

## **Analysis of Innovative Behavior and Loyal Attitude toward Career Satisfaction with the Performance of Lecturers as Intervening Variables (Empirical Studies on the *Kopertis* Region VI in Indonesia)**

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### **Abstract**

*The objective of this research is to analyze the innovative behavior and loyal attitude toward career satisfaction with the performance of lecturers as an intervening variable. The research population is civil servant lecturers who work for private higher educations of Region VI (KOPERTIS VI), Central Java, Indonesia. A purposive sampling method is used to representatively sample the lecturers' data. The data are analyzed using tests of validity and reliability, model feasibility for causal relationship analyses occurring in multiple regressions, hypotheses by a two stage regression analysis, and "Sobel test" for testing the significance of the intervening variable. The research shows that each of the innovative behavior and loyal attitude positively influences the lecturers' performance. Also, each of the lecturers' performance, innovative behavior and loyal attitude positively influences on the career satisfaction. The lecturers' performance as an intervening variable positively influences on innovative behavior and the loyal attitude toward the career satisfaction. The hypothesis test used one tail test with an error ( $\alpha$ ) of 5%. The research findings prove that the performance of a lecturer as an intervening variable bridges the gap of the motivation influences to the performance.*

**Keywords:** innovative behavior, loyal attitude, lecturer's performance and career satisfaction

### **1.1 Background Issues**

Theoretical experts-based resources such as Barney (1991) cast doubt on the sustainable competitive advantage stems from the acquisition and use of a set of particular resources effectively where it cannot be imitated by competitors. Pfeffer and Sakanciks' views (Gudono; 2009) State that the ability to control the allocation of resources is a source of strength. These powers can appear in the forms as: control over resources, ownership of resources, and control over access to resources, control over the use of resources and the ability to regulate resources. This theory based approach (the Resource Based View of the firm /RBV) said the ownership of a resource is a factor of success in getting the advantages of competitiveness (Gudono, 2009).

According to Barney (1991), the competitive advantages can be obtained if the company gained control of the valuable resources. The valuable resources are determined by three factors, namely the scarcity, demand and appropriate. The competitiveness will be able to last longer if the company could protect its resources from the transfer, imitations and substitutions. The purpose of a resource-based approach is to improve the capacity of resources achieving strategic alignment between resources and opportunities as well as get the added value of the effective resources allocation (Armstrong, 2003).

A convincing rationale for resource-based strategy has been given by Grant (1991) in Armstrong, (2003): when the external environment is in the ever-changing circumstances, resources and capabilities of the company's may be more stable base to establish the identity of the company. Therefore the strategy-based resources is relating to the company's intellectual capital improvements or human capital (Armstrong, 2003).

In this research, entanglement RBV with variables that are used explained through human capital and the theory of motivation with variables of career satisfaction and the performance. Whereas to be able to identify, develop, and harness the resources an organization must have a strategic nature of entrepreneurial i.e. creates the ability to affect others with loyal attitude and try to do something innovatively.

Some management experts, including behavioral experts believe that the behavior is not completely real as it pertains to human that is unique (Usman, 2009). Furthermore explained that human relations development model more focuses on the objective to be achieved and the development of various systems of motivation according to the type of motivation in order to increase work productivity. Supporters of this model include McGregor (1961) and Maslow (1970). Contributions to the theory of the behavior is to be developed in the theory of motivation, in addition to knowing the groups' behavior, human relations in the workplace, and the importance of human relationships at work. Robbins (2007) suggests that the motivation is the desire to do as a willingness to put out a high level of effort for the Organization's goals, which are conditioned by the ability of that effort to meet an individual needs. Motivation is very important for managers to improve performance of his/her subordinates because performance depends on the motivation, ability, and its surroundings (Usman, 2009). More, Gibson and Donnelly (2000) suggest that organizational performance depends on the performance of individuals or in other words individual performance will contribute to the Organization's performance, it means that the behavior of the members of the Organization both individually and group gives the strength of the top performing organizations because motivation will influence on organizational performance. The relation between motivation and performance is positive. Increasing motivation will result in more efforts and better achievements of the work. Nonetheless here goes interplay that motivation will result in better performance, improved performance will improve motivation, because it will give rise to feelings of high achievement (Armstrong and Long, 1994).

This research is focused on the areas of organizational behavior that are packed with title: "Analysis of the influence of innovative behavior and loyal attitude toward career satisfaction with the performance of lecturers as intervening variables, empirical studies on the *Kopertis* region VI Indonesia". The study is expected to clarify issues on the factors that affect the performance of lecturers, motivation and career satisfaction with approaches, among others, the theory of competitiveness (RBV).

The existence and role of the civil servants in Indonesia has long been the subject of discussion both by the wider community as well as the management observers. Civil servants who work in government agencies that in fact are public services, are often assessed not to have high quality and dedication in carrying out his/her duties as a public services as well as his/her duties on a daily basis. An important goal in an organization is the creation of job satisfaction member organizations concerned, and will further improve its performance. With job satisfaction expected, achievement of the objectives of the Organization will be better and more accurate. Performance was as a result of work generated by an employee in a unit of time (Kotter and Heskett, 1997). This view shows that performance is a real masterpiece of the person or company that can be seen, calculated amount, and can be noted on his/her acquisition time (Usman, 2009).

*Kopertis* Region VI Central Java as the place where the research is a government organization in charge of coordinating activities of private colleges/universities in the Central Java province of Indonesia. The success of a program is certainly integrated toward work achievement of leadership and implementing programs. However, behind the success of many still encountered problems faced primarily human resources that their Government lecturers employed at the private Universities.

*Kopertis* Region VI Central Java coordinating 245 private universities and has 829 lecturers employed at the private universities. There are still lecturers those employed with bachelor degrees as many as 27.62 percent or 229 lecturers, as well as the lack of professors (2.50 percent); however there is a 53.44% lecturer who has the post of functional for Associate Professor (*Kopertis* Region VI Office-Central Java, 2010). It is clear that the majority of lecturers employed are not being able to be promoted to professors because of the highest education of only Master degrees. This phenomenon is not apart from the lack of motivation and information between subordinates and superiors in order for subordinates to continue their studies to a higher level. Radig (1998) argued that granting a boost as one of the motivation forms, important to be done to increase the work of a lecturer so that it can achieve a result desired by management or its president.

The main issue of this research is that there is difference of opinions on motivation and performance. Explained that the motivation of the employees are the main drivers of performance (Stringer (2002) in Wirawan; 2008).

Research results of Abdulsalam and Mawoli (2012) showed that motivation has a significant influence on the performance of lecturers. While Alonso declared that Merit Principles Survey (MPS96) supports the hypothesis of Perry-Wise (1990) in Alonso (2001) that individuals with high Public Service Motivation indicates better performance. In the research of Ashton and Roberts (2011), stated that the performance is affected by skills, knowledge, motivation and environment.

Research of Orpen (1997) found that the motivation of working effect on job performance. However some researchers have different opinions such as research, Clark (2003) stated that the motivation is not the direct effect on performance. Likewise the opinion of Porter and Lawler (1968), argued that the effort (encouragement or motivation) do not directly lead to a performance, but through intermediaries, i.e. ability/nature and perception of the role. Further, research of Brahmasari and Suprayetno (2008) stated that the work motivation has positive effect of but it is not significantly effect to the company's performance, meaning that even though the motivation of working positively and significantly to influence job satisfaction but not necessarily affect the performance of the company.

## 1.2 Problem Statement

Lack of lecturers employed as Professors (2.50 percent) but there are a 53.44% of lecturers who have functional post as Associate Professor. It seems clear that the majority of lecturers employed were not able to be promoted to professor because of the highest education of only master degrees. Lack of motivation and information from the President to the lecturers to be able to continue their studies to a higher level is important because the strategy on motivation and information can drive an integrated lecturer performance to generate information that can be used as input to management decision-making.

In addition to the above, there are research gap. Armstrong and Long (1994), Orpen (1997), Abdulsalam, and Mawoli (2012) stated that the motivational variable has positive effect on the performance. Other researchers, however, found that the motivation is not the direct effect on performance (Clark, 2003). Likewise, research of Brahmasari, and Suprayetno (2008) found that the motivation of working is positive but not significant effect on performance of the company. Likewise the opinion of Porter and Lawler (1968), argued that the effort (encouragement or motivation) do not directly lead to a performance, but through intermediaries, i.e. ability/nature and perception of the role.

The Research issues above obtained from the organization phenomenon and many sources of previous research results. Thus, the main issues of this research can be formulated as: "How variable of innovative behavior and loyal attitudes can affect the performance of lecturers and career satisfaction".

Based on the above background and issues then this research on *Kopertis* Region VI Central Java, Indonesia is as follows:

1. Whether innovative behavior impacts on the performance of lecturers.
2. Whether loyal attitude impacts on the performance of lecturers.
3. Whether the performance of lecturers influencing career satisfaction
4. Whether innovative behavior influencing career satisfaction
5. Whether loyal attitude influencing career satisfaction.

## 1.3 Research Objectives

This research aims to analyze the variables that affect the performance of lecturers through the empirical studies on career satisfaction on *Kopertis* Region VI in Central Java. In particular, this research aims to analyze:

1. Positive influence on innovative behavior toward the performance of a lecturer.
2. Positive influence of loyal attitude toward lecturer's performance.
3. Positive influence of lecturer's performance toward career satisfaction.
4. Positive influence of innovative behavior towards career satisfaction
5. Positive influence of loyal attitude toward career satisfaction.

## 2. Review of Literature and Model Development

### 2.1 Review of Literature

#### Resource-Based View (RBV)

The basic model on this research is built from the RBV (the Resource-Based View) theory. The RBV of the firm emphasizes the strategy of value resources to achieve excellence competitiveness. Barney (1991) in determining whether a resource can be thought of as special capabilities or special competence is in the creation of value for customers, very rare, cannot be copied and no substitute.

To be able to achieve the goals and strategic objectives of the Organization required a competent, reliable and visionary individual or human resources. As explained in the studies of Claus (2011) that human capital or cumulative individual abilities, knowledge and skills which are developed through formal and informal educations and experiences play a major role in a person's performance. Whereas, according to Spatafora, (2004) human capital indicators are the competency, the ability to innovate and the employee motivation. According to Ulrich (1998), human resources should not be defined by what it does, but with what results, results that enrich the Organization's value for customers, investors and employees. As is the case in the research of Dakhli and Clercq (2004) found the strong support of positive relations between human capital and innovation. Meanwhile, according to Roos, and Johan (1997) motivations is one of derivative of the human capital. Gomes (2003) suggests that the motivation of a worker to work usually is a precarious, because this involves both individual and organizational factors. Those belongs on the individual factors are the needs, goals, attitudes and abilities. While factors derived from organizational covering payment, job security, co-workers, supervision, praise, and job itself.

Research of McClelland on the New Word Encyclopedia (2008), about the Three Needs Theory, explains: 1) the need for achievement = n Ach, a power mover, is the motivating spirit of one's work; 2) the need for power = n Pow, the need for more powerful, more influential toward others and 3) the need for affiliation = n Af, the demand for affiliation will leverage motivation of a person's working spirit. More McClelland (1965) stated that the need for achievement (n-Ach) is the catalyst for success and superior in connection with a series of standards. One has high motivation is characterized by high performance among others, doing something innovative and creative, many ideas, and being able to embody the idea well, want to be free to invent, less like system that limits of its motion toward what is positive. Further, the need for achievement then can become the derivative toward naming innovative behavior variable.

The need for affiliation have high friendship attitude (Davis and Newstron, 2008). Therefore, people who have a high affiliate motivation tends to work with others than self-employed, more being loyal to his superiors and they tend to have high attendance rates, as well as tend to be doing better in situations where there is a personal and moral support. Based on the above explanation, this affiliate motivation can become a derivative toward naming loyal attitude variable.

#### Performance

In various literatures, the notions of performance vary considerably; but from differences in understanding can be categorized into two major lines: first, understanding the performance refers to the understanding as a result. Bernardin (2003) stated a performance record of the results produced by/generated for specific job functions or activities for a certain period. Second, performance refers to the notion as behavior (Murphy, 1990 in Williams, 2002) which states that the performance is a set of behaviors that is relevant to the objectives of the organization or organizational unit where people work. Performance as behavior is also expressed by Waldman (1994) in Williams (2002). Performance is synonymous with behavior. Performance is something actually people do and can be observed. In this performance research, performance includes acts and behavior relevant to organizational goals. Performance is not a consequence or result action, but the act itself (Campbell, 1993 in Williams, 2002).

Further, described in the act of Republic of Indonesia number 14 / 2005 what is meant by the performance of the lecturer is the work load of lecturer which includes the main activities namely plan of learning, carry out a process of learning, conducting research, doing the additional duty and do devotion to the public. The main task is to implement the lecturer Institute's *Tridharma* with the working load at least commensurate with 12 ( twelve ) credit hours and most numerous of 16 (sixteen) credit hours in each semester in accordance with its qualifying academic ( guidelines the working load of lecturer; 2010 ).

Based on the literatures and studies above, then the performance variables mentioned can become a derivative of variable naming lecturer's performance variable.

### Career Satisfaction

Job satisfaction is a set of employee's feeling of please or not of their job (Davis &Newstrom, 2008). Then Robbins (2007) said that job satisfaction as the general attitude of the individual toward his work. Lounsbury et al., (2008) suggests that job satisfaction influence on the size of the job, while the career satisfaction representing individual feelings on satisfaction or dissatisfaction of his overall career. The use of the term 'career' as an overall experience and job-related activities during the span of one's life (Hall, 1976 in Lounsbury et al., (2008).

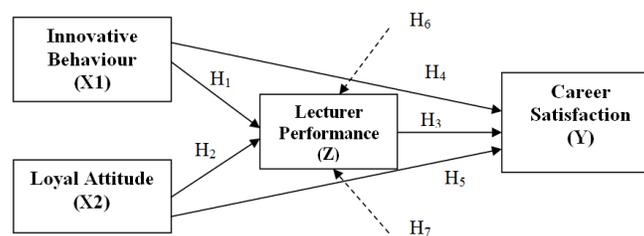
Further, a career is often thought of as a journey from the work to the next job that is a part of the plan that prepared carefully. Career is a series of work related to the position occupied by a person during his/her lifetime (Mathis & Jackson, 2006). However, there is also an opinion that someone's career is just a fate (Handoko, 2001). Next Handoko said that the success of one's career is essentially influenced by various factors including supervisor attitudes, experiences, educations and fate (Sudiro, 2012).

Studies of Islam (2006), explained that the career satisfaction is an output intrinsic to the success of a career that refers to satisfaction with current work and potential improvements in a particular job (Emmerik et al., 2006). Therefore this job satisfaction can become a derivative of variable naming career satisfaction variable

### 2.2. Empirical Research Model

Based on exposure to literatures and previous researches, the following figure 2.1 describes the empirical research model to be tested.

**Figure 2.1 Empirical Research Model**



Source:Developed in this research.

### 2.3 Formulating hypotheses

#### 1. The Influence of Innovative Behavior on Lecturer's Performance

Innovation is a concept in doing the generation, development and implementation of an idea or behavior in relation to the development of a product or service, technology, structure and production process, the new administrative system, new market discovery conducted by corporate organization (Damanpour, 1991). Adoption of innovations aimed at improving effectiveness or performance of the company. Determinants of innovation can be in individual, organizational and environmental factors. There are some determinants of innovation those can be to strengthen or weaken such environmental factors and organizational factors. The influences of environmental factors that strengthen innovation are technology expertise, knowledge, external and internal competencies, communication and administrative quality (Damanpour, 1991). While the weaken innovation e.g., integration, centralization and formalization. Innovation adoption process involves the stages of trial proceedings until the stage of the process of implementation and commercialization. Trial phase include information gathering, evaluation resources that prompted the decision to innovate. While the stages of the implementation process relating to the exploitation and commercialization of ideas in the organization.

According to Kuppelwieser (2011), innovation is the successful implementation of new ideas and creative in the organization (Oldham & Cummings, 1996). It also explained that some authors use creativity instead of innovation, while others use the innovation instead of creativity. Creativity is the idea in general, and it is likely to become apparent at the first stage of innovation (West, 2002). Innovation is the introduction of new ways of enhanced or to carry out the work (West, 2002). Thus creativity appears on the individual level, whereas innovation appears on the organization level (Oldham & Cummings, 1996).

West (2002) proposed creativity clearly that when people are in the team needed to develop or offer ideas in response to the perceived need for innovation. In other words, the employee is providing the foundation for any innovative behavior of company (Oldham & Cummings, 1996).

Zhou and George (2001) found that the extent to which an employee perceives that organizations encourage, respect, reward, and recognize people who demonstrate creativity. One of the most important sources of creativity and innovation is an intrinsic motivation (West, 2002). Intrinsic work motivation to cause the performance of higher and satisfaction with the job and those are consistent with the theory of management (Hackman & Oldham, 1976), it is therefore expected that the performance of an employee will increase.

Some researchers explain that the organization relies on the initiative of employees as a consequence of the increasing global competition and the need for continuous innovation (Frese et al, 2007; Grant & Ashford, 2008; Morrison & Phelps, 1999) in Zhang (2012). According to Lopez et al. (2005), that innovation and competitiveness effect significantly to financial performance. Later described by Scott and Bruce (1994) as well as research results Janssen et al, (2004), that innovation should be done not only by a deliberate action to produce new ideas, but also with the introduction of the application of new ideas, because it aims to improve organizational performance.

According to Gupta and Agarwal (2007) innovation is a main raw material for building a high performance organization. The emerge of knowledge-based economy, globalization, and advanced technology have increased the Organization's innovative efforts to achieve competitive advantage. Gupta and subsequent Argawal (2007) quotes the opinion of Cano and Quevedo about the existence of the relationship between innovation and performance with the hypothesis that certain management practices (objective recognition and reward for achievement, team work organization, the creation of a common language and share experience among research and development employees) will have a positive influence on innovation and performance in the organization. Further research in the Baker & Sinkula (1999) explains that this unique endowment and capability will create economic value through process innovation that will produce superior performance.

Based on the studies of the theory and previous research then the hypothesis 1 is formulated as follows:

H 1: Innovative behavior positively influences the performance of a lecturer. The better innovative behavior is developed, then it increases the performance of a lecturer.

## **2. The influence of Loyal Attitude toward Lecture's Performance**

Loyalty is a condition in which the individual interests are fused with interests of organization, and yielding one social networks based on interests ( Johnson K., 1999). Three signs of loyalty identified in the literature as loyalty, pride toward organization, and a sense of belonging to the organization ( Patchen, 1970 ). Loyalty reflects the level where most of the members of an organization have the attitude of loyal to the purpose and interests of the organization. Pride toward organization is a level where self-concept of the members has been connected to organization. The attitude of a sense of belonging refers to the level where most of the members support and defending the organization.

McClelland (1961) said that affiliate needs is the need to be liked, developed or maintained friendships and loyal with others. With such friendly and loyal attitude reflected in the high performance of employees. Research of Brown et al., (2011), shows that employee loyalty is associated positively with a higher level of performance. While the research results of Chen et al. (2002) showed that loyalty to supervisors relating to performance.

Based on the literature review and research results presented above, the second hypothesis as follows:

H2: Loyal Attitude influential favorably towards the lecturer's performance, the better the loyal attitude then it will be getting better performance level of lecturers.

## **3. The influence of Lecturer's Performance toward Career Satisfaction**

Employee's/ lecturer's performance is the result of the synergy of many factors. Those factors are environmental factors of internal organization, external environment, and internal staff or faculty. Further, in the Work-load Guideline Lecturer 2010 explained that the activities of the *tridharma* institutes to be conducted by the lecturers include (1) education and teaching (2) research, (3) devotion to community and (4) supporting the activities of *tridharma* institutes. Therefore the work-load of lecturers should be distributed proportionally and measurable.

As a unit of measure, the work-load of lecturers is expressed in units of credit that are outlined in the calculation section of work-load of lecturers. The Guidelines of the work-load in 2010 is expected to materialize Lecturer's standardization, uniformity, and accountability in order to calculate the performance of the lecturer.

Career satisfaction is generally defined as a pleasurable or favorable emotional state resulting from the assessment of a person's work experience (Greenhaus et al., 1990). Francis (2012) explains the opinion of Greenhaus and Wormley (1990) that developed career satisfaction is such a successful career, compared to job satisfaction. This is tagged as general satisfaction with the results of his/her career, and also satisfaction with career progress. Further, Bigliardi et al. (2005) explained that the career satisfaction including satisfaction in salary level, the level of promotion achieved, and progress in achieving the goals of his/her career. Porter and Lawler (1968) stated that the performance lead to satisfaction. Likewise, Chung & Megginson (1981) in Usman (2009) Stated that performance levels affect the reward and productivity. Where productivity affects the organization incentives and reward affects customer satisfaction. While Bigliardi et al. (2005) describe that job satisfaction has many dimensions and one of them is the satisfaction of a career.

Based on the literature review and research results above, then filed proposed a third hypothesis as follows:

H3: The performance of a lecturer influential favorably to satisfaction career, the better the performance levels then the better the career satisfaction.

#### **4. The Influence of Innovative Attitude toward Career Satisfaction**

That must be achieved for the success of the development of innovation is building innovative work behavior (Janssen, 2004; Scott & Bruce, 1994). The capability of creative and innovation attitude is a very important individual competencies needed by any organization (Sudarmanto, 2009).

Creativity and innovation are the ability of individual to improve achievements in the work. It further explained that innovation is the introduction and application of intentionally ideas, processes, products, or procedures for new jobs, work team, or organization for the purpose of gainful employment, work team, or organization (West, 2001).

McClelland (1965) explained that one who has high outstanding achievement motives characterized by i.e., do something innovative and creative, has many initiatives, and being able to embody the idea well, and is responsible for all the acts, as well as hooking up on a career or future life. Therefore, management career is very important as an effort to develop employees, enhance the organization capability as well as an increase in job satisfaction (Hariandja, 2002). Further, described by Bigliardi et al. (2005) that one of dimensions of satisfaction work is career satisfaction. While career satisfaction in the research of Greenhaus et al., (1990), measured by the use of indicators among others being able to express progress that have been done on the accomplishment of the objectives for the development of new skills.

Based on the literature review and research results above, it is proposed the fourth hypothesis as follows:

H4: The innovative behavior influent positively on the satisfaction of a career, the better the innovative behavior then the better also the career satisfaction.

#### **5. The influence of Loyal Attitude toward Career Satisfaction**

More and more employers are discovering that in a tight labor market, turnover of employees appear more often when employee's loyalty is low, which then confirms the importance of a workforce that has a loyal attitude (Mathis and Jackson, 2006). Whereas Reichheld (1996) in his book titled *The Loyalty Effect*, defines loyalty as a willingness to make investments or personal sacrifice to strengthen relationships.

Basically employees want to get more advanced or developed. The embodiment of the progress appears in the development of career employees. Someone whose career spanned from the ground is certainly expecting a moment he/she held a career as high as possible. This will embody the employees for career satisfaction. Of course employees or subordinates who satisfied his superiors not only policy will be obedient to the orders given, but also have loyalty to his superiors. While the dimensions of loyalty can manifest in the form of self dedication, seriousness in effort, identification or self unity, and in common with the leadership value (Chen, 2001).

One of the findings of Wickramasinghe and Jayaweera (2010) is the support of job satisfaction that has significant prediction of career satisfaction.

Based on the literature review and research results above, then proposed the fifth, sixth and seventh hypotheses as follows:

- H5: The loyal attitude positively influent toward career satisfaction, the better the loyal attitude owned by lecturer then the better career satisfaction.
- H6: Innovative behavior influential favorably to career satisfaction with the performance of lecturers as variable intervening.
- H7: Loyal attitude influential favorably to career satisfaction with the performance of lecturers as variable intervening.

### 3. Research Methodology

This research is qualitative descriptive research, namely research on data collected and expressed in the form of numbers. Quantitative Data is the data that is in the shape of figures or qualitative data that is converted to a number. The data source in the study is the primary data that is derived from the first source that is collected in specifically and directly related to the problems explored (Emory and Cooper, 1995). While the research methods used in this research is a survey method. The survey method is a method of research that takes samples from a population and use questionnaires as a means of collecting the main data (Marzuki, 1998).

Population in this study is all the lecturers employed at the private institutes *Kopertis* Region VI, Central Java totaling 829 lecturers. Samples are taken using a purposive sampling method, i.e. the method of sampling with a certain criteria. As for the criteria used are lectures with Master Degrees, have functional post as Associate Professor and employed at the private institutes/universities, total of 363 lecturers. Whereas the respondents whose returned the questionnaire and qualify to be tested is 228 respondents. According to Bailey in the Iqbal (2004), research that uses statistical data the minimal sample used is 30. Thus the number of sample above has met the eligibility as a research sample.

A method of collecting data used in this research is a questionnaire with the question of / statement that is spatially closed and opened, namely collect the data by asking a number of questions to respondents in the questionnaire and asked to provide feedback or answer which has been available. Closed poll questions created by using the scale of 1-10. This scale included in agree-disagree scale that is the development of bipolar adjective. The interval scale is data measurement that produces data that have a meaningful value range, although the absolute value is less meaning (Ferdinand, 2011).

While the research variables are both exogeneous (independent) variables i.e. innovative behavior ( $X_1$ ), loyal attitude ( $X_2$ ), and performance lecturer ( $Z$ ). Endogeneous (dependent) variables i.e. career satisfaction ( $Y$ ). Each variable consists of 5- 6 indicators. Analytical technique used in this research is the Path Analysis, which is a technical analysis to analyze the causal relationship that occurs in multiple regressions- if the independent variable affects the dependent variable, not only directly but also indirectly.

### 4. Data Analyses and Discussion

#### 4.1 Test of Data Quality

Test of validity used to measure whether or not a questionnaire is valid. Based on the value of statistic test shows that all questionnaire variables are valid, since each item qualifies that is shown by the values of Corrected Item Total Correlation or  $r$  test  $> r$  table = 0,195 ( $N = 228$ ,  $\alpha = 0.05$ ). Further test is the reliability test that used to measure the reliability of the answer of a question or in other words to know the degree of stability of the measuring instrument. Based on the statistic test result can be arranged in the Table 4.1 below:

**Table 4.1 Test Result on Questionnaire Reliability**

| Variable                        | Cronbach's Alpha | >/< | Standard |
|---------------------------------|------------------|-----|----------|
| Innovative Behavior ( $X_1$ )   | 0,907            | >   | 0,70     |
| Loyal Attitude ( $X_2$ )        | 0,869            | >   | 0,70     |
| Performance of Lecturer ( $Z$ ) | 0,808            | >   | 0,70     |
| Career Satisfaction ( $Y$ )     | 0,885            | >   | 0,70     |

Source: Primary data processed

Table 4.1 shows that the test value of Cronbach’s Alpha for all four variables i.e. innovative behavior ( $X_1$ ), loyal attitude ( $X_2$ ), performance of lecturer ( $Z$ ), and career satisfaction ( $Y$ ) are all greater than 0.70 (Nunnaly in Ghozali, 2011), then it can be concluded that the results of testing the questionnaires are reliable.

**4.2. Test of Feasibility Model**

**1. The influence of Innovative Behavior and Loyal Attitude toward Lecturer’s Performance (Path I)**

Results on the determination coefficient test show that figures adjusted R square or adjusted  $R^2$  equal to 0,324. This means that the independent variables i.e. innovative behavior and loyal attitude explain the variation of lecturer’s performance of 32.40%, whereas the 67.60% described other factors/variables outside of the model. Further F test results show that the value of F test = 55.426 > F table = 3.00, with numbers of significance = 0.000 <  $\alpha$  = 0.05 (significant). Based on the adjusted  $R^2$  and F tests above can be concluded that regression equation model (Path I) is feasible to be used.

**2. The Influence of Innovative Behavior, Loyal Attitude, Lecturer’s Performance toward Career Satisfaction (Path II)**

Results on the determination coefficient test can be explained that figures adjusted R square or adjusted  $R^2$  equal to 0.340. This means that the independent variables i.e. innovative behavior, Loyal Attitude and lecturer’s performance can explain for the variation of the Career Satisfaction variable of 34.00%, whereas 66,00% described other factors/variables outside of the model. Further, F test results showed that the value of F test = 39.938 > F table = 2.60 with numeric significance = 0.000 <  $\alpha$  = 0.05% (significant). Based on the testing of the adjusted  $R^2$  and F above can be summed up that the regression equation model (Path II) is feasible to be used.

**4.3. The Testing of Hypotheses**

**1. Hypothesis test on the Influence of Innovative Behavior and Loyal Attitude toward Lecturer’s Performance**

Based on Tables 4.2 can be conducted the testing of hypotheses as follows: value of t test of variable on the influence of innovative behavior toward Lecturer’s performance = 8.723 > t table = 1.653 ( $\alpha$  = 0.05, one tail test), with figure significance = 0,000 <  $\alpha$  = 0.05 (significant). Thus then hypothesis (H1) that Innovative behavior positively influences the performance of a lecturer is proved.

From the Table 4.2 can also be noted that the value of the t test of the influence of loyal attitude toward lecturer’s performance variable = 2.867 > t table = 1.653 with numeric significance = 0.000 <  $\alpha$  = 0.05% (significant). Thus, the hypothesis (H2) that Loyal Attitude influential favorably towards the performance of lecturers is proved.

**Table 4.2: Regression Coefficient (Path I)**

| Model |                     | Standardized Coefficients | t     | Sig. |
|-------|---------------------|---------------------------|-------|------|
|       |                     | Beta                      |       |      |
| 1     | (Constant)          |                           | 5.683 | .000 |
|       | Innovative Behavior | .501                      | 8.723 | .000 |
|       | Loyal Attitude      | .165                      | 2.867 | .005 |

Dependent Variable: Lecturer’s Performance  
 Source : Primary data processed

**2. Hypothesis test on the Influence of Lecturer’s Performance, Innovative Behavior, and Loyal Attitude toward Career Satisfaction (KK)**

The hypothesis test on the influence of lecturer’s performance, innovative behavior, and loyal attitude toward career satisfaction can be explained in Table 4.3 as follows:

Based on the Table 4.3 can be known that value of t test of the influences of lecturer’s performance variable (KD) toward the career satisfaction (KK) of 2.330 > t table = 1.653 with numeric significance = 0,021 <  $\alpha$  = 0.05% (significantly). Thus, the hypothesis 3, that the performance of a lecturer influential favorably to satisfaction career is proved. Further to the Table 4.3 above can be known that value t test of the influence of innovative behavior variable (PI) to the satisfaction of a career (KK) of 4.507 > t table = 1.653 with numeric significance = 0.000 <  $\alpha$  = 0.05% (significant). Thus the hypothesis (H4) that the innovative behavior influent positively on the satisfaction of a career is proven.

The fifth hypothesis stating that there is a positive influence of loyal attitude toward career satisfaction. The Table 4.3 can also be noted that the value of t test of the influence of loyal attitude (SL) toward the career satisfaction (KK) of 5.414 > t table = 1.653 with the significance number = 0.000 < α = 0.05 (significant). Thus hypothesis (H5) that the loyal attitude positively influent toward career satisfaction is proven.

**Table 4.3 Regression Coefficient (Path II)**

| Model |                        | Standardized Coefficients | t     | Sig. |
|-------|------------------------|---------------------------|-------|------|
|       |                        | Beta                      |       |      |
| 1     | (Constant)             |                           | .765  | .445 |
|       | Lecturer’s Performance | .154                      | 2.330 | .021 |
|       | Innovative Behavior    | .296                      | 4.507 | .000 |
|       | Loyal Attitude         | .313                      | 5.414 | .000 |

Dependent Variable: Career Satisfaction

Source : Primary data processed in 2014

**3. Test on Lecturer’s Performance as an Intervening Variable**

Testing the significance of intervening variable conducted by using Sobel Test (Ghozali, 2011), as follows:

Hypothesis 6 (H6):

Standard error of indict coefficient (Sp1p3) as follows:

$$\begin{aligned}
 Sp_1p_3 &= \sqrt{p_3^2 \cdot Sp_1^2 + p_1^2 \cdot Sp_3^2 + Sp_1^2 \cdot Sp_3^2} \\
 &= \sqrt{0,313^2 \cdot 0,049^2 + 0,501^2 \cdot 0,065^2 + 0,049^2 \cdot 0,065^2} = 0,036 \\
 &= \sqrt{0,313^2 \cdot 0,049^2 + 0,501^2 \cdot 0,065^2 + 0,049^2 \cdot 0,065^2} = 0,036 \\
 t \text{ hitung} &= \frac{p_1p_3}{Sp_1p_3} = \frac{0,501 \cdot 0,313}{0,036} = 4,339
 \end{aligned}$$

The value of t test of 4.339 is greater than that of t table with the significance level of 0.05 which is 1.653, then it can be concluded that the intervening coefficient is significant. This means that the performance of lecturers is intervening variable that influence the innovative behavior of career satisfaction. Thus the sixth hypothesis (H6) that Innovative behavior influential favorably to career s satisfaction with the performance of lecturers as variable intervening is proven.

Hypothesis 7 (H7)

Standard error of indict coefficient (Sp2p3) as follows:

$$\begin{aligned}
 Sp_2p_3 &= \sqrt{p_3^2 \cdot Sp_2^2 + p_2^2 \cdot Sp_3^2 + Sp_2^2 \cdot Sp_3^2} \\
 &= \sqrt{0,313^2 \cdot 0,062^2 + 0,165^2 \cdot 0,065^2 + 0,062^2 \cdot 0,065^2} = 0,023 \\
 &= \sqrt{0,313^2 \cdot 0,062^2 + 0,165^2 \cdot 0,065^2 + 0,062^2 \cdot 0,065^2} = 0,023 \\
 t \text{ hitung} &= \frac{p_2p_3}{Sp_2p_3} = \frac{0,165 \cdot 0,313}{0,023} = 2,292
 \end{aligned}$$

The value of t test of 2.292 with significance level of 0.05 is greater than t table of 1.653, then it can be concluded that the mediation coefficient is significant. This means that the performance of lecturers is intervening variables that influence the loyal attitude toward career satisfaction. Thus, the seventh hypothesis (H7) that loyal attitude influential favorably to career satisfaction with the performance of lecturers as variable intervening is proven.

Here are described the results as follows: The first hypothesis suggests that innovative behavior is contributing positively to the performance of a lecturer. This is in accordance with the research of Kuppelwieser (2011), Oldham & Cummings, (1996), and Baker & Sinkula (1999).

The second hypothesis states loyal attitude influential favorably towards the performance of lecturers with a value  $t \text{ test} = 2.867 > t \text{ table} = 1.645$  with the numeric significance = 0.000  $< \alpha = 0.05\%$  (significant). The result of this research is in accordance with the results of the study of Brown et al., (2011), and Chen et al. (2002).

Hypothesis (H3) that is the performance of a lecturer influential favorably to satisfaction career proved, it is in accordance with the research of Porter and Lawler (1968) and Bigliardi et al. (2005). The innovative behavior influence positively toward career satisfaction means that the better the innovative behavior then the better also the satisfaction of his/her career. This fourth hypothesis result is in accordance to the research of McClelland (1965), Janssen (2000), Scott & Bruce (1994), and Greenhaus et al., (1990).

The fifth hypothesis that is the loyal attitude positively influent toward career satisfaction is proven. Thus, the research result is in accordance with the opinion of Reichheld (1996), Chen, (2001), Lounsbury et al., (2008), and Wickramasinghe and Jayaweera (2010).

Sobel test results show the values of t test with the significance level of 0.05 is greater than that of the t table which is equal to 1.653, then the sixth hypothesis which states that Innovative behavior influential favorably to career satisfaction with the performance of lecturers as variable intervening are proven. Likewise with the seventh hypothesis where the value t test of 2.292 is greater than that of t table of 1.653 with the significance level of 0.05, means that H7 which is loyal attitude influential favorably to career satisfaction with the performance of lecturers as variable intervening is proven.

## 5. Summary

### 5.1 Based on the Analyses, this Research can be Concluded as Follows

Test result on hypothesis 1 shows that value of t test of the influential of innovative behavior variable toward the performance of a lecturer =  $8.723 > t \text{ table} = 1.658$  with the significance number of 0.000  $< \alpha = 0.05$  (significant). Therefore, the hypothesis (H1) that innovative behavior positively influences the performance of a lecturer is proven. The t test value of the influence of loyal attitude variable toward the lecturer's performance =  $2.867 > t \text{ table} = 1.658$  with the level of significant = 0.000  $< \alpha = 0.05$  (significant). Therefore, the hypothesis (H2) that the loyal attitude influence positively toward lecturer's performance is proven.

The t test value of the influence of lecturer's performance variable toward career satisfaction is  $2.330 > t \text{ table} = 1.658$  with the significant number = 0.021  $< \alpha = 0.05$  (significant). Therefore hypothesis (H3) that the performance of a lecturer influential favorably to career satisfaction is proven. The t test value of the influence of innovative attitude toward career satisfaction of  $5.414 > t \text{ table} = 1.658$  with the significance number = 0.000  $< \alpha = 0.05$  (significant). Therefore, hypothesis (H4) that innovative behavior influent positively on the satisfaction of a career is proven. The t test value of the influence of loyal attitude variable toward career satisfaction of  $2.643 > t \text{ table} = 1.658$  with the significance number = 0.009  $< \alpha = 0.05$  (significant). Therefore hypothesis (H5) that loyal attitude positively influent toward career satisfaction is proven. H6 that innovative behavior influential favorably to career satisfaction with the performance of lecturer as variable intervening is proven. Similarly, H7 that loyal attitude influential favorably to career satisfaction with the performance of lecturers as variable intervening is proven.

The performance of a lecturer in this research put forward as variable intervening used to bridge the research gap between motivation and performance. In the empirical evidence found a strong evidence innovative behavior influential favorably to career satisfaction with the performance of a lecturer as variable intervening. Besides, the loyal attitude influential favorably to career satisfaction with the performance of a lecturer as variable intervening. So the performance of lecturers evidenced in bridging that gap.

### 5.2 Policy Implication

The result showed that innovative behavior and loyal attitude influential positively toward the lecturer's performance who will increase the career. This is implied to need of:

Campus environment need to give space to make their lecturers to innovate. Eager to try new things and trying something that has not been done previously. There might be many new ideas presented their lecturers through discussions, seminars, workshops, and team work as well as work experience of lecturers are obtained, but if the idea was limited to paper records that were never followed up, it will discourage a lecturer's job performance and career satisfaction ultimately never been achieved. Therefore the private Colleges must make room for lecturers to behave innovatively and open to the outside world.

The next, person's career satisfaction is influenced by many factors, not just salary, but is related to the work itself, with other factors such as relationships with superiors, colleagues, work environment, and the rules. Therefore the recommended policy implication is to improve the quality of work employed lecturers, so that the career satisfaction could materialize and career goals can be achieved.

Further, justice career lecturers employed on private universities is seeking the presence of justice in the system to promote equal opportunities to improve a career. Awareness about the opportunities the lecturers employed requires knowledge on the opportunities for career enhancement. Interest in a job requiring a number of different information and in fact have different degrees of interest in the career enhancement depends on various factors. So that the satisfaction of a career depends on the age and their standing, each has a different level of satisfaction.

### 5.3 Research Limitation

There are several limitations in this research, as follows:

1. The samples used in this study are lecturers at the private institutes employed in Central Java and limited to the post of Associate Professor educated with master degrees. To make research results more striking on the research objectives, the future researches are advised to include both foundation lecturers as well as employed lecturers as the samples.
2. Independent variables used in this research limited to innovative behavior, loyal attitude, lecturer's performance and career satisfaction, to be more comprehensive therefore the future researches need to add some relevant variables such as leadership, conflict, organization culture, and career development.

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