

## Analysis of Mentor Competency Standard Setting in Talent Management Policy in Indonesian National Police (POLRI)

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### ABSTRACT

This study analyzes the factors determining the mentor competency standards within the Talent Management Policy of the Indonesian National Police (Polri). The research aims to formulate an effective mentoring framework that supports human resource excellence in line with Indonesia's 2045 vision. Using a qualitative approach, the study explores the dynamics between mentors, talents, and policy implementers through in-depth interviews and document analysis. The research integrates the Leader–Member Exchange (LMX) theory, Person–Environment Fit model, and Competency Model by Boyatzis and Spencer & Spencer to identify key dimensions influencing mentor effectiveness—trust, respect, and mutual obligation. Findings indicate that mentor competence is shaped by integrity, professional expertise, emotional intelligence, and commitment to organizational values. However, implementation challenges persist due to limited competency-based training, high workload, and the lack of standardized evaluation mechanisms. Through the SOAR (Strengths, Opportunities, Aspirations, Results) analysis, four strategic directions are proposed: institutionalizing core mentoring values, leveraging digital transformation, establishing national competency standards, and promoting cross-agency collaboration. The study concludes that strengthening mentor competencies is not merely an administrative reform but a transformational effort to cultivate adaptive, ethical, and service-oriented leadership within Polri. These findings are expected to contribute to the development of a professional, sustainable talent management system supporting Indonesia's human resource transformation toward Indonesia Emas 2045.

**KEYWORDS** Mentor Competency; Talent Management; Polri; Leader-Member Exchange (LMX); Human Resource Development.



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### INTRODUCTION

Indonesia is currently entering a period of major transformation towards Indonesia Emas 2045, a noble goal to create a nation that is capable of protecting all Indonesian people, promoting general welfare, educating the nation, and playing an active role in creating world order based on independence, eternal peace, and social justice. This grand vision reflects the national goals enshrined in the Preamble to the 1945 Constitution, while also serving as the direction for Indonesia's long-term development amid ever-evolving global dynamics. To achieve these goals, developing excellent human resources is a key factor that must be prioritized. Excellent human resources are not only measured by intellectual intelligence and technical abilities, but also by strong character, high discipline, and moral integrity based on national values. High-quality human resources will be the main foundation in strengthening the nation's competitiveness and encouraging progress in various areas of national life.

In addition, strengthening the character and competence of human resources is a strategic step in responding to the demands of a modern era full of challenges and uncertainty (Truninger et al., 2018). Amid rapid technological developments and social changes, Indonesians are expected to have adaptive, creative, and innovative abilities to compete in the international arena (Cropanzano et al., 2017; Erdogan & Liden, 2002). Thus, human

The Effect of Non-Performing Loans (NPL) and Operational Costs to Operating Income (BOPO) on Core Capital with Return on Assets (ROA) as a Mediating Variable in Rural Banks (BPR) in the East Bekasi Region for the Period of 2019-2024

development does not only focus on academic aspects, but also on shaping ethical personalities with a strong fighting spirit. On Indonesia's journey to becoming a developed country, education plays a central and irreplaceable role. Education must be able to produce a generation that is knowledgeable, capable of critical thinking, and has a strong sense of nationalism. Through a high-quality and equitable education system, it is hoped that a new generation of competent leaders will emerge, ready to face global challenges and able to contribute significantly to sustainable national development (Martin et al., 2016).

Entering the second phase of the 2025–2029 RPJMN, the development of Excellent Human Resources is one of the National Priorities and a prerequisite for becoming a developed country, with several strategic programs, namely strengthening public health and nutrition, educational reform and strengthening the competitiveness of higher education, strengthening the innovation and research talent system, reforming vocational training and employment development, strengthening national character and identity, and strengthening national human resource management and population control. As stated by the Minister of National Development Planning (PPN)/Bappenas in the preparation of the 2025–2045 RPJPN in 2023, there are five main indicators that Indonesia must achieve before 2045 according to World Bank data (2022), namely: per capita income equivalent to developed countries (USD 23,000–30,000), a poverty rate approaching 0% with reduced inequality, increased global leadership and influence through diplomacy and culture, increased human resource competitiveness from an index of 0.54 (2023) to 0.75 (2045), and increased global competitiveness from an index of 0.300 to 0.400. Achieving these targets requires national policy synergy, including the implementation of Talent Management as a systematic approach to managing highly competitive human resources (HR), as stated by Sohel-Uz-Zaman (2022). In this context, the Indonesian National Police has a strategic role in creating superior human resources through maintaining security, enforcing fair law, and strengthening national synergy in accordance with the mandate of the 2002 Indonesian National Police Law.

The Indonesian National Police (Polri) is following up on its institutional transformation through the PRESISI priority program (Predictive, Responsibility, and Fair Transparency), which is outlined in five strategic objectives, namely maintaining national security, enforcing fair and humane laws, developing professional human resources, modernizing infrastructure, and creating a rational and integrity-based civil organization (Baral et al., 2024). One of the concrete steps taken by Polri to improve the quality of its human resources is through the Polri Talent Management Program (MTP), which was initiated by SSDM Polri in 2019 (Haak-Saheem, 2020; Kravariti & Johnston, 2020; Thunnissen & Buttiens, 2017). This program covers the processes of identifying, nurturing, developing, assigning, and terminating Polri talent, in order to prepare future leaders who are excellent and have integrity. Its implementation is guided by Polri Chief Regulation Number 3 of 2019, which emphasizes an objective, transparent, integrated, and merit-based talent management system.

However, in its implementation, the MTP faces a number of significant obstacles, particularly in the mentoring aspect. Several internal evaluations (ND-712/VII/KEP/2022 and ND-20/IV/KEP./2023) indicate a persistent mismatch between mentors and talents, both in terms of work units, fields of duty, and competencies (Pölczman et al., 2024; Sobral &

Furtado, 2024). The current practice of appointing mentors based on seniority, without adequate consideration of competency suitability, has resulted in suboptimal knowledge transfer and hampered talent career development. This practical problem aligns with theoretical frameworks such as the Person–Environment Fit theory (Kristof, 1996) and Boyatzis et al., competency model (2024), which underscore the critical importance of aligning individual abilities with job requirements. Effective mentors, as highlighted by Kram (1985), Taylor et al. (2024), and Passarelli et al. (2024), must possess an integrated combination of technical, interpersonal, and leadership skills to have a direct and positive impact on talent development.

As a relevant comparative case, the Ministry of Finance of the Republic of Indonesia has implemented a competency-based Talent Management system through Minister of Finance Regulation Number 38 of 2025. In this regulation, the mentoring process is conducted systematically, featuring a transparent mentor selection mechanism based on clear competency indicators, as well as periodic training and structured evaluations. This established standard demonstrates the critical importance of creating a professional mentor system to ensure that talent management programs yield a tangible impact on the development of superior human resources. Therefore, Polri urgently needs to establish clear, measurable, and contextually relevant mentor competency standards that meet the specific needs of the organization. This study aims to fill this gap by analyzing the factors that determine mentor competency standards and formulating strategic policy recommendations for establishing these standards within the Polri Talent Management framework. The ultimate goal is to strengthen the effectiveness of human resource development in supporting the realization of Indonesia Emas 2045.

## METHOD

This study uses a qualitative approach to explore in depth the social and institutional dynamics in the appointment process and the effectiveness of the mentor role in the Talent Management program at the Indonesian National Police Headquarters (Creswell & Poth, 2018). This approach was chosen because it is able to reveal the subjective meanings of the informants' experiences, while also highlighting the gap between formal policy and field reality. Through direct interaction with key actors such as mentors, talents, and HR managers, the researcher gains a contextual and comprehensive understanding of mentoring practices. With a constructivist and interpretive theoretical foundation, this reflective and participatory approach also aims to capture mentoring practices as they occur in the field and to identify barriers to policy implementation.

In this study, the researcher acts as the main instrument for data collection and analysis, so intellectual preparedness and social sensitivity greatly determine the quality of the research results. The choice of a qualitative approach is based on the discrepancy between formal regulations and implementation in the field, particularly in the appointment of mentors, which is not yet fully competency-based. In line with the views of Denzin and Lincoln (2011) and Nasution in Sugiyono (2016), humans as research instruments are considered most capable of understanding the meaning of complex social actions and responding to field dynamics with high flexibility. This approach is expected to provide a holistic understanding as a basis for

formulating relevant and applicable policy recommendations for strengthening the mentoring program within the Indonesian National Police.

## **RESULTS AND DISCUSSION**

### **1. Factors for standardizing mentor competency in the Indonesian National Police's talent management policy.**

Through a review of the policy in Law No. 2 of 2002 Article 21 Paragraph 2, it is stated that "The development of members of the Indonesian National Police includes provision, education, deployment, maintenance, and termination of service." Based on these provisions, the process of reforming the Indonesian National Police's human resources must be carried out continuously, covering all subsystems in the human resource development cycle. The Indonesian National Police's Human Resources staff, as a supporting element of leadership, namely the Chief of Police, has the main responsibility of managing the Indonesian National Police's human resources to realize objective, planned, open, timely, and accountable cadre planning to ensure the availability of qualified and professional Indonesian National Police personnel so as to strengthen and accelerate the implementation of the merit system. The availability of personnel who are excellent and have the potential to become excellent is implemented through a Talent Management policy by determining Mentors who have Competencies based on several factors.

The application of Leader-Member Exchange (LMX) Theory (Graen & Uhl-Bien, 1995) in the context of Polri human resource development provides a strong conceptual framework for understanding the quality of the relationship between mentors and talents as a key element in the success of the Polri Talent Management (MTP) program. This theory emphasizes three important dimensions, trust, respect, and mutual obligation, which play a role in building professional interactions between leaders and members.

In the context of policy, National Police Chief Regulation No. 3 of 2019 concerning Talent Management within the Indonesian National Police serves as the basis for implementing mentoring as one of the stages of talent development. The regulation states that "mentoring is an assistance activity carried out by designated members of the Indonesian National Police towards Indonesian National Police talents in developing competencies to achieve structured and sustainable individual development targets" (Regulation No. 3 of 2019, Article 1 paragraph 8). This means that the mentor-talent relationship is not merely administrative in nature, but also encompasses psychological and social aspects that are in line with the principles of LMX (Van Vianen, 2018).

From the results of data collection on the factors that determine the competency standards for mentors in the Indonesian National Police's talent management policy from several sources that can be analyzed, the following is a discussion of the research results based on these three dimensions.

- 1) Dimension of Trust: According to Graen and Uhl-Bien (1995), trust is the first element in a LMX relationship that marks the quality of the initial exchange between leaders and members. Trust enables mentors and talents to share information, responsibilities, and decisions openly. In the context of Police Talent Management as regulated in Perkap No. 3 of 2019, the dimension of trust is a prerequisite for merit-based coaching and

organizational integrity. Trust in the context of Police mentoring is built through three main indicators: integrity, competence, and good intentions.

- 2) Dimension of Respect: Within the LMX framework, respect reflects recognition and appreciation of capacity, contribution, and moral values between leaders and members (Liden & Maslyn, 1998). In the Indonesian National Police, respect does not only come from formal hierarchy, but also grows from the quality of interpersonal relationships that are in line with the values of the Indonesian National Police (Predictive, Responsibility, Fair Transparency). Respect in mentor-talent relationships includes three main indicators: emotional support, role modeling, and recognition (Coronado-Maldonado & Benítez-Márquez, 2023).
- 3) Dimension of Mutual Obligation: The mutual obligation dimension describes the highest level of LMX relationship quality, where mentors and talents share a sense of responsibility and common goals. According to Graen & Uhl-Bien (1995), this relationship is called the partnership phase, characterized by long-term commitment, complete trust, and mutual contribution.

In the context of the Indonesian National Police, mutual responsibility is implicitly regulated in Perkap No. 3 of 2019, in which mentors are required to monitor and report on the development of talents, while talents are obliged to implement individual development plans. This relationship is reflected in three main indicators: shared commitment, motivation and values, and active involvement.

## **2. Research Question Analysis**

### **a. Mentor**

- 1) Leader Basis (Leader Basis / Mentor Leadership Role)
  - a) Understanding the Role as a Mentor (Trust Dimension: Integrity and Competence)
  - b) Instilling Organizational Vision and Values (Trust Dimension: Good Intentions and Integrity)
  - c) Providing Space for Talent Independence (Trust Dimension: Competence and Good Intentions)
  - d) Strategies for Inspiring and Motivating (Respect Dimension: Exemplary Behavior and Emotional Support)
  - e) Building Trust and Respect (Dimensions of Trust and Respect)
  - f) Shared Commitment to Mentoring (Dimension of Mutual Responsibility: Commitment and Organizational Values) (Weng et al., 2015).
  - g) Ability to Communicate the Organizational Vision (Respect Dimension: Recognition and Competence)
  - h) HR Policies in Ensuring Mentor Capacity (Dimension of Mutual Responsibility: Involvement and Organizational Values)
- 2) Follower Base (Follower Base / Talent Empowerment) (Aggarwal et al., 2020)
  - a) Methods for Facilitating Innovation and Talent Development (Trust Dimension: Competence and Goodwill)
  - b) Providing Opportunities to Develop Potential and Take Initiative (Trust Dimension: Integrity and Competence)

- c) HR Policies in Ensuring Space for Participation and Empowerment of Talent (Dimension of Mutual Responsibility: Active Involvement)
  - d) Evaluation Mechanisms for Talent Empowerment (Dimension of Mutual Responsibility: Shared Commitment)
  - e) Motivation Management in the Indonesian National Police Talent Management Program (MTP) (Respect Dimension: Emotional Support, Role Models, and Recognition)
  - f) Planning and Structure of the Mentoring Program (Dimension of Mutual Responsibility: Active Involvement and Organizational Values)
- 3) Relationship Basis (Quality of Mentor-Talent Interaction)
- a) Building Trust and Respect in Mentoring Relationships (Dimension of Trust and Respect: Integrity, Good Intentions, Emotional Support)
  - b) Competency Improvement and Benefits of Mentoring Programs for Talents (Trust Dimension: Competency and Good Intentions)
  - c) Establishing a Shared Commitment between Mentors and Talents (Dimension of Mutual Responsibility: Shared Commitment)
  - d) Sustainability of the Mentoring Relationship after the Program Ends (Dimension of Mutual Respect and Responsibility: Recognition and Active Involvement)
  - e) The Role of HR Policy in Promoting Mutual Trust and Respect (Dimension of Trust and Respect: Integrity, Exemplary Behavior, Recognition)
  - f) Assessment Standards for the Quality of Mentoring Relationships (Dimension of Mutual Responsibility: Shared Commitment and Organizational Values)
  - g) Expected Outcomes and Outputs of the Mentoring Process (Dimension of Mutual Responsibility: Motivation and Organizational Values)
- b. Talent**
- 1) Leaders (Leader Basis / Talent Perception of Leadership and Exemplary Behavior of Mentors in the Mentoring Process) (Xu et al., 2023; Yip & Walker, 2022)
- a) Perceptions of the Mentor's Role and Role Modeling (Trust Dimension: Integrity and Competence)
  - b) Mentor's Implantation of Organizational Vision and Values (Trust Dimension: Good Intentions and Integrity)
- 2) Follower Basis (Follower Basis / Talent Independence, Participation, and Commitment in the Mentoring Process)
- a) Talent Experience with Mentoring in the Mentoring Program (Trust Dimension: Integrity and Competence)
  - b) Opportunities to Develop Potential and Take Initiative (Mutual Responsibility Dimension: Engagement and Organizational Values)
  - c) The Role of Mentoring in Promoting Independence and Career Decisions (Trust Dimension: Competence and Goodwill)
  - d) HR Policy Support for Talent Empowerment and Participation (Mutual Responsibility Dimension: Commitment and Organizational Values)
- 3) Relationship Basis (Relationship Quality, Trust, and the Impact of Mentoring on Talent)
- a) Competency Improvement and Benefits of Mentoring Programs (Trust Dimension: Competence and Integrity)

- b) Shared Commitment in the Mentoring Process (Reciprocal Responsibility Dimension: Commitment and Organizational Values)
- c) Recognition and Trust from Mentors (Respect Dimension: Emotional Support and Recognition)
- d) Sustainability of Relationships after the Mentoring Program (Dimension of Mutual Responsibility: Active Involvement)
- e) HR Policy Support for Mutual Trust Relationships (Trust Dimension: Integrity and Good Intentions)
- f) Quality Assessment Standards for Relationships in Mentoring (Dimensions of Trust and Respect: Integrity and Exemplary Behavior)
- g) Expected Outputs of the Mentoring Process (Mutual Responsibility Dimension: Organizational Values)

**c. Officials**

- 1) Leader Basis (Leader Basis / Policy, Role Model, and Strategic Role of Mentors in Shaping Organizational Values)
  - a) Instilling Vision and Organizational Values through the Mentoring Process (Trust Dimension: Integrity and Good Intentions)
  - b) Mutual Commitment between Mentor, Talent, and Organization (Dimension of Mutual Responsibility: Commitment and Organizational Values)
  - c) Mentors' Ability to Communicate Organizational Vision (Trust Dimension: Competence)
  - d) Capacity and Competency Standards of Mentors (Trust Dimension: Integrity, Competence)
  - e) Effectiveness of the Mentor's Role as a Role Model (Respect Dimension: Exemplary Behavior and Emotional Support)
- 2) Follower Basis (Evaluation, Motivation, and Strategic Planning for Talent Development)
  - a) Talent Empowerment Evaluation Mechanism (Dimension of Mutual Responsibility: Involvement and Organizational Values)
  - b) Motivation Management in the MTP Program (Respect Dimension: Emotional Support and Recognition)
  - c) Structure and Planning of Mentoring Programs (Dimension of Trust: Integrity)
- 3) Relationship Basis (Relationship Basis / Relationship Standards, Trust, and Mentoring Policy Outputs)
  - a) Building Trust and Respect in Mentoring Relationships (LMX Dimension: Trust and Respect)
  - b) Mentoring Relationship Quality Assessment Standards (Trust Dimension: Integrity and Good Intentions)
  - c) Expected Outputs of the Mentoring Program (Reciprocal Responsibility Dimension: Motivation and Organizational Values)

**3. Strengthening and Weakening Factors that Determine Mentor Competency Standards Based on LMX Theory Dimensions**

**a. Trust Dimension (Indicators: Integrity, Competence, and Goodwill)**

- 1) Strengthening Factors:

- a) Integrity as the foundation of LMX and P-E Fit. Based on LMX theory (Graen & Uhl-Bien, 1995), effective working relationships are built on trust and fairness in two-way interactions (dyadic relationships). Consistent mentor integrity fosters trust-based relationships and strengthens the fit between personal values and organizational values, as explained by Kristof-Brown et al. (2005).

T.02 said: "So in the field of communication and self-presentation. Then in the field of skills, I learned a lot from my mentor on how to analyze criminal elements. Criminal elements, whether they are elements of articles. That's why I said earlier that I did a lot of case reviews."

- b) Core competencies according to the Boyatzis et al., and Iceberg Model. In Boyatzis' model (2024), competency is a combination of technical, social, and personal values that are evident through effective behavior. Mentors with extensive experience and strong analytical skills strengthen their credibility in the eyes of talented individuals, in line with the visible competencies at the top layer of the Iceberg Model.

T.01 said: "So repeat it, but really remind them, reprimand them, and give them good examples of how it should be done in the future. I believe that as a talented person, I definitely don't have any doubts. For example, today, I'm not sure if I'm doing the right thing, but I know that I am doing the right thing. That's definitely good, so I have this sense of trust that it won't necessarily bring me down, let alone make me look bad or prevent me from developing. It's definitely the doctrine we learned during our education."

- c) Good intentions and empathy as forms of emotional intelligence. Boyatzis et al., (2024) emphasizes that resonant leaders have high emotional intelligence, which encourages mutual trust. The good intentions of mentors create a positive psychological climate and foster affective trust, which strengthens interpersonal relationships.

T.03 said: "Because if he only has education, then education is only for him, but with experience, they can share with each other and discuss how to move forward and how to handle certain situations, especially since there is a significant age gap between me and my mentor, so I need his experience more."

## 2) Weakening Factors:

- a) Limitations of competency-based training. The lack of mentor training means that underlying competencies (such as motivation and values) do not develop optimally, as described by Spencer & Spencer (1993).

M.03 said: "Yes, that is our hope for the future. In addition to us as mentors, perhaps there will be supervisors who supervise the mentors and provide guidance so that they can provide proper guidance. That is our hope."

- b) High workloads reduce the quality of LMX relationships. The lack of face-to-face time hinders the formation of high-quality exchange relationships as emphasized in LMX theory.

T.03 said: That's right, the time issue. Because, you know, he might be working from 8:00 AM to 3:00 PM, which is his actual office hours, whereas ours are different. Operational functions."

- c) The absence of a value-based evaluation mechanism. Evaluations that are purely administrative undermine the principle of self-regulated learning in Boyatzis et al., (2024) and reduce opportunities for ethical reflection.

M.02 said: "Perhaps it is the same as other mentors and talents, because we are given the same success indicators. For the implementation, where is the process going? We are given the MTP program as mentors. There needs to be someone overseeing it. We mentors report that these talents are ready to go."

**b. Respect Dimension (Indicators: Emotional Support, Role Modeling, and Recognition)**

1) Strengthening Factors:

- a) Role modeling as a symbolic function of leadership. According to Boyatzis et al., (2024), role modeling is an expression of the deepest values that drive behavioral change in subordinates. In the context of LMX, leader modeling behavior fosters respect and positive identification between mentors and talents.

T.02 said: "Okay, maybe from socializing earlier. Ma'am, so during the socialization session, I learned a lot from the Mentor about communication and how to position myself. How to position myself when I'm there. So in the field of communication and self-presentation. Then in the skills field, I learned a lot about how to analyze criminal elements. Criminal elements, whether they are elements of articles."

- b) Emotional support as a component of social fit. Kristof-Brown et al. (2005) emphasize the importance of Person-Group Fit and Person-Supervisor Fit in creating psychological comfort in the workplace. Emotional support from mentors reinforces the perception of compatibility between the personal values of talented individuals and the values of the organization.

M.02 said: "I told him that I want him to continue to actualize himself, ma'am. Because he has to maintain what he has achieved so far. Don't let this become his only means of self-actualization. I want him to continue his education, so I told him that PTIK should be his first choice. You have to improve everything you need to improve. Regarding education and so on, as well as his career, what I hope for him is through this MTP program."

- c) Recognition as a reinforcer of intrinsic motivation. Based on Boyatzis' Competency Theory and Iceberg Model, recognition of talent achievements stimulates the deep motive layer, which reinforces the drive to achieve and loyalty to the organization.

2) Weakening Factors:

- a) Limitations in the mentor's emotional abilities. Mentors who have not mastered social and emotional competencies Boyatzis et al., (2024) tend to be formal and hinder psychological attachment.

M.03 said: "Actually, this is not an obstacle for us, but we also hope that we, as core mentors, can improve our performance in implementing skills, self-confidence, and also in productively carrying out tasks."

- b) Administrative motivation, not transformational. If the mentor's motivation is limited to fulfilling organizational obligations, then high-quality leader-member exchange is difficult to achieve.

M.03 said: "If, for example, the talents are ready, I mean they are ready to be assigned, they could be placed in important positions in the National Police at the appropriate level. When they reach a certain level, they will no longer be hesitant."

- c) The reward system does not yet support mentoring behavior. When organizations do not provide incentives or recognition for effective mentors, empathetic and appreciative behavior does not become part of the culture, which contradicts the principle of alignment in P-E Fit.

M.02 said: "At the very least, they show ideal performance for someone appointed as a talent, which is already a good pattern. Of course, they have made good contributions, and whatever tasks they are given that have an impact on the small scope of security and public order, in my opinion, they have made contributions that are equal to others. Their positions are also better and more prestigious than those who are not talents. That's something we might need to anticipate. We don't want such situations to arise where our talents end up being motivated for nothing."

**c. Dimension of Mutual Responsibility (Indicators: Shared Commitment, Motivation and Values, and Active Involvement)**

1) Reinforcing Factors:

- a) Shared commitment in dyadic relationships. In the LMX framework, shared commitment reflects mutual obligation between leaders and members (Graen & Uhl-Bien, 1995). In Polri mentoring, this manifests in the form of loyalty, moral responsibility, and dedication to the success of talent.
- b) Motivation and values as drivers of resonant leadership. Boyatzis et al., (2024) emphasizes that leaders who are able to bring shared values and visions to life will create lasting emotional resonance. Mentors who internalize the values of Polri Precision strengthen moral and professional synergy in the mentoring process.
- c) Active involvement strengthens environmental fit. In P-E Fit theory (Guan et al., 2021) active involvement is a manifestation of individual-environment fit (behavioral outcome of fit). When mentors and talents actively participate, harmony is formed between personal abilities and organizational needs.

2) Weakening Factors:

- a) The absence of a national mentoring structure and SOP. The lack of standards makes it difficult to link the mentoring process to competency outcomes as described in Boyatzis (1982).

M.04 said: "Ideally, there should be written rules for mentors. Currently, there are none, so we are still feeling our way in terms of implementation. I am also unsure of my duties, so that later the talents will emerge, in accordance with the SOP."

- b) Evaluation and feedback are not systematic. This weakens the developmental exchange process, which is at the core of LMX theory.

T.03 said: "The point for me is that there is no evaluation of us and no feedback on how we should proceed in the future, how we should develop ourselves further as talents."

M.03 said: "We also want to be involved as mentors. This requires us to ask where the mentor is going with this, so it's not just that we don't know anything."

- c) Talent participation is still limited hierarchically. In the context of P-E Fit, this condition indicates a mismatch between organizational expectations (active talent) and the reality of the bureaucratic structure of the Indonesian National Police.

T.03 stated: "So, with the Head of Human Resources, who is assigned as a mentor, it is more about guidance, but in terms of technical matters, because of his position, the technical matters tend to be handled by the Head of Unit. In terms of technical matters, it is handled by the Head of Unit.

#### **4. SOAR Analysis (Strengths, Opportunities, Aspirations, Results)**

##### **a. S-Strengths (Strengths)**

- 1) Integrity and Exemplary Behavior as the Foundation of Mentoring (S01). Police mentors demonstrate high integrity through honest, consistent behavior and moral responsibility. They become role models who guide talented individuals by setting a real example in the performance of their duties. This integrity strengthens mutual trust and builds high-quality working relationships between mentors and talented individuals.
- 2) Technical and Emotional Competence (S02). Mentors have technical competence and relevant experience in their fields, and demonstrate emotional intelligence through empathy and open communication. These two aspects strengthen their credibility and effectiveness in nurturing talent.
- 3) Good Intentions and High Empathy (S03). Most mentors carry out their roles with sincere intentions to develop the careers and capacities of their mentees, rather than simply carrying out administrative orders. The relationships that are formed reflect personal attention and a strong sense of moral responsibility.
- 4) Culture of Exemplary Behavior and Respect (S04). Mentoring practices have fostered an atmosphere of mutual respect, where mentors act not only as supervisors, but also as role models who recognize the progress and efforts of talents. This fosters self-confidence and loyalty to the organization.
- 5) Joint Commitment to the Values of Precision in the Indonesian National Police (S05). Mentors and talents share a commitment to upholding the values of integrity, responsibility, and public service. This moral commitment strengthens professional bonds and fosters a culture of continuous learning within the Indonesian National Police.

##### **b. O - Opportunities**

- 1) National and Institutional Policy Support (O01). National policies such as the 2025-2029 National Medium-Term Development Plan, PermenPAN-RB No. 3 of 2020, PMK No. 38 of 2025, and Perkap No. 3 of 2019 provide a strong foundation for strengthening the competency-based mentoring system in the Police.
- 2) Momentum for Human Resource Reform and Digitalization (O02). Digital transformation in the field of human resources opens up opportunities for the Indonesian National Police to develop a mentoring database, digital reporting system, and integrated feedback loop mechanism between mentors, talents, and the human resources bureau.
- 3) Development of Mentor Training and Certification (O03). There is a great opportunity to establish a national training and certification program for mentors so that their competencies are uniform and standardized, in accordance with the principles of competency-based mentoring.

- 4) Cross-Institutional Collaboration (O04). The potential for collaboration between SSDM Polri, LAN RI, KemenPAN-RB, and educational institutions can be utilized to develop mentor training modules oriented towards the formation of leaders with integrity.
- 5) Strengthening the Reward and Incentive System (O05). There is a significant opportunity to implement a reward system for effective mentors, both in the form of formal recognition and additional performance allowances, in order to strengthen an appreciative and sustainable mentoring culture.

**c. A - Aspirations**

- 1) Making the Indonesian National Police a Role Model for National Civil Service Mentoring (A01). The Indonesian National Police is expected to be a pioneer in a values- and competency-based mentoring system that can be adapted by other government agencies.
- 2) Transformative and Humanistic Mentoring (A02). It is hoped that mentoring will no longer be administrative in nature, but will become a transformational process that builds self-awareness, social responsibility, and empathetic and adaptive leadership.
- 3) Establishing National Mentor Competency Standards (A03). The research aspiration is to establish national mentor competency standards that cover technical, social, and moral values dimensions, as formulated in the Boyatzis and Spencer & Spencer models.
- 4) Realization of a Culture of Learning and Collaborative Leadership (A04). Going forward, every mentor and talented individual is expected to be part of the Polri learning organization that is oriented towards collaboration, innovation, and high-quality public service.
- 5) Mentoring as a Pillar of Strengthening Excellent Human Resources 2045 (A05). The mentoring program is aimed at contributing directly to the achievement of the Indonesia Emas 2045 vision through the development of excellent, competent, and globally competitive Polri human resources.

**d. R - Results (Expected and Achieved Results)**

- 1) High-Quality Working Relationships (High LMX) (R01). The mentoring program has successfully fostered working relationships based on trust, respect, and mutual responsibility between mentors and talents.
- 2) The Formation of Talented Individuals with Integrity and Professionalism (R02). Talented individuals demonstrate improvements in discipline, work ethic, leadership skills, and commitment to organizational values.
- 3) Increased Institutional Awareness of Mentoring Standardization (R03). The research results encourage the SSDM Polri to develop technical guidelines, SOPs, and evaluation systems that objectively measure the success of mentoring.
- 4) Strengthening the Polri Talent Management System (R04). The mentoring program contributes directly to the implementation of competency- and value-based talent management, in line with the direction of bureaucratic reform policy.
- 5) Strategic Impact on the Transformation of Polri Human Resources (R05). Mentoring has been proven to accelerate talent adaptation to organizational change and shape a new generation of leaders who are aligned with the vision of Polri Precision.

**e. Strategy for Developing Mentor Competency Determination Standards in the Indonesian National Police**

1) SA Strategy (Strength × Aspirations): Strengthening the Values and Vision of Mentoring

The synergy between internal strengths and strategic aspirations shows that the Indonesian National Police has strong moral and organizational cultural capital to realize a superior mentoring system. The values of integrity, exemplary behavior, and empathy (S01-S04) that are already embedded in coaching practices are the foundation for the realization of transformative and humanistic mentoring aspirations (A02).

Going forward, the development strategy is aimed at institutionalizing these values through the establishment of national mentor competency standards (A03) and the formation of a learning organization (A04). Thus, the strength of the Indonesian National Police's culture of precision can be transformed into strategic energy to achieve the Indonesian National Police's aspiration to be a role model for mentoring state officials (A01).

This approach requires the consolidation of values with the long-term vision of excellent human resources in 2045, where mentors play a role not only as technical guides but also as agents of moral change and lifelong learners.

2) OA (Opportunities × Aspirations) Strategy: Strengthening Policy and Institutional Capacity

The integration of external opportunities and organizational aspirations shows that the Indonesian National Police is in the right momentum to enforce a competency-based mentoring system nationwide. Support from PermenPAN-RB No. 3/2020, PMK No. 38/2025, and RPJMN 2025-2029 (O01) opens up institutional space for the creation of national mentor competency standards (A03).

In addition, human resource reform and digitalization (O02) provide opportunities for the Indonesian National Police to develop a digital mentoring platform that integrates training modules, monitoring, and feedback loop-based evaluation. Cross-institutional collaboration (O04) can be utilized to develop certification and tiered training programs for mentors, which support the realization of transformative mentoring (A02) and a collaborative learning culture (A04).

By aligning policy and technological opportunities with aspirations for developing excellent human resources, the Indonesian National Police can position itself as a pioneering institution for professional mentoring towards Indonesia Emas 2045 (A05).

3) SR (Strength × Results) Strategy: Strengthening the Impact of Internal Capital

The correlation between existing strengths and emerging results demonstrates the effectiveness of interpersonal relationships as drivers of HR transformation. The values of integrity, competence, and goodwill (S01-S03) directly contribute to the formation of high-quality working relationships (R01) and talented individuals with integrity (R02). A culture of exemplary behavior and respect (S04) has strengthened institutional awareness of the importance of standardizing mentoring (R03). This means that internal moral strengths have had a tangible impact on improving the professionalism and performance of talent.

The future strengthening strategy focuses on institutionalizing these values through mentoring SOPs, resonant leadership training, and a value- and competency-based evaluation system, so that existing strengths can be converted into measurable results in the transformation of Polri's human resources (R05).

4) OR Strategy (Opportunities × Results): Accelerating Impact through Reform and Digitalization

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The relationship between external opportunities and the results achieved shows great potential for accelerating the transformation of mentoring into a sustainable system. National policy support (O01) and HR digitalization (O02) can strengthen the achievement of strengthening a competency-based talent management system (R04) through the implementation of a mentoring database, monitoring dashboard, and competency mapping tool.

In addition, the mentor certification program (O03) and performance-based incentives (O05) can encourage sustainable results in the form of high-quality working relationships and talent professionalism (R01 - R02). Cross-agency collaboration (O04) also plays a role in accelerating the standardization of mentoring results nationally, so that Polri practices can be integrated into the ASN development system in other ministries/agencies.

By leveraging policy opportunities, technology, and collaborative networks, the Polri can ensure that mentoring outcomes do not stop at the individual level, but develop into a productive, measurable, and results-oriented institutional system.

### **CONCLUSION**

This study uses the Leader–Member Exchange (LMX) theory, Person–Environment Fit, and the Competency Model of Boyatzis and Spencer & Spencer, combined with SOAR analysis, to formulate competency standards for Indonesian National Police mentors. The analysis results show that mentor competencies are shaped by three main dimensions, namely trust, respect, and mutual responsibility, which are reinforced by structural factors such as regulations, alignment of field of expertise, and a continuous evaluation system. Through the SOAR strategy, four synergistic steps were established: optimization of internal values and aspirations (SA), utilization of external opportunities (OA), conversion of values into measurable results (SR), and acceleration of digitization and system reform (OR). This overall strategy emphasizes that improving the competence of Polri mentors is not merely an administrative policy, but a transformational process to build leaders with integrity who are adaptive and oriented towards public service. Research recommendations include the formulation of competency standard regulations, strengthening talent management functions, integrating digital mentoring systems, competency-based training, and cross-institutional collaboration to create an effective and sustainable development ecosystem toward excellent and professional Polri human resources in support of the Indonesia Emas 2045 vision.

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