

THE INFLUENCE OF MENTORING AND COACHING PROGRAMS ON EMPLOYEE CAREER DEVELOPMENT AT BANK SUMITOMO MITSUI BANKING CORPORATION INDONESIA PALEMBANG BRANCH

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This study investigates the impact of mentoring and coaching programs on employee career development at Bank Sumitomo Mitsui Banking Corporation (SMBC) Indonesia, Palembang Branch. Using a quantitative associative design, data were collected from 67 employees through Likert-scale questionnaires and analyzed using Multiple Linear Regression with SPSS 26. The results show that both mentoring and coaching have a positive and significant effect on career development, both partially and simultaneously. Mentoring has a stronger influence than coaching, as reflected in the regression equation $Y = 13.735 + 0.736X_1 + 0.197X_2$. Partial tests show significant effects of mentoring (t-count $7.028 > 1.667$; sig. 0.000) and coaching (t-count $2.067 > 1.667$; sig. 0.003). Simultaneously, the F-test indicates a significant effect (F-count 45.256; sig. 0.000), with an R^2 of 0.876. These findings indicate that structured mentoring is the primary driver of career development, helping overcome career stagnation, reduce turnover, and support professional advancement within the bank.

Key words: mentoring, coaching, career development, human resources, banking.

INTRODUCTION

Human Resource Development (HRD) serves as an essential "agent of development," wherein the collective quality of the workforce dictates the long-term prosperity and independence of an organization. In the competitive landscape of the Indonesian banking sector, organizations must transition from basic training to sophisticated human capital development to sustain a competitive advantage. Bank SMBC Indonesia—established in 1958 as Bank Pensiunan Pegawai Militer before joining the global SMBC Group—occupies a distinct niche focusing on mass markets, retirees, and the development of Micro, Small, and Medium Enterprises (UMKM).

Bank SMBC Indonesia (formerly Bank BTPN) represents an organization in a state of high-velocity transformation. Since its inception in 1958, the bank has evolved from a pension-focused military retiree institution into a global financial powerhouse following its merger with Sumitomo Mitsui Banking Corporation. This evolution is underscored by aggressive digital innovation, exemplified by the "Jenius" platform. However, such rapid change frequently creates a disconnect between existing staff capabilities and new organizational requirements.

In the Palembang Branch, however, a paradox persists: despite the bank's robust presence and annual training initiatives, career progression remains a significant bottleneck. Data from the branch indicates a workforce of 67 employees, distributed across Funding (11), Credit and Loans (18), and Operations and General (38). A critical analysis of the hierarchy (Source Table 1.2) reveals a stark structural imbalance: 37 employees occupy Administration levels and 23 serve as Junior Managers, while only 7 Senior Manager positions exist. This narrow apex results in career stagnation, evidenced by the fact that 23 employees have served between 3 and 8 years without significant promotion (Source Table 1.3). Consequently, many local Palembang staff are faced with the dilemma of remaining stagnant or migrating to

external branches to secure advancement—a prospect generally disfavored by the local workforce.

The research problem thus centers on why existing training frameworks have not effectively translated into upward mobility. By quantifying the influence of mentoring and coaching, this study seeks to provide an empirical basis for restructuring career pathways within the Palembang branch.

In the Palembang branch, a critical research gap has emerged: significant employee career stagnation despite long-term tenure. Observations indicate that numerous staff members remain anchored at junior manager or marketing levels for extended periods, suggesting that existing human capital is not being fully leveraged or navigated. This study aims to evaluate the partial and simultaneous influence of Mentoring (X_1) and Coaching (X_2) on Career Development (Y), seeking to determine which intervention best facilitates the professional mobility required by the bank's modern mandate.

LITERATURE REVIEW

1. Mentoring (X_1)

Mentoring is defined as a dynamic, continuous feedback loop where an experienced practitioner (mentor) provides wisdom and knowledge transfer to a less experienced individual (mentee). Drawing on the frameworks of Romansah (2017) and Kurniawati (2015), mentoring is conceptualized as an "offline help" mechanism that transitions the mentee from dependence to professional autonomy. In this study, Mentoring is operationalized through five essential dimensions: programmed learning frameworks, the distillation of success and failure narratives, insights derived from leadership experience, the overarching developmental process, and the cultivation of professional cooperation.

Kurniawati (2015) characterizes this as "offline help," a process of deliberate knowledge transfer that transitions a mentee from dependency to professional independence. Rooted in interpersonal support and care (Crawford, 2010), mentoring in modern organizations can take several forms (Martoredjo, 2015):

- **Distance Mentoring:** Leveraging technology to bridge geographical divides.
- **Cross-cultural Mentoring:** Partnerships across age, gender, or national differences.
- **Group Mentoring:** Facilitating communities of practice or action-learning.
- **Peer Mentoring:** Collaborative development between colleagues at equivalent organizational levels.

2. Coaching (X_2)

Unlike the broad scope of mentoring, Coaching focuses on intensive assistance and targeted communication to achieve specific operational goals. As defined by Wilson (2017) and Kaswan (2017), coaching is a facilitative process designed to improve technical performance and overcome immediate operational obstacles through dialogue. This construct is measured through four primary indicators: emotional and behavioral change, concern for specific work issues, the quality and trust within the professional relationship, and the facilitation of independent learning.

In contrast to the broader relationship of mentoring, coaching is a targeted facilitation process. Wilson (2017) and Furrie (2021) define coaching as an interaction focused on unlocking an individual's potential to maximize performance by overcoming specific professional obstacles. It relies on active listening and effective questioning to guide employees toward reaching defined organizational goals.

3. Career Development (Y)

Career Development represents the organized efforts of an institution to align employee potential with specific positions of increasing responsibility. Synthesizing the theories of Simamora (2019) and Afandi (2018), it is a systematic planning process that ensures the "right person is in the right place" at the right time. The effectiveness of career development is evaluated through five indicators: the transparency of organizational policy, the relevance of educational background, the depth of work experience, employee loyalty, and interpersonal flexibility.

4. Human Resource Management (HRM)

Contemporary HRM transcends simple administration, evolving into a strategic science and art. Sulistyowati (2021) and Wibowo (2017) describe HRM as the systematic planning and organization of individuals to serve as the "thinkers" and "drivers" of institutional goals. Hasibuan (2019) further synthesizes this by emphasizing that effective HRM must balance the interests of the organization, the employee, and society to achieve maximum efficiency.

Arismunandar & Khair (2020) argue that career development is a vital tool for reducing turnover. It is a systematic approach to aligning an employee's potential with the organization's strategic needs, ensuring that long-term service results in growth rather than stagnation.

RESEARCH METHODS

This research employs a quantitative design with an associative approach to determine the relationship between mentoring (X_1), coaching (X_2), and career development (Y). The population of 67 employees at Bank SMBC Palembang was sampled in its entirety using the "Saturated Sampling" (sampling jenuh) technique. Primary data were collected via structured questionnaires designed to capture the nuances of professional development. Analysis was performed using Multiple Linear Regression through statistical software to test both partial and simultaneous hypotheses.

This research employs a quantitative research design with an associative approach to identify the causal relationships between the variables. The research was conducted at Bank SMBC Palembang with a population of 67 employees. Given that $N < 100$, the study utilized a saturated sampling (census) technique. This method was chosen to eliminate sampling error and provide a comprehensive census of the branch's human capital, thereby ensuring that the results accurately reflect the specific organizational climate of the Palembang office. Data were collected via a 30-item questionnaire using a 5-point Likert scale. Analytical procedures involved Multiple Linear Regression and hypothesis testing (t-test and F-test) performed via SPSS version 26.

RESULTS AND DISCUSSION

1. Respondent Characteristics

The analysis of 67 respondents, derived from frequency distributions in Source Tables 1 through 4, provides a demographic profile of the branch. The majority of the workforce consists of local Palembang residents, primarily within the productive age bracket, possessing educational backgrounds in Economics and Management. The distribution is heavily weighted toward the Operations and General division (38 staff), reflecting the branch's focus on the regional mass market and UMKM credit sectors.

Table 1 Respondent Gender

Gender	Quantity	Percentage (%)
Man	26	38.8
Women	41	61.2
Total	67	100.0

Source: data processed in 2026

Table 2 Respondent Characteristics Based on Age

Age	Quantity	Percentage (%)
18 - 35	40	59.7
35 - 45	15	22.4
45 - 55	10	14.9
>55	2	3.0
Total	67	100.0

Source: data processed in 2026

Table 3 Educational background

Educational Background	Quantity	Percentage (%)
Diploma	18	26.9
Post-Graduate (S2)	2	3.0
Bachelor's Degree (S1)	35	52.2
High School (SMA/SMK)	12	17.9
Total	67	100.0

Source: data processed in 2026

Table 4 Division of Labor

Division of Labor	Quantity	Percentage (%)
Funding	11	16.4
Credit	18	26.9
Operational & General	38	56.7
Total	67	100.0

Source: data processed in 2026

2. Respondent Profiles

The demographic distribution of the 67 respondents is summarized in the table below:

Category	Characteristic	Percentage (%)
Gender	Male	38.8%
	Female	61.2%
Age	18–35 years (Millennials/Gen Z)	59.7%
	36–45 years	22.4%
	46–55 years	14.9%
	>55 years	3.0%
Education	Bachelor's Degree (S1)	52.2%
	Diploma	26.9%
	High School (SMA/SMK)	17.9%
	Post-Graduate (S2)	3.0%

Category	Characteristic	Percentage (%)
Division	Operational & General	56.7%
	Credit	26.9%
	Funding	16.4%

3. Validity and Reliability

All 30 indicators passed the validity threshold ($r\text{-count} > 0.2369$). Reliability testing yielded Cronbach's Alpha values significantly above the 0.60 benchmark (Mentoring: 0.937; Coaching: 0.967; Career Development: 0.972), confirming the instrument's high internal consistency.

4. Multiple Linear Regression Analysis

The regression analysis produced the following equation.

$$Y = 13.735 + 0.736X_1 + 0.197X_2$$

Interpretation of the coefficients yields the following insights:

- **Mentoring (X_1):** A coefficient of 0.736 indicates that for every unit increase in the quality of mentoring, career development improves by 0.736 units.
- **Coaching (X_2):** A coefficient of 0.197 indicates that for every unit increase in coaching, career development improves by 0.197 units.
- **Constant (13.735):** This figure represents the baseline of career development when mentoring and coaching variables are held at zero.

5. Hypothesis Testing

- **T-test (Partial):** Mentoring (X_1) shows a highly significant effect ($t\text{-count } 7.028 > 1.667$; sig 0.000). Coaching (X_2) also shows a significant effect ($t\text{-count } 2.067 > 1.667$; sig 0.003).
- **F-test (Simultaneous):** The model is statistically significant ($F\text{-count } 45.256 > 3.14$; sig 0.000), proving that both programs collectively drive career outcomes.
- **Coefficient of Determination (R^2):** The R-Square value of **0.876** indicates that 87.6% of the variance in career development is explained by the model. The remaining 12.4% is attributed to external factors.

DISCUSSION

Statistical testing confirms that both Mentoring and Coaching have a positive and significant partial effect on career development. Furthermore, the F-test results demonstrate a simultaneous significant influence, suggesting that these two variables are interconnected drivers of human capital growth.

The most striking finding is the dominance of Mentoring (X_1), which has nearly quadruple the weight of Coaching (X_2). From a strategic HRM perspective, this suggests that at SMBC Palembang, the "Mentor" acts as a vital bridge for "career navigation." In the banking sector, where institutional wisdom and risk-management experience are paramount, long-term knowledge transfer (Mentoring) is more effective at breaking career stagnation than technical, goal-oriented assistance (Coaching). Mentoring provides employees with the cultural and political map of the organization, which is essential for promotion in a traditional yet transforming banking environment.

The 12.4% variance not captured by the model likely stems from the unique local banking landscape in Palembang, where external factors such as local networking, branch-level organizational culture, and regional economic regulations may influence promotion cycles.

The Discussion finds that mentoring ($B=0.736$) is the dominant predictor of success at Bank SMBC Palembang. This aligns with Kurniawati's (2015) concept of "offline help." In the banking context, where institutional knowledge and "soft" navigation of the hierarchy are crucial, the mentor's role in transferring significant workplace thinking is more effective than the task-oriented nature of coaching. Mentoring provides the interpersonal care (Crawford, 2010) needed to address the "stagnation" identified in the Introduction. By strengthening these programs, the bank can effectively facilitate local career acceleration, thereby mitigating the need for employees to migrate to other branches for promotion and preserving organizational loyalty.

CONCLUSION

The study concludes that Mentoring and Coaching are significant predictors of career development at Bank SMBC Palembang. Mentoring serves as the primary engine for professional growth, providing the necessary "career navigation" tools, while Coaching provides the technical support needed for role execution. Together, they form a robust framework for transforming employees into true "agents of development."

1. Partial Influence of Mentoring: Mentoring has a positive and significant influence on career development, serving as a primary vehicle for knowledge transfer and professional independence.
2. Partial Influence of Coaching: Coaching significantly and positively influences career development by helping employees overcome specific performance obstacles.
3. Simultaneous Influence: Mentoring and coaching programs simultaneously provide a robust framework for employee growth, which is essential for reducing stagnation at Bank SMBC Palembang.

Suggestions

1. For the Company: Implement a formal Mentoring Matching System (MMS) to pair high-potential junior staff with experienced branch leaders based on career aspirations rather than just division.
2. For Management: Integrate mentoring and coaching into a unified HRM ecosystem. Rather than separate activities, coaching should resolve immediate technical gaps, while the insights gained are funneled into long-term mentoring sessions.
3. For Future Research: Investigate the 12.4% external variance by exploring variables such as local organizational culture or leadership styles specifically within the South Sumatra regional context.

Recommendations: Management should prioritize the refinement of mentoring modules, specifically focusing on the "offline help" aspect to better prepare junior staff for senior roles. Future research should expand this scope by integrating variables such as sales growth, working capital, or accounts receivable turnover to assess the broader organizational impact of these development programs.

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