

**ORIGINAL RESEARCH ARTICLE****OPEN ACCESS****Strategy for Building Organizational Competency in Order to Improve the Performance of Private Universities in Timor-Leste**

Adolmando Soares Amaral*

Universidade da Paz Timor-Leste

e-mail: f5.lacon@gmail.com

ARTICLE INFO**Article History:**

Received 12th August, 2024
 Received in revised form
 14th August, 2024
 Accepted 15th July, 2024
 Published online 18th August, 2024

Key Words: *Strategy for building organizational competency in order to improve the performance of private universities in Timor-Leste*

ABSTRACT

This study aims to investigate the causal relationships among organizational learning, external environment, and the image of Private Universities (PUs) in relation to their performance in Timor Leste, with the competency of Private Universities serving as an intervening variable. Additionally, the research seeks to validate the reliability and validity of the instruments used. It examines the impact of the competency of Private Universities on their performance outcomes. The target population includes all PUs under the Direccao Nacional do Ensino Superior Ministerio da Educacao Timor-Leste, totaling nine universities. The sample comprises 100 respondents, representing the heads of each university, using surveys for data collection and a 5-point Likert scale for measurement. Findings indicate a positive and significant correlation among the three variables that enhance PU competency. Utilizing Partial Least Squares (PLS) analysis, the results support the hypotheses related to factors affecting PU competency. Further research reveals that improved competency directly enhances the performance of Private Universities.



Copyright: © The Author(s), 2024. Published by Science Publishing Group. This is an Open Access article, distributed under the terms of the Creative Commons Attribution 4.0 License (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

When examined more closely, the framework proposed by Wang & Lo (2003), Murray and Donegan (2003), and Chaston & Bedger (1999) suggests a relationship between organizational learning and competency. This framework assumes a connection involving organizational learning, the external environment, the image of performance units (PU), and their competency. It also aims to determine whether competency significantly influences the performance of PUs. The research leans towards an explanatory model rather than a confirmatory one, which may introduce measurement bias due to overlapping elements. This issue similarly applies to the components of organizational learning, the external environment, and the image of PU, all of which directly affect PU performance and indirectly influence it through PU competency, which acts as an intermediary between organizational learning, the external environment, and the PU image. Consequently, organizational learning, the external

environment, and PU images should not exert a direct influence on PU performance. In this framework, the intermediary role can either amplify or diminish the effects of these variables.

This study aims to address existing gaps in research by enhancing the connections established by Wang & Lo (2003), Murray and Donegan (2003), and Chaston & Bedger (1999) regarding the impact of organizational learning on competency, as well as studies by Lopez et al. (2005), Khandekar & Sharma (2006), and Murray (2003), which examine the effect of organizational learning capacity on performance. Additionally, it draws from the work of Barney (1991), Mahoney and Pandian (1992), Peteraf (1993), Wernerfelt (1984), O'Regan and Ghobadian (2004), Bharadwaj et al. (1993), Mehra (1996), Pace et al. (2005), Fernandez et al. (2005), and Bhatnagar (2006) regarding the influence of competency on PU performance, as well as the effect of the external business environment on PU performance, with the aim of minimizing measurement bias while also introducing novel

methodologies. Similarly, in the context of Timor Leste, the effects of organizational learning, the external environment, and PU image on performance, with PU competency serving as a mediating factor, indicate that these elements have both direct and indirect impacts on PU performance. The challenges surrounding the roles of organizational learning, the external environment, and PU image have been scrutinized in prior models developed by Wang & Lo (2003), Murray and Donegan (2003), and Chaston & Bedger (1999), which assess the influence of organizational learning on competency as noted by Lopez et al. (2005), Khandekar & Sharma (2006), and Murray (2003), alongside the effect of competency on PU performance as highlighted by Hidayat (2008). This raises the question of whether PU competency reflects individual satisfaction with PU performance.

The concept of organizational learning was initially introduced by Argyris (1978), who defined it as “a process of detecting and correcting errors.” Organizational learning occurs when members of the organization function as learning agents, adapting to and modifying both internal and external environments by identifying and rectifying theoretical mistakes, while preserving the outcomes for both personal and organizational benefit. Nevis et al. (1995) described organizational learning as “a capacity or process within an organization to sustain and enhance performance based on empirical experience.” Wood et al. (1998) noted that learning is a process through which individuals acquire competencies and beliefs that subsequently shape their attitudes within the organization. Environment strategy management is defined based on the distance between the environment and the PU or whether the environment directly can or can not affect the PU. The closest environment to the PU is *task environment*, *industry environment* (Hitt et al. 1997 : 22; Pearce & Robinson, 2000 : 71), *specific environment* (Robbins, 1998 : 231), i.e environment having direct effect towards strategy, covering competitors suppliers, customers, and trade unions. On the other hand environment which has no direct effect towards strategy is called *general environment* (Hitt et al. 1995; Robbins, 1997), *remote environment* (Pearce and Robinson 2000). Further Robbins (1998; 226-228) distinguished environment of PU from general environment versus specific environment. He also differentiate actual environment from perceived environment.

The meaning of image itself is abstract (*intangible*), unreal, can not be described physically or mathematically measured because image occurs only in imagination. Nevertheless image can be felt whether positive or negative from evaluation by people at large. Image can be found, measured and changed. A research on corporate image has proven that image can be measured and changed even though to change and image will take relatively long time. In short, an image will permanently last in a certain period of time (Sutisna, 2001; 330). It has become a liability for a PU's management to comprehend the required competency for job accomplishment. From this point PU can design a proper development program to reach their competency if the existing human resources are still below the requirement. Sofo (1999; 123) stated “*A competency is composed of skill, knowledge and attitude but in particular the consistent application of those skills, knowledge, and attitude to the standard of performance require in employment.*” Spencer and Signe (1993 ; defined competency in other form i.e “*... the central issue concerning the aptitude and abilities of people at work. Aptitude represents a person's capability to learn something. Ability reflects a person's existing*

capacity to perform the various tasks needed for a given job and includes both relevant knowledge and skills’.

Performance concept is defined as a *degree of accomplishment* (Rue & Byass, 1997 in Keban 1995) it means that the performance of an organization can be judged from how far the PU can achieve their predetermined goals. Considering that Raison d’etre of a PU is to achieve the predetermined goals, the information of how PU performs is significant.

THE METHOD

From the calculation, proper samples are selected according to population which is 9 units PU. From each PU registered under Director Nasional do Ensino Superior Ministerio de Educaçao Timor-Leste, 100 respondents were chosen from various positional background, Rectors, Vice Rectors, Deans, and Heads of Study Program. Sampling technique is a simple random sampling. This is because the population in this research is homogeneous. The instruments used in this research to collect data and measure indicator is a structured anquettes based on Likert Scale with optional answers from 1 to 5 (very low to very high). Questionnaires are questions describing each indicator with resulting data to be used further to examine the hypothesis. Questionnaires must be valid and reliable.

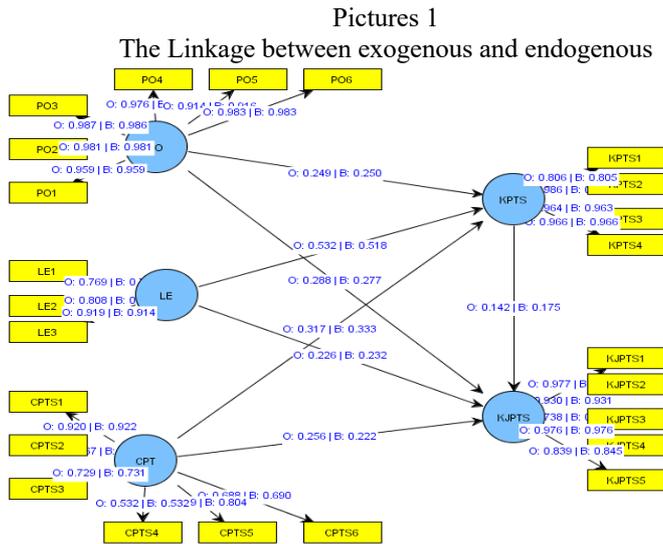
The measurement of the three independent variables, Organization Learning, External Environment and PU's image, one intervening variable of PU's competency, one dependent variable of PU's performance, all use Likert Scale with optional answer 1 to 5 (very low to very high). This research has a purpose to examine and analyze the causal linkage between exogenous and endogenous variables, intervening endogen as well as dependent endogen, at the same time checking the validity and reliability of the research instrument as a whole. Consequently the analysis of *Partial Least Square* (PLS) is used. PLS is an alternative approach which shifts *Structure Equation Modeling* (SEM) approach covariant based to variant based. This method is a strong method because it does not based on many assumptions, data do not have to be normally distributed multi variantly, and sampling does not have to be enormous. The purpose of PLS is to predict one model and to confirm an existing theory, also to clarify whether there is or there is no linkage between the changer or latent variable.

RESULT AND DISCUSION

Validity is a suitability of measuring instrument with what is being measured. An instrument is said to be valid if it can measure which is required and can correctly reveal data being examined. An item is said to be valid if the co efficient correlation of *product moment pearson* (r calculated) $>$ r table at alpha significance of 5%, r table value with alpha 5% and amount of observation of 100 respondents is 0,197. Reliability means consistency of instruments used, an indicator is said to be reliable if *alpha cronbach* $>$ 0,6. In this dissertation validity and reliability are being tested. The result shows that all items questioned in the five variables have a coefficient correlation (r calculated), bigger than r table (0,197). This means that all items questioned in five variables are valid. The output also shows that the five variables are reliable because they have *alpha cronbach* bigger than 0,6.

Inner Model (Structural Model Evaluation)

The following is a picture of a structural model developed in the research of the effect of Organization Learning, External Environment, and PU's image towards competency and performance of PU under Direccao Nasional do Ensino Superior Ministerio de Educacao Timor-Leste :



The output of a complete model test towards the effect of Organization Learning, External Environment, and PU's image towards competency and performance of PU under Direccao Nasional do Ensino Superior Ministerio de Educacao Timor-Leste can be seen from *R-Square* value representing *goodness-of-fit* of a model . This can also be seen from the value of Q^2 .

Table 1 : The value of coefficient Path and T-Statistic

| Variable | Coefficient | T Statistic | T table | Remarks |
|------------|-------------|-------------|---------|-------------|
| OL -> PUC | 0.250 | 40.041 | 1.96 | significant |
| EE -> PUC | 0.518 | 22.250 | 1.96 | significant |
| UI -> PUC | 0.333 | 12.028 | 1.96 | significant |
| OL -> PUP | 0.277 | 14.653 | 1.96 | significant |
| EE -> PUP | 0.232 | 6.479 | 1.96 | significant |
| UI -> PUP | 0.222 | 7.327 | 1.96 | significant |
| PUC -> PUP | 0.175 | 2.258 | 1.96 | significant |

From table 1 it can be explained in details the hypotheses of the research i.e the effect of organization Learning, External Environment, and PU's Image towards competency and performance of PU under Direccao Nasional do Ensino Superior Ministerio de Educacao Timor-Leste :

Hypothesis 1 : There is a significant effect of Organization Learning towards PU's competency in Timor-Leste. Path coefficient resulted is 0,250 with value of T-statistic 40,041, bigger than the value of t-table 1.96. This shows that there is a significant and positive effect of Organization Learning towards PU's competency, which means that the better the Organization Learning, the better will be PU's competency under Direccao Nasional do Ensino Superior Ministerio de Educacao Timor-Leste. From the result, hypothesis 1 which assumes there is a significant effect of Organization Learning, towards PU's competency in Timor Leste can be accepted.

Hypothesis 2 : There is a significant effect of Organization Learning towards the performance of PU in Timor-Leste. Coefficient path resulted is 0.277 with T-statistic value of 14.635,

bigger than t-table value of 1.96. This shows that there is a positive and significant influence between the Organization Learning and PU's performance. This means that the better the Organization Learning, the better will be PU's performance in Timor Leste. From this result hypothesis 2 which assumes that organization learning give a significant effect towards PU's performance in Timor-Leste can be accepted.

Hypothesis 3 : There is a significant influence of External Environment towards PU's competency in Timor-Leste ; the coefficient path resulted is 0.518 with t-statistic value of 22.250, bigger than value of t-table of 1.96. This shows that there is a significant and positive influence between External Environment and PU's competency. This means that the better the External Environment the better will be PU's competency in Timor-Leste. From this result hypothesis 3 in this research which assumes that the External Environment significantly affects PU's competency in Timor-Leste is acceptable.

Hypothesis 4 : There is a significant influence of External Environment towards PU's performance in Timor-Leste. The coefficient path resulted is 0.232 with t-statistic value of 6.479 bigger than t-table value of 1.96. This shows that there is a positive and significant influence between external environment PU's performance. This means that the better the External Environment , the better will be PU's performance in Timor Leste. From the above result, hypothesis 4 of this research which assumes that External Environment give a significant influence towards PU's competency in Timor Leste is acceptable .

Hypothesis 5 : There is a significant influence of PU's image towards PU's competency in Timor-Leste. The coefficient path resulted is 0.333 with t-statistic value of 12.028 bigger than t-table value of 1.96. This shows that there is a positive and significant influence between PU's image towards PU's competency in Timor-Leste. This means that the better the PU's image, the better will be PU's competency in Timor Leste. From the above result, hypothesis 5 of this research which assumes that PU's image give a significant influence towards PU's competency in Timor Leste is acceptable.

Hypothesis 6 : There is a significant influence of PU's image towards PU's performance in Timor-Leste. The coefficient path resulted is 0.222 with t-statistic value of 7.327 bigger than t-table value of 1.96. This shows that there is a positive and significant influence between PU's image towards PU's performance in Timor-Leste. This means that the better the PU's image, the better will be the PU's performance in Timor Leste. From the above result, hypothesis 6 of this research which assumes that Private PU's image give a significant effect towards PU's performance in Timor Leste is acceptable.

Hypothesis 7 : There is a significant influence of PU's competency towards PU's performance in Timor-Leste. The coefficient path resulted is 0.175 with t-statistic value of 2.258 bigger than t-table value of 1.96. This shows that there is a positive and significant influence between PU's competency towards PU's performance in Timor-Leste. This means that the better the PU's competency , the better will be the PU's performance in Timor Leste. From the above result, hypothesis 7 of this research which assumes that PU's competency give a significant effect towards PU's performance in Timor Leste is acceptable.

To find out the indirect effect of Organization Learning, External Environment and PU's image towards PU's performance through PU's competency is done by multiplying coefficient path of direct effect of Organization Learning, External Environment and PU's image towards PU's competency with direct effect of PU's competency towards PU's performance. The result of the indirect effect is as follows:

Table 2. Calculation of indirect effect

| Exogen Effect → PUC | Effect PUC → PUP | Indirect coefficient |
|---------------------|------------------|----------------------|
| OL → PUC | 0.249 | 0.072 |
| EE → PUC | 0.532 | 0.153 |
| PUI → PUC | 0.317 | 0.091 |

Based on the above table it can be seen that the value of indirect effect of Organization Learning towards PU's performance through PU's competency is 0.072. The value of indirect effect of External Environment towards PU's performance through PU's competency is 0.153 and the value of indirect effect of PU's image towards PU's performance through PU's competency is 0.091. This explains why the variable of PU's competency is an intervening variable of Organization Learning, External Environment and PU's image towards PU's performance in Timor-Leste.

CONCLUSION AND RECOMMENDATION

The Impact of Organizational Learning on PU's Competency: The findings indicate that Organizational Learning positively and significantly influences the competency of PU. This approach proves effective, as changes in Organizational Learning lead to improvements in PU's competency. Descriptive analysis supports the conclusion that Organizational Learning has a beneficial and substantial impact on PU's competency. The research demonstrates that ongoing activities centered on Organizational Learning can enhance the competency of a university. As the university increases its initiatives to foster the Organizational Learning process, the capacity of lecturers, who serve as key drivers of university development, also improves. Collaborative efforts among lecturers to define the university's vision are crucial for development and, consequently, for enhancing the university's competency.

The Influence of Organizational Learning on PU's Performance: The analysis confirms that Organizational Learning has a positive and significant effect on PU's performance. This approach is effective; changes in Organizational Learning contribute positively to PU's performance. The research further illustrates a correlation between the extent of Organizational Learning and PU's performance, corroborating previous studies both theoretically and empirically. PUs that engage in experimentation and learn from their experiences are likely to achieve greater success than those that do not. There is a growing recognition that organizations should enhance their learning capacity to optimize performance amid technological advancements, social changes, ecological considerations, and fierce competition.

The External Environment's Effect on PU's Competency: The results indicate that the External Environment significantly and positively impacts PU's competency. This implies that alterations in the environment can lead to improvements in PU's competency. The analysis further affirms that the External Environment positively influences PU's competency. The research indicates that competitiveness levels and government regulations are major factors shaping external environmental variables, and PU's ability to adapt and respond to competitive pressures and regulatory developments plays a critical role in enhancing its competency.

The External Environment's Influence on PU's Performance: The competitiveness levels and government regulations represent the most significant contributions to the formation of external environmental variables. This suggests that PU's capacity to adapt and respond to dynamic competition and regulatory changes significantly enhances its performance. The study's results confirm that the External Environment has a positive and substantial impact on PU's performance, indicating that changes in the External Environment will positively affect PU's performance.

The Role of PU's Image in Relation to PU's Competency: The analysis reveals that PU's image has a positive and significant impact on its competency. This indicates that changes in PU's image can substantially affect its competency. A higher perception of PU correlates with enhanced competency in individual interactions based on public perception. The importance of image management for PU is critical, especially in today's fast-paced world where people can easily monitor PU's activities regarding services, management, and performance. The demand for a positive image has become urgent, as a favorable image can significantly benefit an organization, while a negative image can lead to detrimental consequences.

The Impact of PU's Image on PU's Performance: Indicators such as innovation and social responsibility are dominant factors shaping PU's image. The level of innovation and social responsibility is prioritized in cultivating a strong PU image. Demonstrating innovation and engaging in social contributions positively affect PU's image. The growth of PU should be accompanied by an increase in quality; otherwise, poor conditions may lead to low competitiveness and performance. Effective knowledge and talent management practices are crucial for PUs in Timor Leste to enhance their performance and image.

The Relationship Between PU's Competency and PU's Performance: PU's performance is primarily driven by the increasing number of students and the job readiness of graduates. This shows that the core performance of a university is determined by both input and output. Higher quality inputs, effective learning processes, and adaptability to the external environment contribute to a better image and outcomes. These factors align with the image's contribution, which is greater than that of Organizational Learning and the External Environment in supporting enhanced competency that influences university performance.

RECOMMENDATIONS

Given the challenges faced in Timor-Leste, such as poverty and health issues, strategic measures should be implemented to address these challenges through education. Education is a vital factor in developing human resources and is directly linked to societal advancement. It fosters better thinking and accelerates

national development, making it essential for Timor-Leste to compete in the global arena. Educational institutions serve as key centers for learning and knowledge acquisition, which are crucial for the future success of Timor-Leste.

For the Government. The government of Timor-Leste must view education as a long-term investment, recognizing that it is fundamental to human development. Higher education is essential in the context of globalization and the increasing demand for skilled labor. The education system should be designed to meet the community's lifelong learning needs, as the success of sustainable development hinges on the quality of human resources. Therefore, education should cultivate enlightenment, self-identity, noble social values, and diverse national cultures. Managing the educational process effectively is essential to developing a generation that is more religious, virtuous, and globally aware, enabling them to contribute positively to national welfare and development. Institutions such as Universidade da Paz (UNPAZ), Dili Institute of Technology (DIT), and others must focus on enhancing their competitiveness to produce and disseminate knowledge, technology, arts, and culture for national autonomy. Development should focus on areas relevant to societal interests, particularly those that add value to sustainable natural resources to reduce dependence on other nations. The government should ensure that the educational system is accessible and of the highest quality, promoting a lifetime learning society in response to employment demands and globalization.

For PU Management. Economic development is a strategic concern for the Democratic Republic of Timor-Leste and has sparked significant academic debate among scholars and politicians. To address this issue, strategic actions must be taken through PUs, including Universidade da Paz (UNPAZ), Dili Institute of Technology (DIT), and others. These private universities play a crucial role in contributing to Timor-Leste's economic development.

For Future Researchers. Globalization compels every PU to sustain its existence amidst increasing competition. To remain competitive, private universities must devise effective strategies that account for their strengths and weaknesses. Recent years have seen fluctuations in student enrollment, which could adversely impact the financial stability of PUs and the cost of education.

This research has limitations, including a sample bias among PUs that may affect the empirical implications. The respondents consisted of PU heads, and the findings may not be applicable to non-academic industries. This study only included PUs under the Direccao Nacional do Ensino Superior within the Ministry of Education in Timor-Leste. A more comprehensive study that includes private and state universities nationwide would yield a more complete understanding of the impacts of Organizational Learning, the External Environment, and PU's image on PU performance. The cross-sectional design of this study also limits the depth of observation regarding the effects over a specific timeframe.

REFERENCES

- Argyris, C. & D. Schon (1978), *Organizational Learning: A Theory of Action Perspective*. Menlo Park, California: Addison-Wesley Publishing Company.
- Barney, J.B., (1991). Firm Resources and Sustained Competitive Advantage, *Journal of Management* , Vol.17, No.1, pp.99-120.
- Bharadwaj, S.G., P.R. Varadarajan and J. Fahi, (1993). *Sustainable Competitive Advantage in Service Industries: A Conceptual Model and Research Propositions*, *Journal of Marketing*, Vol.57, October, pp.84-99.
- Bhatnagar, J. (2006). Measuring Organizational Learning *Capability* ini Indian Managers and Establishing Firm Performance Linkage, *The Learning Organization*, Vol.13, No.5, pp.416-433
- Bontis, N., M.M. Crossan, and J. Hulland, (2002). Managing an Organizational Learning System by Aligning *Stocks* and Flows, *The Journal of Management Studies*, Vol.39, Iss.4, Jun, pp.437-449.
- Chaston, L. & B. Badger, (1999), Organizational Learning: *Research Issues & Application in SME Sector Firms*, *International Journal of Entrepreneurial Behavior & Research*, Vol. 5, No. 4, p. 191.
- Fernandes, B.H., J.F. Mills and M.T. Fleury, 2005. Resources that Drive Performance: An Empirical *Investigation*, *International Journal of Productivity and Performance Management*, Vol.54, No.5/6, pp.340-354.
- Hidayat Dwi Suryanto., (2008) Strategi membangun *kompetensi* organisasi dalam rangka peningkatan kinerja perguruan tinggi. Tesis UNDIP Semarang.
- Hitt, Michael A., R. Duane Ireland dan Robert E. Hoskisson. (1997), *Manajemen Strategis: Menyongsong Era Persaingan Bebas dan Globalisasi*, (Terjemahan Armand Hedyanto), Jakarta, Erlangga.
- Keban Yeremias T. (1995). *"Forecasting Dalam Analisis Kebijakan."* Yogyakarta: Pusat Penelitian Kependudukan Universitas Gadjah Mada
- Khandekar, A. & A. Sharma, (2006). Organizational Learning and Performance: Understanding Indian Scenario in Present Global Context, *Education + Training*, Vol.48 No.8/9, pp. 682-293.
- López, S.P., José M. Péon, and Camilo José Vazquez Ordás, (2005). Organizational Learning as a Determining Factor in Business Performance, *The Learning Organization*, Vol.12 No.3, pp.227-145.
- Mahoney, J.T., & Pandian, J.R., (1992), The Resources Based View *Within* The Conversation of Strategic Management, *Strategic Management Journal*, Vol.13, No.5 (June), pp. 363-380.
- Mehra, A. (1996). Resource and Market based Determinants of Performance in the US Banking Industry, *Strategic Management Journal*, Vol.17, pp.307-322.
- Murray, P. and K. Donegan, (2003). Empirical Linkages between Firm Competencies and Organisational Learning, *The Learning Organization* , Vol.10, No.1, pp.51-62.
- Nevis E. C. Et al (1995) Understanding Organization as learning System. *Sloan Management Review* Winter, pp. 73-85.
- O'Regan, N. and A. Ghobadian, (2004). The Importance of Capabilities for Strategic Direction and Performance, *Management Decision*, Vol.42, No.2, pp.292-312.
- Pace, E.S. Ulrich, D. Meirelles and L. Creuz Basso, (2005). The Contributions of Specific Resources from the Firm in its Competitive Performance: A Resource-Based View Approach in the Software Sector, Working Paper Series, Sao Paulo: Mackenzie Presbyterian University.
- Pearce and Robinson. (2000). Strategic Management, retains its high level of academic credibility and its market-leading emphasis on Strategic Practice. McGraw-Hill Higher.
- Pearce and Robinson. (2000). Strategic Management, retains its high level of academic credibility and its market-leading emphasis on Strategic Practice. McGraw-Hill Higher.
- Peteraf, M.A. (1993). The Cornerstones of Competitive Advantage: a Resource-Based View, *Strategic Management Journal*, Vol.14, pp.179-191.
- Prieto, I.M. and E. Revilla, (2006). Learning Capability and Business Performance: a Non-Financial and Financial Assessment, *The Learning Organization* , Vol.13 No.2, pp.166-185.
- Robinson, K.C., (1998). An Examination of the Influence of Industry Structure on Eight Alternative Measures of New Venture Performance for High Potential Independent New Ventures, *Journal of Business Venturing*, Vol.14, pp.165-187.

- Rue, L.L. and L.L. Byard, (1977). *Management, Skill and Application*, New York: McGraw-Hill Co.
- Sofo. Francesco. (1999). *Humen Resource Development, Perspective, Roles and practice Choice*. Business and Professional Publishing, Warriewood, NWS
- Spencer, Lyle M., Jr & Signe M., Spencer (1993). *Competency at Work: Model for Superior Performance*. John Wiley & Sons .Inc
- Sutisna. (2001), *Perilaku Konsumen dan Komunikasi Pemasaran*, Penerbit PT. Remaja Rosdakarya. Jakarta: Bumi Aksara
- Wang, Y. & H. Lo, (2003). *Customer-focused Performance & the Dynamic Model for Competences Building & Leveraging: A Resource-based View*, *Journal of Management Development*, Vol.22, No.6, pp.483-526.
- Wernerfelt, B., (1984), *A Resource Based View of The Firm*, *Strategic Management Journal*, 5, 171
- Wood J. M. Et al (1998). *Organizational Behaviour: an Asia-Pasific perspective*, Milton. Qld, Jacaranda Wiley Ltd.
