

## Social Responsibility-Based Training Management Model to Improve Mentors' Abilities

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### ABSTRACT

The purpose of this study is to determine a method for improving the mentor training management model for volunteers in non-governmental organizations (NGO). Dejavato is an NGO focusing on international volunteerism and conducts regular mentoring trainings. Regardless, the mentoring management implemented by the mentors in the schools partnered with Dejavato encountered several challenges, including: 1) ineffective communication between mentors and volunteers, 2) inadequate preparation of mentors to conduct mentoring activities throughout the EVS program, 3) poorly planned mentoring activities, and 4) evaluations that were primarily limited to follow-up activities. The research and development (R&D) study was based on the needs analysis prior to the training. The results indicated that the majority (88.5 percent) of mentoring participants considered the social responsibility-based training management model to be very appropriate for implementation. In addition, 82,8 percent average score on questionnaires issued to experts and model users demonstrated this, which comprised model components, topic compatibility, language structure, practicality, and writing organization.

**Keywords:** training management, social responsibility approach, mentoring, mentor's abilities.

### A. Background

A volunteer program entails doing things on a voluntary basis (without being forced or obliged). A volunteer must be willing to take on any job or execute certain tasks depending on his or her desire and voluntary motivations. Voluntary service groups have always been under-recognized and misunderstood by the general public. Because in other areas, particularly industrialized nations, volunteer exchange programs have been increasingly prevalent and have become an integral component of their socialization process.

Dejavato is a non-governmental organization (NGO) that focuses on volunteerism. Dejavato Foundation is a member of CCIWS UNESCO (International Voluntary Service Coordinating Committee), ICYE Federation (International Cultural Youth Exchange), NVDA (Network for Voluntary Development in Asia), and an official partner of Alliance of European Voluntary Service Organizations.

Dejavato Foundation has promoted and recruited Indonesians to foreign volunteer service in a variety of sectors since its establishment. These volunteering programs will expose participants to personal, interpersonal, and intercultural learning processes and will help them develop a global perspective.

Dejavato international volunteers will be delegated to a variety of partner schools, colleges, and other social institutions. Dejavato collaborated with several universities, including the State University of Semarang (UNNES), the Indonesian Railways Polytechnic in Madiun (PPI), and Diponegoro University (UNDIP), as well as schools, including State Junior High School 2 Semarang, Senior High School Maarif Singosari in Malang, Panti Wredha Rindang Asih, and Special School Yapentra in Medan.

Prior to volunteers being assigned to their project locations, Dejavato works with the educational institution to choose a mentor to oversee volunteer activities during the internship time. Mentors are selected from the schools or colleges in which volunteers do their internships. Nonetheless, getting selected as a mentor is not a small task.

There are several obstacles occurred during the mentoring activities from July to December 2019 at some Dejavato partner schools and universities, such as state junior high school 1 Mijen Demak, Indonesian Railways Polytechnic of Madiun (PPI), vocational school Panca Bhakti Banjarnegara, Medan Aviation Polytechnic (POLTEKBANG), kindergarten Nabila Petir Semarang, and so on. Three main obstacles in the mentoring activities include 1) frequent misunderstandings between volunteers and mentors, 2) not optimal mentoring management, some voluntary activities that did not run as expected, and 3) mentors and volunteers' cultural differences.

Additionally, Dejavato's implementation of the training management model did not significantly enhance the mentors' capacities. The earlier mentor training management model indicated that the three management functions of planning, implementation, and evaluation had not been adequately carried out, unstructured, and unadapted to the volunteers' and mentors' requirements analyses. Additionally, there were no standard operating processes in place for selecting mentors, which impacted the amount of success seen by volunteers running the program at their project locations. The mentoring program's execution has not been optimal, as shown in volunteers' 52.5 percent satisfaction with their mentors, suggesting that it is not yet ideal.

As a result, it is necessary to enhance the Dejavato's training management model in order to develop mentors' capacity to manage volunteer activities. Rodriguez and Walters (2017) proposed that enhancing human potential and other resources might motivate people to attain the desired outcomes. They claimed that organizational leaders should use systematic techniques to evaluate each individual's performance, which is often driven by personal, organizational, environmental, and motivational factors. Effective personnel and appropriate training and development will be able to aid the firm in reaching its competitive advantage in today's global market. A mentor may make a beneficial difference in volunteer efforts by contributing to supportive and mutually motivating relationships.

Meanwhile, Effendy (2017) discovered that mentors may affect or engage students when they exhibit three characteristics: an attentive character, problem-solving ability, and years of experience. Additionally, Turner (2012) asserted that mentoring is a method for directing an organization. Kaswan (2012) discovered that coaching or mentoring contributes to the development of human resources and the enhancement of the company. Ismail and Jui (2014), for example, demonstrated that mentoring programs are a significant predictor of mentees' academic achievement within the organization. Mentors' capacity to effectively communicate and assist their mentees will be critical variables in enhancing mentees' outcomes (e.g., self-efficacy, satisfaction, commitment, career, leadership abilities, and ethics). Such favorable outcomes may help to sustain and support the institution's strategies and objectives. Effendy (2017) stated that the development of mentoring management might result in the development of high-quality human resources at the university level to deal with MEA. The above rationales demonstrate that developing mentoring management is a high-quality coaching process. The primary objective is to develop human resources capable of

recognizing their strengths and limitations, selecting the most appropriate profession for them, and delivering authentic experiences in their practice.

The earlier implementation of mentor training management at Dejavato was essential to study, given the apparent conflict between expectation and reality, both empirically and intellectually. This gap shows that the mentoring activities were not carried out optimally due to the mentors' insufficient coaching skills. According to prior empirical findings, the primary reason for inadequate volunteer mentoring activities is a deficient execution of three managerial roles (planning, implementing, and evaluating) throughout the training, so the mentors cannot effectively coach the volunteers.

The previous ineffective training strategy and methodology have resulted in mentors' lack of comprehension and competency. The mentor training management activities have not been connected well with social responsibility. As a consequence, mentors lack the necessary skills for managing volunteer activity. Additionally, mentors did not carry out their tasks as mentors effectively, which contributed to volunteers' low level of satisfaction with mentors' performance. As a result, a more effective model of mentor training management is required to enhance mentors' productive skills and coaching abilities. The mentor training management model is a product with distinct qualities that stress social approaches and social relationships. Thus, the present research was aimed to solve difficulties encountered by Dejavato partner schools in managing volunteer programs on project sites.

## **B. Research Method**

Participants in the study included Dejavato partner schools and institutions. Research and development (R&D) design was used to conduct research, development, and product trial testing Gall et al.'s (2007) and Sugiyono's (2011) research and development (R&D) design. Sugiyono (2011) divided Gall et al.'s (2007) research and development operations into four steps: 1) introduction, 2) model development, 3) trial, and 4) implementation.

The descriptive qualitative technique was used in the introduction stage to ascertain the fundamental causes of difficulties associated with Dejavato's past volunteer efforts. This step sought to 1) identify weaknesses in the previous mentor training management model, 2) document the implementation of previous mentor training by observing the planning, implementing, and evaluating processes, 3) define the role of mentors and volunteers at Dejavato partner schools and universities to determine whether or not these institutions are performing their roles optimally, and 4) identify factors impeding the implementation of training management.

The second step was model development, which included creating a social responsibility-based mentor training management model to enhance mentors' abilities. The model was enhanced from the initial design and now included planning, implementation, and evaluation phases.

The trial was the third step, during which the researchers considered the external validation. The field specialists evaluated the model's outcomes. The trial's findings resulted in the development of the social responsibility-based mentor training management model to improve the mentors' capability to manage activities.

The last step was implementation, during which a test of the social responsibility-based training management model creation was undertaken on product users. This developed

product was evaluated in both small and large groups of instructors and lecturers to determine its efficacy and to make any necessary revisions and generate better products. The research procedure is outlined as follow:

**Table 1. Research Procedure**

<b>Research Procedure</b>	<b>Research Focus</b>	<b>Data Source</b>	<b>Data Collecting Technique</b>	<b>Data Analysis Technique</b>	<b>Results</b>
Introduction	Planning, implementation, and evaluation	Volunteer and mentors	Observation interview guidelines, and Questionnaires	Qualitative	Factual Model
Development	Planning, implementation, and evaluation	Dejavato partners, Dejavato program coordinator, volunteers, and mentors	Interview Guidelines, Observation, FGD Guides, and Questionnaires	Qualitative, Data Collection, Data Reduction, Data Presentation, and Drawing Conclusion	Hypothetical Model
Validation	Testing the Model's Effectiveness	Expert	Interview Guidelines, FGD Rating Guidelines, Practical Rating Guidelines, FGD Guides	Descriptive Quantitative for data from questionnaire	Final Model

The researcher gathered primary data from numerous informants associated with Dejavato partners. The researchers also collected the secondary data in the form of syllabus materials and other notes that might be utilized as data sources to supplement the primary data.

This study employed four data collection techniques: interview, focus group discussion (FGD), survey, and documentation. The interviewees include representatives from Dejavato partner schools and institutions in Java Island. Observation results were analyzed qualitatively by grouping information into input, feedback, criticism, and constructive suggestions. The data gathered was utilized to inform and improve the product. Qualitative data analysis was undertaken both during and after field data collection. Moreover, the researchers repeatedly evaluated and retested the data throughout the data gathering process.

### **C. Research findings**

Prior to adopting the social responsibility-based mentor training model, the researchers interviewed IVS volunteers throughout their internship time at Dejavato school partners to learn about the barriers they encountered while participating in mentoring activities. The questionnaire consists of five categories: very high, high, medium, low, and very low. The volunteers' satisfaction with the mentor training management development model program and their behaviors and impressions of their mentors the implementation of the mentor training management development model showed that approximately 47.5 percent of volunteers were satisfied with their mentors' work. Moreover, 55 percent of volunteers

claimed that some mentors assisted them throughout their internship, and 52.5 percent claimed that they actively assisted their volunteers, 4) v The interview results corroborated the above findings. However, the interview findings also indicated that more than half of the participants rated their satisfaction toward their mentors as average (52.5 percent) and classified the model as not ideal. Thus, these data indicated that the prior training strategy was ineffective in increasing mentors' capacity to guide Dejavato volunteers.

The novice mentors frequently encountered difficulties while mentoring their Dejavato volunteers throughout the IVS program, including a lack of cross-cultural understanding, poor English command, a lack of confidence when interacting with the volunteers, and an inability to commit to their role as a mentor.

Elliot Potter, a volunteer at the Medan Aviation Polytechnic, summed up his experience as follows: *"Here, I'm having difficulty with my mentor being insufficiently receptive, lacks a knowledge of Western culture, and is too protective. Whenever I go out, I am escorted. This, I believe, is excessive, since it makes me uneasy and reduces my personal space for doing anything I want. I am a French, and my culture is much distinct from that of Indonesia. My mentor ought to have been aware of my plight."* (19 October 2019) (Interview)

Hannah Lesch, another volunteer interviewee from Germany, recalled, "when I initially arrived at my project location, my mentor only handed me my internship schedule, and we spoke less often afterward. I believe my mentor lacked an understanding of a mentor's duty." (Interview conducted on October 22, 2019)

Natria Faisal, a mentor at Madiun's Railway Polytechnic Indonesia, added: *"Throughout my mentoring tenure at Dejavato, the primary challenge I encountered was communicating using English, despite the fact that I taught English in my campus. Another big problem is my lack of confidence when speaking with native speakers (of English) due to my poor English. Another issue is the cultural difference, which makes it more difficult for me to recognize the volunteers' needs."* (Interview conducted on 26 September 2019)

The preceding passages indicated that the mentoring activity was not implemented optimally. The mentors and volunteers were struggling with a lack of communication and coordination. The following are the field results of the factual mentor training management approach used in Dejavato:

#### 1. Management's function

Our study revealed that the mentorship program and its three management responsibilities (planning, implementation, and evaluation) were not carried out adequately because these procedures were not organized and guided by volunteers and mentors. Second, there were no guidelines for evaluating mentors' contributions to the volunteer program's success at the sites, as shown in volunteers' average satisfaction toward their mentors (52.5 percent).

### 1. Personnel

2. Most of the program's mentors were certified specialists in their fields, but their competence did not match their function as mentors. As a result, additional consideration may be required to enhance their mentoring abilities. Additionally, mentors have to be capable of motivating their volunteer members.

### 3. Facility

Previously held training sessions took place in the Dejvato office. The office is well equipped the conference room seats just 5-10 persons. The facilities used to facilitate training activities were excellent. However, bigger space is needed to accommodate more participants and activities (e.g., icebreaking and team building).

The creation of a social responsibility-based mentor training management system is a response to mentors' concerns and gaps during IVS mentoring activities. The developed product includes a mentoring curriculum, a standardized mentoring design, a training design, and learning methodologies based on a study of the volunteers' requirements. Educational management's involvement in overseeing training activities included three critical management functions that ensure the success of mentoring training activities: planning, implementation, and evaluation.

The hypothetical model was developed based on the findings of preliminary investigations. The social responsibility method was proposed for the social responsibility-based training management model in order to resolve issues that arose during the native speakers of English's mentoring, including the leadership, interpersonal, and intercultural abilities.

The construction of a social responsibility-based mentor training management system was anticipated to be an appropriate solution for overcoming the above mentoring programs. The following sections discuss the evolution of three aspects of management activity.

## **Planning**

Numerous aspects of planning should be prepared, including (1) specifying mentor standards based on volunteers' and mentors' needs analysis, 2) developing a social responsibility-based mentor training model, 3) developing mentoring training activities that cover leadership, interpersonal, and intercultural skills in order to increase mentors' competencies, 4) specifying mentor competency standards, mentor training indicators, and training activities based on mentor needs analysis. Lastly, the researchers also designed social-responsibility-based mentor training syllabus based on the mentors' needs analysis and included a social responsibility perspective.

### 1. Implementation

The implementation of mentor training management development with a social responsibility orientation can be seen in several achieved competence, learning strategies or methods used, mentor training media and facilities, and learning evaluation used to determine the success of the mentoring program. The training included an introduction to the IVS program, an introduction to the mentors' roles and responsibilities, team-building exercises to develop leadership competencies, icebreaker exercises to establish communication and develop interpersonal skill competence, and cross-cultural understanding.

## 2. Evaluating

The evaluation was aimed to determine the effectiveness of mentor training activities and consisted of three phases. At first, the organizer handed questionnaires to mentor training participants at the conclusion of the training to collect information of their degree of satisfaction with the training activity. Second, after the session, the organizer held a reflection exercise to solicit more responses. Thirdly, the organizer supervised the mentoring process regularly during the IVS program. At the conclusion of the IVS program, questionnaires were sent to volunteers and mentors to measure the mentors' skills in guiding volunteers throughout the internship program.

The development of mentor training management involved the integration of three management functions:

**Table 2. The Development of Training Management**

Management Aspects	Development
Planning	<ol style="list-style-type: none"> <li>1. Identifying mentors' and volunteers' needs</li> <li>2. Formulating the goal of mentor training</li> <li>3. Designing the social responsibility-based training model</li> <li>4. Mentor organization (Qualifying mentors)</li> </ol>
Implementing	<ol style="list-style-type: none"> <li>1. Orientation of volunteering program</li> <li>2. Implementing the social responsibility-based mentor training activity</li> </ol>
Evaluating	<ol style="list-style-type: none"> <li>1. Identifying the needs of mentors and volunteers</li> <li>2. Defining the objective of mentor training</li> <li>3. Developing the social responsibility-based training model</li> <li>4. Mentoring organization (Qualifying mentors)</li> <li>5. Orientation of volunteering program</li> <li>6. Implementing the social responsibility-based mentor training activity</li> <li>7. Placement test after the training session to determine the mentors' competencies</li> <li>8. Satisfactory survey results after the program's completion</li> <li>9. Follow-up</li> </ol>

(Data source, 2019)

Mentor training management (especially the IVS volunteer program) began with formulating visions and missions and their alignment with Dejavato policies. Mentor training activities were created to nurture capable, professional, and committed mentors.

The mentor training management was designed to help mentors develop and enhance their core and fundamental competencies (leadership, interpersonal, and intercultural skills) by including a social responsibility approach.

The identification activity required mentors and volunteers to analyze their needs to gather information on the most appropriate mentor training model. The following Table 3 summarizes the designed syllabus as it corresponds to the mentor's cognitive, emotive, and psychomotor domain abilities:

**Table 3. References of Mentor Activities**

Basic Competence	Success Indicators	Activity
Mentors have leadership competencies	Mentors can guide, direct, motivate, and solve problems	Introduction of IVS, Introduction of leadership, team building
Mentors have interpersonal competencies	Mentors can communicate confidently with the volunteers	Introduction of material on the roles and tasks of mentors, social responsibility and commitment, ice-breaker
Mentors have intercultural competencies	Mentors can comprehend cross-cultural issues and develop an open-minded attitude.	Cross-cultural understanding, team building

(Data source, 2019)

Determining a mentor's credentials becomes crucial in deciding his or her instructional competency. The mentoring program's success is contingent upon the mentors' skill and experience in coaching their volunteers. As a result, it is essential to ascertain the prerequisites for becoming a mentor. The organizer identified the following eight main characteristics of training mentors: 1) a sense of social responsibility, 2) a desire to assist others, 3) positive experiences, 4) an excellent reputation for facilitating and guiding others, 5) the time and energy to be a good listener whenever a volunteer requests assistance, 6) having solutions and recommendations to solve problems, 7) up-to-date understanding, and 8) being open mind.

Additionally, a mentor must have positive attitudes, which include the following: 1) being a good listener, 2) being open-minded and capable of interfering with cross-cultural understanding, 3) being reliable and flexible in adapting to the volunteers' needs, as well as being interested in and motivated to support youth skill education, 4) having strong coaching and counseling skills, 5) having strong language skills to communicate with the volunteers, and 6) having the ability to utilize various techniques of providing and receiving feedback, encouraging others, and facilitating learning.

The needs analysis indicated three fundamental, mandatory skills which mentors must have: attitude, knowledge, and skill. This study further found that the participants considered that mentors should have leadership, interpersonal, and intercultural skills. Table 4 summarizes the vital mentoring qualities that mentors must have.

**Table 4. Developing the Competences**

Skill	Core Competence	Basic Competence
Leadership	Making decisions, high integrated, visionary, persistent, and an expert.	Being able to make choices, to be responsible, to motivate, to give advice, to commit, and to be loyal.
Interpersonal skill	Effectively understanding communication, listening, emotional intelligence, building relationships, utter feedbacks, persuading, solving problems.	Capable of having positive interactions, paying attention, overcoming egocentricity, analyzing information, providing feedback throughout each engagement with the volunteer, and providing solutions to problems.
Intercultural skill	Cross-culture Understanding, spiritual behavior, social	Understanding cross-culture, equality, respecting other cultures, accepting the importance of other



behavior.

people, being capable of working in different teams, understanding non-universality culture, religion, and value, and accepting responsibility for global citizenship.

(Data source, 2019)

The description of the mentor training conceptual development was mentioned in Table 5 below:

**Table 5. Description of the Development Model for Mentor Training Management**

Aspect	Previous Mentor Training Management	Developed Management on English Learning
Planning	<ol style="list-style-type: none"> <li>1. The purpose of the training was not adapted to the volunteer's needs analysis</li> <li>2. Mentors are appointed solely on the proposal of the partner school where the internship takes place.</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulating the training's goal based on the volunteers' needs</li> <li>2. Mentors are chosen based on the proposal of a partner and certain mentor qualifications, which include instructional competence, organizational experience, and educational background.</li> <li>3. Developing training syllabuses and curricula based on needs analysis</li> <li>4. Developing learning strategies and mentor training methods that are tailored to the needs of trainees</li> </ol>
Implementing	<ol style="list-style-type: none"> <li>1. The training procedure has not yet resulted in the development of leadership, interpersonal, and intercultural competence.</li> <li>2. The training activity was conducted traditionally and formally; the training activity was undertaken only during the pre-internship period.</li> </ol>	<ol style="list-style-type: none"> <li>1. The training activity is organized around leadership, interpersonal, and intercultural competencies.</li> <li>2. A social responsibility-based strategy that placed a priority on developing leadership, interpersonal, and intercultural competencies</li> </ol>
Evaluation	<ol style="list-style-type: none"> <li>1. The assessment was not undertaken regularly and was accomplished only via the distribution of questionnaires assessing volunteers' satisfaction with their mentors after the mentoring activity.</li> <li>2. There has been no ongoing mentoring to ascertain the success of mentoring process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Conducting performance tests that address components of leadership, interpersonal, and intercultural competence</li> <li>2. Conducting a post-training reflection exercise to ascertain participants' degree of satisfaction with the mentor training program</li> <li>3. After completing the training activity, distribute surveys to mentors.</li> <li>4. Regular monitoring by IVS program coordinators to ascertain the mentoring program's difficulties and success rate</li> </ol>

(Data source, 2019)

The primary and core competence formulation suggests that mentors' competency must be attained. The fundamental competency was to enhance a mentor's ability to mentor their volunteers. The description of the standard competence in developing mentoring activities made reference to a social responsibility-based approach that included social concern into voluntary activities and the connection between mentors and volunteers based on volunteerism and partnership concepts. The strategy was used in mentor training because it placed emphasis on both parties' interests in participating in volunteer activities.

The creation of a social responsibility-based mentor training management system was anticipated to be the optimal option to overcome barriers in previous mentoring activities that only comprised pre-orientation conventionality and formality. After receiving expert validation and being deemed worthy of implementation, the validation test on a small practitioner group was conducted. The restricted study was done at the Dejavato office, with practitioners as participants (mentors and volunteers). After receiving feedback from experts and designers of the social responsibility-based mentor training management model, the researchers modified the model and outcome evaluation. The surveys provided to model users who also served as mentors and model experts were deemed extremely valuable. The following table summarizes the validation findings of the model design:

**Table 6. Validation Results of Mentor Training Model Design**

Indicator	Percentage (%)	Explanation
Training model structure	88%	Very Worthy
Learning model	80%	Very Worthy
Training method	86%	Very Worthy
The effectiveness of training situation	76%	Worthy
Learning media	70%	Worthy
The suitability of training material	82%	Very Worthy
Communicative learning	86%	Very Worthy
Communicative trainer	88%	Very Worthy
Icebreaking and team building are an interesting activity	78%	Worthy
Overall, the training activities are useful	94%	Very Worthy
<b>Average</b>	<b>82,8%</b>	<b>Very Worthy</b>

The average validation score for the social responsibility-based mentor training model was 82.8 percent, which was regarded as extremely worthwhile and consistent with the mentor's needs analysis findings.

**Table 7. Validation Results of Model Worthiness Questionnaire**

Aspect	Total	Percentage%	Criteria	Explanation
Model construction training	22,1	88,4	Very Worthy	No Revision
Content suitability	17,4	87,0	Very Worthy	No Revision
Construct suitability	21,8	87,2	Very Worthy	No Revision
Language	13,5	90,0	Very Worthy	No Revision
Practicality level	22,4	88,0	Very Worthy	No Revision
Writing organization	13,2	88,4	Very Worthy	No Revision
<b>Total</b>	<b>110,5</b>	<b>88,5</b>	<b>Very Worthy</b>	

88.5 percent of questionnaire respondents said that the social responsibility-based mentor training management approach was suitable for being applied on a consistent basis.

The practitioner validation aimed to seek feedback from Dejavato's director, manager, IVS program coordinator, volunteer, and mentors regarding the implementation of the social responsibility-based mentor training management. After receiving validation from specialists and being deemed worthy of deployment, the validation test on a small practitioner group was conducted. A short trial study was undertaken at the Dejavato office with mentors and volunteers. The validation test on the practitioner was conducted with the participation of Dejavato's management. The limited trial test was done by identifying the restricted number of test subjects who would likely be the consumers of the generated model product. Following that, the researchers provided the model's criteria for social responsibility-based training. The explanation was provided in stages, beginning with managerial duties such as planning, implementation, and evaluation. Afterward, the researchers performed a validation test with expert users, utilizing the identical questions during the preceding focused group discussion (FGD).

#### **D. Conclusion**

The research discovered that the social responsibility-based mentor training management model efficiently supported mentoring programs for Dejavato volunteers. Additionally, the model may enhance mentors' ability to guide their volunteers, as shown by 88.5 percent of expert tests conducted by model developers and users at Dejavato during the FGD activity. Additionally, an average of 82.8 percent of survey results reported that the training was well worth implementing in the Dejavato organization.

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