

The Analysis of Work Behavior and Work Result towards Work Performance

Harmein Nasution & Najib Ahmad Marzuki

ABSTRACT: *In conducting teaching, research and community service, academic staffs should weight more on quality than quantity. In this context, individual habit reacts to the demanded jobs which are influenced by his/her knowledge, attitude, and skill. University is an organization which based on science which is not overtly competitive. The competitive advantage should lie on academic staffs as the main resource. The statement correlates with the main function of a university as the main producer of human resources which is based on science and which shows its competitive advantage. This research is to analyze the influence of work behavior and work result towards work performance. Variables for behavior are knowledge, skill, attitude, and habit. For work result, the variables are quantity, quality, and timeliness. The research is conducted in USU (Universitas Sumatera Utara or Sumatera Utara University) with 312 academic staffs as samples. Questionnaires are tested thru reliability, criteria, construction and validity tests by using factor analysis method. Then, data is analyzed thru statistical Structural Equation Method (SEM). Such methodology is chosen due to the analysis which relates to the interrelationship amongst variables, indicators, and latent variables simultaneously. The result shows that there is a significant correlation between work behavior and work result aspects where behavior aspect correlates more than that of work result aspect.*

KEY WORDS: *Work behavior, work results, performance, teaching, research and community service, academic staffs, and competitive advantage.*

Introduction

According to H. Nasution (2005), human resources is the key of organizational success since they basically form, manage, organize, arrange, operate, and maintain available systems, material (stuff and service), method, processes (machinery or computational equipments), and product (things or services). Therefore, human resource is a critical factor in an organization; then in organizational management, human need should always be considered significantly (Lilik Agung, 2002). The development of an organization is measured from the performance achieved by that organization. Performance achievement of an organization is mainly based on the behavior of human resources within the organization.

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Organization needs a well-managed structural mechanism in assessing work force performance in correlation to work performance and productivity of workers. Performance appraisal is a measurement conducted on workers to evaluate how they achieve work targets and productivity (Najib, 2007).

Various factors can be regarded in applying performance appraisal. Some researchers state that performance appraisal can be viewed from various aspects relating to the aims of research or what is going to be analyzed. Some evaluate working activity aspect, while others evaluate behaviour or personality aspect. Factors which commonly used in performance appraisal in some countries are:

First, organization in USA (United States of America), performance appraisal factor is more focussed on fairness, where appraisal is based on how much a worker can contribute on the job. Moreover, performance appraisal is also considering behavior based on the assumption that behavior factor contributes significantly to achieve the best work performance in the future.

Second, Pacific region countries use performance appraisal either formally or informally to determine awards in developing performance. Most appraisal happen in an informal conversations individually or collectively, but not in a formal conversational context. Therefore, it can be inferred that the role of behavior is mainly considered in performance appraisal.

Third, in South Korea, performance appraisal is applied to all workers, either big or small scale enterprises. Career promotion relies mostly on personality matters. Therefore, the result of the appraisal is promptly used as feedback in counseling and developing their performance. In most organization in South Korea, the significance of behavior factor is considered equal to work result (*output*).

Fourth, organizations in China, performance appraisal is using traditional cultural values. Performance appraisal lies more on behavior factor by observing and evaluating behavior. Such evaluation is conducted in a meeting called *Hsiao-tsu*. In China, behavior factors which mostly observed are loyalty and responsibility in conducting a job. It is really different from organization in USA which focus on work result.

Fifth, in Japan, performance appraisal is conducted periodically by observing and evaluating knowledge and skill characters on the job such as communication skill, team work, responsibility, and honesty. In assessing such factors, organizations in Japan rely more on behavior factor rather than on work result factor (Dowling, Welch & Schuler, 1999; Mangkunegara, 2000; and Rivai & Basri, 2005).

The above descriptions have ended in conclusion that performance appraisal, when relates to its duty, can be classified into two aspects i.e. work result and work behavior. The statement is supported by of what V.M. Rivai and A.F. Basri (2005) state that the most recent approach in performance appraisal should be a mixture of two aspects which are known as input and output conception. *Input* is all that individual gives to his/her job in relation to attributes and behavior. *Output* is what can be achieved in relation to work result.

The concept of input and output is based on the appraisal of an individual thru job requirement, job description, and responsibility. Meanwhile, according to D.

Grote, (2002), output or work result is related mostly to what has been achieved by a worker in his/her job such as product provided in terms of quality, quantity, cost and product time; while input or work behavior relates to how a job is completed in terms of knowledge, attitude, skill, and habit.

Problem Statement

How about performance appraisal factor in Indonesia, especially in university sector? Academic staff performance appraisal in Indonesia, especially in university sector, lies mainly in output alone, does not include behavioral side. This fact is supported from the data that university in Indonesia, in assessing its academic staff, concerns mostly to the output factor and ignores behavior (input) factor. Hence, B. Frensidi (2007) based on his research when he was a member of National Accreditation Board for university in Indonesia clearly defines the fact. He concludes that universities in Indonesia only consider output result without considering the process (output without process). Just like an industry which strives for targets, an academic staff should work or teach in three shifts (morning, afternoon, and night). Academic staffs work more on teaching than doing research and writing thus they lose their idealism. Without idealism, an academic staff will not have a motivation to develop the university, therefore unable to compete in worldwide level.

Based on what has been identified by U.M. Lubis and H. Nasution (2007) which state that the quality of teaching and learning process in USU (*Universitas Sumatera Utara* or Sumatera Utara University) based on students' perception has not reach an optimum level and is considered very low. This happens because appraisal to academic staffs is based on attendance rate alone, without considering the process in teaching and learning perspective. Hence, it does not really motivate academic staffs to increase their quality of work. Most appraisals focus on output such as: (1) Number of graduates, (2) Attendance rate, (3) Number of research, and (4) Number of teaching credit unit. Those all do not show how an academic staff acts or performs in producing such service.

Therefore, this research will be focused on the relationship between work behavior aspect and work result aspect towards performance of academic staff thru academic staffs' perception.

Research Questions and Objectives

The research questions are as follows: (1) Does work behavior aspect appraisal significantly affect academic staffs' performance?; and (2) Does work result aspect appraisal significantly affect academic staffs' performance?

While the research objectives are as follows: (1) To identify and analyze the effect of work behavior aspect towards academic staffs' performance; (2) To identify and analyze the effect of work result aspect towards academic staffs' performance; and (3) To analyze the most influencing factor between work behavior aspect and work result aspect towards performance.

Literature Review:

A. Work Performance

W.H. Cash and F.E. Fischer (1987) define performance as “result” which means result produced by a worker. While S.P. Robbin (2003) defines performance as human output, which can be measured through productivity, presence, and satisfaction.

According to Mangkunegara (2000), performance means work result qualitatively and quantitatively that can be achieved in conducting a job as demanded by responsibility. While H.J. Bernardin and J.C.A. Russel (1993) state that performance is an income produced by a worker during his/her service time. V.M. Rivai and A.F. Basri (2005) conclude the definition of performance as a function of motivation and capability. To finalize a demanded job or duty, someone should have a certain motivation and capability. Capability of a worker is not worth if he/she does not know what should be done and how to do it. Target achieving is one of measurements in performance appraisal. There are three criteria in assessing performance, i.e. (1) individual duty, (2) individual behavior, and (3) individual characteristics.

From the above description, it can be inferred that performance can be categorized as work result achieved by a worker in a certain time in an organization based on power, responsibility, and duties. During his/her service time, performance of an individual can be observed (Rivai & Basri, 2005). Meaning that performance appraisal should always relate to task finalization. Whenever performance appraisal does not relate to job finalization, then such appraisal will result in a misjudgment and a mistake.

B. Performance Appraisal

Performance appraisal is a part of organizational appraisal systems which compares target and result achieved, analyzes emerged deviation, and conducts improvement. Performance appraisal aims at appraising steps of performance by comparing factual achievement and expected result stipulated by organization which is used as feedback (Makhbul & Hasan, 2003; and Hedge & Borman, 2008). Therefore, in performance appraisal factors or aspects of appraisals should be defined earlier to motivate workers.

Work performance, according to D. Grote (2002), V.M. Rivai and A.F. Basri (2005), and L.M. Robert and H.J. John (2006), is stated as behavior and work result that should be made as priority. They believe that behavior aspect is input or how individual conduct his/her duties which can be measured by knowledge, skill, attitude, and habit variables. Work result aspect, on the other hand, is output or what is going to achieve from a job which can be measured by quantity, quality, and timeliness variables. The approach of both appraisal aspects is used in this research i.e. (1) behavior aspect and work result aspect, and (2) their contribution to performance.

C. The Relationship of Work Behavior Aspect and Performance

Behavior which connects to job is behavior on conducting a specific job and other relating behavior in finalizing a certain job target. The finding of Samsudin's work (2003) shows that the level of education, training, experience, loyalty, and work culture simultaneously give a significant effect on performance. Human behavior is very much influenced by objectives, since each activity has a stipulated mission or objective to reach.

According to P.J. Paul and C.O. Jery (1996) and Abdul Mujib (2006), behavior is the same as "gut", physical behavior which is implemented in the real circumstance. The form of behavior is influenced by value (attitude) and value depends on motivation.

Behavior is one of individual's capability factors which is a manifestation from the inner supports such as motive, character, personal concept, knowledge, cognitive capacity, and skill which guide action and activity leading to produce work performance. Other than that, studies of B. Robert (2004), prove that behavior aspect can improve performance.

The above opinions are inline with what is stated by J. Winardi (2007). Behavior is basically objective oriented; or in other words, our behavior is motivated by the need to achieve a certain target. Thus, behavior relates to achievement, since by conducting a certain behavior, someone wants to get what he expects. Each individual always considers his/her behavior in order to get what he/she wants without causing any conflict, either individually or collectively, thus he/she can achieve his expected results.

In this research, behavior aspect is measured from 4 variables i.e. (1) knowledge, (2) skill, (3) attitude, and (4) habit (Dowling, Welch & Schuler, 1999; and Grote, 2002).

D. The Relationship of Work Result Aspect and Performance

The findings of some studies have stated that there is a significant relationship between determining performance objective and achievement (Brown & Lathan, 2000; Udan, 2002; Harrel, 2005; and Stephen, 2006). According to T.C. Brown and G.P. Lathan (2000), performance objective should be specific, clearly defined, and affordable. Specific objective which is determined by organization will motivate workers to achieve more. The workers will contribute all their capabilities and potentials to the best of organization.

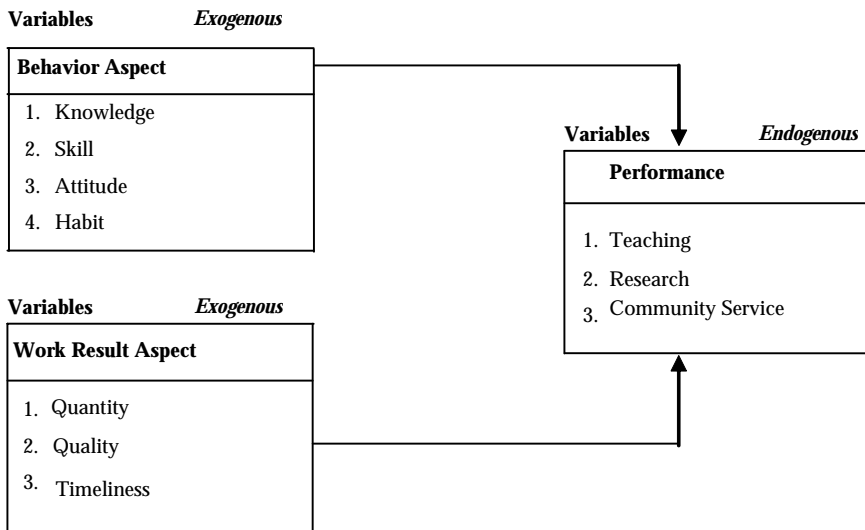
Meanwhile, a study conducted by P. Lewis (1998) proves that organization which effectively determines performance objective and target will make the organization itself continuously developing. If the performance appraisal is conducted fairly, the workers feel satisfied and will in turn increase their trust in the organization. The same thing applies as the theories from P. Lyman and E. Lowler (in Robert & John, 2006) explain that workers will work harder to perform a better achievement, if they understand there are results to achieve. If workers know job targets, they will

always try to do better than the organization expected and feel unsecured if they work under the target. The workers will feel depressed if they produce lower than the job demanded. Therefore, a system of fair performance appraisal and eligible expected target must be developed. According to K.R. Hubert (2005), acceptance to job targets means that the workers agree to achieve them. Meanwhile, according to B. Robert (2004) if the workers involved in determining job target, then they tend to be committed and performance will be optimal.

Based on a wider research on organization by T.C. Brown and G.P. Lathan (2000), it states that there is a positive relation between job target determining and performance/achievement. Determining job target should be specific, defined, and affordable. Specifically, difficult job target objective which is determined by organization will lead workers to have a higher achievement compared to that of when an organization does not stipulate the target. In this research, work result aspect uses three variables i.e. quantity of work, quality, and timeliness (Gomes, 1995; Mangkunegara, 2000; and Grote, 2002).

Research Methodology: Research Framework, Population and Sample, Research Instrument, Technique of Collecting Data, Validity Test, and Data Analysis Model

This is a surveillance study using explanatory research, where research which clearly explains the interrelationship amongst variables through hypothesis testing (Singarimbun, 1989); and survey sample taken from a population of data using questionnaire which is categorized as individual analysis unit. This research is categorized a surveillance research because analysis conducted directly to object of research. Conceptual framework of this study is figured as follows:



Population of this study is all academic staffs of USU (*Universitas Sumatera Utara* or Sumatera Utara University) in Medan, North Sumatera, Indonesia, at total number of 1,737 persons (based on the data of 2006). Number of sample is using Krejcie formulation (Sugiyono, 2005) that is at 313 persons.

Instrument used in this research is questionnaire. Most items in the questionnaire are formed by the researchers. Each variable consists of 8 questionnaire items.

Data are collected through interview based on the questionnaire items. The data are considered as primary data about behavior aspect, work result aspect, performance aspect, and motivation of academic staff.

To justify the quality of measurement, a preliminary study is conducted. At the first step, content validity is tested, then criteria validity, and a following reliability test. Next, a construct validity test is conducted by using factor analysis.

This study uses a statistical Structural Equation Model (SEM) by applying AMOS 4 to identify interactions amongst variables. This method is chosen since it is inline with the subject of the research which involves relationship amongst various latent variables simultaneously.

Research Findings:

A. The Effect of Behavior Aspect to Performance

The results of the test model of behavioral aspects of the relationship to work performance that the models corresponding to the data and fit to the data available there, after the modification of the model by linking the modification of knowledge and efficiency, teaching with the investigation.

These test results prove that the behavioral aspects of a significant and positive impact on performance. Direct effect than behavioral aspects of performance is as much as 51% and indirect effect as much as 26%, means the relationship is positive and impact.

Influences that shape behavioral aspects of construction for each variable, each result is: the variables as much as 77% of knowledge, efficiency of 85%, 90% of habits, attitudes as much as 88%. The results of model modifications influence behavior aspects of work performance can be seen in table 1 following:

Table 1
Modification of Model Results Influence Behavioral Aspects of Job Performance

INDEX	CUT-OFF VALUE	Model Results	Description
X ² - Chi-square	Expected Small	11.545 < 18.307	Small
Probability	≥ 0.05	0.316	Good
RMSEA	≤ 0.08	0.222	Good
GFI	≥ 0.90	0.989	Good
AGFI	≥ 0.90	0.971	Good
CMIND/DF	≤ 2.00	1.154	Good
TLI	≥ 0.95	0.997	Good
CFI	≥ 0.94	0.998	Good

B. The Effect of Work Result Aspect to Performance

The results of the test model of the relationship aspect of the work on work performance that the models corresponding to the data and fit to the data available, after the modification of the model by linking the modification of teaching well.

These test results prove that the aspect of the work of a significant and positive impact on performance. Direct impact than the work aspect of performance is as much as 47% and indirect effects of 22%, means the relationship is positive and impact.

Influences that shape aspects of construction work for each variable, each result is: variable quantity of work as much as 87%, working qualities as much as 89%, punctuality of 79%.

The results of the model modification aspects of the work on work performance can be seen in table 2 as follows:

Table 2
 Modification of Model Results Influence Aspects of Work Performance

INDEX	CUT-OFF VALUE	Model Results	Description
X ² – Chi-square	Expected Small	2.394 < 12.541	Small
Probability	≥ 0.05	0.880	Good
RMSEA	≤ 0.08	0.000	Good
GFI	≥ 0.90	0.997	Good
AGFI	≥ 0.90	0.991	Good
CMIND/DF	≤ 2.00	0.399	Good
TLI	≥ 0.95	1.010	Good
CFI	≥ 0.94	1.000	Good

Appraisal Discussion

First, the Appraisal of Behavior Aspect to Performance. Hypothesis testing shows that behavior aspect of academic staffs significantly affects performance. This finding is supported by researches conducted by H. Mifrani, M. Dalziel and D. Fit (1992); Samsudin (2003); and J. Winardi (2007) which state that behavior aspect will influence performance of the worker. Behavior aspect results in activity or action which creates performance. By analyzing behavior of academic staff, such inhibiting factors that prohibit academic staffs from achieving job targets, can be identified thus correcting actions can be formulated. Using behavior aspect really interrelates with the duty of academic staffs, because academic staffs' performance is also measured from the quality of graduates they produce. The better academic staff behave the better quality of graduates they produce. According to Abdul Mujib (2006) and P.J. Paul and C.O. Jery (2006), behavior is the same as "gut" where physical individual behavior applies in real action. The result also shows

that each variable of behavior aspect significantly affects performance where the most influencing variable is habit variable.

Second, the Appraisal of Knowledge to Performance. Knowledge variable significantly affects performance of academic staffs. The finding is supported by a number of researches conducted by T.V. Rao (1986), G.I. Friedman (1988), and Mangkunegara and A.V. Hubies (2007) which conclude that the higher knowledge of a worker in his/her job, the more capable he/she is in conducting improvement and completing his/her job satisfactorily which in the end will increase his/her performance. The finding suggests that knowledge variable can be figured out as one aspect of performance appraisals. It can be inferred that the more knowledge an academic staff has the better his/her performance will be in teaching, research and community service. With the knowledge he/she has, an academic staff can remember, understand, design, or solve various problems due to teaching, researching and community service. Knowledge that an academic staff should have is curriculum overview, core of the science he/she is teaching, knowledge to conduct research and a set of knowledge deals with community. The research also finds that the better an academic staffs' understanding to his/her lecturing, the better he/she can perform at work.

Third, the Appraisal of Skill to Performance. The finding shows that academic staffs' skill significantly affects performance. This hypothesis is also supported by research finding conducted by J.I. Delaney and M. Huselid (1996), I. Dayang (2004), and H. Nasution (2006) which conclude that there is a positive relationship between skill and performance. The skill that academic staff owns will enable them to finalize the demanded job. Without such skill, the academic staff can not perform the job well. The skill that an academic staff should have is the skill of transferring knowledge, expressing opinions, and motivating students. The more the skill he/she has the better his/her performance will be either in teaching, research or community service. This will lead to a better work performance of the academic staff.

Fourth, the Appraisal of Attitude to Performance. The finding shows that academic staff attitude significantly affects his/her performance. The hypothesis is supported by studies conducted by A.M. Lilik Agung (2002), Biantoro Udan (2002), and K. Harel (2005), if an academic staff owns a positive attitude, he/she will work well, more proactively, more positively thus his/her satisfaction on working will be bigger and simultaneously increase his/her performance. The same thing applies in research task, based on a study conducted by A.M. Herwan (2007), that attitude will make an academic staff motivated to conduct research activities. According to Wahyudin (2003), academic staff who owns a good community service attitude will own a good professional capability and thus will increase his/her performance. This positive attitude is badly needed since academic staff should maintain a good relationship to students, faculty and academic staff should have an open minded attitude. Without a good attitude, there will be no good result. This finding shows that appraising academic staff attitude will increase his/her performance, in performing his/her duty to produce qualified graduates.

Fifth, the Appraisal of Habit to Performance. The research shows that there is a significant influence of habit towards performance. The hypothesis testing describes how habit affects performance, like what has been offered by R.C. Stephen (2006), that human habit is formed or a mixture of knowledge, attitude, and skill. Academic staff which functions as a guide to students should be able to perform a positive habit to students such as showing a high discipline, proactive manner, scheduling habit, and reading habit. Academic staff should also maintain an ability to formulate thinking habit of the students, since academic staffs are good examples to students, it is quite impossible to formulate a good reading habit of students whenever academic staffs can not perform such habit.

Sixth, the Appraisal Work Result Aspect to Performance. Hypothesis proves that there is a significant effect of work result aspect towards performance of academic staffs. This study supports similar research conducted by P. Lewis (1988), T.C. Brown and G.P. Lathan (2000), and B. Robert (2004) which conclude that an organization which always determines work result will produce an effective work result, where there is a positive relationship between determining work result and performance. If academic staffs have already understood work targets, they will be ready to achieve them. Such targets will guide academic staffs to conduct their duties. The targets should not be as estimated figures but should come from a careful job analysis which is understood and should be socialize to academic staffs before they perform the job (Abdurrachmat, 2006). For academic staffs whose job description consists of teaching, researching and community service, it is advisable to determine measurement of work results like quality, quantity, or timeliness. The finding also proves that each variable of work result aspect significantly affects performance where the most influencing factor is work quality. Quality measurement is the most influencing factor compared to quantity and timeliness.

Seventh, the Appraisal of Quantity to Performance. The research hypothesis testing proves that there is a significant effect of work quantity on performance. This result supports the finding proved by B. Robert (2004) and J. Elliot (2004). In their works, they state that most individuals feel that they have contributed at above average. Therefore, measurement of quantity target is very important in such appraisal. A certain criteria of measurement to evaluate work quantity must be settled, which will lead academic staffs in achieving the result so they will be motivated to increase their performance such as attendance frequency, number of researches or books which will qualify performance of academic staffs. With good target setting, academic staffs will be motivated to create good strategies and steps to achieve. In line with the work result, whenever academic staffs get involved in determining such targets, they will have better commitment and higher performance (Eliot, 2004; and Robert, 2004).

Eighth, the Appraisal of Work Quality to Performance. The finding shows that work quality significantly affects performance. This finding is supported by a study conducted by Sritomo Wignjosoebroto (2000), finding that 77.6% of academic staffs from 589 respondents, requires awards from the management

when they can perform their duties satisfactorily, in terms of quality measurement. Meanwhile, according to G. Fuller (1998) and D. Grote (2002), appraisal on work quality is to clarify that workers will realize and willing to improve their work quality. Academic staffs are not only to fulfill attendance rate but should also fulfill quality measurement of their job as stipulated in the teaching learning process. Quality measurement should be conducted continuously since the quality in teaching, research and community development is really dynamic. Whenever such measurement is not continuously and consistently, a decrease in quality will happen which causes a failure in fulfilling public expectation.

Ninth, the Appraisal of Timeliness to Performance. The research finds that there is a significant effect of timeliness on performance. The finding is supported by Sritomo Wignjosoebroto (2000) and B. Robert (2004) which state that workers can allocate working hours when timeliness becoming a measurement of finalizing a job. With timeliness factor, academic staffs will not delay the finalization of a job, since they can schedule their job which will finally increase their performance. Moreover, psychologist (in Herwan, 2007) states that one of reasons or resource of stress is inability of allocating time when working. Such inability makes the job unfinished thus ignites uncertainty and worries. Everybody has exactly the same time duration, successful person will always use his/her time effectively and be able to make use every minute he/she has so he/she can prioritize the jobs.

Concl usions

It can be concluded that in conducting teaching, research and community service, academic staffs should weight more on quality than quantity. Therefore, behavior aspect is more dominant in performance appraisal, as the research finds, even though both aspects should be considered equally in performance appraisal.

Habit is the most influencing variable of work behavior aspect. In this context, individual habit reacts to the demanded jobs which are influenced by his/her knowledge, attitude, and skill; or in other words, it can be stated that habit is a function of knowledge, skill, and attitude.

University is an organization which based on science which is not overtly competitive. The competitive advantage should lie on academic staffs as the main resource. With behavior appraisal, academic staffs will make the university to become more globally competitive as a science-based organization and as the main producer of human capital. The statement correlates with the main function of a university as the main producer of human resources which is based on science, and which shows its competitive advantage.

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University is an organization which based on science which is not overtly competitive. The competitive advantage should lie on academic staffs as the main resource. With behavior appraisal, academic staffs will make the university to become more globally competitive as a science-based organization and as the main producer of human capital.