

Organizational Structure or Lecturer Behavior: Which One Provides the Greatest Mediation on the Influence of Professional Competence on Lecturer Performance?

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ABSTRACT

The research aims to analyze the impact of qualified faculty with organizational structure and lecturer behaviour as mediating variables. Researchers apply a quantitative research method with a survey technique to address the test hypotheses. The cluster random sampling technique is used for 170 respondents. The instrument of an organizational structure, professional competence, lecturer attitude, and lecturer performance is validated with loading factor value and VFE, while the Cronbach-Alpha measures reliability. The results of path analysis show that professional competence has a favourable influence on lecturer behaviour and organizational structure but does not have any on lecturer performance. In addition, organizational structure and lecturer behaviour positively influence lecturer performance, where Organizational structure intervenes significantly between professional skill and lecturer accomplishment.

Keywords: Professional competence, organizational structure, lecturer behaviour, lecturer performance.

Introduction

The main task of lecturers is to teach and apply science, technology, and art through education, research, and community service. But in reality, the performance

of lecturers in private universities is still low. All three of the obligations above have not met expectations following the low spiritual, intellectual, and social intelligence [1].

Accomplishment has formally defined employee conducts to achieve corporate goals. There are three parts, namely 1) the conversion of resources into goods and services, 2) employee voluntary actions, and 3) ineffective attitudes [2]. The achievement of the faculty depends on actions to realize institutional goals.

Lecturers are operationally the foremost implementers in higher education management. They must actively innovate in implementing the Three Obligations (Tri Dharma) of Higher Education. However, there is a gap between job demands and the ability to meet them. The facilities and budget funds are not enough and are still below the standards.

One of the lecturers' performance parameters is the publication of lecturers in international journals. The data in Table 1 shows the performance of international publications for the period 1996 – 2021.

Table 1

Asia Country Ranking in 1996-2021 Publication (Scimago Version)

Rank	Country	Documents	Citable documents	Citations	Self-citations	Citations per document	H index
1	China	7,454,602	7,229,532	78,201,759	44,817,420	10.49	1.010
2	Japan	3,074,206	2,895,478	54,130,480	13,573,127	17.61	1.118
3	India	2,128,896	1,946,730	22,218,913	7,526,767	10.44	691
4	South Korea	1,307,978	1,249,982	20,238,524	3,782,419	15.47	762
5	Taiwan	748,274	712,734	11,832,828	2,045,004	15.81	585
6	Hong Kong	368,737	335,225	8,826,828	1,006,759	23.94	639
7	Malaysia	368,061	351,217	3,533,978	827,096	9.60	373
8	Singapore	352,240	315,906	8,245,716	841,769	23.41	646
9	Thailand	223,696	210,356	2,929,417	447,160	13.10	369
10	Indonesia	212,806	206,360	1,054,947	268,853	4.96	259

The table above shows the ranking of publications in ten countries in Asia over the last 25 years. Indonesia is ranked 10th, below three other ASEAN countries, Malaysia, Singapore, and Thailand. This condition indicates that the performance of research and publications in Indonesia is still relatively low and needs improvement.

The level of accomplishment shows the capability to reach the predetermined goals. It is declared excellent and successful if the targets are reached. Performance rests on a set of employee conducts prepared to achieve organizational goals[3]. It is a way to ensure that individual workers or teams know what it takes to deliver effective performance as required [4].

In carrying out their duties, the performance of lecturers is influenced by professional competence. Several studies address this topic, including "The influence of professional competence on lecturer performance" [5-9]. The research shows that qualified skills have a profound impact. At the same time, other studies have shown that professional competence does not significantly affect lecturer performance [10, 11]. It proves that the results of the study have not shown consistency. Some studies show that professional competence significantly affects lecturer performance, while other studies do not offer a significant effect. There is still an empirical gap in previous research, which is related to previous research. The differences need to be verified objectively [12]

The gap motivates researchers to research by adding mediating variables, namely organizational structure and lecturer conduct. The organizational structure is an important aspect that affects the performance of lecturers is professional competence. Competence is an individual's capability to finish various duties at work [13]. A person can master and integrate the knowledge, skills, values, and attitudes into his profession. Professional competence in carrying out their duties affects the

performance of lecturers. Another mediator variable is the lecturer's attitudes, which is related to the workplace and profession. In the context of higher education, it focuses on how lecturers implement instructions to communicate with students, colleagues, and their management [14].

The conceptual framework of the research is below.

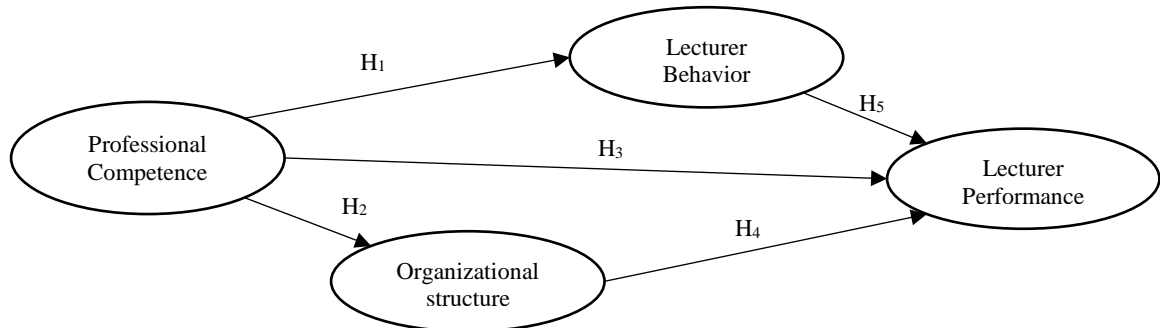


Figure 1 Research Framework

The hypotheses are:

H₁: Professional competence has a significant influence on lecturer attitude.

H₂: Professional competence positively affects organizational structure.

H₃: Professional competence has a positive relationship with lecturer achievement.

H₄: Organizational structure has a meaningful effect on lecturer accomplishment.

H₅: Lecturer conduct has a significant influence on performance.

H₆: Organizational structure and lecturer attitudes mediate the effect of professional competence on lecturer performance.

Research Method

The research is conducted in Jakarta, Indonesia, using a quantitative research method. The population and sample are 175 people, decided by purposive random sampling [15]. The data research technique is a questionnaire addressed to lecturers at the University of Jakarta, answering and giving statements using a Likert scale. Researchers estimate Structural Equation Modeling (SEM) using Smart-PLS software. The variables consist of one exogenous variable: professional competence, one endogenous variable, lecturer performance, and two mediator variables, organizational structure and lecturer attitudes.

There are several stages and tests to analyze data and model structural equations: (1) Validity, (2) Path diagram conversion to equation system, (3) Reliability, (4) Hypotheses, (5) Equation Inner Model, and (6) Structural Model Evaluation (Garson, 2016).

The measurement scale for each variable, organizational structure, lecturer demeanor, and professional competence, is Strongly Disagree (SD = 1), Less Agree (AL = 2), Disagree (D = 3), Agree (A = 4), and Strongly Agree (SA = 5).

Lecturer performance research variables related to education are (1) Number of jobs, (2) Teaching Quality, (3) Knowledge, (4) Inventiveness, (5) Interrelation, (6) Reliability, (7) Action, and (8) Individual qualities (Gomez, Balkin and Balkin, 2013).

The professional competence variable has the following indicators: (1) knowledge, (2) functional, (3) personal, (4) ethical, (5) education development, (6) training and work experience, and (7) development professional competence (Guerrero and De Los Ríos, 2012).

The organizational structure variable has the following indicators: (1) centralization; (2) decentralization; (3) differentiation; (4) integration; (5) specialization; (6) formalization; (7) control range; (8) bureaucracy [16].

Measurement of lecturer attitude is carried out by taking into account several variables. The variables are applying scientific techniques and procedures,

implementing the lecturer's code of ethics, continuous self-development through forums, conferences, seminars, and workshops, appearance when doing work, rational thinking skills, and being role models for students [17].

Result and Discussion

Result

This study involves one exogenous, one endogenous, and two mediator variables. The path diagram generated from data processing results is below:

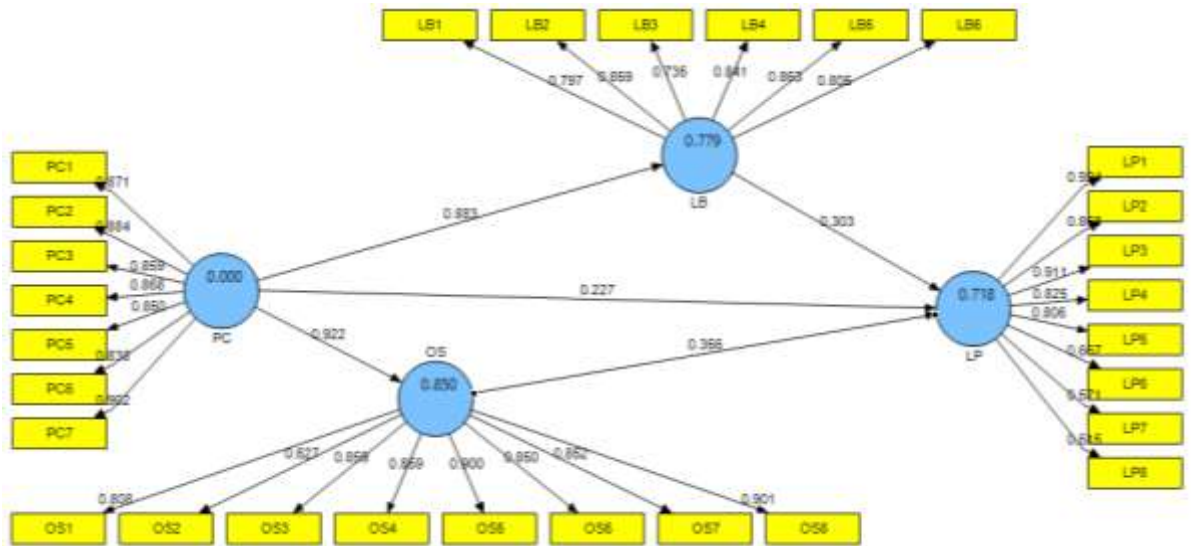


Figure 2 Full Model

The first stage in the analysis is to test the validity. The indicator is valid if the value is > 0.5[18]. Figure 2 shows all loading factor values > 0.5, which means that all research indicators are good. The following parameters also show the validity:

Table 2

Validity and Reliability Test

Variable	AVE	Composite Reliability	Cronbach's Alpha
Lecturer Behavior	0.669	0.924	0.901
Lecturer Performance	0.600	0.921	0.903
Organizational Structure	0.699	0.949	0.937
Professional Competence	0.753	0.955	0.945

The data in Table 2 shows that the AVE value > 0.5, composite reliability > 0.7, and Cronbach Alpha > 0.7[18]. So, all indicators are valid, and the research instrument is reliable.

Next, the researchers test the goodness of fit index (Q), using the R² value on the endogenous variables. The formula is:

$$Q^2 = 1 - (1 - R_1^2)(1 - R_2^2) \dots (1 - R_n^2)$$

The results of the calculation of the goodness of fit index (Q) test are below.

Table 3

Goodness of Fit Index (Q)

Variable	R2	1-R2
Lecturer Behavior	0.779	0.393
Lecturer Performance	0.718	0.484
Organizational Structure	0.850	0.278
$(1-R_{12})(1-R_{22})...(1-R_{n2})$		0.053
$Q^2=1-(1-R_{12})(1-R_{22})...(1-R_{n2})$		0.947

Table 3 shows the Goodness of Fit Index (Q) value of 0.947. This value indicates that the model generated from the PLS analysis is feasible and can be used for analysis[19].

Table 4

Direct Effect Hypothesis Testing

Variable Relation	Original Sample (O)	T Statistics	Cut off	Result
H1: PC -> OS	0.922	28.713	1.654	Accepted
H2: PC -> LB	0.883	23.583	1.654	Accepted
H3: PC -> LP	0.227	1.133	1.654	Rejected
H4: OS -> LP	0.356	1.816	1.654	Accepted
H5: LB -> LP	0.303	2.535	1.654	Accepted

Table 4 shows the results of hypothesis testing, H1 – H5. The available data indicates that H1, H2, H4, and H5 are accepted, while H3 is rejected. This condition can be explained as follows:

H₁: Professional capability positively affect lecturer behaviour, accepted.

Judging from the path coefficient value (0.922), the influence of professional competence on lecturer attitude is positive. It means that any improvement in professional competence will make lecturer behaviour better.

H₂: Professional capability significantly affects the organizational structure, accepted.

Judging from the path coefficient value (0.883), the influence of professional qualification on the institutional structure is positive. Any increase in professional competence will lead to an increase in the organizational structure.

H₃: Professional ability has a significant effect on teaching performance, rejected.

The results indicate that professional competence does not have any significant impact on lecturer performance. The increase that occurs in professional competence does not have a significant effect on lecturer accomplishment.

H₄: Organizational structure has a big impact on lecturer performance, accepted.

Judging from the path coefficient value (0.227), the impact of organizational structure positively affects lecturer performance. The advance in organizational structure will lead to better lecturer performance.

H₅: Lecturer behaviour significantly affects teaching performance, accepted.

Judging from the path coefficient value (0.303), the influence of lecturer behaviour on the performance is positive. The increase that occurs in behaviour will lead to an increase in lecturer performance.

The sixth hypothesis proposed is the existence of organizational structure and lecturer behaviour as a mediator of the influence of professional competence on lecturer performance. The study results indicate that professional competence does not directly have a significant effect on lecturer performance. Next is an analysis of the indirect effect.

Indirect influence involves full or partial Mediation. The Full Mediation means that exogenous variables cannot significantly influence endogenous variables without a mediator variable. Meanwhile, Partial Mediation, meaning that exogenous variables can directly influence endogenous variables without going through mediator variables[20].

The data results show that professional competence has a significant indirect influence, either through organizational structure variables or lecturer behaviour. It shows that both organizational structure and lecturer behaviour are mediator variables. The Mediation formed is the Full Mediation. The contribution of the two mediating variables is as follows:

Table 5

Indirect Effect

Variable Relation	Path 1	Path 2	Total
PC -> OS -> LP	0,922	0,356	0,328
PC -> LB -> LP	0,883	0,303	0,268

Table 5 shows that the path through the organizational structure has a more significant total coefficient value, which is 0.328. Meanwhile, the path through lecturer behaviour has a smaller value, which is 0.268. So, organizational structure plays the biggest mediating role between professional competence and lecturer performance.

Discussion

1. The influence of professional competence on lecturer behaviour

The results of the study show that professional competence had a significant positive effect on lecturer behaviour. This condition indicates that the increase in professional competence will impact a significant increase in lecturer behaviour. On the other hand, a decrease in professional competence will impact a decrease in lecturer behaviour.

Improving the competence of lecturers is reflected in the competence of knowledge, function, personality, ethics, development of education, training and work experience, development of professional competence [21].

Several previous studies [17] show that the behavioural aspect was included in the competency aspect, while the behaviour was separated from the competency aspect in this study. Competence refers to aspects of a lecturer's abilities, skills, or strengths, while the behaviour is more directed at actual actions that have become habits. The aspect that contributes the most to professional competence is the development of professional competence, which is a process of developing competence that is carried out on an ongoing basis. These efforts will continue to be made to improve the competence of lecturers. These competencies are ultimately able to direct lecturers to carry out positive behaviour. The most prominent positive behaviour shown by lecturers is having the ability to reason.

2. The influence of professional competence on organizational structure

The results show that professional competence has a significant positive effect on organizational structure. This condition indicates that the increase in professional competence will impact a significant increase in the organizational structure. On the other hand, a decrease in professional competence will impact a decrease in organizational structure.

Among some research respondents, several respondents have the authority to prepare organizational structures in Universities. Lecturers who have good professional competence will create an excellent organizational structure. It can be seen from centralization, decentralization, differentiation, integration, specialization, formalization, control range, and bureaucracy[16]. Two aspects that contribute to the formation of an excellent organizational structure are specialization and bureaucracy.

The organizational structure of higher education is formed based on specialization from lecturers and is also formed from a short bureaucracy that can facilitate workflow.

3. The influence of professional competence on lecturer performance

The results show that professional competence does not have a significant effect on lecturer performance. This situation shows that changes in professional competence, whether increasing or decreasing, do not significantly impact or decrease lecturer performance.

Performance is reflected in the quantity and quality of work, job knowledge, creativity, cooperation, dependability, initiative, and personal qualities. Quantity of work, quality of work, and job knowledge are the three aspects that contribute to lecturer performance. A lecturer will produce the best performance when the lecturer can complete the work in an appropriate amount of workload, complete the work with good quality, and know the work being done.

Most previous studies show that professional competence significantly influences lecturer performance[5-9]. However, this study shows that professional competence does not have a significant effect on lecturer performance. This condition could be caused by the fact that lecturers are unique professions that require competence. The competencies must be realized in the form of behaviour, which internal universities support. Several studies show that professional competence does not significantly affect lecturer performance[10, 11].

4. The influence of organizational structure on lecturer performance

The results show that organizational structure has a significant positive effect on lecturer performance. The condition indicates that an increase in organizational structure will have a significant impact on lecturer performance. Conversely, a decrease that occurs in the organizational structure will impact a decrease in lecturer performance.

The organizational structure is a unified framework set for managerial processes, systems, and behavioural patterns that arise and occur in organizing and managing organizations. The organizational structure describes the type of organization, organizational departments, positions and types of officials' authority, fields and work relationships, lines of command and responsibility, the span of control, and organizational leadership systems[22].

The organizational structure consists of activity specialization, activity standardization, activity coordination, centralized/decentralized decision making. The results of this study indicate that it follows what the lecturers want because the work and tasks are well detailed so that the lecturers work well to produce a good performance.

5. The influence of lecturer behaviour on lecturer performance

The results show that lecturer behaviour has a significant positive effect on lecturer performance. The condition shows that the increase in lecturer behaviour will impact a significant increase in lecturer performance. Conversely, a decrease that occurs in lecturer behaviour will impact a decrease in lecturer performance.

This research shows that lecturer behaviour is one of the determinants of lecturer performance. Lecturer's behaviour is reflected by implementing scientific techniques and procedures, running the lecturer's code of ethics, carrying out sustainable self-development, maintaining appearance when doing work, reasoning, and being a role model for students[17].

The behaviour of good lecturers can lead lecturers to complete work with a predetermined amount and quality, master good knowledge of their work, have high creativity, work well with colleagues, have initiative, and have excellent personal qualities.

6. The existence of organizational structure and lecturer behaviour as a mediator of the relationship between professional competence and lecturer behaviour

The results of data analysis show that organizational structure and lecturer behaviour are mediators of indirect influence between professional competence and

lecturer behaviour. The type of Mediation formed is the Full Mediation; namely, the influence of professional competence on lecturer performance does not occur directly but occurs through these two variables.

This study shows that the professional competencies possessed by lecturers are not sufficient to produce a good performance. Still, these abilities must be followed by positive behaviour that will lead to performance. In addition, the professional competencies possessed by the lecturers should also be facilitated with a supportive organizational structure that can maximize the potential of the lecturers so that they can achieve their best performance. Universities must develop an organizational structure that focuses on two things, specialization and bureaucracy. The organizational structure of higher education is formed based on specialization from lecturers and is also formed from a short bureaucracy that can facilitate workflow[16]. Lecturer behaviour should also be directed at running the lecturer's code of ethics, maintaining appearance when doing work, and having the ability to reason to produce the best performance[17].

This research provides implications, both theoretical and practical. Theoretically, this study presents a concept in which lecturer performance cannot be directly created with professional competencies. The existing professional competencies must create good lecturer behaviour after only good lecturer performance has been created. In addition, good lecturer performance can also be obtained by optimizing the professional competence of lecturers to create an excellent organizational structure. This organizational structure is expected to optimize the potential in lecturers, which can create a good performance.

The practical implication of this research is that the results of this study are expected to be useful for university management to improve lecturer performance. Universities should not only focus on the professional competence of lecturers but also need to ensure that the professional competence of lecturers is also followed by lecturer behaviour. The management also needs to evaluate the lecturer behaviour of the lecturers and the existing organizational structure. The organizational structure is expected to direct the lecturers to achieve the best performance.

Conclusion

The conclusions that can be drawn from this research are:

1) Professional competence has a significant positive influence on lecturer behaviour. The increase that occurs in professional competence will lead to an increase in lecturer behaviour.

2) Professional competence has a significant positive influence on organizational structure. The increase that occurs in professional competence will lead to an increase in the organizational structure.

3) Professional competence does not have a significant influence on lecturer performance. The increase that occurs in professional competence does not have a significant effect on lecturer performance.

4) Organizational structure has a significant positive influence on lecturer performance. The increase that occurs in organizational structure will lead to an increase in lecturer performance.

5) Lecturer behaviour has a significant positive influence on lecturer performance. The increase that occurs in lecturer behaviour will lead to an increase in lecturer performance.

6) Professional competence has a significant indirect influence, either through organizational structure variables or through lecturer behaviour. It shows that both organizational structure and lecturer behaviour are mediator variables. The Mediation formed is the Full Mediation.

7) Organizational structure plays the most prominent mediating role in the relationship between professional competence and lecturer performance.

Suggestions that can be given are:

- 1) Improve an effective organizational structure by improving specialization through labour division based on expertise and the field.
- 2) Improve positive behaviour by increasing the ability of lecturers to think more rationally. This effort can be made by involving lecturers in personality training.
- 3) Improve professional competence by involving lecturers in different educational and training activities.
- 4) For researchers and academics, it is hoped that this research will become a reference for efforts to improve lecturer performance through professional competence, organizational structure, and lecturer behaviour by expanding the sample and research object.

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