, Kinnunen, Mäkikangas, & Feldt, 2010).

Job crafting is the activity of employees redefining their work personally in a meaningful way (Berg, Dutton, & Wrzeniewski, 2013). Research conducted by Hakanen et al (in Bakker, Tims, & Derks, 2012) shows that the combination of high job demands and resources can facilitate work engagement and job crafting. Thus, job crafting is an action to achieve meaningfulness at work. Employees can change job characteristics according to their initiatives and interests so that employees are more productive.

They are encouraged to work independent of jobdesk. For those who admit that they understand the job description well so that they can work on tasks that have a passion they are very enthusiastic because they have the freedom to issue ideas. Trial error is the process of getting lessons and ideas, and new methods and even these activities create the beginning of work engagement and encourage job crafting effectively.

 Bakker, Tims, & Derks, 2012. Employees with high job crafting will have a high level of meaningfulness and will be more attached to their jobs. That is because employees can change their work physically and cognitively more challenging and in accordance with their abilities, bearing in mind that Y generation employees like challenges (Howell LP, Joad JP, Callahan E, Service G, Bonham AC, 2009)

7.2 On the job training

After getting mandatory training for 2 weeks, they were divided into groups and given their respective assignments. From the beginning of work up to 6 months the informant was accompanied by a coordinator. Coordinators are executive producers or managers in the production division. The Production Division has not yet let go of their new employees just after they have conducted mandatory training. The next process of competency training is carried out on the job training, from these activities new employees can be observed easily how their ability to adapt at a certain time. Opportunities on the job training can also see their passion and establish communication and improve emotional levels very well so that the competence of team work increases significantly. During on the job training, the Coordinator also serves as a mentor and also a coach. One coordinator is responsible for monitoring 20 new

employees. It seems that on the job training is a fairly appropriate training model for this company, in addition to being able to cut a significant training budget for the company. Problems in training costs are sufficiently resolved, especially the involuntary turnover phenomenon is still significant.

7.3 Job Rotation

In accelerating the mastery of a program character after 6 months on the job training, a rotation process is carried out once a month. Job rotation makes employees get variations in their work. Job rotation moves employees from one specific field of work to another. Employees are trained and given the opportunity to do two or more jobs in a rotation system, with this job rotation, the leader can stimulate the willingness and motivation of employees to provide employees with a broad perspective on the organization. (Bolton & Gold, 2004) [27] Besides they learn how to know the production process they study the administrative process. The rotation process makes them more ready to carry out their work.

7.4 The Role of Leaders Supports Continuous Learning

The informant's explanation showed that the leadership could understand the situation and characteristics of the company well. In addition, the leadership in the production division can collaborate with the manager of Human Resources Management in carrying out the coaching strategy. The results of the collaboration between the Production division and HR management make the planning program more focused, directed and easier to identify competencies that need to be improved, so that the learning process grows. In other words, the process of increasing competency makes employees satisfied because they get the transfer of knowledge and skills Goal setting theory holds that employees experience a high level of job satisfaction when the goal of transferring learned knowledge and skills on the job is achieved. Once a goal is achieved, employees are more likely to subsequently set and achieve a higher goal (i.e., improved performance). Empirical evidence supports that employees are more satisfied if they successfully transfer training outcomes to work (Allen & van der Velden, 2001; Pineda, 2010; Stranda & Bosco-Ruggiero, 2011).

> "*I became super critical of mine, because of this work I was hammered into a very detailed person, miss, I was a spoiled child, the youngest child, now I have been given so much confidence in this office*".[28] *Between teams often share so automatically suggestions and input from other teams is also enough to help us to develop to do a better job*"

Working in this media is recognized by the majority of informants who work under 1 year, rapidly increasing ability, mentality, and attitude. Informants can get a lot of friends, connections, or even work experience and have insight into the world of television. Besides training managerial skills, especially in collaboration, delegation, problem soving and critical thinking and building confidence. This achievement shows that job crafting activities, on the job training, job rotation are effective. Continuous learning works well because these activities have the potential to change the way employees look at the meaning of learning, work and experience in various situations.

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The informants were quite active in looking for opportunities for learning and self-development; involved in learning activities both formal and informal, including reading books, attending training, seminars, e-learning, and others). They apply the knowledge or skills gained from learning outcomes into current work, maximizing the current learning process; ask for feedback from others to identify strengths, weaknesses, and ways to develop themselves and finally the informant can set challenging learning goals in order to develop themselves for future tasks.

The informant admitted that he learned a lot from the leaders, including learning the skills to manage teamwork. With teamwork, they can also share knowledge, knowledge, and share experiences. Continuous learning competencies have been successful enough to have a significant impact in minimizing tacit knowledge that has shrunk as employees turnover. By doing continuous learning in identifying the competencies needed by the company in the future to achieve long-term success of individuals and organizations. Job crafting, on the job training, rotation, coaching and mentoring activities become a series of processes that are quite effective in accelerating informants to master technical competencies and behavioral competencies where in the process a solid team process is built.

7.5 Coaching and Mentoring

Although they felt that the mentoring and coaching activities were not as expected, the informants felt that coaching activities were tools that could maximize and build learning competencies in a sustainable manner so that gradually valuable experiences created permanent results (Stephen, Greenberg and Baron) [29]. Most of the informants managed to become producers who created excellent programs in this television company. the informant learned a lot of new things, another benefit of learning that the informant felt was work and mental endurance which was very honed in dealing with critical matters. For example, the informant is able to manage stress and make many strategies for many things at work. [30]

The process creates an interpersonal relationship in the form of care and support between an experienced and knowledgeable person with an experienced and limited knowledge. Almost all mentoring relationships involve mastery of knowledge, but it also needs to be emphasized that this mentoring though reciprocal even though basically unbalanced. The mentor also gives advice and instructions on how things that have been learned can be carried out.). Stranda and Bosco Ruggiero (2011) found that employees participated in two interventions of transfer of training, including mentoring and clinical consultation programs, were more satisfied with their jobs. As extensive literature suggests, job satisfaction in turn has a positive effect on customer service quality (Gazzoli et al., 2010; Kim et al., 2009; Malhotra & Mukherjee, 2004; Yee et al., 2008). These findings suggest that job satisfaction functions as a mediator between transfer of training and quality of customer service. This idea leads to the following hypothesis:

Whereas Coaching is a tool used by leaders in motivating and eliciting informant commitment to make target changes in increasing work productivity. Coaching is used by heads of production to train and orientate informants in dealing with the work environment and remove obstacles in order to achieve optimal performance.

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In addition, leaders today need to master mentoring and coaching. these skills are used when conducting feedback activities, both in the work evaluation process and providing the motivation needed to encourage employee performance. [31]Coaching is used to motivate and bring up the commitment of subordinates to make a target change in improving work productivity[32] while mentoring is a process in which a more experienced workers provide advice, advice, guidance, and enhance the professional development of new workers[33]. The survey shows that 51% of Gen Y needs a leader who can be a coach / mentor for their ability and career development. With the birth of generation Y, leaders must pay attention to leadership styles and behaviors in organizations to achieve organizational success (Jex and Britt, 2008)[34]. David, Fred.R. 2011. Strategic Management: Concepts. Twelfth Edition. Salemba Empat, Jakarta. Become a leader as well as coach and mentor for gen y. (Hartman & McCambridge, 2011)[35]

Skills in coaching and mentoring include several skills (Wiwoho, 2010)[36] 1) Building Trust, the activity of opening a good initial relationship. 2) Active Listening, activities that focus on paying full attention to the coachee about what is being said. 3) Clarifying activities reflect back on the words conveyed by the coachee or mentee. This confirms to the coachee or mentee that they are heard well by the coach / mentor 4) Asking The Right Questions is an activity that determines as if the heart because the coach explores the ideas of the coachee to achieve his goals. The right questions generate direction and have an effect, so that the Coachee gets a new idea or solution. 5) Giving Feedback is about giving information in a way that encourages the recipient to accept it, reflect on it, learn from it, and hopefully make changes for the better. Being able to give feedback is a skill that is useful in our personal and professional lives. Feedback is an activity of observing not judging. (Lynch, 2016).[37]

7.6 Experience of Coaching Activities

At the initial meeting the coordinator opened the conversation well. They conveyed the objectives of the meeting and the results to be achieved according to mutual agreement in detail. In this activity, some informants felt happy and proud of the coordinator's concern for their progress. But the informants complained about having to wait a long time and felt a lot of time wasted while waiting for the coordinator, even they were late or at the same time suddenly attending another event so there were many delays in the process of transferring knowledge as well as conducting work evaluations.

When the work evaluation was carried out the informants felt they had run out of energy. They began to focus less, They did not listen actively, they were disturbed by telephone interference so they did not listen well. Only a small portion, coordinators who focus and use eye contact, They record every conversation the informant, but interspersed with other activities. They have not yet realized the importance of active listening, because all efforts of the coordinator will be devoted to the success of their employees / teams. In this activity the

coordinator's sense of concern will be directly felt and have an impact on the good emotional bond between them.

The explanation above shows that the coordinators did not understand the definition of coaching and mentoring well. They feel that opening a conversation and having a discussion and making an agreement about the goals to be achieved is easy, even if the informant is not trusted at this stage will have an impact in the future.

Likewise the ability to hear has not been done to the maximum, even though the ability to listen can support increased productivity in the work environment. By listening, it is expected to understand others better so that we can respond appropriately. This helps create communication, where good communication is one of the conditions for teamwork. Effective teamwork fosters work spirit and commitment from team members. This can increase productivity and quality of work. If they understand active listening skills, they will prepare and fulfill what is and is not allowed in listening activities, because in these activities, leaders should anticipate all activities that interfere with listening activities, one of them by turning off the sound of the telephone, maintaining gestures, eye contact and focus on informants.

When the coordinators ignore listening activities effectively make an impact when exploring new ideas / breakthroughs in new programs. The questions posed to them do not produce the expected results whereas the benefits of this activity, in addition to making ideas, solutions, also generate commitment in completing the work. This activity also combines harmony and builds synergy between leaders and teams. Without realizing it when the questioning activity did not run optimally, the coordinators had extra time to monitor and accompany their team to make decisions and dare to make a breakthrough.

Likewise, the questioning activity has not been done well, and the clarification activities are automatically limited. In the process of understanding what is contained in a conversation, clarification and giving feedback is needed. In conducting clarification it is necessary to ask questions to get the same understanding of the contents of the conversation, and also to obtain information and a complete background about the information, but clarification activities are not carried out to the maximum, in this activity the leader tells a lot of experiences and offers new ideas but just offering it, not making detailed plans, therefore clarification activities did not work effectively.

Many discussions were carried out but these activities were colored by instructions. The feedback made is more instructional than the motivational function. Most of the informants said that the feedback activity was only limited to work evaluation, occasional praise was given but it was minimal. There are leaders labeling informants as non-creative. Categorized feedback, Active - destructive feedback, responses given by the leader accompanied by negative comments 'Your work is good, but still not creative enough. (the beginning of a positive sentence but the end of a negative sentence accompanied by non-verbal negative behavior frowns or complaints, whereas if the feedback function is valued, it will increase employee motivation to perform more. The more feedback received by members of the organization, the better it will be. is a trusted channel of communication for informants to improve the flow of communication among employees Attention to providing feedback is important if you want to build a positive relationship Overall, the informant feels that coaching and mentoring activities are carried out far from comprehensive, especially in coaching activities, many coaching activity requirements are not run properly.

8. Conclusions

The strategy to build contionus learning runs quite effectively in job crafting, on job training and job rotation, even though the masters' competence in mentoring and coaching competencies is not well standardized. The skills to build trust are carried out quite effectively, while the 4 skills of active listening, asking questions, have not been well mastered and especially the skills of feedback that are most important to be improved.

9. Suggestions

1. The coordinator must be given a standard for mastering coaching and mentoring competencies.
2. This activity is also something that should be given a reward for the coordinators during the task.
3. Every new employee is required to have an individual development program.
4. Recruit an external professional coach to balance and provide an example for the coordinator to be able to carry out the coordinator's duties properly.
5. Need to improve time discipline in carrying out feedback time.
6. Formal mentoring time needs to be organized with a clear timeline.
7. There is a recommendation for production fresh graduate program development.
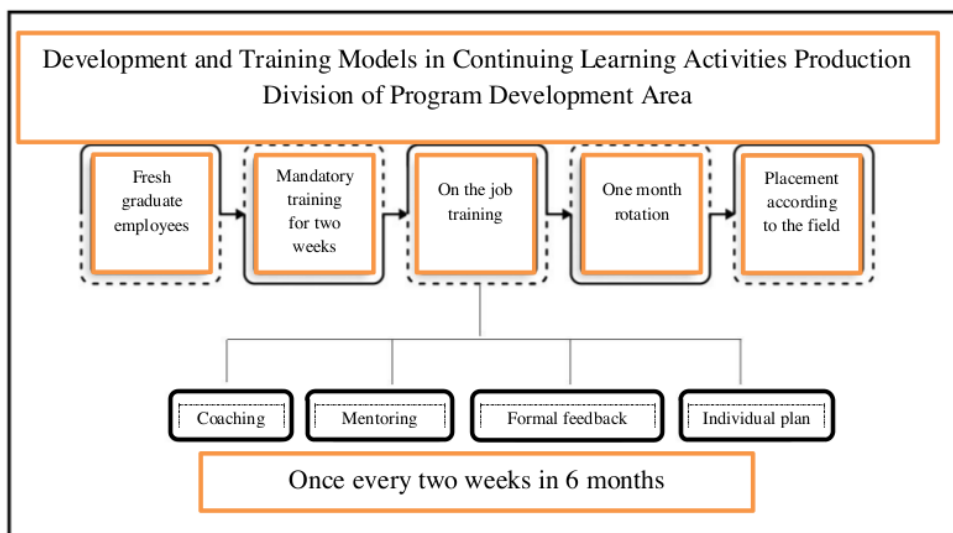
Figure 1. Development and Training Models in Continuing Learning Activities Production Division of Program Development Area

10. Acknowledgment

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