

THE IMPACT OF COACHING AND MENTORING ACTIVITIES TOWARDS DECREASING CREATIVE IDEAS OF GEN Y EMPLOYEES IN MEDIA COMPANY

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Abstract

This study aims to analyze and describe an event of declining creative ideas in media companies in 2014-2015 is associated with the implementation of coaching and mentoring activities of production division employees in 2014-2015. Research uses qualitative method. Data obtained from field observation, documentation study and interview to 20 informants. Their production employees have worked for at least 3 years and are classified as Gen Y. Along with the change of leader, coaching and mentoring activities conducted by long-time leaders are much reduced. Activities such as establishing trustworthiness, actively listening, clarifying, asking questions, giving feedback are not effective yet. Not all leaders have opened the initial conversation well. The listening activity has not been fully accompanied by empathy. Questioning and feedback activities have not fulfilled the rules of coaching and mentoring. The results of this study showed that most new leaders have not mastered and implemented effective coaching and mentoring skills and even have not realized the decline in these activities has had an impact on the decline of creative ideas.

Keywords: Coaching, Gen Y, Leader, Mentoring

The entry of the younger generation in the workforce in an organization is something that can not be avoided. Today, the younger generation dominate the world of work. They are Generation Y or often called Gen Y. Many of the Gen Y mentioned by experts include NetGen, Google Generation, Digital Natives, Millennials (Balda and Mora, 2011, Evans 2011, Cekada, 2012). (Cahill and Sedrak, 2012) classify Gen Y as a generation that was born between 1982 and 2000. By 2020 Gen Y will occupy 50% of the USA workforce and by 2030 take over 75% of the global workforce, (Meister, 2012). Realize that opportunity, makes Human Resource (HR) practitioners in the United States and Europe have developed approaches that used specifically tailored to this generation specifically, even company are beginning to consider the model of recruitment, development and retention in accordance with Gen Y characteristics (Espinoza et al . 2010; Sujansky and Reed 2009; Tulgan 2009; Erickson 2008). According to Central Bureau of Statistics (BPS, 2016) in Indonesia in 2015, Gen Y or Millennial Generation is approximately 137.9 million people. They will become the leaders

and forcer of Indonesia's development in the demographic bonus phase of 2020-2030, therefore, the organizations needs to invest heavily in maintaining and developing their employees in order to build superior employees to drive innovation. (Oster, 2009).

According to (Jan Kristensen, 2008) characteristics Gen Y is a generation who want a challenge and have high ambitions. They are used to working hard, but they do not want to stay at workplace when they feel the time is up. Generation Y is very dependent on teamwork. They have high confidence, are able to do some tasks and always have excessive energy. The influence of a rush-filled and distracting digital life culture forms a "new work culture" among Millennium generations, they are quick to get information but quick to confirmation, therefore they need motivation, guidance and feedback on their work.

Such developing and empowering activities include among others motivation, guidance and feedback. Motivation skills, guiding and feedback are included in coaching and mentoring skills. Coaching and mentoring is an approach in human resource development and become an important part to create an organization that ready to compete in the advancement and business competition. Thus, it is imperative to understand more about this generation (Kaifi et al., 2012).

Coaching is a common term often used in an organizational environment. (Wilson, 2011) defines coaching as an activity to help individuals or organizations achieve optimal performance, overcome barriers and obstacles to growth, and to achieve specific goals and challenges as a means of fulfillment, personal and professional development. Whereas mentoring is a process that the more experienced workers is providing idea, advice, guidance, and enhancing professional development of new workers (Baron, 2013).

In 2014, one of Media X in Indonesia, has 1661 employees, 69% belongs to Gen Y. They are creative young people who have technology understanding. The employees of Gen Y become the power of the company in generating fresh ideas so that in 2010 to 2013 this media company produces many unique programs, and become favorited by the audience so that the company's performance continues to increase. This proven by the position of the original rating of number 6 in 2007, gradually rose to number 4 in 2012. But entering 2015, the programs that are produced and liked by the audience are limited, so the performance slowly decelerates and decreases to 7 of 11 national private television (Nielsen, 2015).

According to informants the turnover of the direct supervisor (leader) becomes the dominant factor affecting the decline of creative ideas. Production employees complain about losing the place of inquiring, and do not get substitute leaders reliably in generating creative ideas, even the Ideas they produce often stop without clear reason, They feel confused because the idea is made unrealized, even far from getting the praise. They feel more receptive to instruction than discussion to express opinions and together make commitments.

So far, their former bosses care enough to do coaching and mentoring activities to explore creative ideas that have an impact on improving program performance. Unfortunately the new leader is not maximized understand the impact of the activities of coaching and mentoring, this was confirmed by the results of the self assessment of leadership, Work of Leader (WOL) (Straw et. Al., 2013), which showed that most of the new leaders rate themselves in scale 2, from the scale range 1 to 10. This means that the activities of coaching and mentoring are still very limited. At that time, the majority of production employees appears to be off and seemed very cautious, they seemed to lack the initiative and competition.

Company that are dominated by Gen Y is slowly as if not able to take advantage of opportunities on the presence of Gen Y. Gen Y's presence is no longer a challenge for the leader. Though Ideally, They are treated and directed according to their characteristics and needs (Weyland, 2011). The leaders had been due to adjust and meet the coaching and mentoring skills for Gen Y, so that it can help company have a maximum performance (Tapscott, 2009).

In connection with this fact it is important to examine an event of declining creative ideas in media company in the year 2014-2015 that is associated with the implementation of coaching and mentoring activities in employees Division of production in 2014-2015. Theoretically, this research is expected to be useful in the development of human resource management science in the field of Coaching and mentoring skills specifically in the treatment of Gen Y employees in the work environment and organization widely. Practically, this research is expected to be useful for corporate leaders in finding the right employee empowerment system Gen Y. We define Generation Y (broadly) as all people born between 1982 and 2000. (Howe and Strauss, 1991) Millennials have grown up in the digital age. They show greater familiarity than previous generations with communication, media, and digital technologies. Because they are more "wired," this gives Millennials a competitive advantage and makes them an asset when it comes to working with new technologies. Tolbzie (2008), however, also points out that, "they are also sometimes called the "Trophy Generation" or "Trophy Kids" based on the emerging trend in sports and competition to reward everyone for participation, rather than for winning" (p.12). Because of this experience they have been said to reject in-house competition and politics.

Furthermore, because many watched their parents be adversely affected by the dot-com bubble burst and high rates of divorce and layoffs, millennials are thought to be skeptical of long-term commitments, and are said to desire greater flexibility in their career. Members of this generation are described as preferring collective action, working in teams, wanting work that really matters to them, and being civic-minded, eco-aware, confident, conventional, optimistic, and socially conscious (Hewlett et al., 2009). One research study described millennials as

“opinionated” and they “[expect] to be heard” (Hartman and McCambridge, 2011, p. 24).

As the generation grows in a rapidly changing environment, having experienced technological advances such as the internet and mobile phones, they not only expect change but want it. They need opportunities to grow and expand within and outside the organization. When the need is not met, they will not hesitate to find a place that will accommodate it. This generation bears hope and confidence for the future. They are multitasking, love dynamic life and move quickly. It can be said that the technological fascination begins with this generation. Gen Y is the latest generation of workers entering the workforce today. (Kristensen, 2008). The presence of Gen Y becomes a serious thing that the company must pay attention to, the slogan "The future of the company lies in Gen Y" gives the company meaning to understand and handle Generation Y appropriately. Gen Y is a collaborative Googler generation. They want to get quick answers, reliable answers at their fingertips. Gen Y has the desire to get timely and regular feedback. Looking at the characteristic phenomenon of Gen Y, a variety of leader skills are needed to empower their team. Leaders are expected to understand them well, ensuring that they are on the right track in achieving the desired outcomes, therefore awareness of curiosity to master managerial competencies tailored to the presence of Gen Y is a crucial factor.

Leadership is the ability to inspire and support among people in need to achieve organizational goals (Dubrin, 2010). (Bass and Riggio, 2006) says that leadership is the ability to lead a group toward achievement of goals. With the existence of the Gen Y, leaders must pay attention to the style and behavior of leadership within the organization to achieve organizational success (Jex and Britt, 2008). Leadership style and behavior refers to the activities of leaders, including characteristic and effectiveness approaches. (Zaccaro, 2010) says that a person's traits tend to help understand the style of leadership. Jex and Britt (2008) say leadership behavior is the behavior of superiors in interacting with subordinates, therefore it is important for a leader to pay attention to his style and behavior in the lead

In other words, an ideal leader can find the right leadership style for the Gen Y. Understand the style of Gen Y communication. As the name implies, there is mention of the naming of Gen Y, because this generation always asks their reason for doing something "Why = Why". So when communicating with the Gen Y, leaders must convey information clearly, transparently and candidly. Be the leader as well as the coach and mentor for the Gen Y. (Hartman and McCambridge, 2011). In the world of work, Gen Y need leader who are always ready to assist in completing the work. They need functioning leaders, motivators, facilitators, trainers and mentors to continue to nurture learning and growth needs. Coaching and Mentoring can be the chosen tool for developing them. Mentoring is a tool in the process of providing knowledge and improving skills so that employee competence

increases. Mentoring is an attractive tool for human resource development. Mentoring is able to improve the performance of human resources within the company (Turner, 2012).

Mentoring is concerned with 'growing an individual', both professionally and personally. It is linked with professional and career development (rather than a specific goal or area as in coaching (e.g. van Kessel, 2006; McDonnell and Zutshi, 2006a; Foster-Turner, 2006), [Mentoring is a process] to help and support people to manage their own learning in order to maximize their potential, develop their skills, improve their performance, and become the person they want to be (Parsloe, 1992, cited in Simkins et al., 2006, p. 323). In this mentoring there is a good communication relationship to the boss; and vice versa, the boss can monitor and direct his subordinates.

Mentoring as a partnership between mentor (who gives guidance) and mentee (who receive guidance). Mentoring is an interpersonal relationship in the form of care and support between an experienced and knowledgeable with an experienced and limited knowledge. Almost all mentoring relationships involve mastery of knowledge but it should also be emphasized that this mentoring is reciprocal although essentially unbalanced. Mentors also provide advice and instruction on how the things learned can be carried out. Mentoring is more suitably done by people who are experienced for a particular field (Hasan and Chien, 2002).

While Coaching is a tool used by leaders in motivating and raising the commitment of subordinates to make changes to the target in improving work productivity. Coaching is a process undertaken by managers to subordinates to train and orient staff in the work environment. It also helps remove obstacles to achieve optimal performance. (Wiwoho, 2010).

Coaching becomes an important tool in the development process of personality and professional person. Coaching is an approach to awakening awareness and helping people find ways to move forward. Coaching focus is performance improvement, performance coaching is a process that enables people to find and act on solutions that work best with them Coaching is a process where leaders and teams discuss performance / behavior better in the future. (Wiwoho, 2010).

In Coaching activities, a coach will help coachee find his own coachee strength. Coach will try to empower coachee, so the coach will attempt to explore as deeply as possible the potential coachee through "powerful questions" so that coachee will find out for themselves their potential and empower themselves to develop themselves (Wijaya and Radianto, 2016). Coach is a facilitator who develops and helps find the solutions they need Coach is responsible for keeping the conversation focused on clearly defined goals, facilitating the thinking of others, assessing progress and providing constructive feedback; Coach is

responsible for generating ideas and options, taking action to achieve goals and reporting progress (Wiwoho, 2010).

In other words, coaching and mentoring is a process to increase the knowledge, skills, and behavior that the team needs in order to improve performance. It's just a way to achieve different goals. In coaching, a coach has the task of raising self-awareness, building an independent learning process, improving self-efficacy, building influence and confidence, and building resilience and wisdom. While mentoring activities, a mentor tasked with mentoring and teaching the mentee, in mastering and fostering some skills in the field studied. Attached table differences in the use of both competence coaching and mentoring:

Difference between Coaching and mentoring*		
Aspect	Coaching	Mentoring
Duration of Relationship	Relationship generally has a set duration typically from 6 – 18 months.	Ongoing relationship that might last beyond mentor's/mentee's employment them.
Structure	Generally structured and more regular	Generally informal and ad-hoc meetinngs may be called if mentee needs advice or whenever necessary
Focus	Short-term focus on specific development areas/issues.	Long-term focus and takes a holistic view of the mentee.
Relationship	Partnership between coach and coachee	Tends to be advisory. Typically between more experienced (mentor) and less experienced (mentee) members.
Experience required	Coach does not need to have direct experience of their coachee's formal occupational role.	Mentor has more experience within the organization, and is able to give the mentee a 'big picture' view of the mentee's role in the organization.
Use of diagnostic tools	Profiling tools (e.g. 360 degree feedback, personality questionnaire) are commonly used to offer alternative insights	Not often used.
Role**	<ul style="list-style-type: none"> • Provide individuals and teams with opportunities for gaining new skills, and personal development. • Offer learning opportunities geared to individual needs. 	<ul style="list-style-type: none"> • Increase individual and team commitment to an organization and its goals. • Help improve communication within the organization. • Help to change organizational culture for the

	<ul style="list-style-type: none"> • Encourage a positive attitude to learning. • Provide flexibility in the learning process. • Allow protégés to select what and how they learn. 	<p>better.</p> <ul style="list-style-type: none"> • Allow individuals to gain a greater insight into the organization's workings. • Give individuals the chance to meet different people within the organization, and to network. • Improve levels of professional success.
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*Source: Differences Coaching and mentoring, **Brefi Group Limited**.

Source: Role Coaching and Mentoring coaching, **Topic Gateway Series.

Coaching and mentoring are competencies. Both of these competencies, can be done by direct supervisors or external parties. Coach and Mentor are required to have these five skills. These skills include building trust, active listening, calibrating, asking questions, giving feedback. Through Coaching and mentoring can bring the commitment of subordinates to make a change in increasing work productivity. Skills in coaching and mentoring that must be mastered by a leader. (Wiwoho, 2010).

1. **Building Trust** Coaching and mentoring is a goal-oriented approach so that a coaching process is modeled on Well-Formed Outcome. This process will work if coach and mentor have the expertise in building trust to opening a good relationship early.
2. **Active Listening** The 'active listening' attitude is not just listening but pay attention to the activity. This means that a coach briefly removes all thoughts and focuses on listening and notices what coachee is saying. By pay attention and listening fully to what others are talking about, there is a message that the coach understands. In addition there are activities directed in making through commitment.
The ability to empathize with Coachee and Mentee is critical in a coaching and mentoring process, these skills can accept others for what they are. (according to the person's world model), and can sometimes equate the 'tone' to the emotions and thoughts that they are not fully aware of. Focusing on others for a certain period of time can be very tiring at the beginning, but if consistent doing so will experience a stunning and fun experience.
3. **Clarifying** is Reflecting on the words conveyed by coachee or mentee is the most useful activity because it can be asserted to coachee or mentee that they are well listened to by coach / mentor.
4. **Asking the Right Question**, is the heart of coaching, this activity explores one's idea to achieve something. The right questions generate leads and influence effects, thus moving Coachee to gain a new idea or solution in one particular area and make a commitment. In other words in this activity is to

make effective questions, inspire awareness of something, spawn responsibility, encourage discovery and investigation, produce clarity, challenge assumptions, create commitments, change perspectives, move Coachee to action.

Open and closed Questions There are two types of questions, namely open and closed. Open questions encourage Coachee to give an answer to further and deeper thinking about something. Open questions can bring both Coach and Coachee to unlock the depth and move towards the conversation that leads to the most effective action. Closed questions can be answered yes or no. Often as Coach we ask open-ended questions, but sometimes closed questions can be more fitting, such as when you need to finish a thing and move forward. Closed questions can also mean encouraging Coachee to make decisions.

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 observation rather than a judging activity. (Lynch, 2016). The impact of good feedback is successfully evoking coachee / mentee to evaluate its own performance, in feedback activities.

In the feedback activity there are 4 types of feedback styles, namely active-constructive feedback, responses accompanied by positive comments (praise) both verbal and non verbal (tone, voice, posture, gesture, face, breath pattern) indicate genuine interest and enthusiasm in relation to the success being described. Passive response - constructive, responses accompanied by positive but low-energy comments in non-verbal support. active feedback - destructive, responses with negative comments (sometimes wrapped in the positive) and negative non-verbal behaviors such as frowns or complaints. Passive response - destructive, responses not accompanied by involvement and more visible as verbal and non-verbal malformations.

METHOD

The location of Media X's employee interview is done in the office environment of Media X. Researcher chose informants were production employees who have worked for 3 years and experienced two era of leadership period 2010-2015. Sampling technique by using purposive technique and snowball sampling. The number of informants in this study is twenty employees. For data collection techniques, researcher used interview techniques, observation, and documentation studies. The types of interviews used are structured and unstructured interviews. Researchers conducted observations, including observing various activities in the field and discussion forums. The researcher informally appointed 3 (three) participants as co-researcher, consisting of Human Resources Development Assistant Manager, and two division heads. They know and engage the phenomenon in the company of Media X. After collecting primary data obtained from observation, interviews and documentation, the researcher organizes the data in several ways, such as building matrices or source tables organizing material / data, reading the data as a whole, dividing or sorting data into segments, naming

segments with code, besides making a reflective note related to the phenomenon of decreasing creative ideas on employees in the Media Production Division X.

RESULT AND DISCUSSION

Leaders in the production division of media company X amounted to 16 people. According to informants who do coaching and mentoring in the period 2010-2013 as many as 8 people, but when the period 2014-2015 decreased to 6 people who do coaching and mentoring effectively. The four leaders who do are the old leaders and the two new leaders. The rest of the new leaders are not familiar with even understand the competence of coaching and mentoring well. Out of 5 skills (building trustworthiness, active listening, clarifying, questioning, feedback) required in coaching and mentoring are just some of the skills that are effective enough to build relationships. The process of building interaction through communication is done through face-to-face, and through social media (facebook, whatsapp, line, etc.), Leaders feel that social media can be a great tool for coaching and mentoring activities. Leaders in this medium quite successfully use the tool well, so they have a good closeness, so this condition is a good capital in initiating the activities of coaching and mentoring. Unfortunately however, other skills are not well understood on active listening skills, asking and clarifying and giving feedback has not been executed effectively.

Competence of new leaders can not replace the old leader's competence. Facts show they do not understand and do not master the competence of coaching and mentoring. Furthermore, the informant conveys in detail, that only initially most leaders implement coaching and mentoring begins with a planned purpose. At the initial meeting the informants thought their leader opened the conversation well. They convey the purpose of the meeting and the outcomes to be achieved by mutual agreement in detail. In this activity some informants feel happy and proud of the leader's concern for their progress. But in their listening activities they start to focus less, They do not listen actively, they are distracted by phone interruptions so do not listen well. Only a small portion, focus leaders and using eye contact, They record each informant's conversation, but interspersed with other activities. They have not realized how important active listening activities are, as all the efforts of leaders will be devoted to the success of their employees / teams. In this activity the direct leader's sense of awareness will be felt and impact on the good emotional bond between them.

From the above description shows that the new leaders have not understood the definition of coaching and mentoring, even if they run a good conversation and ha.ve a discussion to make an agreement about the goals to be achieved, at this stage leaders benefit because there is a relationship of superiors and subordinates so as to accelerate the trustworthiness relationship with the younger. But for those whose initial relationship is not good will be a problem because at the beginning of leisure activities and trust does not happen so that the next coaching activities certainly not the maximum. This condition is not realized by the leader so they have not improved the building trust skills. More on the listening skills also do not do the maximum, but with the ability to listen to support increased productivity in the work environment. By listening is expected to understand others better so we can respond or respond appropriately. It helps to create good communication, where good communication is one of the requirements

to create good teamwork. Good teamwork fosters morale and commitment from team members. It can improve productivity and quality in work. If they are familiar with the skill of listening actively. They will prepare and fulfill what is allowed and not in listening activities, because in such activities, the leader should anticipate all activities that interfere with the hearing activities, one of them by disabling phone sounds, maintaining gestures, eye contact and focusing on the team / coachee / mentee.

They have not been maximized in listening skills, so they have an impact when leaders explore new ideas / breakthroughs on new programs in media company x. Questions raised on their teams did not produce the expected results when the benefits of these activities, in addition to making ideas, solutions, also resulted in commitment in completing the work. This activity also combines alignment and builds synergy between leaders and teams. Unwittingly when questioning does not run maximally, the leads have extra time to monitor and accompany their team to make decisions and dare to make a breakthrough.

When questioning is not done well automatically clarification activities are limited. In the process of understanding what is contained in a conversation, clarification and feedback are needed. In clarifying the need to ask questions to get the same understanding of the content of the conversation, as well as to get information and background intact about an information, but the clarification activities are not done maximally, in this activity many leaders tell the experience and offer new ideas but just offer it, do not make detailed planning, therefore the clarification activities are not effective. Many discussions were conducted but the activity was heavily colored by instruction. Feedback is done more to the instructional functions than motivational. Most informants said that feedback activities are limited to job evaluation, occasionally praise is given but is very minimal. There are leaders labeling informers with the term not creative. Categorized Feedback is, Active Feedback - Destructive, Leaders 'responses are accompanied by negative comments' Your work is good, but still less creative. (the beginning of a positive sentence but the end of a negative sentence with negative non-verbal behavior frowns or complaints, whereas if the feedback function is rewarded, it will increase the motivation of the employee for better achievement. The more feedback received by the organization members, the better. is a reliable channel of informant communication to improve communication flow among employees. Attention to feedback is important if you want to build a positive relationship. All informants feel that coaching and mentoring activities are far from being comprehensive, especially in coaching activities, many the requirements of coaching activities are not well executed.

Before running a new leader position, they are given training and assignment related to coaching and mentoring competencies. The competence of coaching and mentoring is input as an element of individual KPI assessment of leaders. Established Committee of Expertise Coaching and mentoring to monitor the activity goes well.

CONCLUSIONS

Competency of coaching and mentoring of new leaders is not well prepared. New leaders have not fully understood the impact of coaching and mentoring. Coaching and mentoring skills related to building trustworthiness run quite effectively, while

4 from other skills, not well mastered and especially the most important feedback skill to be improved.

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