International Journal of Economic Research

ISSN : 0972-9380

available at http: www.serialsjournal.com

Volume 14 • Number 2 • 2017

Mediating effect of knowledge management on LEADERSHIP TOWARD organization performance of State Organization for Higher Education (PTN) in South Sulawesi

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Abstract: This research was conducted with the aim to analyze the impact of leadership on organizational performance using variables of knowledge management as a mediating variable. Respondent or unit of observation in this study, namely the head of the study program, lecturers, students and administrative staff. The analytical method used to test the hypothesis of the research is the PLS (Partial Least Square) using XLSTAT. Based on the analysis, it can be concluded that the leadership of the study program chiefs and management of exact science-related knowledge, non-exact science-related knowledge, and exact – non-exact science-related knowledge still belong to the fairly good category while the organizational performance of the exact-science study programs, non-exact science study programs, and exact – non-exact science study programs still belong to the fairly high category. Originality for this papers shows: (1) mediation effect (using sobel test) of knowledge management in relationship between leadership toward organizational performance, (2) location of study (no previous research for this relationship): Student at State University in Makassar, Indonesia.

***Keywords*:** Mediation, Knowledge Management, Leadership, Orgnaizational Performance

INTRODUCTION

Knowledge is among the intangible assets of important and strategic value. Based on this understanding, higher education institutions can use knowledge as their resource in an attempt to achieve their objectives, where those objectives can be realized only if such knowledge is managed well. Knowledge management can be used as a strategy for organizations to achieve success as according to Allamel and Saba (2010) knowledge management can add value to organizations by applying it to their products/ services.

Knowledge management (McShane, 2008) as a structured activity intended to enhance organization's capacity in order to obtain, share, and use knowledge so as to survive should be used as a drive for the implementation of three pillars of higher education because successful higher education institutions are

the ones capable of and consistently generating, disseminating, and implementing new knowledge into new technologies/ products.

Knowledge management within organizations cannot run without support from a leader serving as a ship's captain directing the organization to take which path. In addition to formulating the organization's visions, missions, and objectives, a leader also plays a significant role in determining the strategy to achieve them and directing members of the organization towards the achievement of those objectives, including in terms of knowledge management. Leadership is essentially one's ability to influence and encourage their members to contribute to the achievement of organizational objectives (McShane, 2008, Dessler, 2004, and Certo, 2009). Based on this perspective it can be described that the behavior of organization members and the achievement of the objectives will be largely determined by the ability of the leader.These are certainly related to the involvement of members in a variety of important activities as well as their active participation in the implementation of the strategy to achieve those objectives.

A leadership is basically an ability to affect and to motivate its member to contribute in the organization goals achievement. (McShane, 2008, Dessler, 2004, dan Certo, 2009). This understanding reflects that the behavior of an organization's members and achievement of its goals is very dependant to the ability of a leader. It is related with involvement of the members in various important activities and their active participation in achieving their goals. Of all conditions described above, shall surely impact to the organization sustainability as a whole. Therefore, author is very interested to examine further about effect of knowledge to organizational learning culture influence on organization performance. (Survey on exact and non exact sciences study program in South Sulawesi state university)

Based on the background above, this research was conducted with the aim to analyze the impact of leadership on organizational performance using variables of knowledge management as a mediating variable. Originality for this papers shows: (1) mediation effect (using sobel test) of knowledge management in relationship between leadership toward organizational performance, (2) location of study (no previous research for this relationship): Student at State University in Makassar, Indonesia.

THEORETICAL BACKGROUND

Leadership

Leaders are a catalyst responsible for anything taking place within an organization. Leadership plays a vital role in an organization as a leader, in addition to determining visions, missions, and objectives,as well as strategies to realize them, is also in charge of leading, directing, and encouraging group members to achieve the objectives. Burns in Morrill (2010) says that "Leadership is one of the most observed and least understood phenomena on earth". Based on that statement, Burns wants to say that leadership, despite being investigated very often, is hard to understand. This is consistent with DeePree (1989) arguing that leadership is a subject which is hard to explain. Based on the views of several experts, it can be said that the definition of leadership is basically the same, i.e. relating to processes of influencing, directing, encouraging and leading to an objective to be achieved.

Knowledge Management

Some experts have expressed different opinions on knowledge management, among of them are Davenport and Prusak (1998) who have proposed the comprehensive definition and implications of knowledge

management by defining it as an exploitation and development of knowledge assets within an organization intended to realize the organization's objectives. Types of knowledge which can be managed include explicitknowledge, documented and tacit knowledge, and subjective knowledge. It is necessary to have a system to create and maintain knowledge and to proceed and facilitate knowledge sharing and organizational learning. An organization will successfully manage its knowledge if it views knowledge as an asset and establishes the norms and values of the organization that support the creation and knowledge sharing. Furthermore, Bukowitz and Williams (1999) propose a brief definition of knowledge management as the procedures used by organizations to generate capital from intellectual assets or knowledge-based assets. The same opinion is expressed by Liebowitz (2001) that knowledge is an intangible asset that can be converted to create value for organizationsand that knowledge management is the process of creating value from an organization's intangible assets. Based on some opinions above, itis suggested that basically they want to say that knowledge is a type of asset which can add value to an organization if it is managed. Thus, it can be concluded that knowledge management is a structured activity to develop organizations' capacity to acquire, create, share and use knowledge, both tacit and eksplicit ones, in order to survive and succeed.

Organizational Performance

Generally, there are three approaches to organizational performance assessment, namely quantitative assessment, subjective assessment which is qualitative/ judgmental in nature and often based on respondents' opinions, and, finally, trianggulation. Lee H & Byounggu H (2000) classify performance assessment into four categories, namely financial measure, intellectual capital, balanced scorecard, and tangible and intangible benefits. Albretch (2011) asserts that performance is the extent to which an organization achieves a set of pre-defined targets that are unique to its mission. These targets will include both objective (numerical) and subjective (judgmental) indicators. It means that organizational performance refers to an organization's achievement of a set of predetermined targets. The targets are composed of both objective and subjective targets. Moreover, Wood et al. (2001) express their own view of organizational performance by clarifying that it is resulted from the contribution of individuals within the organization, in which they say that it is a brief measurement of the quantity and quality of the contribution in the form of tasks performed by individuals/ groups given to the organization that depend on the efforts made, the abilities owned, and suitability with their superior's opinion of the task requirements. Based on the views of some experts above, it can be concluded that organizational performance is defined as an achievement of an organization measured by certain standards within a certain period of time.

MATERIAL AND METHOD

This research was conducted with the aim to analyze the impact of leadership on organizational performance using variables of knowledge management as a mediating variable. Based on the objectives, this research is descriptive-verification. Descriptive study conducted for wanting obtained a clear picture about the characteristics and behavior of the observed variables, while the verification is done because in this study the influence between variables that have been formulated in the hypothesis was tested with statistical analysis tools. The unit of analysis in this research is the study program as well as the scholars who study populations, where the quality of undergraduate study program is a picture of the totality of the conditions

of higher education in general (BAN-PT, 2008). Graduate studies program at the College of South Sulawesi totaling 164 study programs. To make the data more homogeneous then do a breakdown by field of study (exact, non-exact, religion).Because the religious studies program is insufficient minimum requirement for statistical processing which only consists of 26 courses, the program of religious studies and further removed from the population studied only 75 courses and 63 courses exact non-exact. Respondent or unit of observation in this study, namely the head of the study program, lecturers, students and administrative staff. The analytical method used to test the hypothesis of the research is the PLS (Partial Least Square) using XLSTAT. The conceptual framework of the study is presented in the following figure:

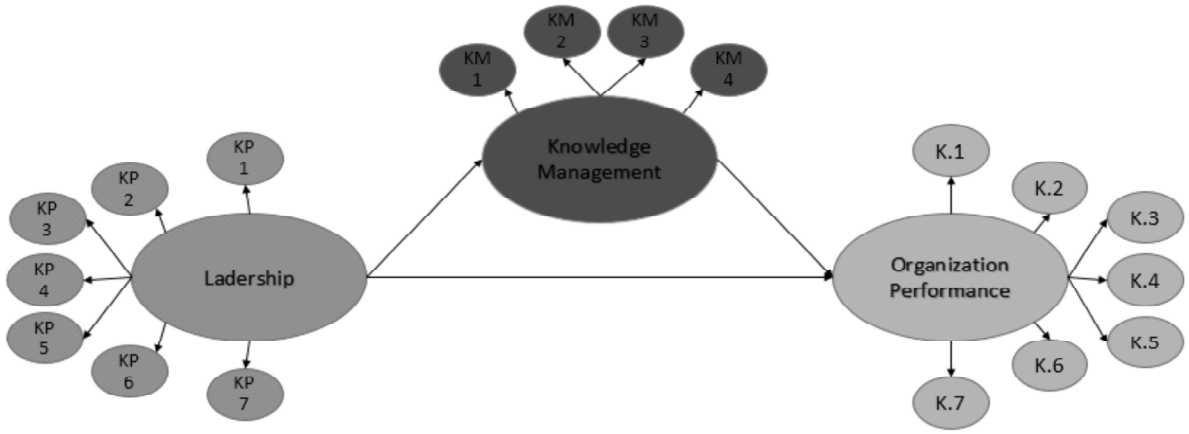

Figure 1: Conceptual Framework

RESULT AND DISCUSSION

Measurement Model

The following table presents the average values and outer loading each indicator in each study variable for exact group, the non exact sciences, exact sciences group-non-exact.

The analysis showed all the dimensions valid in measuring the construct with a validity coefficient greater than 0:50 and the value of t is greater than t critical 1.670. It appears that there are two dimensions has a factor loading value is smaller than the dimensions 0:50 exception and contingent reward but the T value is greater than the value t critical so that both dimensions can be declared invalid.

The construct of leadership in the course of exact predominantly reflected by the dimensions of idealized influence, this means that in assessing the leadership of the program of study exact sciences are the most important to note is the aspect of idealized influence, which is associated with the leader as a model in this respect a leader who is able to demonstrate perseverance in achieve the target, demonstrating high moral and ethical in their behavior, concerned with the public interest, willing to share the success and attention (Avolio et al, 2002), with the value of the factor loading of 0.926.

The construct of knowledge management for the study program is predominantly reflected by the exact dimensions acquire knowledge that is associated with the organization's ability to filter information and ideas that come from the environment (McShane & Von Glinow, 2008) with a value of 0.910 loading.

Table 1
Average Value and Outer Loading Indicators Each group Science

Variable	*Indicator*	*Factor loading*	*CR*	*t-critical*
Leadership (X1)	Intellectual (KP.1)	0.704	8.469	1.670
	Inspirational (KP.2)	0.833	12.863	1.670
	Individual (KP.3)	0.773	10.396	1.670
	Idealized (KP.4)	0.926	21.037	1.670
	Exception (KP.5)	0.462	4.451	1.670
	Contingent (KP.6)	0.412	3.866	1.670
	Nontransactional (KP.7)	0.806	11.621	1.670
Knowledge management (X2)	Acquire (KM.1)	0.910	18.698	1.670
	Creation (KM.2)	0.854	13.996	1.670
	Sharing (KM.3)	0.887	16.387	1.670
	Utilizing (KM.4)	0.347	3.159	1.670
Organizational Performance (Y1)	Vision and mission (K.1)	0.796	11.250	1.670
	governance (K.2)	0.756	9.863	1.670
	Students and graduates (K.3)	0.809	11.772	1.670
	Human Resources (K.4)	0.814	11.983	1.670
	curriculum (K.5)	0.837	13.050	1.670
	Financing (K.6)	0.752	9.742	1.670
	Research (K.7)	0.597	6.352	1.670

The construct of the performance of the organization for the study program is predominantly reflected by the exact dimensions of the curriculum and academic environment. This means that in order to assess the performance of the organization in the course of exact, the dominant note is the aspect of curriculum and academic environment that is associated with a reference of excellence the quality of the curriculum, learning and academic atmosphere to ensure the quality of the implementation of academic programs at the level study programs (BAN-PT, 2008), with a factor loading of 0.837.

The construct of leadership is predominantly reflected by the dimensions of idealized influence (0.958), this means that in assessing the leadership on the courses non-exact most important thing to note is the aspect of idealized influence, which is associated with the leader as a model in this respect a leader who is able to demonstrate persistence in achieving targets, demonstrating high moral and ethical in their behavior, concerned with the public interest, willing to share the success and attention (Avolio et al., 2002).

The construct of knowledge management on the course for non-exact science is predominantly reflected by the dimensions of knowledge creation which is linked to a process of its organizational related how the knowledge created by individuals within the organization and embodied as part of a network of knowledge within the organization (Nonaka, Ikujiro 1994) with a value of factor loading greater than 0.90.

The construct of organizational performance on the course for non-exact predominantly reflected by the dimensions of the curriculum and academic environment. This means that to assess the performance of the organization, the dominant note is the aspect of curriculum and academic environment that is associated with a reference to the quality excellence of curriculum, learning and academic atmosphere to ensure the quality of the implementation of academic programs at the level study programs (BAN-PT, 2008).

Table 2
Average Value and Outer Loading Each indicator in non sciences

Variable	*Indicator*	*Factor loading*	*CR*	*t-critical*
Leadership (X1)	Intellectual (KP.1)	0.826	11.440	1.670
	Inspirational (KP.2)	0.927	19.316	1.670
	Individual (KP.3)	0.899	16.013	1.670
	Idealized (KP.4)	0.958	25.997	1.670
	Exception (KP.5)	0.657	6.809	1.670
	Contingent (KP.6)	0.753	8.937	1.670
	Nontransactional (KP.7)	0.778	9.678	1.670
Knowledge management (X2)	Acquire (KM.1)	0.835	11.860	1.670
	Creation (KM.2)	0.888	15.064	1.670
	Sharing (KM.3)	0.506	4.579	1.670
	Utilizing (KM.4)	0.685	7.347	1.670
Organizational Performance (Y1)	Vision and mission (K.1)	0.730	8.349	1.670
	governance (K.2)	0.865	13.478	1.670
	Students and graduates (K.3)	0.677	7.187	1.670
	Human Resources (K.4)	0.842	12.196	1.670
	curriculum (K.5)	0.874	14.068	1.670
	Financing (K.6)	0.735	8.473	1.670
	Research (K.7)	0.692	7.478	1.670

Table 3
Average Value And Outer Loading Indicators Each group of exact sciences and exact sciences

Variable	*Indicator*	*Factor loading*	*CR*	*t-critical*
Leadership (X1)	Intellectual (KP.1)	0.792	15.132	1.670
	Inspirational (KP.2)	0.903	24.525	1.670
	Individual (KP.3)	0.858	19.503	1.670
	Idealized (KP.4)	0.945	33.599	1.670
	Exception (KP.5)	0.603	8.809	1.670
	Contingent (KP.6)	0.621	9.238	1.670
	Nontransactional (KP.7)	0.773	14.202	1.670
Knowledge management (X2)	Acquire (KM.1)	0.890	22.718	1.670
	Creation (KM.2)	0.892	23.009	1.670
	Sharing (KM.3)	0.736	12.683	1.670
	Utilizing (KM.4)	0.607	8.898	1.670
Organizational Performance (Y1)	Vision and mission (K.1)	0.767	13.948	1.670
	governance (K.2)	0.819	16.628	1.670
	Students and graduates (K.3)	0.733	12.569	1.670
	Human Resources (K.4)	0.836	17.797	1.670
	curriculum (K.5)	0.861	19.727	1.670
	Financing (K.6)	0.757	13.493	1.670
	Research (K.7)	0.651	10.003	1.670

The analysis showed that all of the dimensions in a group of non-exact exact valid in measuring of construct with a validity coefficient greater than 0.50 and the value of test statistic t > t critical of 1.670.

The construct of leadership in the group of non-exact exact predominantly reflected by the dimensions of idealized influence.This condition is the same as happened in the exact and non exact. This indicator reflects the most dominant influence idealized dimensions are related willing to share success and attention. This means that in order to assess the idealized influence the very need to be considered, especially in the group of non-exact exact is the desire to share the success and attention.

The construct of knowledge management in the group of exact-non exact predominantly reflected by the dimensions of knowledge creation which is linked to a process of its organizational related how the knowledge created by individuals within the organization and embodied as part of a network of knowledge within the organization (Nonaka, Ikujiro 1994) with a value of factor loading of 0.892.

The construct of organizational performance group of exact-non exact predominantly reflected by the dimensions of the curriculum and academic environment. This means that to assess the performance of the organization, the dominant note is the aspect of curriculum and academic environment that is associated with a reference to the quality excellence of curriculum, learning and academic atmosphere to ensure the quality of the implementation of academic programs at the level study programs (BAN-PT, 2008).

Analysis Result: SEM

Goodness of Fit

Results of testing the overall goodness of fit models, according to the results of the PLS analysis, to determine if a hypothetical model supported by empirical data, is given in Table 2 below:

Table 4
Compatibility Test Results Model Exact

	GoF	*GoF (Bootstrap)*	*Standard error*	*Critical ratio (CR)*
Outer model	0.992	0.986	0.003	330.516
Inner model	0.790	0.792	0.015	51.795

GoF value close to unity and the value of the critical ratio greater than 0.167 indicate that the model fits the data.

Table 5
Compatibility Test Results Non exact Model

	GoF	*GoF (Bootstrap)*	*Standard error*	*Critical ratio (CR)*
Outer model	0.995	0.989	0.002	652.783
Inner model	0.813	0.817	0.017	47.712

GoF value close to unity and the value of the critical ratio greater than 0.167 indicate that the model fits the data.

Table 6
Compatibility Test Results Model-Non exact Exact

	GoF	*GoF (Bootstrap)*	*Standard error*	*Critical ratio (CR)*
Outer model	0.995	0.992	0.001	1132.570
Inner model	0.812	0.810	0.012	69.110

GoF value close to unity and the value of the critical ratio greater than 0.167 indicate that the model fits the data.

PLS analysis

In the second part PLS analysis is the interpretation of structural models. Structural model presents the relationship between the study variables Coefficient structural model of stating the magnitude relationship between the variable to another variable. There is significant influence between variables one to another variable, if the value of P-value of < 0.05. In PLS are two influences that direct effect (direct effect), as well as indirect effect (indirect effect).

Table 7
Partial Model Testing Results Exact

Latent variable	*Value*	*Standard error*	*t*	*P-value*
Leadership (KP) → Knowledge Management (KM)	0.187	0.092	2.029	0.046*
Knowledge Management (KM) → Organizational Performance (Performance)	0.054	0.133	0.404	0.688
Leadership (KP) → Organizational Performance (Performance)	0.203	0.106	1.906	0.061
(KP)→(KM)→(KO)	0.010098	0.025	0.398	0.691

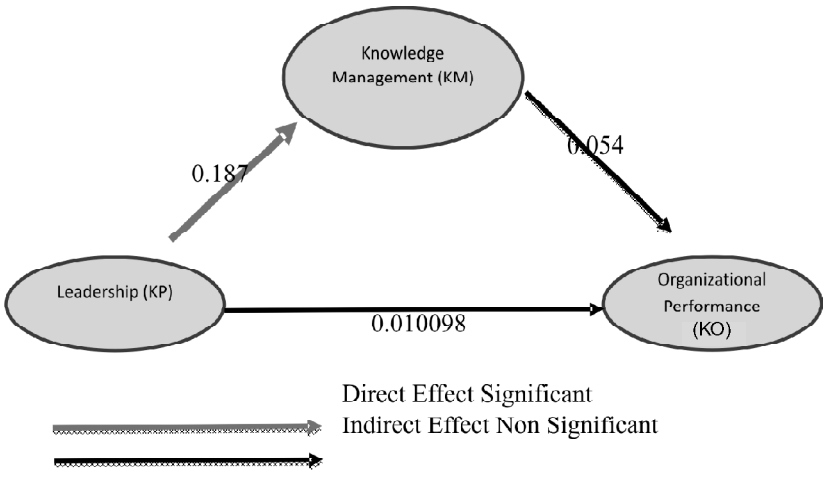

Figure 2: Direct Structure Science Model

Based on the above model, it can be said that the effect of knowledge management on organizational performance is equal to 0.054. Based on the t-test result, it is revealed that $t_{stat} < t_{table}$. Therefore, it can be concluded that knowledge management does not have a significant effect on the organizational performance of exact-science study programs at public higher education institutions in South Sulawesi.

Based on the t-test result, it is revealed that $t_{stat} = 0.398 < t_{table} = 1.65$. Thus, it can be concluded that the indirect effect of leadership on organizational performance through knowledge management in the exact-science study programs at public higher education institutions in South Sulawesi is insignificant.

Table 8
Partial Model Testing Results Science

Latent variable	*coefficient line*	*Standard error*	*T*	*Pr > |t|*
Leadership (KP) → Knowledge Management (KM)	0.141	0.109	1.292	0.201
Knowledge Management (KM) → Organizational Performance (KO)	0.179	0.095	1.883	0.065
Leadership (KP) → Organizational Performance (KO)	0.294	0.131	2.242	0.029
(KO)→(PP)→(KO)	0.025	0.024	1.066	0.286

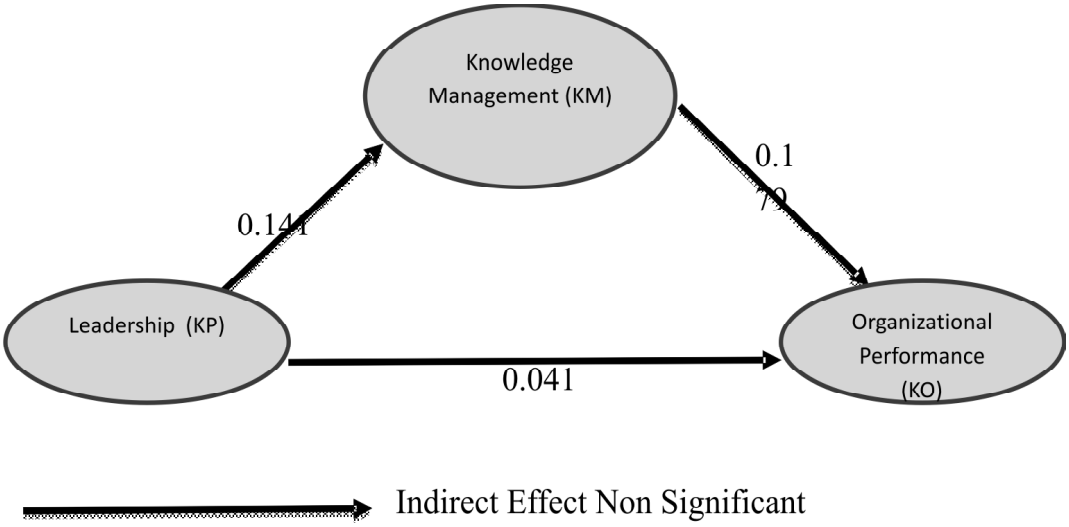

Figure 3: Direct Structure Non Science Model

Based on the above model, it can be explained that the effect of leadership on knowledge management is equal to 0.141. The t-test result shows that $t_{stat} < t_{table}$, meaning that leadership does not significantly affect knowledge management in non-exact science study programs at public higher education institutions in South Sulawesi.

Based on the above model, it can be explained that the effect of knowledge management on organizational performance is equal to 0.179. The t-test result shows that $t_{stat} > t_{table}$, meaning that knowledge management has a significantly positive effect on the organizational performance of non-exact science study programs at public higher education institutions in South Sulawesi.

The t-test result reveals that t_{stat}=1.054 <t_{table}=1.67. Thus, it can be concluded that the indirect effect of leadership on organizational performance through knowledge management in public higher education institutions in South Sulawesi is insignificant.

Table 9
Partial Model Testing Results Non Science

Latent variable	*coefficient line*	*Standard error*	*T*	*Pr > |t|*
Leadership (KP) → Knowledge Management (KM)	0.186	0.078	2.390	0.018
Knowledge Management (KM) → Organizational Performance (KO)	0.174	0.070	2.295	0.014
Leadership (KP) → Organizational Performance (KO)	0.246	0.081	3.031	0.003
(KO)→(PP)→(KO)	0.032	0.019	1.721	0.085

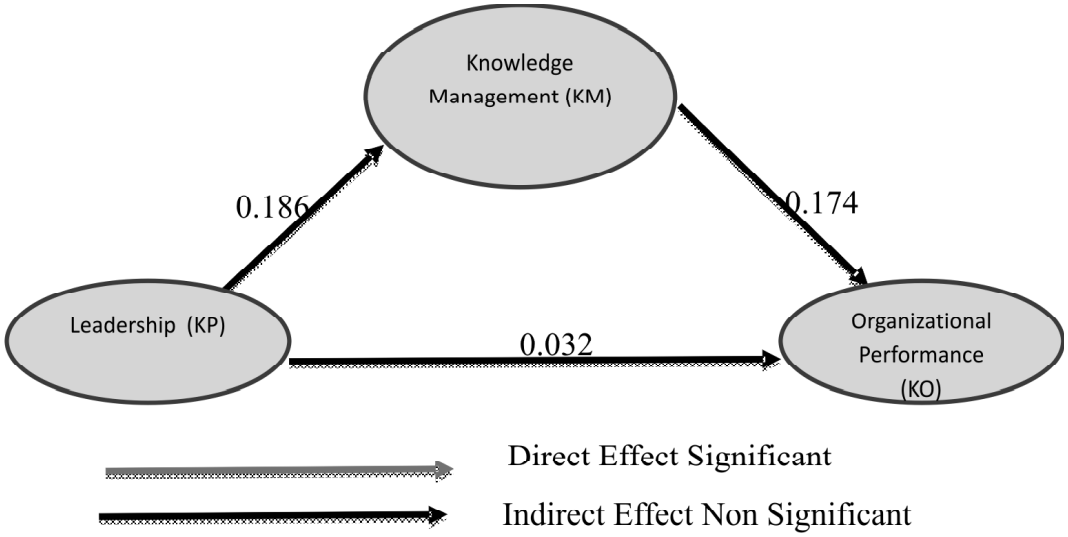

Figure 4: Direct Structure Science – Non Science Model

Based on the above model, it can be explained that the effect of leadership on knowledge management is equal to 0.186. The t-test result shows thatt_{stat}>t_{table}, meaning that leadership has a significantly positive effect on knowledge management. This implies that the better the leadership, the better the knowledge management of public higher education institutions in South Sulawesi is.

Based on the above model, it can be explained that the effect of knowledge management on organizational performance is equal to 0.174. The t-test result shows that t_{stat} > t_{table}, meaning that knowledge management as a significantly positive effect on the organizational performance of higher education institutions in South Sulawesi.

The t-test result reveals that t_{stat}=2.46 < $t_{critical}$= 1.64. Thus, it can be concluded that leadership significantly affects organizational performance through knowledge management in public higher education institutions in South Sulawesi. Findings of the research into these exact and non-exact science groups differ from the research findings of exact science groups and those of non-exact science groups.

The Exact-Science Model

The research findings suggest that in connection with the exact-science study programs, leadership has a significantly positive effect on knowledge management. These findings strengthen the findings of the research by Mertins, Kai Peter, and Jens Vorbeck (2003) that leadership are major factors for successful knowledge management. This is also consistent with the findings of the research by Crawford (2005) that transformational leadership has a strong relationship with knowledge management.

The research findings show that in connection with the exact-science study programs, knowledge management does not have a significant effect on organizational performance. These findings differ from the findings of the research by Allamel and Saba (2010) that knowledge management is considered to add value to organizations by applying knowledge to their their products and services. Likewise, these findings are also not consistent with those of the research by Harrington and Guimaraes (2005) that knowledge management plays an important role in organizational performance. Findings of the research by Zack, Michael, James McKeen, and Satyendra Singh (2009) that the practice of knowledge management is directly related to organizational performance which is directly related to financial performance also do not support these research findings on the exact-science study programs.

The research findings show that for exact-science study programs, the indirect effect of leadership on organizational performance through knowledge management is insignificant. It is because in terms of these exact-science study programs, the direct effect of knowledge management on performance is insignificant. In this case, if the effect of leadership on knowledge management is significant but knowledge management does not have a significant effect on performance, therefore knowledge management does not function as an intervening variable, rather it serves merely as an endogenous variable.

The Non-Exact Science Model

The research findings suggest that in connection with the non-exact science study programs, leadership does not have a significantly positive effect on knowledge management. These findings are not in line with the findings of the research by Mertins, Kai Peter, and Jens Vorbeck (2003) that leadership are major factorfor successful knowledge management. This is also not consistent with the findings of the research by Crawford (2005) that transformational leadership has a strong relationship with knowledge management.

The research findings on the non-exact science study programs are different from those of the exact-science study programs where it is revealed that in connection with the non-exact science study programs, knowledge management has a significantly positive effect on organizational performance. These findings are consistent with the findings of the research by Allamel and Saba (2010) that knowledge management is considered to add value to organizations by applying knowledge to their their products and services. Likewise, these findings are also consistent with those of the research by Harrington and Guimaraes (2005) that knowledge management plays an important role in organizational performance.

The research findings on the non-exact science study programs are similar to those of the exact-science study programs where it is revealed that the indirect effect of leadership on organizational performance through knowledge management is insignificant. Perhaps, such a condition results from the insignificant effect of leadership on knowledge management in the non-exact science study programs.

The Exact – Non-Exact Science Model

These research findings are consistent with the findings of the research by Singh and Sanjay Kumar (2008), which essentially discovers that the leadership style is directly related to knowledge management by stating that both directive and supportive leadership styles has a significantly negative relationship with the practice of knowledge management. Conversely, the consulting and delegating leadership styles have a significantly positive relationship with knowledge management and the delegating leadership style is capable of supporting knowledge management in terms of its competitive advantage.

CONCLUSIONS AND RECCOMENDATIONS

Based on the analysis, it can be concluded that the leadership of the study program chiefs and management of exact science-related knowledge, non-exact science-related knowledge, and exact – non-exact science-related knowledge still belong to the fairly good category while the organizational performance of the exact-science study programs, non-exact science study programs, and exact – non-exact science study programs still belong to the fairly high category. In relation to the exact-science study programs, non-exact science study programs, and exact – non-exact science study programs, leadership has a significant simultaneous effect on knowledge management in public higher education institutions in the South Sulawesi.

Based on these conclusions can be suggested some things namely chairman of the Leadership Learning Program would be better to fix: ability to stimulate the intellectual, by way Leadership Learning Program should seek more fairness in delegating tasks to the appropriate considerations such as based on competence and not based on proximity; Leadership Learning Program exact empathy should try to be more tolerant of errors subordinates while Leadership Learning Program noneksakta shall endeavor to give full confidence in his subordinates to carry out specific tasks; the ability to inspire and motivate, by Leadership Learning Program should strive to convey a vision to his subordinates on each occasion by creating a realistic depiction of the proper and that subordinates can understand it; individual consideration, by way of Leadership Learning Program occasionally must show concern for the private lives of his subordinates as asking family conditions; efforts to increase the influence of the ideal, Leadership Learning Program must be willing to share, especially about the success and experience, so that subordinates take lessons from it; related contingent reward by way Leadership Learning Program should strive to consistently provide appropriate award by improving communication and building a stronger emotional connection; Related management by exception, how Leadership Learning Program should be able to see which subordinates who need more guidance and which are not, but that certainly should not be a Leadership Learning Program over control and that the behavior of passive nontransactional reduced, Leadership Learning Program should be able to manage time well.

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