The Role of Opportunity to Learn and Professional Competence in Improving HR Performance

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Abstract. *This study is an explanatory research aimed at analyzing the relationship among Opportunity to Learn, Professional Competence, and Human Resource Performance (HRP). The research data were collected through a questionnaire with an interval measurement scale ranging from 1 to 5. The study population consisted of all employees at the Customs and Excise Supervision and Service Office Type Madya Pabean a Semarang, totaling 203 individuals. The sampling method used was the census method, resulting in the sample size being equal to the population. The analytical method employed was Structural Equation Modeling (SEM) with a Partial Least Square (PLS) approach. The results of the study indicate that Opportunity to Learn has a positive and significant effect on Professional Competence. Furthermore, Opportunity to Learn also has a positive and significant impact on HRP. Additionally, Professional Competence was found to have a positive and significant influence on HRP.*

Keywords: HR Performance; Opportunity to Learn; Professional Competence.

1. Introduction

Civil Servant Management (PNS) is designed to ensure the implementation of government and development tasks run efficiently and effectively (Ayuningtyas, 2022). Policies in PNS Management cover various aspects such as establishing norms, standards, procedures, formations, appointments, HR quality development, transfers, salaries, allowances, welfare, dismissals, rights, obligations, and legal status (Ayuningtyas, 2022).

Employee development or coaching involves two main aspects: improving the quality of human resources and improving employee careers (Erman, 2020). These two aspects are very important because they support the mission of the organization or government agency to provide quality services to the community. However, in practice, these two aspects are often distorted. Improving the quality of human resources through education and training is

245

often not based on an analysis of the needs of the organization or work unit, which causes the output or outcome of training to be less than optimal for improving employee and organizational performance (Erman, 2020).

Employee career development is often not based on professionalism (merit system), but rather on seniority or other considerations. As a result, employee coaching or development, especially civil servants, is less than optimal (Pramudhita, 2022). Lack of learning opportunities for employees often caused by seniority, so that more opportunities are given to those who have positions, not based on equal learning opportunities. As a result, the knowledge transfer process often stops and cannot be shared with other human resources.

The difference between performance and learning is that performance is a goal that can be achieved through a learning process, and is something that can be measured in real terms. Learning, on the other hand, focuses on improving and mastering new skills. HR learning includes all knowledge and skills acquired as part of their job or career, including on-the-job learning, formal training courses, mentorship and observation, temporary assignments, and access to knowledge resources.

Although HR can learn through hands-on experience on the job without formal training, this method is less effective in improving HR performance (Lundkvist & Gustavsson, 2018b). Undirected learning tends to be slower, triggers the adoption of bad habits, increases HR turnover rates, and risks causing fatal errors (Olejarski et al., 2019). Performance refers to how well someone carries out their duties, which includes both the quality and quantity of work output, in contrast to productivity which focuses more on quantity (Lundkvist & Gustavsson, 2018a).

Beqiri & Mazreku's (2020) research states that companies must provide opportunities for HR to participate in training programs to improve individual competence and innovation. Ng et al, (2006) stated that learning opportunities that are widely open to individuals will increase their affective commitment to the organization. This means that the higher the learning opportunities, the higher the individual's affective commitment to the organization. Panari et al., (2010) stated that high learning opportunities increase organizational innovation through increased production, new product development, and good system development.

The opportunity to learn is a key element in improving the effectiveness and efficiency of public services (Sousa & Rocha, 2019). Given the vital role of the Semarang TMP A Customs and Excise Supervision and Service Office in carrying out its main duties and functions as a trade facilitator, industrial assistance, revenue collector, and community protector, improvements in learning for HR can make a significant contribution to achieving the organization's strategic goals.

The opportunity to learn at the Semarang Type A Customs and Excise Supervision and Service Office includes various formal training programs, on-the-job training, mentorship, and access to knowledge resources relevant to customs and excise duties. The use of

learning opportunities provided to employees is not only aimed at improving their technical competence but also to prepare them to face increasingly complex challenges in the field of international trade and regulation. Research shows that human resources who have access to various learning opportunities show increased motivation and commitment to their work, which in turn can reduce turnover rates and costly operational errors (Marzuki et al., 2020).

One of the learning methods that can be applied to HR in an organization is training (Sloan & Paoline, 2021). The positive correlation between training and HR performance has been widely proven in the literature and early studies. Effective training not only makes HR more competent in their jobs but also improves their knowledge, skills, and attitudes, which ultimately improves organizational performance (Rivaldo & Nabella, 2023). Previous research related to the role of training on performance still leaves controversy, including the results of research showing that training has a positive and significant effect on improving performance (Risdiantoro, 2021) these results differ from the results of research stating that training has no effect on job satisfaction and performance (Putra & Wulandari, 2019). So this study proposes the variable professional competence as an intervening variable.

Professional competencies at the Semarang Type A Customs and Excise Supervision and Service Office include special skills in the fields of customs, excise, law, information technology, as well as analytical and problem-solving skills. These competencies are very important to ensure that employees can carry out their duties effectively, from document inspection, physical inspection of goods, to law enforcement. Research shows that increasing professional competencies is directly proportional to increasing human resource performance in terms of productivity, service quality, and compliance with regulations (Gita Friolina et al., 2017; Hartati, 2020; Mulang, 2021; Snow & Hrebiniak, 1980; Subari & Raidy, 2015).

The performance of the Semarang Type A Customs and Excise Supervision and Service Office is measured based on various indicators, including effectiveness in collecting customs and excise, efficiency of operational processes, quality of service to the public and business actors, and contribution to state revenue. Optimizing this performance requires a combination of adequate learning opportunities and continuous development of professional competence. Improving employee competence and performance is becoming increasingly important along with the development of international trade and national economic policies. The Semarang Type A Customs and Excise Supervision and Service Office faces challenges in maintaining a balance between trade facilitator, industrial assistance, revenue collector and law enforcement.

Key Performance Indicators (KPI) are indicators that function as an evaluation tool for the achievement of Strategic Targets at the Semarang Type A Middle Customs and Excise Supervision and Service Office, based on four perspectives: stakeholders, customers, internal processes, and learning and growth. This KPI is then used as a guide to set performance targets, both directly and indirectly, to become the KPI for each employee. Over the past three years, the Organizational Performance Value (NKO) of the Semarang Type a Middle Customs and Excise Supervision and Service Office has met the set targets. However, the NKO has not yet achieved optimal results. In 2022, the NKO decreased from 114.33 in 2021 to 111.44. Performance that has not this maximum reflects that the performance of human resources at the Semarang Type A Customs and Excise Supervision and Service Office has not reached its best potential.

2. Research Methods

This study analyzes how to improve human resource performance by building professional competence through providing learning opportunities for HR. The answers to the research questions are: 1. Opportunity to learn gives a positive and significant influence on HR Performance. This result means that the better the Opportunity to learn, the better HR performance will tend to be. 2. Opportunity to learn has a positive and significant impact on HR professional competence. This result means that the better the opportunity to learn, the more HR professional competence will tend to increase. 3. Professional competence gives a positive and significant influence on HR Performance. This result means that if professional competence is better, HR Performance will tend to be higher. 4. Opportunity to learn influence on HR performance through professional competence mediation. This means that the opportunity to learn provides a basis for HR to develop their skills and knowledge. The resulting professional competence allows HR to work more effectively, innovatively, and productively, which ultimately improves the overall performance of the organization.

3. Results and Discussion

3.1. Respondent Description

Respondent description is a description or profile of the characteristics of individuals or groups that are the objects of research or surveys. The purpose of the respondent description is to understand their background and characteristics so that data analysis becomes more contextual and meaningful. This study used 203 HR respondents at the Semarang Type A Customs and Excise Supervision and Service Office. In the implementation in the field, all respondents were willing to fill out the questionnaire, so that the results of the study obtained 203 research questionnaires that were completely filled out and could be used in the analysis of this research data. Descriptions related to the respondents of this study can be explained in several characteristics, namely based on gender, age, last education which are explained below:

1. Gender

Respondents in the study will be grouped based on the gender of the respondents, namely male and female. Based on the results of the questionnaire distribution, the number of male and female respondents was obtained as in Table

Table Description of Respondents Based on Gender

Gender	Frequency	Percentage
Man	153	75.4
Woman	50	24.6
Total	203	100.0

Source: Data processing results, 2024.

The data presentation in Table above shows that there are 153 male respondents (75.4%) and 50 female respondents (24.6%). The data shows that the number of men is greater than women. This condition greatly supports the duties and functions of employees at the Semarang Type A Customs and Excise Supervision and Service Office. This is because the presence of male employees allows for a more even distribution of tasks, especially in operational activities that may require intense interaction with external parties or a risky work environment.

2. Age

Respondents in the study will be grouped based on age level. Based on the results of the questionnaire distribution, the number of respondents based on age level is obtained as in Table

Table Description of Respondents Based on Age

Age	Frequency	Percentage
21 - 30 years	79	38.9
31 - 40 years	80	39.4
41 - 50 years	28	13.8
51 - 60 years	16	7.9
Total	**203**	**100.0**

Source: Data processing results, 2024.

The data presented in Table shows that the number of respondents aged 21-30 years was 79 respondents (38.9%), those aged 31-40 years were 80.

respondents (39.4%), aged 41-50 years as many as 28 respondents (13.8%), and there were 16 respondents (7.9%) aged 51-60 years. From the data above, it can be seen that the largest number of respondents have an age range of 31-40 years. Employees in This age group generally has a lot of experience, skills and knowledge in their field of work.

The evaluation of convergent validity on each latent variable can be presented in the outer loading value section which describes the strength of the indicator in explaining the latent variable. The results of the convergent validity test can be presented as follows:

1. Convergent Validity Evaluation Opportunity to learn

The measurement of the Opportunity to learn variable in this study is a reflection of three indicators. The factor loading value of each indicator of the Opportunity to learn variable shows the evaluation of the outer model measurement model. The following shows the magnitude of the outer loading for the Opportunity to learn construct.

Table

Estimation Results of Loading Values of Indicator Factors for Opportunity to Learn Variables

Code	Indicator	Outer loading	Information
X1_1	Autonomy and responsibility	0.704	Valid
X1_2	Opportunity to make decisions and initiate action	0.930	Valid
X1_3	Opportunity to grow	0.930	Valid

The data presented above shows the value of the loading factor of the Opportunity to learn variable (X1). Overall, the loading factor obtained is above 0.700. Based on these results, it can be stated that the Opportunity to learn variable (X1) can be explained well or convergently can be called valid by the indicators of Autonomy and responsibility, Opportunity to make decisions and initiate actions, and Opportunity to develop.

2. Evaluation of Convergent Validity of Professional Competence Variable (Y1)

The data presented above shows the value of the loading factor of the professional competence variable (Y1). Overall, the loading factor obtained is above 0.700. Based on these results, it can be stated that the professional competence variable (Y1) can be explained well or convergently can be called valid by the knowledge, skill and attitude indicators.

The measurement of professional competence variables in this study is a reflection of three indicators. The factor loading value of each indicator of the professional competence variable shows the evaluation of the outer model measurement model. The following shows the magnitude of the outer loading for the professional competence construct.

3. Evaluasi Validitas Konvergen Variabel Kinerja SDM (Y2)

Variabel Kinerja SDM pada penelitian ini diukur dari refleksi enam indikator. Evaluasi model pengukuran (outer model) diidentifikasi dari nilai loading faktor dari setiap indikator variabel Kinerja SDM Berikut ditampilkan besaran nilai loading bagi variabel Kinerja SDM.

Data yang disajikan di atas menunjukkan nilai loading faktor variabel Kinerja SDM (Y2). Secara keseluruhan loading faktor yang didapatkan berada di atas angka 0,700. Atas dasar hasil tersebut, dapat dinyatakan bahwa variabel kompetensi profesional (Y1) mampu dijelaskan secara baik atau secara convergent dapat disebut valid oleh indikator Kualitas (Quality), Kuantitas (Quantity), Ketepatan Waktu (Timeliness), Efektivitas (Cost Efectiveness), Kemandirian (Need for Supervision), dan Komitmen Kerja (Interpersonal Impact).

Berdasarkan hasil pengujian validitas konvergen pada masing-masing variabel, dapat dikatakan seluruh indikator yang digunakan dalam model penelitian ini dinyatakan valid, sehingga dapat dipakai sebagai ukuran bagi variabel yang digunakan pada penelitian ini.

Discriminant Validity

Untuk pengujian discriminant validity dilakukan dengan tiga cara yaitu: 1) melihat kriteria Fornell Lacker Criterion yang diketahui dari ukuran square root of average variance extracted (AVE) atau akar AVE, 2) melihat nilai Heterotrait- Monotrait Ratio (HTMT), dan 3) memeriksa cross loading.

Reliability Test

Reliability test is conducted to prove the accuracy, consistency and precision of the instrument in measuring the construct. Reliable shows that the research indicators used are in accordance with the actual conditions of the research object. Measurement of the reliability test of a construct with a reflective indicator can be done by three methods, namely:

a. Composite Reliability. Indicators of a construct give good results, namely if they are able to provide a composite reliability value of more than 0.70.

b. Average Variance Extracted (AVE). AVE criteria that are above 0.5 indicate that the indicators that form the research variables are said to be reliable, so they can be used in further analysis in research.

c. Cronbach's alpha. The Cronbach alpha score criteria of more than 0.70 means that the reliability of the construct being studied is classified as good (Ghozali, 2014).

3.2. Discussion

Hypothesis Testing 1:

The first hypothesis test proves that Opportunity to learn has a positive and significant influence on HR performance. This result means that the better the opportunity to learn, the better HR performance will tend to be. This result supports previous studies, namely (Elia, 2019; Kumar et al., 2019).

The measurement of the opportunity to learn variable in this study reflects three main indicators: Autonomy and Responsibility, Opportunity to Make Decisions and Initiate Actions, and Opportunity to Develop. Meanwhile, the HR Performance variable is measured through six indicators, namely Quality, Quantity, Timeliness, Cost Effectiveness, Need for Supervision, and Work Commitment (Interpersonal Impact).

From the analysis, the indicator on the Opportunity to Learn variable that has the highest factor loading value is the Opportunity to make decisions and initiate actions and the Opportunity to develop, while on the HR Performance variable, the indicator with the highest factor loading value is Effectiveness (Cost Effectiveness). This shows that the higher the opportunity to make decisions and initiate actions and the opportunity to develop, the given to individuals, the higher the level of effectiveness that can be achieved. This means that providing space for individuals to take the initiative and play an active role in decision-making and opportunities to develop can encourage more efficient resource management, produce higher quality work, and increase cost efficiency.

On the other hand, the indicator with the lowest factor loading value on the Opportunity to Learn variable is Autonomy and responsibility, while on the HR Performance variable, the indicator with the lowest factor loading value is Work Commitment (Interpersonal Impact). This finding indicates that the greater the opportunity for individuals to have autonomy and responsibility, the higher the level of Work Commitment that can be achieved. This means that providing individuals with freedom and responsibility in carrying out their duties not only increases their involvement in the work process, but also strengthens their commitment to the team and organization.

Hypothesis Testing 2:

The second hypothesis test proves that Opportunity to learn has a positive and significant impact on HR professional competence. This result means that the better the opportunity to learn, the more HR professional competence tends to increase. This result confirms previous research, namely Tarmini et al (2020).

The measurement of the Opportunity to Learn variable in this study is based on the reflection of three indicators, namely Autonomy and Responsibility, Opportunity to Make Decisions and Initiate Action, and Opportunity to Develop.

Meanwhile, the measurement of the Professional competency variable reflects three indicators, namely Knowledge, Skills, and Attitude.

The results of the analysis show that the opportunity indicator to make decisions and initiate actions and the opportunity to develop have the highest factor loading value on the Opportunity to Learn variable, while the skill indicator has the highest factor loading value on the Professional competency variable. This indicates that the better the opportunity to make decisions and initiate actions and the opportunity to develop given to individuals, the

stronger their skills. This means that increasing opportunities for individuals to make decisions and act independently and the freedom to develop themselves in learning creates a greater drive to achieve optimal performance and results.

On the other hand, the Autonomy and responsibility indicator has the lowest factor loading value on the opportunity to learn variable, while the knowledge indicator has the lowest factor loading value on the Professional competence variable. This finding indicates that the greater the level of autonomy and responsibility given to individuals in the work environment, the higher their ability to develop and master knowledge. This means that even though its contribution is not as high as other indicators, an environment that supports independence in making decisions and provides responsibility that can clearly increase learning opportunities, deepen understanding, and strengthen individual professional competence in carrying out their duties.

Hypothesis Testing 3:

Hypothesis testing provides evidence that professional competence has a positive and significant influence on HR Performance. This result means that if professional competence is better, HR Performance will tend to be higher. This result confirms that the higher a person's professional competence, the more it improves their performance (Arafat & Fitria, 2020; Basori Alwi et al., 2021; Indah et al., 2018; Nabela Selvi, Fitria Happy, 2021; Prawira & Rachmawati, 2022; Saifullah, 2020).

Measurement variable Competence professional on study this is reflection   from   three indicator that is: Knowledge (knowledge), Skills, and Attitude. Meanwhile, the HR Performance Variable in this study was measured from the reflection of six indicators of Quality, Quantity, Timeliness, Cost Effectiveness, Need for Supervision, and Interpersonal Impact. The Professional Competence variable indicator with the highest factor loading value is skill, while the HR Performance variable indicator with the highest factor loading value is Cost Effectiveness. These results indicate that the higher the mastery of skills possessed by individuals, the more effective human resources are in managing costs and achieving optimal results. This means that individual skills in handling The tasks assigned play a major role in driving the efficiency and productivity of the organization.

On the other hand, the Professional Competence variable indicator with the lowest factor loading value is Knowledge, while the HR Performance variable indicator with the lowest factor loading value is Work Commitment (Interpersonal Impact). These results indicate that the broader and deeper the knowledge possessed by an individual, the greater the work commitment shown through the ability to establish positive interpersonal relationships. This means that although knowledge has a smaller contribution than skills, increasing insight and good understanding remains an important element to increase collaboration and dedication in the work environment.

Indirect Influence

The indirect influence test results that opportunity to learn affects HR performance through the mediation of professional competence. This result means that the existence of opportunity to learn provides a basis for employees to develop their skills and knowledge. Professional competence resulting from this process allows HR to work more effectively, innovatively, and productively, which ultimately improves overall organizational performance.

The influence of professional competence mediation in relation to the opportunity to learn variable on HR performance is 0.062. The Sobel test produces a t-count of 2.231 (t>1.96) with p = 0.026 <0.05. The results of the Sobel test shows a t-count of 2.231 (t>1.96) with a p-value = 0.026 <0.05, which indicates that professional competence acts as a mediator that influences HR performance. Thus, the opportunity to learn can improve HR performance through increasing appropriate competencies.

Organizations are expected to focus more attention on providing learning opportunities that can improve HR professional competence. This is important because HR development is not only determined by basic knowledge and skills, but also by its ability to adapt and improve itself through continuous training and education. Therefore, learning opportunities provided by the organization have a significant impact on HR performance, especially through adequate professional competence development.

4. Conclusion

This study analyzes how to improve human resource performance by building professional competence through providing learning opportunities for HR. The answers to the research questions are: 1. Opportunity to learn gives a positive and significant influence on HR Performance. This result means that the better the Opportunity to learn, the better HR performance will tend to be. 2. Opportunity to learn has a positive and significant impact on HR professional competence. This result means that the better the opportunity to learn, the more HR professional competence will tend to increase. 3. Professional competence gives a positive and significant influence on HR Performance. This result means that if professional competence is better, HR Performance will tend to be higher. 4. Opportunity to learn influence on HR performance through professional competence mediation. This means that the opportunity to learn provides a basis for HR to develop their skills and knowledge. The resulting professional competence allows HR to work more effectively, innovatively, and productively, which ultimately improves the overall performance of the organization.

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