DOI: 10.61954/2616-7107/2024.8.2-5 *ISSN 2616-7107*

UDC: 334
JEL: D23, D24, I25

An Interconnected Human Resources Model Development of Intercultural Competence in the Educational Activities of a Manager

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Received: 14/01/2024
Accepted: 17/06/2024

DOI: 10.61954/2616-7107/2024.8.2-5

Introduction. Knowledge of specific skills is critical in the labour market and higher education, influencing healthy organisations' performance. However, the linkage between job satisfaction and collaborative knowledge creation is yet to be explored, particularly in universities that aim to compete internationally. Thus, optimising social capital as a basis for collaborative knowledge is necessary to improve organisational performance.

Aims and tasks. The study aims to develop a model of interconnected human resources to enhance intercultural competence in management education activities and examine the relationship between job satisfaction, workplace competitiveness, and social assets as determinants of knowledge co-creation in Indonesian universities.

Results. The research results reveal that job satisfaction, workplace competitiveness, and social assets are essential determinants of building knowledge co-creation to complete work and routines that can increase shared knowledge, which benefits employees and the organisation. Job satisfaction has a coefficient of 0.274, a competitive work environment of 0.153 and social capital of 0.574, indicating that the three determinants significantly contribute to collaborative knowledge creation. The following finding was that social capital was the highest determinant of collaborative knowledge creation in higher education.

Conclusions. This study found a positive linkage between job satisfaction, workplace competitiveness, and social assets are essential determinants of building knowledge co-creation. Social capital that has qualified knowledge is the basis for building a competitive work environment, which ultimately becomes the basis for creating quality collaborative knowledge. Newly created knowledge can encourage sustainable innovation, build core competencies and create good performance at the micro, meso and macro levels. Collaborative knowledge creation and social capital are forms of readiness to face rapid environmental and market changes. This study integrates dynamic capabilities theory and a knowledge-based view as a basis for increasing the competitiveness of higher education, especially in developing countries.

Keywords: competitive work environment, knowledge creation, competence, interconnected model, educational activities.

1. Introduction.

A dynamic, knowledge-based work environment is becoming a trend in Industrial Revolution 4.0. The ability to manage knowledge quality is an essential trigger for innovation, agility, and organisational performance (Hameed et al., 2021; Singh et al., 2021).

Equally crucial is that universities or higher education must elaborate and collect knowledge capital to compete to become universities with national and international recognition (Steinmo & Rasmussen, 2018). The available literature confirms that universities that possess and configure quality knowledge have high organisational performance (Sadeghi Boroujerdi et al., 2019). The ability to manage knowledge encourages the improvement of unique resources to compete (Menon & Suresh, 2021).

One crucial determinant that influences employees to share knowledge is job satisfaction, which reflects the emotional state of their work (Valaei & Rezaei, 2016), where elevated job satisfaction demonstrates a positive attitude toward it (Roberts and David, 2020). If employees have job satisfaction, they will be happy to share knowledge (Singh et al., 2021), which can be the foundation for building collaborative knowledge (Tu, 2020).

Another factor is the competitive job environment, essential for building knowledge collaboration (Martinez-del-Rio et al., 2015). A competitive work environment encourages knowledge transfer because it relates to a sense of appreciation and ownership of a solid organisational culture (Amabile et al., 2006). Previous studies (Kim & Jung, 2022) have found that organisations with a conducive work environment will have a culture that can create a better workplace (Attia & Essam Eldin, 2018).

Leaders who can build a competitive work environment encourage employee creativity in their routine work (Al-Hawari et al., 2021), which can ultimately build collaborative knowledge (Faccin & Balestrin, 2018; Julpisit, 2019).

Tu (2020) found that social capital is the principal capital in building collaborative knowledge in the workplace.

Al-Omoush et al. (2020) and Chen et al. (2016) have highlighted the importance of organisations that optimise their social capital. Social capital is an essential reference in building comprehension as an exceptional organisational source for competitive advantage (Teixeira & Werther, 2013; Korolchuk et al., 2021).

This study addresses the following research gaps. First, the available literature has yet to explore much of the interlinkage between building job satisfaction and collaborative knowledge creation (CKC) (Bouton et al., 2021). Second, universities must increase their knowledge to compete internationally (Sadeghi Boroujerdi et al., 2019).

Consequently, universities need to optimise their social capital as a foundation for forming collaborative knowledge to improve organisational performance (Steinmo & Rasmussen, 2018; Tu, 2020). Finally, with significant potential resources, it is hoped that a competitive work environment will be built as a basis for building an organisational culture that focuses on increasing the unique role of knowledge for a competitive advantage (Elrehail et al., 2018).

2. Theoretical Framework and Hypotheses.

2.1. Literature Review.

Job satisfaction is a happy or optimistic emotive condition stemming from the assessment and experience of work (Valaei & Rezaei, 2016). Roberts and David (2020) concluded that satisfaction is a multidimensional response to work related to cognitive, affective, and psychomotor domains. Job satisfaction refers to satisfaction with feelings, beliefs, and behaviours (Kianto et al., 2016). Conversely, from an organisational viewpoint, job satisfaction concerns practical applications in developing employee lives in organisational effectiveness.

An organisation's success depends on employees' commitment and hard work. Consequently, job satisfaction is used as a tool to invite and preserve the finest employees within organisation (Sharma, 2016).

Competitive work environments play a role in deepening policy, knowledge, and collaborative learning (Brondoni, 2018). Furthermore, evaluating resource utilisation management encourages the growth of organisational competitiveness (Chursin & Tyulin, 2018). Concurrently, industrial development encourages competency development (Chursin & Tyulin, 2018), strengthening innovation and competitiveness (Kim & Jung, 2022). Specifically, organisations must develop new business models in which value creation and capture occur within value networks, including suppliers, partners, distribution channels, and coalitions (Brondoni, 2018).

Empirical studies have revealed social capital roles in achieving sustainable performance supported by knowledge management (Tu, 2020). Further, a dynamic development resulting from social interactions among organisations and associates, knowledge production, has been examined (Al-Omoush et al., 2020; Chung et al., 2019). Organisations' Social networks function as channels for conveying and incorporating information to optimise involvement and constructing roles of dynamic new notions and ethics (Ode & Ayavoo, 2020).

Collaborative knowledge creation is a cooperation mechanism (Calantone et al., 2002) that creates and develops comprehension involving associates to increase understanding regarding the change (Zhao et al., 2020). Collaboration explains the coordinated and integrated knowledge transfer mechanism through dynamic social interactions (Faccin & Balestrin, 2018), thereby generating collaborative knowledge (Tu, 2020). The role of collaborative knowledge creation in creating organisational performance has yet to be widely researched (Al-Omoush et al., 2020). To attain existence, performance obliges information and cooperation application to investigate recent changes in unstable markets (Chen et al., 2016).

Tu (2020) and Chang et al. (2021) claimed that knowledge conception and distribution indicate the merit of knowledge investment in creating organisational agility and development.

2.2. Hypotheses Development.

Job satisfaction, a domain of organisational behaviour, has received considerable attention from researchers worldwide. Previous studies (Kianto et al., 2016; Roberts & David, 2020; Sharma, 2016) have highlighted the importance of job satisfaction in building employee dedication and enactment.

Implying that elevated job satisfaction employee is committed to sharing knowledge and sustainably building collective knowledge (Arsawan et al., 2020). Satisfied employees toward work setting desire to spread knowledge and help other employees complete their work by configuring knowledge into shared knowledge (Khan et al., 2021).

Thus, by creating employee job satisfaction, shared knowledge is encouraged, which has implications for increasing shared knowledge, which is beneficial for employees and the organisation (Al-Omoush et al., 2020; Chen et al., 2016; Faccin & Balestrin, 2018). Consequently, the research hypotheses are:

H1. Job satisfaction significantly and positively affects collaborative knowledge creation.

According to the Kim & Jung (2022) the work environment is vital to organisational output and outcomes. A conducive work environment makes employees more creative and anticipatory of their work.

The work environment has yet to be explored well in building collaborative knowledge, even though it is an essential trigger for how employees share and form shared knowledge (Amabile et al., 2006). A competitive work environment encourages employees to increase their collaboration in completing work and to build a culture with new values based on quality knowledge (Aristana et al., 2022).

In addition, a competitive work environment encourages employees to try harder to improve their competence to complete better work and continuously innovate (Haneda & Ito, 2018; Nowacki & Bachnik, 2016).

Subsequently, the research hypothesis is as follows:

H2. A competitive work environment significantly and positively affects collaborative knowledge.

Prior studies have revealed the social capital role in achieving sustainable performance supported by knowledge management (Tu, 2020). Social networks function as channels for transferring and incorporating information to optimise involvement role and constructing dynamic innovative notions and ethics (Al-Omoush et al., 2020; Ode & Ayavoo, 2020). Social networks also influence the labour market by producing changes towards flexibility and sustainability.

Collaborative knowledge creation is a cooperation mechanism (Calantone et al., 2002) that creates and develops knowledge between partners to increase insight into change (Nowacki & Bachnik, 2016; Zhao et al., 2020).

Collaboration is a mechanism for transferring knowledge that is conformed and incorporated in dynamic social interaction (Faccin & Balestrin, 2018; Frumkina, 2021; Hnatyshena et al., 2024), thereby generating collaborative knowledge (Nonaka & von Krogh, 2009), both directly and indirectly, between partners (Tu, 2020).

However, social capital forms a network that helps determinants of collaborative knowledge creation. It is coordinated to quickly adapt to the necessary changes (Khan et al., 2020) and increase organisational agility to ensure sustainability (Liu et al., 2016). Accordingly, the research hypotheses are as follows:

H3. Social capital significantly and positively affects collaborative knowledge creation.

Based on the literature review's background, the framework is demonstrated in Figure 1.

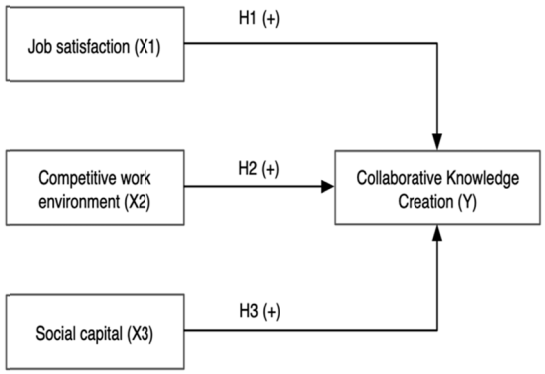

Figure 1. Conceptual model of collaborative knowledge creation.

3. Methodology.

The research employed partial least squares (PLS) with SmartPLS 3.2.8. PLS analysis uses two evaluation stages: measurement and structural model evaluation. The measurement model evaluation aimed to establish the validity and reliability of the indicators applied to measure the research variables. The validity test used convergent validity, and the reliability test used composite reliability. An indicator is considered valid if it represents an outer loading value above 0.7 (Hair et al., 2014). The results are considered reliable if the composite reliability and value of Cronbach's alpha is >0.70 (Hair et al., 2014). The structural model was assessed to corroborate the linkages between constructs through significance values and using the R-squared coefficient of determination (R2).

4. Aim and tasks.

The study aims to develop a model of interconnected human resources to enhance intercultural competence in management education activities and examine the relationship between job satisfaction, workplace competitiveness, and social assets in knowledge co-creation in Indonesian universities.

5. Results.

Respondent characteristics indicate the profile of research respondents (length of service, gender, age, and education level), which are presented in Table 1. The average respondent was 44.27 years old with 18.44 years of work experience and a bachelor's degree (51.1%).

Table 1. Characteristics of Respondents.

Items	Range	Frequency	Percentage
Experiences	1-5	26	14,77
	6-10	0	0
	11-15	29	16,48
	16-20	48	27,27
	21-25	39	22,16
	26-30	17	9,66
	31-35	17	9,66
Gender	Male	87	49,4
	Female	89	50,6
Age	21-30	11	6,25
	31-40	39	22,16
	41-50	69	39,20
	51-60	57	32,39
Education	High school	27	15,3
	Diploma	38	21,6
	Bachelor	90	51,1
	Master	21	11,9

5.1. Evaluation of Measurement Models *(Outer Model)*.

The outer model is tested by measuring with convergent validity and composite reliability (Hair et al., 2021).

The outer loadings value shows the convergent validity measurement of the reflective construct. Testing of reliability using the composite reliability value of the test is illustrated in Table 2.

Table 2. Validity Test Results.

Construct	Indicators	Outer loadings	Remarks
Job satisfaction	KK1	0,769	Valid
	KK2	0,778	Valid
	KK3	0,784	Valid
	KK4	0,800	Valid
	KK5	0,750	Valid
	KK6	0,829	Valid
	KK7	0,746	Valid
	KK8	0,854	Valid
	KK9	0,826	Valid
	KK10	0,795	Valid
	KK11	0,746	Valid
	KK12	0,805	Valid
	KK13	0,743	Valid
	KK14	0,750	Valid
	KK15	0,720	Valid
	KK16	0,757	Valid
	KK17	0,725	Valid
Competitive work environment	LKK1	0,910	Valid
	LKK2	0,930	Valid
	LKK3	0,875	Valid
	LKK4	0,796	Valid
	LKK5	0,862	Valid
Social capital	MS1	0,780	Valid
	MS2	0,893	Valid
	MS3	0,883	Valid
	MS4	0,849	Valid
	MS5	0,770	Valid
	MS6	0,863	Valid
	MS7	0,796	Valid
CKC	CKC1	0,859	Valid
	CKC2	0,895	Valid
	CKC3	0,947	Valid
	CKC4	0,937	Valid
	CKC5	0,958	Valid
	CKC6	0,910	Valid
	CKC7	0,963	Valid
	CKC8	0,910	Valid

Table 3 shows the results of calculating composite reliability values ranging from 0.941-0.979 (>0.70), reflecting the dimension of the latent variable, which is reliable. Likewise, the Cronbach's alpha shows a value ranging between 0.924-0.975 (>0.70), forming the dimensions of the variables are reliable, indicating that the measuring instrument used is free from random error problems (Mackenzie et al., 2011).

Measurement model evaluation regarding the validity and reliability of the indicators that construct the dimensions of the latent variable shows they meet the validity and reliability testing criteria, declaring valid and reliable so that the test can be continued.

Table 3. Composite Reliability.

	Cronbach's Alpha	rho_A	Composite Reliability	AVE
CKC	0,975	0,977	0,979	0,852
Job satisfaction	0,959	0,965	0,963	0,602
Competitive work environment	0,924	0,933	0,943	0,767
Social capital	0,927	0,933	0,941	0,697

5.2. Inner Model Measurement.

The inner or structural model is tested to see the linkage between constructs, i.e., by looking at the significance value and R-square. The structural model is assessed utilizing the coefficient of determination, i.e., R-square, which shows the value of the dependent construct in the t-test. In contrast, the structural path parameter coefficient shows the significance value. The results of calculating the coefficient of determination (R2) are presented in Table 4.

Table 4. R-Square.

	R Square	R Square Adjusted
CKC	0,618	0.612

The finding in Table 4 implies the R-square value for the collaboration knowledge creation variable is 0.618. This value is more significant than 0.33 and less than 0.67, so it is moderate. These results reveal job satisfaction, workplace competitiveness, and social capital influence 61.8% of collaboration knowledge creation.

Direct influence hypothesis testing is intended to test whether exogenous variables have a direct influence on endogenous variables.

The findings of the direct influence are displayed in Table 5 and Figure 2.

Table 5. Direct Effect Test.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	ρ Values
Job satisfaction-> CKC	0.274	0.268	0.051	5.351	0.000
Competitive work environment -> CKC	0.153	0.146	0.056	2.722	0.007
Social capital-> CKC	0.524	0.534	0.063	8.258	0.000

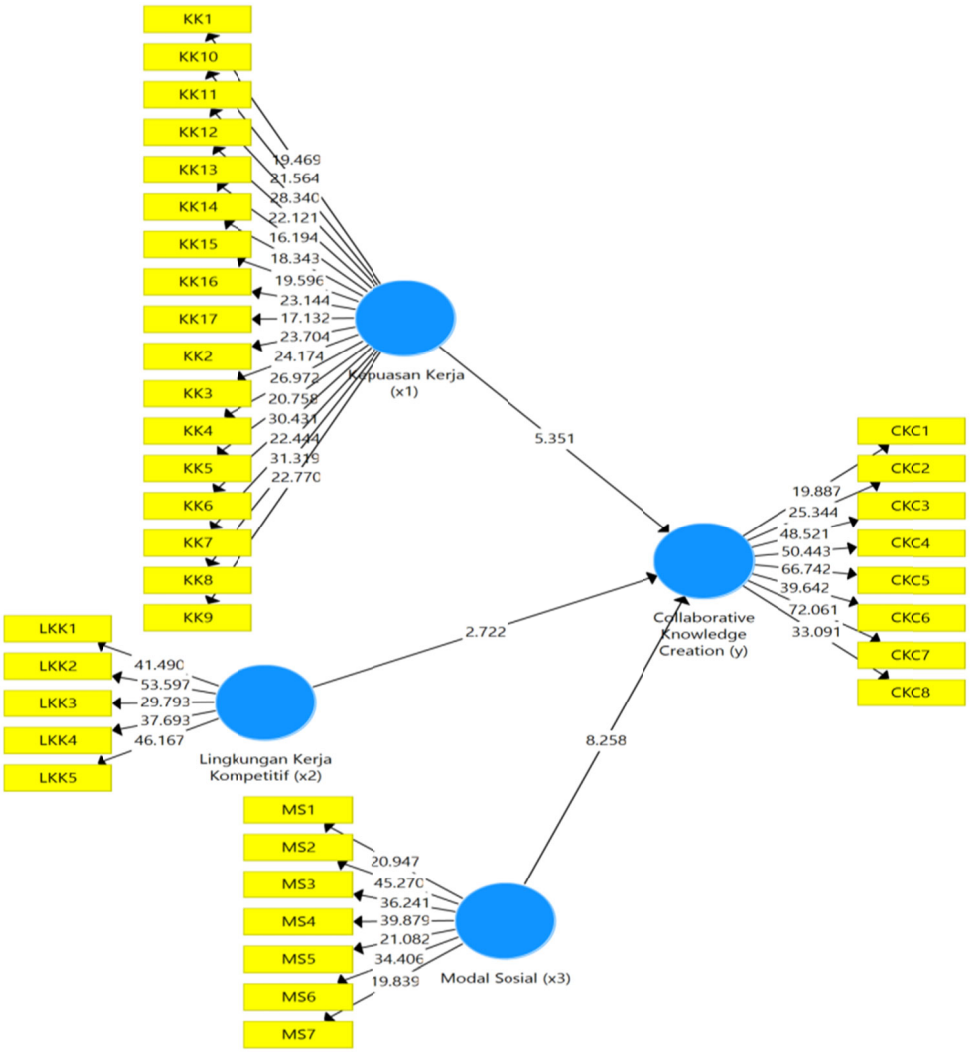

Figure 2. Research output.

The influence of job satisfaction on CKC is significant (p-value < 0.05 T statistics 0.274). Hypothesis 1 is accepted. The research results align with previous studies (Kianto et al., 2016; Sharma, 2016), highlighting job satisfaction's important role in building employee commitment and performance.

This means that employees with high job satisfaction in an organization are committed to sharing knowledge and building collective knowledge sustainably (Arsawan et al., 2020).

Employee satisfaction with their work environment tends to desire to spread knowledge and help other employees complete their work by configuring knowledge into shared knowledge to complete work and routines (Khan et al., 2021).

Thus, creating job satisfaction will encourage shared knowledge, which has implications for increasing shared knowledge, which benefits employees and the organization (Al-Omoush et al., 2020; Chen et al., 2016; Faccin & Balestrin, 2018).

The linkage between a competitive work environment and Collaborative knowledge creation (CKC) is significant (p-value < 0.05, 0.007, 0.153). Hypothesis 2 is accepted. The research results support the available literature, which shows that the work environment possesses a vital role in organizational output and outcomes. A conducive work environment makes it better for employees to be more creative and anticipatory towards their work (Kim & Jung, 2022).

Collaborative knowledge creation has yet to be thoroughly studied, although it is an essential driver for how employees share and build shared knowledge (Amabile et al., 2006). A competitive work environment encourages employees to increase their collaboration in completing work and build a culture with new values based on quality knowledge (Aristana et al., 2022). A competitive work environment also encourages employees to try harder to improve their competence to complete better work and continuously innovate (Haneda & Ito, 2018; Nowacki & Bachnik, 2016).

Finally, the influence of social capital on CKC is significant (p-value < 0.05, i.e., 0.000, 0.524). Thus, hypothesis 3 is accepted. A prior study revealed the social capital role in achieving sustainable performance supported by knowledge management (Tu, 2020). Further, exploring knowledge creation is a dynamic progression through the social interactions involving organizations and associates (Al-Omoush et al., 2020; Chung et al., 2019). Social networks in organizations function as channels for conveying and incorporating information to elevate the distribution and creation of dynamic new ideas and values (Ode & Ayavoo, 2020).

Collaborative knowledge creation is a cooperation mechanism (Calantone et al., 2002) that creates and develops knowledge between partners to increase insight into change (Zhao et al., 2020). Collaboration describes a mechanism for transferring knowledge that is correlated and desegregated through dynamic social interaction (Faccin & Balestrin, 2018), thereby generating collaborative knowledge (Nonaka & von Krogh, 2009) both directly and indirectly between partners (Tu, 2020).

Faccin and Balestrin (2018) revealed that CKC is manifested in continuously developing organizational knowledge that results in adapting to rapid changes in the environment and market needs. Besides, social capital forms a cooperative and synchronised system which allows companies to adapt to indispensable changes quickly with the help of knowledge (Khan et al., 2020).

Social capital responds to rapid, flexible, and structured environmental changes by generating interpersonal and perceptive skills and augmenting organizational agility (Ooi et al., 2017; Bodnar et al, 2019) to accomplish contests, reach different prospects, construct ethics, and assure longstanding sustainability (Liu et al., 2016). Theoretically, this research enriches and integrates dynamic capabilities and a knowledge-based view that organizations can adapt to change because of the ability to allocate knowledge well. Well-managed knowledge drives organizations to become more dynamic, ultimately impacting competitiveness.

6. Conclusions.

Job satisfaction significantly affects collaborative knowledge creation. A competitive work environment is essential for building collaborative knowledge creation. Finally, social capital possesses a unique potential in building collaborative knowledge creation to produce organizations with superior performance.

The development of organizational knowledge as a reflection of collaborative knowledge creation creates an adaptive character. Moreover, social capital creates interpersonal and perceptive skills, organizational agility, and response speed. Collaborative knowledge creation and social capital as a form of readiness to face rapid environmental and market changes

Although this research contributes theoretically, there are still weaknesses that can be used as material for future evaluation. First, this study was conducted at universities in developing countries. Thus, generalization of the results may be impossible. For this reason, it is necessary to test the model in other sectors or carry out comparative tests to produce exciting findings. Second, this study only uses internal organizational variables. Therefore, future research can expand the model by using constructs outside the organization, such as environmental dynamism, market uncertainty and technology adoption.

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