

## **IMPLEMENTATION OF SITUATIONAL COACHING METHODS IN TRAINING COMPETENCY DEVELOPMENT ADMINISTRATOR LEADERSHIP**

(Study at The Center for Human Resources Development Ministry  
of International Makassar)

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### **ABSTRACT:**

This study provides an overview of the extent to which the Situational Coaching Method has developed in line with the proportion of participants in the Makassar Regional Ministry of Home Affairs PPSDM Administrator Leadership Training. From the results of the research, data and information were obtained, including: The appointment of a coach at the Administrator Leadership Training is an assignment to guide training participants with the label "coach", the appointment of a coach is not based on clarity of competence and qualifications. The coaches' understanding of coaching aspects is still weak. Most coaches have used Coaching skills although they are still not perfect. In this study, alternative coaching methods are proposed as part of the integration of Situational Leadership Methods such as the Situational Method and the GROW Method by considering the situation of each participant and in line with the innovations extracted from existing problems. The inhibiting factor in the Situational implementation is the maturity factor of the participants to be willing and able to adapt to existing conditions, so a more persuasive approach is needed. Meanwhile, the driving factor requires communication and dialogue that is empowering or building specific goals. **Conclusions from the findings in this study.**

**Most of the coaches carried out extracting the competence of participants who were technical in nature from the problems faced by the participants, and almost half of them explored the competencies of participants who had not used Situational Coaching. With the development of Situational Coaching, Coaches can increase awareness of a variety of learning interactions other than training. The success of the Coach in managing Situational Coaching is determined by the quality of preparation, management and evaluation which are an important part of the Situational Coaching process. In principle, different experiences can produce different relationships which result in different emotions.**

**Keywords: Coaching, Clients, Situational Coaching Methods, GROW.**

### **INTRODUCTION:**

Civil Servants have an important role in the development of the nation now and in the future. This important role will be optimal if employees have adequate competence in carrying out their duties and functions as dynamists and implementers of government administration, development and community empowerment. Therefore, the competence and professionalism of Civil Servants need to be continuously improved in order to face the challenges of future assignments. In

Government Regulation No. 17 of 2020 concerning Management of Civil Servants, it is stated that competency development is an effort to fulfill the competency needs of civil servants with job competency standards and career development plans. Furthermore, Suryanto, 2018:1 argues that the development of civil servant competencies is an absolute right of employees because of the large demands of the strategic environment, such as the development of information and communication technology, globalization, increasing the nation's competitiveness, as well as public expectations of the performance of the central and regional governments which continue to develop in line with the development and dynamics of society. One of the most important factors in dealing with such rapid change is leadership. As stated by Falah (Today Report PPSDM Makassar, 2021), that to form employees who are agile and work agile, three conditions are needed, namely, (1). In general, the old way of working must be continuously innovated, (2). Changing the way of working that is more scalable, adaptive, mastering science and applying technology, (3). Changing the way of interacting in providing services to achieve community satisfaction. Falah (2021: 10) further states that leadership is very important and even decisive in achieving group or organizational goals, such as the ability to manage human resources and other resources to achieve organizational goals. In a dynamic bureaucratic transformation, it is not only the structure and function that must keep abreast of developments but the most important thing is the behavior of the apparatus.

Administrator Leadership Training (PKA), previously known as Diklatpim III underwent changes in line with developments that demanded new ways of working in tune with the dynamics of advances in information technology and community development as stipulated by State Administration Agency

Regulation No. 7 of 2020 concerning Administrator Leadership Training). The substance of the change is the need for adjustments to competency development that can have added value in the alignment of performance at the organizational, position, and individual levels. The substance content of the Administrator Leadership Training (PKA) includes four agendas, namely Agenda (I) Pancasila Leadership and Nationalism Agenda (II) Leadership Performance Agenda (III) Performance Management Agenda (IV) Leadership Actualization. Based on the curriculum that has been set in the Head of LAN Regulation No. 20 of 2020, Administrator Leadership Training (PKA), is carried out with classical and non-classical patterns or other terms are on campus and off campus. On campus is a classical learning method that emphasizes strengthening national insight and integrity as well as providing managerial and leadership theory skills. While off campus is a learning method that emphasizes direct use in the field or workplace of PKA participants related to the theory of performance management and leadership that has been obtained during the on campus period. Implementation is intended to hone participants' skills in designing Change Actions and executing the Change Action plans that have been designed. Specifically, for Agenda IV, namely the Leadership Actualization Agenda, the deepening of material using the coaching method that has been used since 2015 has undergone many shifts in line with the dynamics of leadership training itself.

From the results of observations that have been made by researchers at the Makassar Regional Ministry of Home Affairs PPSDM, the application of the method in certain Agenda sessions, uses the Coaching method. Coaching has an important role in deepening the Leadership Actualization agenda which is part of the PKA agenda. The Coaching Process is a

subject that focuses on empowering or constructive communication and dialogue. Because Coaching is a partnership relationship between Widyaiswara and Training participants that aims to develop Clients for the better, especially how sincere efforts are made so that the Training Participants or Clients are able to bring out their unique potential strengths to develop and grow very effectively.

From the results of observation of researchers to practice coaching during this PPSDM Kemendagri Regional Makassar obtained picture among others understanding Widyaiswara of the functions of coaching vary (sometimes happens overlapping roles between coach and mentor so confusing participants no direction / opinions that differ between coach and mentor, the main thing is in the practice of setting change action goals, usually mentors and coaches have different views on the targets to be achieved. In the case of the Department of Agriculture, the coach directs the Client to increase the knowledge, skills and attitudes of farmers so that in the process they can increase agricultural production, while the Mentor provides more direct targets the technical form of an increase in production per unit of hectares in directly. it is causing confusion in the target client in the preparation of action changes to it. it should, in practice Coaching that ideal is the goal to be achieved must be specific seeing no overlapping understanding can be parsed and bring results.

Departing from the identification of the problem mentioned above, the formulation of the problem that is studied may be formulated with the title, " Application of Coaching In Competency Development Training Leadership Administrator at the Center for Development of Resources Power Man of the Ministry of Interior Regional Makassar" . Based on the identification of the problem and the formulation of the problem, the

focus of the research is as follows: 1. How is the application of coaching in the Competence Development of Administrator Leadership Training at the PPSDM of the Ministry of Home Affairs Makassar Region? 2. What are the supporting and inhibiting factors for implementing coaching in the Competency Development of Administrator Leadership Training at the Makassar Regional Ministry of Home Affairs PPSDM? 3. How is the situational coaching method as an alternative to the application of coaching, in developing the competence of Administrator Leadership Training at the Makassar Regional Ministry of Home Affairs PPSDM?

#### **LITERATURE REVIEW:**

##### **Coaching Methods and Approaches:**

Tangen (2011) explains that Coaching is an interesting phenomenon for several reasons. First, coaching is a new method that has emerged, recently becoming more and more popular in modern organizations. It is in this context that Logan (2012) has proclaimed the coaching revolution. Second, the concept of life coaching has recently tended to strengthen and seems to be spreading with globalization in modern individualism. The practice of coaching is where one person comes with another to help him or her achieve a specific goal. At this point it may be useful, however, to clarify the difference between life coaching and performance coaching. Williams and Davis defines about the practice of basic coaching and virtues associated. In the coaching method, the coach is given the main role as a partner in conversation with the life of the client (the person being coached). What does the coach do as a partner? According to Williams and Davis, practice principal of a coach at the level of the base is - listen, and tell the truth in the four steps that have been prepared, namely: 1). Listen and ask for an explanation, 2). Reflect on

what is heard, 3). Listen more, 4). Request follow-up.

Williams and Davis in Anderson, JP (2012): a. Request for a specific purpose, which is on essentially means to move together, guided by curiosity. b. Do not ever make any of the client, which means that the coach should focus on what the client needs, and not on what the coaches think of or need. c. possibility, which means to see and encourage thinking bold and positive from clients.

AlisonCarter(2006) describes coaching as a tool that is effective in the improvement of staff capacity within the organization can be done by using three ways, namely: 1). Using a Coach-Specialist from within the organization, 2). Creating a management style coaching culture (known as: boss as coach), 3). Using an Executive-coach from outside the organization. More distant Alison explained that the quality of the ability of the coach to contribute very significantly to the results of coaching. The effect of the quality and skills of the coach is considered more influential in coaching compared with the role of supervising the activities of the training. It is shown that the effectiveness of each intervention of coaching is mainly determined by the ability to coach. In line with Alison, Kennedy (2009) said that many people have the capacity to be a coach but to be a very good and effective coach requires some skills, qualities and a mindset.

According Dembkowski and Eldridge (2003) in Fran (2006), that the performance of coaching comes from the theory and methods of business, psychotherapy and sports psychology. It is an ongoing process in which the coach guides or encourages continuous improvement of individual/organizational performance. One

of the first performance coaching methods developed was the **GROW** method and it continues to grow to be the most popular. This is the frame work which is simple yet powerful to guide the session coaching. Coach asking a series of questions that relate to the Goal of a person / organization, Reality them / organization, Options them / organization, and Will organization.



figure. 1 Coaching-Mentoring Continuum

**The Conception of Situational Leadership in the Application of Coaching:**

From the thoughts of several experts such as Passmore, Boydell and Atkinson in Chois, 2010; Lundberg (in Chois, 2010; Senge (2019: 20); concluded that the application of the Coaching method is the ability to choose the right goals or objectives and achieve them. Therefore, effectiveness refers to the relationship between outputs or what has been achieved or results what is actually achieved with the goals or what has been set in the plan or the expected results. A coaching process is said to be effective if the output produced can meet the expected goals .

When related to the application of Coaching with several Situational Leadership Methods, according to Tjiptono (2006:161) leadership style is a way used by leaders in interacting with their subordinates. Meanwhile,

another opinion states that leadership style is a pattern of behavior (words and actions) of a leader that is perceived by others (Hersey, 2004:29). Leadership style is the behavior or method chosen and used by leaders in influencing the thoughts, feelings, attitudes and behavior of members of their subordinate organizations (Nawawi, 2003: 115). Of the various leadership styles, situational leadership is the most widely used. Situational leadership theory is an approach to leadership which states that leaders understand their behavior, the traits of their subordinates, and the situation before adopting a particular leadership style. This approach requires leaders to have diagnostic skills in human behavior. The situational approach or contingency approach is a theory that seeks to find a middle ground between the view that says the principles of organization and management are universal, and the view that every organization is unique and has different situations so it must be faced with a leadership style. certain. Of the various theories that have developed, the following will describe the four most studied situational leadership methods in recent years .

According to Zainal (2014) Three situational factors determine whether a person has the opportunity to become an effective leader, namely the leader-member relationship which refers to the level of belief, trust, and respect of followers for the leader concerned. This variable reflects the acceptance of the leader.

Based on the insights from experts such as Passmore (2010), there are three important things that coaches need to pay attention to before giving coaching sessions to their clients as a form of effective coaching implementation . The three important things in question are (1) Helping Clients to solve problems; (2) Helping Clients to achieve a prime appearance; (3) Helping Clients to bring out their best potential. These three main issues can determine the

technique and mentality of what method the coach needs to use , because the coach absolutely needs to understand the issues faced by the Client, enter into technical issues or non-technical issues .

#### **RESEARCH METHODS:**

This study uses descriptive qualitative research, thus the data collected is in the form of words, pictures, not numbers. Even if there are numbers, their nature is only as a support. The goal is that the problems studied are more comprehensive, in-depth, natural, and there is not much interference from the researchers themselves. This type of qualitative research is also often referred to as naturalistic research . This research was conducted at the Center for Human Resource Development of the Makassar Regional Ministry of Home Affairs. The time of the research was carried out from November 2020 to May 2021.

The process of collecting data in this study will be carried out through three stages: 1) Observation At this stage, the researcher primarily tries to learn and recognize the state of the research location through observation, this will facilitate the process of collecting information and can facilitate the process of data collection. In this study, it will be observed regarding the implementation of coaching which is implemented in the form of participant change actions. The target interviewees are those who have an interest in the implementation of alternative coaching in competency development such as PKA participants, training providers, mentors from each client, and Coach. In addition to the observations are also used. 2. Interviews are conducted to explore any problems or findings that are felt to need further exploration so that significant results will be obtained. Interviews were conducted on those who were seen as sources of information.

The data analysis technique used is the interactive method analysis of Miles and Huberman (1992:20) which consists of three analysis components, namely: data reduction, data presentation and drawing conclusions and more focused development . Data reduction, research data collected as much as possible and will be poured in the form of field notes. The data are then sorted and categorized according to the focus and sub-focus of the research, then reduced according to the meaning of the corresponding data group. The process of data analysis begins by examining all the data obtained both through the results of questionnaires and interview assistance, then described by using percentage analysis that can describe the facts.

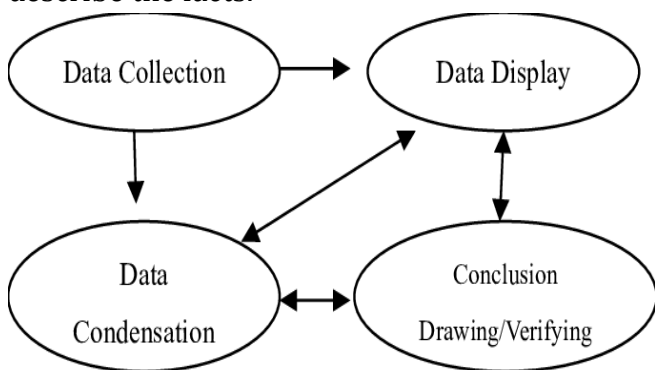


Figure 2. The interactive method analysis of Miles and Huberman (1992:20)

**RESEARCH RESULTS AND DISCUSSION:**

**Application of Coaching in Administrator Leadership Training Competency Development:**

Data obtained through Focus Group Discussions (FGD) and interviews with informants to see how far the implementation of Coaching has been in the Development of Administrator Leadership Training Competencies (PKA). The informants include: (1) Participants, (2) Echelon III Officials, (3) Organizers, (4) Widyaiswara, and (5) Related Stakeholders. Widyaiswara who became the Administrator Leadership Training Coach (PKA) Batch II/2020, in a Focus Group

Discussion (FGD) which was attended by Coaches such as MN, MA, MK, ARB, DW, KS, NU. BM and stated by Coach AI, stated as follows:

"So far, what I know is that the implementation of coaching is done by being appointed as a Coach following the mechanism that has been previously determined by the Organizer based on proportional criteria by looking at the data on who has served in the previous batch, this is the process of determining to become a Coach . So it applies, namely with the existing data to serve as a Coach. Requirements such as whether you have attended training on coaches, or have you ever Set In at PKA and so on have not become absolute requirement"

(FGD on Monday 21 January 2021)

The response given by the FGD participants, MN explained that those who have served in the previous should be able to share their experiences with those who will serve in the next batch. This is intended so that there is a kind of evaluation among the Coaches. In the FGD, the requirements were also sharpened as Coaching for the Implementation of Change Actions that will be implemented by the Participants in order to have a positive impact on the implementation of tasks and functions in their respective places. As expressed by the FGD participant, MA:

"Yes, in carrying out our duties and functions as coaches, we are just assigned, but we have never been given any kind of criteria or indicators of what a good coach looks like, how the goals will be achieved as we often hear, so we explore the potential of our clients, so that we can make decisions or policies quickly and accurately."

(FGD, on Monday 21 January 2021)

Based on the responses above, it can be seen that the implementation of coaching has been carried out by the participants with the development of their abilities. To learn more about the application of coaching, the

researcher again asked the Secretary of the DPUPR, "What are the benefits that are really felt in the process of coaching mentoring by coaches with the innovations that are arranged?" Informant Irvina Ratna Dewi said that in formulating innovations for change actions, the presence of a Coach is very much needed. This is evidenced by the visible impact, namely being able to map problems that can help the leadership to make decisions quickly regarding the implementation of the existing program activities in the DPUPR.

Furthermore, the results of data findings indicate that the application of coaching also has an influence on the innovation implementation process which has also been compiled at the BKPP. As quoted in the HM informant as the Head of Training and Competency Development who has attended the training:

"Yes, I have implemented the recommendation by Coach so that we at the Jayapura Regency BKPP accept applications for online study permits even though there are indeed ASNs who don't know it yet so they still come to BKPP to take care of their study permits... we serve them while providing socialization that to take care of their study permits can already use online applications... and there are many who take care of online study permits, I hope this method is socialized quickly...." (Interview Wednesday 22 January 2021.

Coaching is an activity integrated in the implementation of the Leadership Training Administrator, by because of the presence of the coach together with mentors and other elements will influence on the quality of graduation participants Training leadership of Administrator. The coach is in charge of guiding the participants or known as the Client. From the statement above is clear that the process of coaching should be able to equip, motivate, and explore the

potential for leadership positioned that owned the participants. Administrator Leadership Training. Consequently a coach must have knowledge, skills, and attitudes / behaviors managerial leadership in order to explore the potential of the participants in implementing the Action amendment. In an interview with informant HZ, as the Makassar Regional PPSDM Field Coordinator who was experienced during the preparation and assignment of coaches, it was found that the assignment of coaches was based on the criteria for repetition of being a coach in the previous training.

Some records may the research findings show that understanding the coach of the aspects of coaching as long as it is still searching for the form that is in accordance with the format standard, either coach or participant (client) not all can distinguish between coaching and mentoring as before the assignment and execution their guidance has never received an in- depth explanation and direction about coaching, mentoring and counseling. Thus, it can be said that the practice of coaching that during this implementation has not been effective because of the lack of explanation and guidance that raw concerning the application of coaching that is effective. By thus, to achieve the implementation of a coach who effectively needed guidance and explanations raw skills coach in the process of implementation of coaching.

The results of the data analysis conducted by researchers showed that most great coach not yet have the skills coaching that is optimal, although they are much gain experience and references and never get training on coaching. Generally they try to learn about coaching from various existing references, but in practice there are still some things that are not appropriate, so the

percentage of the effectiveness of the application of coaching can be said to still tend to be low and still need to be improved.

### **Inhibiting Factors and Supporting Factors of Coaching Methods in PKA:**

In interviews conducted by researchers with informants, an explanation was found regarding the obstacles to the implementation of the situational coaching method which was implemented in the Change Action Program in the North Luwu Regency Government. As quoted in an interview with an RMS informant as the Head of the PUPR Service (Mentor from Andi Ahmad): "... the conditions in the field that I saw that actually had problems were when they wanted to involve external stakeholders it took time in coordination and of course operational costs because the innovations made by Andi Achmad were all financed by Andi Ahmad., we want to help as an institution that receives benefits but the innovations that are made are not budgeted in the Office ... I think this is one of the inhibiting factors for implementing innovations from participants (clients)".

Two things that become obstacles in implementation according to RMS informants are that in terms of mobilizing external stakeholders it takes time in coordination, and the budget for implementing innovation has not been budgeted in the Department's budget. This statement was reinforced by the SA informant who stated: "Yes, it's true what the Head of Service said when implementing innovation, my goal is to mobilize external stakeholders in all SKPDs of the North Luwu Regency Government, it takes time because there are many SKPDs related to regional infrastructure planning that must be addressed immediately. We often hold meetings informally and formally, of course everything takes time and money, especially during action."

In carrying out the Action for Change, coordination with stakeholders is needed, this is done to harmonize or balance the work activities of one party with another in order to achieve a common goal. Coordination requires maturity so as not to hamper the performance of each party, and it is necessary to establish communication between parties so as not to deviate or even worsen the situation in an organization, this condition is caused by limited resources, especially in terms of funding. These limited resources have implications for the delay in coordination and communication with stakeholders, because to coordinate, operational costs and time sacrifice are needed to hold formal and informal meetings.

In collecting data with the DDM informant as the Head of Administration for the Regional Secretary of the North Luwu Regency, it was found that the assignment of the Project Manager can also take part as one of the inhibiting factors for the sustainability of coaching implementation or in other words Action for Change, as quoted in the interview with the DDM informant:

"It can be explained that the need because of the organization, sometimes there must be a priority. Although the innovations that have been made by PKA Participants in North Luwu Regency are very good and have begun to be implemented. I really support it. It's just that I haven't monitored the continuity yet, because the PKA concerned was on duty for a while, six months after that, he was transferred to another OPD. I hope the existing innovations are continued by the existing officials"

This finding is also supported by the findings in data collection with AAS informants as staff at the PUPR Administration Section of North Luwu Regency, which stated: "Yes, when I was part of the implementation of the Change Action from the Head of the DDM Division in the realization of innovation, there were no obstacles, but when it was implemented



continuously, Mr. DDM was transferred to another place. This is an obstacle in the effectiveness of the application of coaching that will support the implementation of Action for Change”.

The two statements from the informant and the MA informant explained that the effectiveness of the application of coaching in supporting the PKA Change Action innovation could not be implemented sustainably because the implementor was sent to work in other departments. Thus, one of the factors that makes it difficult to measure the implementation of continuous innovation in Action for Change is that the Project Leader has been assigned. Further investigation was caused by the disposition of the next Head of Division who did not apply the innovations made by the previous officials as participants of the Administrator Leadership Training (PKA). The ineffectiveness of the application of coaching in supporting the implementation of these innovations can be caused by various things, such as a lack of communication which causes a lack of knowledge about innovations carried out by the previous Head of the Division, or caused by a bureaucratic structure that does not require the continuation of the implementation of an Action of Change that has begun with the implementation of Coaching. (client empowerment).

Furthermore, the supporting factors for the application of coaching are accountable indicators in the implementation of the Change Action carried out by Peseta (Clients), namely the establishment of an empowerment dialogue with the 5 M, namely (1) Convincing participants (clients) can and are able to overcome their problems & challenges; (2) explore the ideal conditions to be realized; (3) Assist in problem solving; (4) Detect technical and non-technical issues; (5) Provide needed support and resources. This attitude was formed after stakeholders felt significant

benefits from the innovations made by PKA Participants Batch I, II, III and IV of 2020 . As stated by the JTK informant as the Head of the Luwu District Government Health Office, the following statement was submitted via Social Media (conversation on December 15, 2020): “I, as a Mentor from Dr. Wahyuni (Client) at the Action for Change, which carries the title of Action for Change about Excellent Health, have the desire to implement innovation very brilliantly, after an intense coaching process ! The results have been felt by the organization and one of the things that makes innovation work is that all stakeholders or employees support both the Health Office and the UPTD Puskesmas, this makes it easier for me to further assess the implementation of innovation sustainability.”

Referring to the statement, it can be seen that the factor that drives the sustainability of the implementation of the Change Action innovation is the willingness of stakeholders to assist the implementation of the Change Action carried out by the Head of Research and Development & Monev of Bappeda. From the information that has been collected, the factors that support the success of the effectiveness of the application of coaching in the implementation of Action Change innovation by Administrator Leadership Training participants at the Makassar Regional Ministry of Home Affairs PPSDM can be concluded as the commitment of the various stakeholders involved, especially the leadership, and the cooperation that is built between Coach, Client, Mentor and Organizer and with stakeholders. Based on the information above, it states that the implementation of the Change Action for Administrators Leadership Training Participants (PKA) which was compiled and used in this study took several key words that were used as variables to make it easier to assess the implementation of Situational coaching , including: socialization, meetings,

collaboration, activity plans, coordination, legality of change action products and other variables.

From the analysis of the processed data, it can be seen that socialization became the follow-up plan that was chosen by the most participants, as expressed by IBS, a participant from Teluk Wandama, West Papua: "This relates to the function of participants who are implementers of Change Actions who have participated in Situational Coaching and are responsible for training and transferring knowledge gained to be given to the Effective Team and to staff to improve skills, knowledge and competencies according to the Change Action content of each Training Participant. Administrator Leadership (PKA). So that the next observation is that meetings in the application of coaching can also be measured by the ability of the Client to manage meetings that involve various stakeholders, this is related to what PKA participants need in order to achieve the goals of the Change Action. The collaboration and what the next result will be are also very important for the Client. Based on the results that have been implemented, it shows that cooperation must also be supported by stakeholders, especially from the local government sector as policy makers and the achievement of organizational goals, while more on marketing the final product of change actions, especially products that will directly benefit stakeholders.

Another variable is the choice of the Coaching participant (Client) which if translated can be in the form of FGD, training, comparative studies, legality, technical implementation (Team), product identification. The effectiveness of the implementation of coaching carried out by raising the theme of handling managerial problems at each locus, it is hoped that the Client will be able to increase the capacity of the organization's performance

towards being more efficient and effective in achieving the vision and mission of the region.

From the results of searching the data that has been collected, it can be concluded that in fact PKA participants are able to carry out the objectives of the application of Coaching, but based on the sequence and timing of each step which has become a measuring tool for how effective this activity is. regarding the target time that will be carried out by each PKA Participant as a follow-up to the effectiveness of the implementation of coaching. As the results of the deepening of the participants from the Manokwari Regency TWQ, that:

"Based on the data, it can be seen that most of the Coaching Directions are able to target activities to be carried out based on the Change Action, meaning that PKA Participants, we are able to manage activities to increase capacity, namely as Administrators. Besides tu may mean that the application of coaching situational accordance with instructional coaching, namely the need for the application of the time. The application of time is one of the important leadership skills, in fact it is one of the keys to success in carrying out an innovation. Leadership within the organization, especially regarding decision-making issues regarding the sustainability of Action for Change, is highly dependent on the level of the problem in the field."

Action Changes made by the participants showed that almost all participants follow the process with effectively in the implementation of coaching this case because it is supported by discussions along with Coach who is able to carry out these activities in order to improve competence as a managerial leader. In addition, in this activity, participants are also equipped with various techniques and knowledge in order to develop innovations with an effective coaching approach so that their innovations can be sustainable in the medium and long term stages . The measurement of the

effectiveness of the application of coaching carried out on Agenda IV, namely the Leadership Actualization Agenda at the Makassar Regional Ministry of Home Affairs PKA PPSDM for Class I, II, III and IV as discussed above, it can be concluded from the observations that have been made showing that the activities carried out by participants (Clients) have aroused the enthusiasm of the participants to gain knowledge, besides that with this activity participants can participate flexibly with reciprocal information between participants (Clients) with coaches and organizers. Several participants said that the effectiveness of the application of coaching was very helpful in implementing the Action for Change with dynamic conditions in the era of the COVID- 19 pandemic.

#### **GROW Alternative Method in Application of Coaching:**

Program development of the current leadership has been integrating coaching as a part which is not inseparable from the training program and the development of the existing (Nyman et. Al, 2002). Coaching has become an effective method of helping teachers fulfill, support, and foster their leadership talents . The ability of teachers to use the skills of management and leadership will be a factor determinant of the major success or failure of training, but coaching is also going to make a difference that helps expand and strengthen the skills of teaching them as well as improve the academic achievement of trainees ( academic optimism). Coach and trainee speeches to assess and understand the client and the needs of development, facing obstacles that faced while exploring the possibility of alternative new, and ensure accountability , and support to achieve the objectives and development are sustainable. Coaching is

expected not only to increase the effectiveness of leadership , but also the team and organization. Coaching has become a powerful method for encouraging individual change and learning (Mary Devine, 2013). The essence of the approach to coaching this is the facilitation of learning by listening ( active listening ) and ask and challenge and support as appropriate. So that in practice a method or approach is needed that can increase the effectiveness of the application of coaching. One of the Metodependekatan coaching which can be an application in the development of leadership competencies of managerial is Coaching MetodeGROW that can dikembangkan in Training. This method can directly applied as an effective tool in increasing the capacity of participants by using three approaches, namely: 1) Using a Coach- Specialist from within the organization; 2) Creating a management style Coaching culture (known as partners ), and; 3) Using Executive-Coach from outside the organization.

Of the three approaches , the presence of coach on Leadership Training Administrator is closer to coaching in the organization by using " executive coach from outside the organization ", then the relationship between the coach and the participant PKA is not the relationship between superiors and subordinates , and not also as a co-worker. By because it is a CEO coach from outside the organization, the position of coach in Participant Leadership Training Administrator must'm really coach as a coach , in the sense that the coach should really as a professional coach ( Great Coach ).

Based on the needs terssebut then an alternative method of GROW is effective enough to be used in Administrator Leadership Training. Passmore (2010) in his book entitled "Exellenxe In Coaching " explains that the GROW

Method is a performance coaching method that was first developed and continues to grow to be the most popular. This is the frame work which is simple yet powerful to guide the session coahing . Coach asking a series of questions that relate to the Goal (goal) of a person / organization, Reality (reality) they / organization, Options (Options- option) a person / organization, and Will (desire) a person / organization.

**GROW:**

Work from the outside in. **G** is the ultimate goal, inspiring and accompanied by performance goals that are within the reach of the client's influence. **R** is reality (objective and specific), **O** is for goals (measured and specific), **W** is for way forward (action plan and timeline). Approach GROW requires skill, quality and patterns of thought coach as coach were excellent , namely: (1) Skills: coach should be able to understand : (a) Listen to understand; (b) Asking that raises awareness; (c) Self-control ; (d). Structural understanding ; (e.) Building relationships (communication); (f.) Viewing the relationship patterns of thought and behavior of the Client; (g.) Provide feedback ; (h.) Undertake development and credibility stages ; (i.) Improve skills (2) Quality of coach : coach's attitude towards Clients must be (a.) Attention/Respect; (b.) Intuition; (c.) Sincere; (d.) Reliable and trustworthy; (e.) Wise; (f.) Committed and supportive; (g.) Optimistic; (h.) Honest; (i.) Good role method ; (j.) Transparent; (k.) Patience (l.) Independent (3) The pattern of thinking ( Mindset ): mind-attitude-action coach to the client, the environment, and her own. The mindset is a frame that is more substantial than the mind in which the quality and skills to operate : a.) All people have within themselves their potential which is very large;

(b.) Each of us has a unique view of reality; (c.) People are basically good; (d.) We each respectively held accountable on the results we get in life; (e.) Always have good intentions .

GROW is the frame work which is simple but powerful to guide the session coahing . The coach asks a series of questions related to the Goals of PKA participating organizations, Reality of PKA participating organizations , Options of PKA participating organizations , and Will of PKA participating organizations.

**CONCLUSION:**

Coaching has become an integral part of leadership training to increase learning effectiveness and generate self-awareness and individual change so that they are ready to face organizational challenges. Coaching is an integrative activity in the implementation of Administrator Leadership Training at the Makassar Regional Ministry of Home Affairs PPSDM, together with mentors , and other elements will greatly influence the achievement of the quality of Administrator Leadership Training (PKA). In practice, the application of coaching so far has not been effective because it is constrained by several limitations, such as: (1). The mechanism of appointment of coaches who follow the tradition of Diklatpim era, thus laying down the criteria to consider some of which have a clear competence and qualifications, (2). The coach's understanding of the aspects and practices of coaching is not yet comprehensive, (3). Coach skills during the coaching process that still have weaknesses, and (4). The application of situational -based coaching has not been very effective.

Furthermore, the results of the data obtained indicate that the application of coaching in Administrator Leadership Training

(PKA) has not been as expected. The data shows that almost half to most of the coaches still lack the ideal coaching skills, this is due to the limitations of standardized guidelines and very limited facilities to understand coaching methods. In addition, although most coaches already dug leadership competencies adaptive of the participants as they should, but the implementation is not entirely done because they do not understand clearly and still the perception that is different about the technical problems and the challenges of adaptive.

#### **RECOMMENDATION:**

To optimize the coaching process as a coaching method in equipping, motivating, and exploring leadership competencies for Administrator Leadership Training (PKA) participants, it is necessary to have a standard reference in which it regulates the competency requirements and qualifications of coaches in Administrator Leadership Training. To improve the understanding and skills of coaches in coaching practice at the Administrator Leadership Training (PKA) it is necessary to immediately hold training, explanations and directions on coaching prior to the assignment as coach in the Administrator Leadership Training (PKA). To increase understanding, equalize perceptions and increase the capacity/competence of coaches in exploring the potential of innovative adaptive leadership for Administrator Leadership Training participants, it is necessary to immediately hold training/workshops/workshops that are able to increase the understanding of coaches and participants in distinguishing technical problems and innovative adaptive challenges. managerial are

aligned with innovation in deepening material Management performance.

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