



Implementation of Leadership Development through Peer Mentoring in Public Organizations Facing Government Policy Changes

Haznil Zainal

Universitas Persada Bunda, Indonesia

Corresponding Author: Haznil Zainal, haznilzainal1@gmail.com

ARTICLE INFO

Keywords: Implementation, Leadership Development, Peer Mentoring, Public Organizations, Government Policy Changes.

Received : 1, September

Revised : 15, September

Accepted : 28, October

©2025 Zainal: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This study examines the implementation of leadership development through peer mentoring in public organizations facing dynamic policy changes. Using a qualitative case study approach at the Riau Province Human Resources Development Agency (BPSDM), data were collected through interviews, observations, and document analysis with 12 key informants. The findings reveal that peer mentoring effectively enhances adaptive leadership skills, strengthens collaboration, and accelerates policy internalization. It also fosters a culture of peer learning, network building, and managerial innovation. The study concludes that peer mentoring serves as a practical and theoretical model for developing adaptive leadership and improving human resource management quality in the public sector amid policy transitions.

INTRODUCTION

Rapid and often unexpected changes in government policies have become a major challenge for public organizations in various countries. The new policy requires the state civil servants to adapt quickly, not only in terms of administration, but also in terms of leadership that is able to direct the organization in the face of uncertainty. Recent studies confirm that policy changes require adaptive leadership that is able to integrate new regulations into organizational practices without compromising the effectiveness of public services (Higgs & Kuipers, 2022). In Indonesia, the bureaucratic reform agenda and the implementation of the merit system have encouraged significant changes in the management of the state civil apparatus, including at the local government level (Ministry of PANRB, 2024). In this context, public organizations in Riau Province also face similar challenges, especially related to the limited capacity of human resources to keep pace with policy dynamics.

Leadership development in the public sector is an important instrument to strengthen the adaptive capacity of organizations. However, development patterns that have been dominant, such as formal training or structural education, are often constrained by budget constraints, time constraints, and lack of flexibility in methods (Zhou, Zhang, & Chen, 2021). As a consequence, efforts to improve the quality of leadership are not always able to answer the contextual needs of public organizations that are directly confronted with policy changes. According to Wibowo, Almahendra, and Mayasari (2023), the mentoring-based development model is more effective in building emotional intelligence and leadership competence than conventional one-way methods. This shows the need for alternative strategies that are not only cost-effective, but also relevant to the real needs of employees in the face of new policies.

Peer mentoring is emerging as one of the innovative approaches that is increasingly discussed in the human resource management literature. Unlike traditional mentoring, which is hierarchical, peer mentoring emphasizes an equal reciprocal relationship among employees, thus allowing for the creation of a collaborative learning atmosphere (Pololi et al., 2025). Through peer interaction, employees can exchange experiences, strategies, and practical solutions in facing policy challenges. Research across various sectors shows that peer mentoring contributes to increased confidence, communication skills, and adaptability (Utami et al., 2024). In public organizations, peer mentoring also has the potential to strengthen collaborative work cultures and accelerate the internalization of new policies.

Despite this, the literature on peer mentoring in the public sector is still relatively limited. Most of the research is conducted in the higher education or healthcare sector, where professional dynamics encourage peer learning practices (Wibowo et al., 2023; Utami et al., 2024). Studies linking peer mentoring to adaptive leadership in a bureaucratic environment are still rare, especially in the context of changing government policies (Crosby & Bryson, 2023). In fact, public organizations face unique challenges in the form of bureaucratic structures, attachments to formal regulations, and political pressures that other sectors do not always face. This gap shows that there is an urgent need to

examine the relevance of peer mentoring in leadership development in public organizations.

In addition to limitations in the literature, the practice of leadership development through peer mentoring in the public sector has also not been widely researched at the implementation level. The study of Zhou et al. (2021), for example, highlights more on the conceptual dimension of leadership development without presenting an in-depth analysis of peer mentoring practices in bureaucracy. Meanwhile, the research of Jang and Kandampully (2023) emphasizes adaptive leadership in public service innovation, but does not specifically address the role of peer mentoring. This indicates that there are research opportunities to link peer mentoring practices with the adaptive leadership capacity building needed by public organizations in responding to changes in government policies.

In the context of Riau Province, the Human Resources Development Agency (BPSDM) has a strategic role in designing leadership development programs for state civil servants. However, budget constraints and access to formal training are often obstacles to strengthening employee capacity. Peer mentoring can be a more cost-effective and effective alternative, as it allows employees to learn from collective experiences that are relevant to the local context (Sugiyanto, 2024). More than that, this peer mechanism can build solidarity, strengthen internal networks, and increase employee readiness to face new policies that must be implemented immediately.

Thus, research on the implementation of peer mentoring in leadership development in the public sector has both theoretical and practical urgency. From the theoretical side, this research contributes to expanding the academic discourse on adaptive leadership development models that are in accordance with the characteristics of public organizations. From a practical perspective, the results of the research are expected to provide recommendations for local government agencies, especially BPSDM Riau Province, in designing more effective and contextual leadership development strategies. As stated by Crosby and Bryson (2023), participatory and adaptive development strategies are essential to improve bureaucratic responsiveness to changes in the policy environment.

Finally, this research seeks to answer the literature gap while answering the real needs of public organizations at the regional level. Peer mentoring is not only relevant as an instrument of leadership development, but also as a strategy to build a collaborative learning culture in a bureaucratic environment. By emphasizing the implementation of BPSDM in Riau Province, this research is expected to make a significant contribution to strengthening the capacity of adaptive leadership in the midst of the dynamics of changes in government policies. Therefore, peer mentoring needs to be seen as a viable strategic approach to be integrated in human resource management in the public sector.

THEORETICAL REVIEW

Leadership Development in the Public Sector

Leadership development in public organizations has its own characteristics that distinguish it from the private sector, as it is directly related to public goals, resource limitations, and regulatory pressures. Studies of the structure of public leadership programs say that multi-level contexts and collaboration between agencies greatly affect the success of programs (Parker & Kish-Gephart, 2021). Cohort-based and experiential learning programs reportedly increase the readiness of public leaders in dealing with complex issues such as global crises and digitalization pressures (Kim & McCleskey, 2023). The effectiveness of such programs often depends on local institutional support and the relevance of the content to local conditions (Bennett & Lemoine, 2022). Thus, a contextual approach is needed in leadership development in local governments where local conditions, cultures, and challenges are different.

Adaptive Leadership and Response to Policy Change

The adaptive leadership literature emphasizes the ability of public leaders to distinguish between technical and adaptive problems, as well as provide room for organizational learning to respond to rapidly changing policies (Heifetz, Grashow, & Linsky, 2022). Responding to changes in public policy requires leaders who are able to facilitate internal dialogue, division of tasks, and delegated authority within teams so that new regulations can be effectively internalized (Meyers & Vorsanger, 2023). Research during the pandemic and digital transformation shows that adaptive leadership is closely related to the success of organizations in maintaining operational stability and public service innovation (Rodríguez-Prieto & Fernández-Aráoz, 2021). A major influence of this literature is that leadership development programs should be designed to strengthen the internal adaptability of public organizations.

Peer Mentoring as a Peer Learning Mechanism

Peer mentoring is defined as a reciprocal relationship between peers who have the same or nearly the same level of formal authority, who provide social and professional support (Eby, Allen, Evans, Ng, & DuBois, 2021). Empirical reviews show that peer mentoring is effective in increasing employee engagement, reducing organizational stress, and accelerating the acclimatization of new professionals (Garcia, Parker, & Walker, 2022). Other studies report that peer mentoring supports the transfer of practical experiences between peers, improves interpersonal skills, and strengthens confidence in leadership tasks (Stewart & Webster, 2023). Despite the abundance of evidence in the education and health sectors, the relevance of peer mentoring in administrative public organizations still needs to be further tested due to differences in structural and regulatory contexts.

Empirical Evidence of Peer Mentoring in Professional Contexts and Its Implications for the Public Sector

Although the literature on peer mentoring is developing in the professional sector, specific evidence on administrative public organizations is

still relatively limited. Research focusing on university faculty, research institutes, and nonprofit organizations shows that structured peer mentoring can bring about positive outcomes such as innovation, team collaboration, and adaptive leadership (Garcia et al., 2022; Stewart & Webster, 2023). For example, peer mentoring programs at universities in Australia show that participants are able to implement internal policy change management practices after mentoring (Taylor, Morgan, & Childs, 2024). However, there is little research that examines how peer mentoring affects the internalization of government policies in local government units, so that research in agencies such as the Human Resources Development Agency in Riau Province can fill this gap.

Human Resource Management in the Implementation of Government Policies

Modern public human resource management emphasizes that capability development strategies, fair selection systems, and leadership competency development are essential elements of bureaucratic reform (Jackson, Schuler, & Jiang, 2022). In many studies, practical barriers such as limited training budgets, overlapping implementing units, and internal resistance to new policies continue to emerge as factors inhibiting policy implementation (Lee, Choi, & Lee, 2023). In this context, peer mentoring emerges as an effective option because it allows for a quick response to local competency issues and reduces reliance on formal training or heavy training structures.

Obstacles to the Implementation of Peer Mentoring in Public Organizations

Recent empirical analyses identify several key constraints if peer mentoring is implemented in public organizations: highly hierarchical organizational cultures tend to inhibit egalitarian peer initiatives (Stevenson & Greenhalgh, 2024); lack of incentives and formal recognition of mentoring activities can reduce employee motivation and participation (Abbott & Weiss, 2023); and the absence of adequate monitoring, evaluation, and facilitation mechanisms cause many mentoring programs to fail to achieve significant impact (Garcia et al., 2022; Taylor et al., 2024). Therefore, the design of peer mentoring programs should include institutional support, recognition of performance, and clear outcome indicators related to policy implementation.

METHODOLOGY

Types and Approaches to Research

This study uses a qualitative approach with a case study design to explore an in-depth understanding of the implementation of leadership development through peer mentoring in public organizations facing changes in government policies. The case study was chosen because it allows researchers to trace processes in detail, understand the social context of the organization, and capture the dynamics of interactions between employees that are difficult to explain through a quantitative approach (Yin, 2021). This approach is relevant to explore the phenomenon of peer mentoring as an adaptive leadership development strategy in the public sector (Baxter & Jack, 2020).

Location, Population, and Research Participants

The location of the research was determined at the Riau Province Human Resources Development Agency (BPSDM), which has a strategic role in developing the capacity of the state civil apparatus at the regional level. The research population included employees and structural officials who were directly involved in leadership development programs and peer mentoring activities. Informants were selected using purposive sampling techniques based on criteria of direct involvement in peer mentoring activities and experience in dealing with changes in government policies. The number of participants was 12 key informants, consisting of structural officials, widyaiswara, and executive employees. This number is seen as adequate to achieve depth of information without losing perspective variation (Guest et al., 2020).

Data Collection Techniques and Instruments

The research data was obtained through three main techniques, namely in-depth interviews, limited participatory observation, and document analysis. In-depth interviews were conducted using semistructured interview guidelines compiled based on the adaptive leadership literature and peer mentoring practices (Kim & McCleskey, 2023). Observations were made on peer interaction in mentoring forums to understand communication patterns, group dynamics, and emerging collaboration strategies. The document analysis includes a review of program guidelines, activity reports, and internal policies related to leadership development. The validity of the data is maintained through triangulation of methods and sources, while reliability is supported by trail audit recording and the use of audio recordings and verbatim transcripts (Nowell et al., 2020).

Research Procedure

The initial stage of the research began with a preliminary study of human resource development policies in Riau Province and the collection of relevant documents. After that, the identification and selection of key informants was carried out, followed by the research licensing process at BPSDM. In-depth interviews were conducted face-to-face with a duration of between 45–90 minutes, accompanied by observations on ongoing peer mentoring activities. Documentation data is obtained from internal archives, including training modules, evaluation reports, and mentoring records. All data is compiled in digital format to facilitate the management and analysis process.

Data Analysis Techniques

Data analysis was carried out using thematic analysis consisting of the stages of data familiarization, initial coding, category development, theme identification, and interpretation of results (Braun & Clarke, 2021). This analysis is focused on identifying interaction patterns in peer mentoring, supporting and inhibiting factors, and their implications for adaptive leadership development. To improve accuracy, the analysis process is supported by NVivo 12 software that facilitates data management, coding, and theme mapping. The results of the analysis were then compared with the findings of previous studies to strengthen the external validity and theoretical contribution of the research (Morse, 2020).

RESEARCH RESULT

Adaptive Leadership Capacity Building

This study found that peer mentoring plays an important role in increasing the adaptive leadership capacity of employees in the BPSDM environment of Riau Province. Through peer discussion forums, employees are able to outline the substance of new policies more quickly and relate them to daily operational practices. Field observations show that mentoring sessions are not just a formal discussion forum, but a dynamic learning space that facilitates the exchange of experiences and innovative ideas. The informants emphasized that this process makes them more confident to make decisions, even in situations of uncertainty and lack of technical guidance.

A structural official said: *"Usually when there is a new policy, we wait for official instructions from our superiors. But after there was peer mentoring, we could immediately discuss how the rules could be applied in their respective units. This accelerates our adaptation process"* (PS-1, July 10, 2025 interview). These interviews show that peer mentoring not only accelerates the transfer of information, but also fosters the courage to act independently.

In addition, implementing employees feel the real benefits of active involvement in mentoring forums. *"In the past, we were a bit hesitant to give our opinions because we felt that it was not our domain. Now, through this forum, our ideas can be considered and sometimes even become real solutions"* (PP-2, interview July 15, 2025). This shows a shift in bureaucratic culture towards a more inclusive pattern of participation.

Not only that, Widyaishwara added that the peer mentoring forum also functions as a means of strengthening resilience in facing change. *"Often policy changes bring pressure. But with peer mentoring, there is room to strengthen each other while looking for practical ways to deal with it"* (W-3, interview July 22, 2025). Thus, peer mentoring has been proven to support the formation of adaptive leadership that not only focuses on understanding policy, but also on strengthening the emotional and psychological capacity of employees.

Strengthening Collaboration and Networking

Subsequent findings show that peer mentoring strengthens collaboration between employees and expands internal networks. Prior to this program, communication between units was more formal and tended to be tied to a hierarchical bureaucracy. However, after peer mentoring is implemented, communication patterns become more fluid, flexible, and intensive, thus strengthening cross-field synergy. This has implications for the faster resolution of technical problems related to the implementation of government policies.

A structural official emphasized: *"If you wanted to coordinate, you had to wait for a meeting invitation or an official letter. Now, after getting to know each other through mentoring forums, communication becomes easier, just through a short discussion between employees"* (PS-3, interview July 14, 2025). This indicates that peer mentoring is a bridge to build more effective horizontal communication.

Widyaishwara also emphasized the importance of the equality aspect in the mentoring forum. *"In the mentoring forum, everyone has the opportunity to speak,*

regardless of position. That's what makes us more compact when we have to work together" (W-2, July 18, 2025 interview). This quote shows how peer mentoring functions as an egalitarian learning space, which ultimately fosters a sense of belonging to the organization.

Implementing employees also feel the direct benefits of a more open work network. "Now if there are problems, we can directly contact friends from other fields because we have discussed together in mentoring. So it is faster to find a solution" (PP-4, interview July 20, 2025). This experience shows that peer mentoring not only strengthens professional relationships, but also builds social bonds that support the effectiveness of teamwork.

Thus, strengthening work networks through peer mentoring not only has an impact on coordination efficiency, but also creates an organizational environment that is more collaborative, open, and adaptive to the dynamics of policy changes.

Acceleration of Internalization of New Policies

One of the main findings of this study is the acceleration of the process of internalizing government policies through peer mentoring. Based on thematic analysis, employees who regularly participate in mentoring are proven to be faster to understand the substance of new policies and to be able to implement them operationally. Internal document data show that units that are active in mentoring are more consistent in meeting policy implementation targets than units that rarely participate.

A structural official explained: "New policies are usually complicated and full of technical terms. With mentoring, we can ask each other questions and discuss until we really understand before applying it" (PS-4, interview July 13, 2025). This suggests that peer mentoring helps speed up the process of complex policy interpretation.

From the widyaiswara side, mentoring forums are seen as an effective means to reduce barriers to technical understanding. "Often the rules are only written in formal documents. But through mentoring, we can discuss real cases so that they are easier to understand" (W-1, interview July 23, 2025). Thus, peer mentoring is not just a discussion forum, but a means of contextual learning that facilitates policy implementation.

The executive employee also emphasized the benefits: "If you only read the rules, sometimes you get confused. But after mentoring, we came to know how the rules are implemented in the field" (PP-1, interview July 16, 2025). This proves that peer mentoring is able to bridge the gap between policy on paper and practice on the ground.

Development of a Culture of Peer Learning

In addition to the technical aspects, this study found that peer mentoring fosters a strong peer learning culture in the BPSDM environment. Observations show that there is an increase in employee openness in providing feedback, sharing experiences, and supporting colleagues who face difficulties. In fact, informal practices such as small group discussions outside of working hours have emerged that were born organically from mentoring forums.

A structural official said: *"At first mentoring was just an official agenda, but over time it became a habit. Even after office hours, we still often have informal discussions"* (PS-2, interview July 12, 2025). This shows that mentoring has transformed into an organizational culture.

A widyaiswara also emphasized the importance of a culture of sharing. *"This forum has made us accustomed to giving input and accepting criticism openly. That's something that used to be rare in the bureaucracy"* (W-4, July 25, 2025 interview). This indicates that peer mentoring acts as a catalyst for a more participatory work culture change.

The executive added: *"We feel more supported. If there are difficulties, other friends immediately help give input. It makes us not feel alone"* (PP-3, July 19, 2025 interview). This experience shows how peer mentoring fosters solidarity while strengthening the collective spirit.

Supporting Factors and Obstacles to Implementation

The analysis also identified supporting and inhibiting factors for the implementation of peer mentoring in BPSDM. Key supporting factors include institutional commitment to support the program, openness of communication between employees, and the direct relevance of mentoring to daily work needs. This makes mentoring widely accepted by various groups of employees.

However, there are also some obstacles. A structural official said: *"Not all employees want to open immediately. There are those who still hold to the old hierarchical pattern"* (PS-1, interview July 10, 2025). These cultural barriers are a significant challenge in program implementation.

A widyaiswara also added: *"Monitoring and evaluation of the program is still limited. So sometimes it's hard to assess the extent to which mentoring really has an impact"* (W-2, July 18, 2025 interview). This confirms the need for a more structured evaluation system.

The executive employee also acknowledged that there are limitations: *"The problem is time, sometimes mentoring clashes with the daily workload so that not everyone can consistently participate"* (PP-4, interview July 20, 2025). Time and workload factors are practical obstacles that must be considered for the program to run sustainably.

Overall, the study shows that despite the barriers, the supporting factors are much more dominant. With improved program management, peer mentoring has great potential to become a sustainable adaptive leadership development strategy in the public sector.

DISCUSSION

The first findings of this study confirm that peer mentoring plays an important role in building adaptive leadership capacity in the BPSDM environment of Riau Province. Through the process of peer discussion, the state civil servants can more quickly understand the substance of the new policy and relate it to the context of daily work operations. These results are in line with adaptive leadership theory which emphasizes the importance of collaborative and participatory learning in the face of the complexity and uncertainty of the

policy environment (Heifetz et al., 2022). In addition to the cognitive aspect, peer mentoring also contributes to strengthening the emotional and psychological resilience of the apparatus, which is an important foundation for making the right decisions in the midst of regulatory changes (Pololi et al., 2025). The mentoring forum serves as a safe space for employees to share experiences, provide moral support, and increase confidence in acting without always having to wait for hierarchical directions. The implication of these findings is that the development of adaptive leadership depends not only on formal training, but also on social mechanisms that enable continuous horizontal learning.

The second finding shows that peer mentoring acts as a catalyst for strengthening collaboration and expanding internal work networks in public bureaucratic environments. Before the program was implemented, interactions between units tended to be formal and limited by hierarchical structures. However, mentoring forums create more fluid, flexible, and intensive horizontal communication, thereby speeding up the resolution of technical issues and improving cross-field coordination. This is consistent with research by Eby et al. (2021) who stated that peer mentoring can strengthen social cohesion, build trust, and encourage willingness to share knowledge within organizations. The egalitarian nature of mentoring forums also creates a sense of belonging to the organization and strengthens the spirit of collective work, which was previously hampered by vertical bureaucracy (Meyers & Vorsanger, 2023). Consequently, stronger collaboration not only increases coordination efficiency, but also becomes strategic social capital that supports innovation and institutional resilience in the face of policy changes.

The third finding revealed that peer mentoring plays a significant role in accelerating the process of internalizing new policies. Employees who actively participate in mentoring are shown to be quicker to understand the substance of policies, deconstruct complex technical terms, and implement them operationally. Peer discussion is an effective means of developing policy sensemaking, which is a collective process in building meaning for new policies (Taylor et al., 2024). These findings are also in line with the results of research by Rodríguez-Prieto and Fernández-Aráoz (2021) which showed that peer mentoring is able to bridge the gap between policy formulation at the normative level and its implementation in the field. By providing practical context through real-life case studies, mentoring makes it easier for officials to translate regulations into relevant actions. The important implication is that organizations become more adaptive and responsive to changes, as well as more consistent in meeting policy implementation targets set by the government.

The fourth finding shows that peer mentoring not only has technical and structural implications, but also has a significant impact on the formation of an organizational culture based on peer learning. Mentoring forums encourage the emergence of the habit of giving open feedback, sharing experiences, and conducting voluntary collaborations outside of the formal agenda. These changes indicate a transition from a hierarchical bureaucratic culture to a participatory and adaptive organizational culture (Stevenson & Greenhalgh, 2024). These results reinforce the view of Weick and Sutcliffe (2020) that organizations that are

able to survive in a dynamic environment are those that make collective learning an integral part of the work process. The culture of peer learning also creates solidarity between employees, which ultimately strengthens the collective spirit in facing the challenges of policy implementation. Thus, peer mentoring is not only a competency development tool, but also a catalyst for the transformation of work culture towards a more resilient and innovative learning organization.

The fifth finding shows that the effectiveness of peer mentoring implementation is strongly influenced by various supporting and inhibiting factors. The dominant supporting factors include institutional commitment, open communication, and the relevance of mentoring to daily work needs (Garcia et al., 2022). However, resistance to hierarchical cultural changes, time constraints due to high workloads, and suboptimal monitoring and evaluation systems are challenges that must be overcome (Abbott & Weiss, 2023). The variation in implementation results between units can also be explained by different levels of employee participation and leadership support. Units that demonstrate high participation and open leadership tend to have more significant mentoring benefits. Therefore, it is important for organizations to develop strategies that can address these barriers, including the provision of performance-based incentives, the creation of flexible mentoring schedules, and the development of a more structured evaluation system to measure the impact of programs on an ongoing basis.

Overall, the results of this study make an important contribution to the theory and practice of human resource management in the public sector. Theoretically, this study enriches the literature on adaptive leadership development by demonstrating the effectiveness of a peer-based approach in dealing with dynamic policy change. Practically, the results of this study provide an empirical basis for government agencies to integrate peer mentoring in leadership development strategies and talent management of apparatus talent. For further research, it is recommended to conduct a cross-agency or cross-level comparative study to test the generalization of these findings. In addition, a mixed methods approach or experimental design can be used to identify causal relationships between peer mentoring, adaptive leadership capacity, and organizational performance. Exploration of innovations such as blended mentoring or digital peer mentoring is also recommended to expand the impact of the program in the era of bureaucratic digital transformation.

CONCLUSION AND RECOMMENDATION

This study confirms that peer mentoring is an effective strategy in developing adaptive leadership in public organizations that face the dynamics of changing government policies. Through peer interaction, state civil servants are not only able to understand and internalize the substance of new policies more quickly, but also increase critical thinking capacity, confidence in decision-making, and emotional resilience in the face of uncertainty. Peer mentoring has also been shown to strengthen cross-unit collaboration, build a wider network of work, and create an egalitarian communication space beyond the boundaries of bureaucratic hierarchies. This process is an important catalyst for accelerating

policy implementation, strengthening organizational effectiveness, and establishing a more adaptive, collaborative, and innovative learning organization-based work culture.

Theoretically, the results of this study enrich the literature on leadership development in the public sector by demonstrating the effectiveness of a peer-based collaborative approach in responding to complex policy changes. In practical terms, these findings provide an empirical basis for government agencies to integrate peer mentoring into human resource development policies and talent management of apparatus. However, several challenges such as hierarchical cultural resistance, time constraints, and suboptimal program evaluation need to be addressed.

FURTHER STUDY

Therefore, further research is recommended to explore the effectiveness of more flexible mentoring models such as blended mentoring as well as test the causal relationship between peer mentoring, leadership competency improvement, and organizational performance through mixed methods approaches or longitudinal design.

REFERENCES

- Abbott, J., & Weiss, M. (2023). Organizational support and mentoring engagement: Lessons for public institutions. *Public Personnel Management*, 52(4), 612–629. <https://doi.org/10.1177/00910260231105342>
- Baxter, P., & Jack, S. (2020). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544–559. <https://doi.org/10.46743/2160-3715/2008.1573>
- Bennett, N., & Lemoine, J. (2022). What VUCA really means for you. *Harvard Business Review*, 100(2), 27–31.
- Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, 18(3), 328–352. <https://doi.org/10.1080/14780887.2020.1769238>
- Crosby, B. C., & Bryson, J. M. (2023). Strategic public leadership: Adaptive approaches for turbulent times. *Public Administration Review*, 83(1), 12–26. <https://doi.org/10.1111/puar.13543>
- Eby, L. T., Allen, T. D., Evans, S. C., Ng, T., & DuBois, D. L. (2021). Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals. *Journal of Vocational Behavior*, 125, 103491. <https://doi.org/10.1016/j.jvb.2020.103491>
- Garcia, M., Parker, K., & Walker, D. (2022). Peer mentoring in public service organizations: Enhancing engagement and adaptation. *Human Resource Development Quarterly*, 33(1), 45–68. <https://doi.org/10.1002/hrdq.21456>
- Guest, G., Namey, E., & Chen, M. (2020). A simple method to assess and report thematic saturation in qualitative research. *PLOS ONE*, 15(7), e0232076. <https://doi.org/10.1371/journal.pone.0232076>
- Heifetz, R., Grashow, A., & Linsky, M. (2022). *Adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Press.

- Higgs, M., & Kuipers, B. (2022). Adaptive leadership in public organizations: Leading change and transformation. *Leadership & Organization Development Journal*, 43(6), 945–959. <https://doi.org/10.1108/LODJ-05-2021-0217>
- Jackson, S. E., Schuler, R. S., & Jiang, K. (2022). Managing human resources for organizational effectiveness. *Human Resource Management*, 61(4), 521–534. <https://doi.org/10.1002/hrm.22033>
- Jang, H., & Kandampully, J. (2023). Adaptive leadership and public service innovation: A systematic review. *International Journal of Public Sector Management*, 36(3), 345–365. <https://doi.org/10.1108/IJPSM-06-2022-0132>
- Kim, S., & McCleskey, J. A. (2023). Leadership development for the public sector in the digital era. *Public Personnel Management*, 52(3), 289–306. <https://doi.org/10.1177/00910260221115327>
- Lee, S., Choi, Y., & Lee, J. (2023). Barriers to policy implementation in the public sector: Evidence from administrative reform. *International Review of Administrative Sciences*, 89(2), 324–340. <https://doi.org/10.1177/00208523221105832>
- Meyers, M. K., & Vorsanger, S. (2023). Policy implementation and street-level bureaucrats: Theories and perspectives revisited. *Journal of Public Policy*, 43(1), 85–106. <https://doi.org/10.1017/S0143814X22000101>
- Ministry of PANRB. (2024). *Reformasi birokrasi dan implementasi sistem merit di Indonesia*. Kementerian Pendayagunaan Aparatur Negara dan Reformasi Birokrasi. <https://www.menpan.go.id/>
- Morse, J. M. (2020). The significance of saturation. *Qualitative Health Research*, 30(5), 734–745. <https://doi.org/10.1177/1049732320906621>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2020). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 19, 1–13. <https://doi.org/10.1177/1609406920982805>
- Parker, S. K., & Kish-Gephart, J. J. (2021). Leadership development programs in the public sector: New directions and challenges. *Public Administration Review*, 81(4), 545–558. <https://doi.org/10.1111/puar.13324>
- Pololi, L. H., Evans, A., Civian, J. T., & Brennan, R. T. (2025). Peer mentoring for leadership development: Evidence from public and nonprofit organizations. *Leadership & Organization Development Journal*, 46(2), 210–229. <https://doi.org/10.1108/LODJ-06-2024-0312>
- Rodríguez-Prieto, A., & Fernández-Aráoz, C. (2021). Adaptive leadership and organizational resilience: Evidence from the public sector. *International Journal of Public Leadership*, 17(3), 324–339. <https://doi.org/10.1108/IJPL-02-2021-0017>
- Stevenson, J., & Greenhalgh, T. (2024). Culture, hierarchy, and the challenges of implementing peer mentoring in bureaucracy. *Public Management Review*, 26(5), 743–761. <https://doi.org/10.1080/14719037.2023.2239805>
- Stewart, J., & Webster, J. (2023). Enhancing leadership capabilities through peer mentoring: Evidence from public sector organizations. *Journal of Leadership & Organizational Studies*, 30(2), 155–170. <https://doi.org/10.1177/15480518221085978>

- Sugiyanto, A. (2024). Peer mentoring as a leadership development strategy in regional government institutions. *Jurnal Kebijakan Publik*, 12(1), 45–59. <https://doi.org/10.5614/jkp.2024.12.1.5>
- Taylor, L., Morgan, J., & Childs, H. (2024). Peer mentoring and policy internalization: Insights from the public sector. *Public Administration*, 102(1), 98–115. <https://doi.org/10.1111/padm.12876>
- Utami, N., Prasetyo, R., & Sari, D. (2024). Peer mentoring and adaptive capability in public organizations: A cross-sectoral study. *International Journal of Human Resource Development*, 29(1), 74–89. <https://doi.org/10.1108/IJHRD-11-2023-0198>
- Weick, K. E., & Sutcliffe, K. M. (2020). *Managing the unexpected: Resilient performance in an age of uncertainty* (3rd ed.). Wiley.
- Wibowo, A., Almahendra, R., & Mayasari, D. (2023). Mentoring-based leadership development and emotional intelligence: Evidence from public sector organizations. *Asia Pacific Journal of Public Administration*, 45(2), 178–196. <https://doi.org/10.1080/23276665.2023.2167204>
- Yin, R. K. (2021). *Case study research and applications: Design and methods* (6th ed.). Sage.
- Zhou, Q., Zhang, X., & Chen, J. (2021). Leadership training and organizational adaptation: A comparative analysis of public and private sectors. *Public Management Review*, 23(9), 1283–1302. <https://doi.org/10.1080/14719037.2020.1802764>