

Competency-Based Achievement: Case study on Lecturer of Health Sciences Colleges in South Sulawesi

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Abstract

Professional Development of Lecturer is part of efforts to improve the quality of higher education institution. The success of a university lecturer agenda is largely determined by its competence. The objectives of this study are to emphasize the impact of competency towards lecturer's achievement as well motivation at Health Sciences Colleges in South Sulawesi. By using a mixed method, the study found that the competency has significant influence on satisfaction and job performance of a lecturer, along with other variables that influence the performance of an educational institution.

Keywords: Competency, Lecturer, performance achievement, case study

1. Introduction

In this technology and globalization era, it requires development of resources both human resource and support in adapting to various changes. Each individual in order to improve the personal potential form such intellectuality, intuition, dignity and prestige in the midst of civilization, education takes significant role to gain such things.

Furthermore, Professional Development System is part of the efforts to improve the quality of the higher education. Professional development of lecturers conducted through learning activities to improve the pedagogical, professional, personality and social capabilities, which applied in all activities such teaching, researching and community service. The habituation doing such activities will shape the ability of lifelong learning skills.

Basically, it is possible to assess job satisfaction to all existing lecturers in the College of Health Sciences in South Sulawesi, but in this study only focused on two variables, competency and motivation towards achievement and job satisfaction

The ability in the knowledge transformation process is an absolute requirement that must be possess by a lecturer and one of the progress indicator is the ability to transfer knowledge in in the class, then academic faculty positions are determined by the productivity and duration (retention) works as well as educational qualifications.

2. Literature Review

In 1991 a research conducted by Mersha in service industry in the United States showed that proficiency in carrying out the work, interpersonal relationship skills, being polite and friendly, tolerance and pleasant attitude are the dimensions of service quality which very important especially for intensive services, where front office employees become the key point (Mersha; 1992: 34). Mersha's opinion was consistent with the opinion of Walker (1992) in Johnston which states that the main determinants in services are the reliability of products, quality and delivery system that also supported by the good attitude, knowledge and skills of employees (Johnston; 1995a: 55). The recent research in the field of services done by Foster also showed that the level of satisfaction with the services they received from the front office employees indirectly lead to improved trust of customers to the company (Foster, 2000: 188)

Over many elements that made up the quality of service at the top level, some experts through intensive research have successfully suggests the main elements, which leads down to individuals who are in the services industry itself;

and the element then by Georg identified as "competence", taken from the origin word in *latin*, "Competentia" which means "conformity" (George; 1995: 62). The word of competence is now using frequently to reflect a person's ability in certain fields, such as verbal communication, presentation skill, technical knowledge, stress control, planning ability and the decision making skill (Dreher, 2001: 27).

From research conducted by Juttner in 1994 was known that the other term which essentially intended to describe the "competence" of someone such are "resources". related to this research see also "knowledge-based theory of the firm" Grant, R. (1996), "Firm resources" (Barney, 1991), "stakeholder management" Hillman, A.J. and Keim, G.D. (2001), and "core competencies" (Prahalad & Hamel, 1990).

From a study of 217 American companies in 1996 by the American Compensation Association, a conclusion reached that the use of competency in companies shows that: (1) 88% using competency as a basis for employee staffing activities; (2) 62% using competency as a basis for the determination of an education and training, (3) 90% using competency as a benchmark for performance assessment and (4) 64% using competency as a basis in determining compensation (Birdir; 2000: 205). But in general, base in the order of factors that can motivate employees to continually improve their competence, Wiley has resulted through various researches on many industries over 40 years shows that "salary" was the best motivator to appreciate employee's competency (see Velde, C., 2001).

Based on the opinion of experts who have done related research, in this study the competence of employees will be measured by several characteristics, as involved in the following table:

Table 1. Characteristics of Employee's Competences according to Experts

NO	Characteristics of Employee's Competences	Experts
1	The complexity of managerial skills with a professional and high responsibility in its implementation	Bergenheneauwen (1997:58)
2	Effort to improve the quality and work efficiency	Denton (1995:71)
3	Skills, opinion/ability to criticize the problems, attitudes and values, knowledge, ability and capacity	Gale dan Pol, 1975 dalam Birdir: (2000: 205)
4	Has a decision-making procedure, both in the context of planning, operational and tactical nature	Gilmore (1996:43 ,
5	Achievement oriented	Hart (1999:368)
6	Professional knowledges, orientation to the customer, the business concern, leadership, and planning and organizing	Houtzagers (1999: 29)
7	Depth of knowledge on particular skills	Hronec (1993:33)
8	Technical skills, managerial skills, and behavior.	Jackson: 1994:261
9	Expertise and professionalism that are used in performing a service activity	Johnston (1995a:701
10	Able to empathize with, naturally sincere, creative. skill to hear and listen effectively	Nelson (1998:76)
11	Able to work effectively, good motivation, talents, skills in various aspects, self-image, social role and specific knowledge	Robotham (1996:27).

About this achievement Fred Luthans (2011) states there are some characteristics of people who are high achievers, as follows:

- Tend to take moderate risks. That is, the risks faced not too big and not too small
- Require immediate feedback. Someone who has a high need for achievement, generally prefers all information related to the results of his work
- Concern on success. Someone with high achievers, in general, prefer focus to achieve success over the material rewards.
- Converge with the task. Once high achievers choose a destination to be reached, it tends to blend with the job duties until it actually managed perfectly.

According to Steers, et.al (1996), there are three basic factors that affect job performance; First, abilities, personality, and interests of labor, Second; clarity and acceptance of the responsible assigned to them, The Third; the level of employee motivation

3. Research Methodology

In accordance with the objectives to be achieved, then the approach used in this study was "explanatory studies" conducted by collecting data through field surveys. This explanatory studies approach, as Cooper conclusion has proved

able to explain better on the relationships observed aspects, and not merely a "descriptive study" (Cooper; 2001: 13).

This research was conducted using a survey method, which considering the presence of some weaknesses, such a long time period, lower response rate; but this method also has several advantages, such as: (i) costs relatively cheap, (ii) quite easy to cover the area, geographically, (iii) minimize the bias that might occur with interview method, (iv) similar given questions and technique to respondents, and (v) the ability to control research progress, in term of time, place, selection of respondents, and so forth (Faria; 1996: 66). In addition to the above considerations, this *mail survey* method was very useful in some ways, especially for respondents, because; (i) The respondent may choose his own time to fill out the questionnaire, (ii) the respondent can freely express their opinions and relatively honest in answering (Jobber; N1996: 29).

Data used in this study is in the form of quantitative and qualitative data. Quantitative data is based on the type of measurement scale namely (i) Nominal Data and Ordinal Data, such are: gender, marital status, academic position, rank / class; while (ii) Ratio Data such are: the age of the respondent, tenure, etc.

Based on the source, the data in this study can be grouped into two types, namely primary data and secondary data. Primary data obtained directly from the source data. Primary data include interviews with respondents and the results of questionnaire.

Secondary data obtained from a variety of sources that already exist for example lecturer report from the College of Health Sciences South Sulawesi. The use of questionnaire intended to fulfill two purposes, namely to obtain descriptive data and data to test the hypotheses and models. For that purposes the questionnaire was made with range-scale options 1-3 and 1-5 according to the method that have been developed by Likert (1932)

The method used to obtain secondary data in this study is documentation approach, which observing data from any references related to the object of research such things: books, magazines, regulations, and daily notes. Samples in this study are lecturer at the College of Health Sciences Sokolah South Sulawesi. The sampling method used is Slovin method which randomly selected for a reason that each lecturer at the College of Health Sciences South Sulawesi has an equal chance of being selected as samples where total samples reached out at 112 respondents.

$$\text{Formula} = n = N/1 + Ne^2$$

$$n = 158/1 + (158) \cdot (0,05)^2$$

$$n = 158/1,402$$

$$n = 112.45 \text{ (rounded up 112 people)}$$

Data analysis techniques used in explaining the phenomenon in this study is descriptive statistical analysis techniques and analysis of structural Equation Modeling (SEM) described as below:

3.1 Descriptive Analysis

Descriptive statistical analysis is used to analyze data by describing the collected data as it is without intending to make general conclusion . Descriptive statistical analysis is also used to describe the characteristics of respondents include: gender, recent education, age, years of service and status. Besides, descriptive statistical analysis is used to describe respondent response towards the research variables, i.e. leadership style, employee motivation, organizational culture, ability, lecturer performance and job satisfaction. Calculations in the descriptive statistical analysis carried out with computer assistant using the mini-tab 14 program package SPSS 17.0

3.2 Structural Equation Modeling Analysis (SEM).

Based on the problem and hypothesis presented earlier, the analysis model that used to explain all the hypotheses is the SEM model (Structural Equation Modeling)

3.3 Validity Test

Validity is a measurement that indicates the level of validity or validity of an instrument. An instrument is considered to be valid if it can reveal the data of the variables studied properly. High or low validity of instrument indicates how far the data collected does not deviate.

In this validation testing, which was performed to determine whether an indicator is valid or can not be seen from the results of the t test if the t value greater than 1.96 ($t_{\text{count}} > 1.96$) which means the measured indicators declared invalid.

3.4 Reliability Test

Reliability means trustworthy. The phrase trustworthy states that the instrument is good enough to express that the data is reliable. Reliability reached out if the implementation of the measurement obtained relatively same results, as long as the subject being measured has not changed. Reliability test in this study subject to *Cronbach alpha*, if the *Cronbach alpha* (α) more than 0.60 then the research data are considered good and reliable enough to be used as inputs in order to prove the hypothesis (Maholtra, 1990).

Before conducting a questionnaire, the variables to be observed should be done by interpreting the concepts of research. In other words, the definition of operational is a sort of guidelines how to measure a variable.

The measurement scale in this study is the Likert scale from the 1-5. 1 indicates the lowest score whereas 5 indicate the highest score values, for example:

- SS : Strongly Agree, 5 points
- S : Agree, 4 points
- KS : Less agree, 3 points
- TS : Disagree, 2 points
- STS: Strongly disagree, 1 point

4. Results and Discussion

Descriptive statistical analysis by interpret the value of each indicator on the variables of this study are intended to give an idea of what indicators that make up or build a concept model of the overall study.

Based on the result of respondents' answers, average score of each indicator was set as the basis for identifying the response or assessment of respondents to the study variables. Since the scores for each variable are at least 1 and maximum of 5. While variations indicators are also different for each variable, then the distribution frequency is made scores as in Table 2, as follows:

No	Score	Interpretation
1	1 - 1,8	Bad/Not Important
2	1,9 - 2,6	Less Important
3	2,7 - 3,4	Average
4	3,5 - 4,2	Good/Important
5	4,3 - 5,0	Very Good/Most Important

In this study competency is working ability possessed by each individual that can support their work. The skill measured by four indicators, namely: knowledge, skill, experience and attitude. Result of the four competence indicators of respondents in accordance with the results of questionnaire answers that have been identified can be seen in Table 10 as follows:

Table 3. Frequency towards competency indicator variable (x_1)

Indicator	Symbol	Respondents answers frequency						Total Score	Mean
		0.00 - 1.00	1.01 - 2.00	2.01 - 3.00	3.01 - 4.00	4.01 - 5.00	N		
Knowledge	X1.1	0 0.00	0 0.00	0 0.00	15 13.39	97 86.61	112	545	4.87
Skill	X1.2	0 0.00	0 0.00	1 0.89	50 44.64	61 54.46	112	508	4.54
Experience	X1.3	0 0.00	0 0.00	0 0.00	37 33.04	75 66.96	112	523	4.67
Attitude	X1.4	0 0.00	0 0.00	0 0.00	34 30.36	78 69.64	112	526	4.70
Mean of Competency Variable									4.69

The table shows the overview of respondents' assessment of the competence variable with a mean value of 4.69, it

means that most of respondents have gave good assesment on the four competence indicators in improving working performance and lecturer satisfaction at the College of Health Science of South Sulawesi province. The dominant indicator is knowledge with a mean value of 4.87, which mean that knowledge is essential to establish lecturer competency at the College of Health Sciences of South Sulawesi province

Indicators of knowledge, responded by 15 or 13.39% of respondents answered agree which mean that indicator of knowledge is important to establish competency, and as many as 97 or 86.61% of respondents responded strongly agree which mean that respondents gave perception of knowledge is essential to establish the lecturers competence at the College of Health Sciences of South Sulawesi province

Indicators of skills, addressed by 1 respondents as disagree or 0.89% which is means less important to form a competency, as many as 50 respondents or 44.64% who responded with agree category which means skills are essential to establish competency, and as many as 61 respondents or 54.46% responded strongly agree category that can be interpreted respondents assess skills are essential to establish lecturer competency at the College of Health Sciences of South Sulawesi province

Indicators of experience, respondents responded agree category by 37 respondents or 33.04%, it means that experience indicator is important to establish competency, and as many as 75 respondents or 66.96% who responded with strongly agree category that can be interpreted that experience is essential to establish lecturer competency at the College of Health Sciences of South Sulawesi province.

Attitude indicator, responded by respondents with agree category as much as 34 or 30.36%, meaning that attitude indicator is important to establish competency, and as many as 78 respondents or 69.64% who responded with strongly agree category that can be interpreted that attitude is very important to establish the lecturer competency at the College of Health Sciences of South Sulawesi province.

After tested the assumptions and necessary action against the happened violation will be analyse by the model which fit to the criteria of model fit such as GFI (goodness of fit index), Adjusted GFI (AGFI), Tucker Lewis Index (TLI), CFI (Comparative of fit index) and RMSEA (Root Mean Square Error of Approximation) for both individual model or complete model.

The result of processed data shows that the assumption of linearity met for all dimensions of construct based on the matrix indicator and construct composite score. Multicollinearity (impact on singularity) is guaranteed not happen because of all correlation matrix dimensions have correlation coefficient $r < 0.85$. Univariate and multivariate test results show there were some non-normal multivariate in the data. Furthermore, the transformation was done toward variable that contains outlier, but eventually the data still failed to display the normal multivariate and even more difficult to be "interpreted" rather than the original data. Although abnormalities was seen in the data, but still decided to use the ML estimation, because of the technique is robust against the violation of normality. Thus assumption that is required in the multivariate analysis has been met except for normality.

To improve the model fit indices is used building-trimming model on the parameters through consideration of Modification Indices provided by AMOS 18.

The final stage of CFA (Confirmatory Factor Analysis) result from variable of measurement competency (X1) was set 4 indicator variables that able to provide a better model fit. Every indicator showed significant *regression weight* ($p < 0.05$) to the ML estimation. Leadership measurement model is described in Figure 1 as follows:

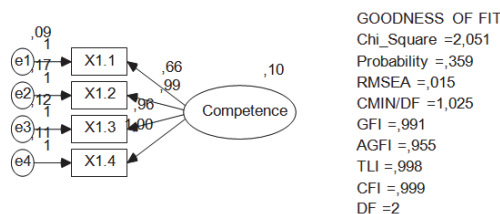


Figure 1: Last Stage of Structural similarity Model X₁
Source: Confirmatory Factor Analysis

The construct of competency variable test results were evaluated based on goodness of fit indices as shown in table 4 below include the criteria models as well as the critical value. Evaluation of the proposed model shows that the overall evaluation of construct produced above the critical value, which means that the model has tested as in the data, thus to do the suitability test model can be done futher such as those contained in Table 15 below:

Table 4. Competency variable of *Goodness of Fit Indices*

Goodness of fit index	Cut-off Value	Result Model*	Note
Chi_Square	Diharapkan kecil	2.051 < (0.05:2=5.991)	Good
Probability	≥ 0.05	0.359	Good
CMIN/DF	≤ 2.00	1.025	Good
RMSEA	≤ 0.08	0.015	Good
GFI	≥ 0.90	0.991	Good
AGFI	≥ 0.90	0.955	Good
TLI	≥ 0.94	0.998	Good
CFI	≥ 0.94	0.999	Good

Above table shows that the competencies measurement model is deemed valid, thus the model criteria have shown the existence of model fit or compatibility between data and model. This has been proved from the eight existing fixed criteria; everything has met the required criteria. Hence, the above model shows a good level of acceptance, therefore can be concluded that these measurement model is acceptable.

Furthermore, to determine the variables which probably used as an indicator of competence can be observed from the loading factor value or lambda coefficient (λ) and the significance level, which reflects as an indicator of competence as presented in Table 16 below:

Table 5. Loading Factor (λ)

Variabel Indicator	Loading Factor (λ)	Critical Ratio	Probability (p)	Result
X1.1	0,570	4,489	0,000	Significant
X1.2	0,600	4,636	0,000	Significant
X1.3	0,657	4,843	0,000	Significant
X1.4	0,689	FIX	0,000	Significant

Loading factor (λ) on table 16 shows the test results of competence measurement model of each indicator variable that explain constructs, particularly on the latent variables (unobserved variables). The results showed that all indicator values are significant so that all the indicators will be included in the subsequent testing

5. Competency Effect to Work Performance: Result Analysis

The results of analysis proving the hypothesis suggests that competency has a positive and significant impact on the work performance. The result shows that standardize are on 0.460 with a P-value of 0.001, thus the research hypothesis which stated that the competence has a positive and significant impact on work performance is accepted.

By looking at the empirical facts (data field) with reference to the results of hypothesis testing, it was explained that there are significant effect of competency towards lecturer performance at the College of Health Sciences in South Sulawesi, it demonstrates that the lecturers' competency like mastering their fields, proficient in realizing the materials, can relate to the materials by their experience, capable of providing problem solving within the institution, as being update to the development of science and technology that will give an impact on work performance of the lecturer to demonstrate the best ability in teaching activities, promoting high work ethic, active in conducting research and scientific works, and active in the development of scientific insight and knowledge through scientific forums. This means that lecturers in the College of Health Sciences in South Sulawesi stated that the competency possessed are able to increase the employee performance in conducting learning activities. Furthermore, it can also be explained that the competency of a teacher should have a measurable indicators including:

- Lecturer should master the scientific disciplines that taught in class and have an understanding of aspects connected therein and must follow the development of science and technology, the better mastery of materials will enhance the achievement of teachers on its work in teaching. The results showed that the majority of respondents are aware the mastery of the disciplines taught, to be highly comprehend the aspects related to the subjects and following the development of science and technology will form a lecturer competency in gaining the high performance at work

- Lecturer must be proficient in presenting the materials on the real environment, the skills of a lecturer is essential for a teacher in transferring their knowledge to the students, because without good skills and knowledge in science, it may be difficult to students to understand . The results showed that the majority of respondents are aware that the lecturing skill is needed to support the teaching and learning process in College , and skills will form a lecturer competency in relation to the increasing of work performance
- A lecturer must have relevant experience with the materials taught in class and able to provide solutions to the problems of within the institution. The results showed the majority of respondents are aware that the experience of a teacher is needed to support the teaching and learning process in college and will form a lecturer competency in relation with the increase in work performance

The attitude of a lecturer will affect the result the teaching in class, and also create a solid cooperation with other lecturers. The result also stated that most of the respondents aware that the attitude of a lecturer would support the teaching process in college, and will form a lecturer competency in relation to the increasing of work performance

The results of the hypothesis can also be explained through research conducted by Mersha in the service industry in the United States in 1991 showed that proficiency in carrying out the work, skills of interpersonal relationships, politeness, friendly, tolerance and a pleasant attitude are the important service quality dimensions, especially for intensive services, where front row employees are the key personals (Mersha; 1992: 34). Mersha's opinion is consistent with Walker's (1990) in Johnston which states that the main determinant in services is the reliability of products, quality and delivery system that are supported by the service of good attitude, good knowledge and skilled employees (Johnston, 1995: 55). The latest research in the field of services performed by Foster also showed that the level of satisfaction with the services they receive from the front row employees will indirectly lead to the improving of customers' confidence toward the company (Foster; 2000: 188).

The results are consistent with the findings of Setyo RJ (2002), the effect of employee's commitment and competence toward satisfaction and value of service, and their impact on customers' loyalty. The analytical tool used was Structural Equation Modeling (SEM) which is an integrated approach between factor analysis, models structural and path analysis, Results of the study (a) in the courier service industry, especially in Java, employee's commitment in carrying out daily tasks on serving the customers is highly influential in shaping a Satisfaction compared to employee's competency (b) based on the path analysis performed, the competence of employees has a higher degree of influence which is much higher in creating the value of service compared to the commitment of employees, and (c) the competence of employees has a degree of influence far greater rather than the employee's commitment toward customer loyalty

6. Research Implication

Based on the result we also obtain several implication of this research, as below:

1. Theoretical Implication

- A lecturer in order to maximize its competence should be awarded for its achievement in order to produce a good performance. in the context of this study it has been explained that the competence of a lecturer must have measurable indicators including: i) knowledge, ii) Skills, iii) experience, and iv) Attitude
- The competence of a lecturer who has the capability will perform a good work, and will eventually the lecturer can gain the satisfaction for its work. The competence of a teacher must have measurable indicators include: i) knowledge, ii) Skills, iii) experience, and iv) Attitude
- A lecturer will have the motivation to get satisfaction in the work when is awarded for his work, in the context of this research lecturer's motivation must have measurable indicators such as: i) The recognition of his work, ii) existence of autonomous creativity, iii) Given a larger responsibility and iv) the opportunity to develop themselves.
- The third relationship of independent variables is indirec or through intervening, the job performance has an effect on lecturer's job satisfaction at the College of Health Sciences in South Sulawesi and particularly on competency variable because either direct or indirect relationship will affect the work performance and job satisfaction.

2. Practical Implication

- A lecturer must master the disciplines taught and have an understanding of aspects regarding the discipline as well as following the development of science and technology, proficient to put the materials on actions in real environment, lecturing skills is essential to a lecturer in transferring their knowledge to the students, because without a good skills it would be hard for the students to accept the knowledge.

- Lecturers achievement should be appreciated by the institution and the salary provided in accordance with the expectations and needs, the lecturer also must have an authority and flexibility in developing methods of teaching, given a greater responsibility and the opportunity to develop themselves, if where this is done by the institution, it will provide motivation for lecturers to improve their performance and work satisfaction.
- Awards in the form of salaries and wages in accordance with the needs and workload, an adequate royalty and allowances incentives that suffice the operational incentives and allowances, provision of facilities, achievement recognition and opportunity for promotion for a lecturer who excels is desperately needed by lecturer to improve their work performance and work satisfaction.

This study supports the result of previous research that variable competency, motivation, and appreciation have an influence on job performance and job satisfaction. Motivation variable has no direct effect on lecturer job performance at the College of Health Sciences in South Sulawesi. These findings suggest a concrete step for practitioners to understand more about how to improve the work by the recognition of his achievement, creative autonomy, granting greater responsibility, and the opportunity to self-development.

7. Conclusion

Based on the results of research and discussion, as has been stated in the previous section, then this study can be drawn some conclusions as follows:

- Competence has positive and significant impact on lecturer job performance at the College of Health Sciences in South Sulawesi. Competence which includes knowledge, skills, experience and attitude of lecturers can improve his performance.
- Competence has positive and significant effect on lecturer work motivation at the College of Health Sciences in South Sulawesi. With the knowledge, skills, experience and attitude of lecturers will motivate the lecturers to do the job

Therefore in order to develop the knowledge, especially in the field of Human Resource Management, it is suggested that the object of research is directed at the government and private institutions in order to more deeply understand on how far the influence of competence, motivation and appreciation, on job performance and job satisfaction, need to be replicated on the relationship variables were not significant and contrary with previous studies. The goal is to more deeply understand the theories related to variable competence, motivation, awards, job performance and job satisfaction and other indicators should be used to establish the research variables.

Also in order to improve the quality of university outcomes, lecturers are the main focus and foremost. For this purpose it is suggested to the government or the institution continuously provide opportunities and greater opportunities for all lecturers to follow the development of knowledge through higher education.

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