

CHAPTER 1

INTRODUCTION

1.1. Research Background

The field of strategic management is concerned with major initiatives planned or unplanned by managers on behalf of the owners, involving resources to improve organizational performance in the external environment that surrounds them (Nag et al., 2007). According to the approach developed by Hoskisson et al. (1999), the development of strategic management theory is like a pendulum moving from inside to outside and back to the inside. In its early development, strategic management theory focused on internal aspects of the organization, such as leadership, which focused on the organization's core strengths (e.g., distinctive competence-Selznick, 1957). The next era shifted outward, which was pioneered by Porter (1980) with a five force model, and the last one was the resource-based view (Barney, 1991) which returned to the organization, which then when combined with dynamic environmental changes, emerged dynamic capability theory (Teece et al., 1997).

Dynamic capability (DC) was developed in a series of works from Nelson (1991), Kogut and Zander (1992), Amit and Schoemaker (1993), Henderson and Cockburn (1994), and Teece et al. (1994). In their seminal work, Teece et al. (1997) defined dynamic capability as the firm's ability to integrate, build, and reconfigure internal and external competencies to cope with a rapidly changing environment. The dynamic capability perspective is often considered an extension of the resource-based view (Helfat and Peteraf, 2003). Although Teece et al.

(1997) introduced the concept of dynamic capability, they tried to distinguish it from a more static resource-based view orientation based on current resources and operational capabilities. Teece and Pisano (1994) are of the view that the firm is not simply a standardized resource-based display or bundle of essential resources, but the mechanism by which firms learn and accumulate new skills and abilities, and the forces that limit the speed and direction of this process". Dynamic capabilities are organizational and strategic routines by which a firm achieves new resource configurations (Eisenhardt and Martin, 2000) and includes changes in the firm's external environment (Helfat and Winter, 2011; Teece, 2007).

Dynamic capability has become a significant concern in strategic management research (Peteraf et al., 2013). Nonetheless, critics have repeatedly voiced their disappointment with this literature, notably complaining about the lack of empirical knowledge and the constructs of dynamic capabilities (Andreeva and Ritala, 2016). A review by Schilke et al. (2018) has shown DC research has developed rapidly since its early years, with most of the contributions to this literature being conceptual. Several empirical studies and further theoretical elaboration have substantially explained specific and measurable factors related to dynamic capabilities, influencing, and consequent factors on DC. One of the important factors in the spotlight is leadership related to issues of strategic change planning and the role of change leaders. The academic literature (Oreg and Berson, 2019) and practitioners (Kotter, 2007) have demonstrated the important role of change leaders.

McGuinness and Morgan (2005) state that organizational change capability (OCC) is an example of an organization's dynamic capability. Meanwhile, Andreeva and Ritala (2016) mention OCC as a generic dynamic capability. Organizational change capability (OCC) is here considered generic to all other dynamic capabilities embedded in the organization (Oxtoby et al., 2002), which is the organization's ability to update existing competencies (reactively) and create new ones (proactively) and implement them as an effort to deal with environmental change (Klarner et al., 2007; 2008; Soparnot, 2011). OCC is best understood as a "meta-capability" that enables organizations to remain competitive in a highly dynamic environment (Judge et al., 2009; Kok and Driessen, 2012). OCC is the answer to why one organization can deal with change and others not (Heckman et al., 2016).

Regarding change, organizations today face rapid changes in the political, economic, social, and technological fields, making the world of organizations, even more, VUCA - volatility, uncertainty, complexity, and ambiguity. This condition affects all organizations, including universities, that are the research object. In the last 30 years, HEI (Higher Education Institution) has seen dynamic changes in HEIs worldwide, especially in adapting to market requirements for ranking competition (Collins and Park, 2016). Meanwhile, the current COVID-19 pandemic has also become an event that will profoundly impact several fields in society, including higher education. Policymakers and higher education need to plan for the possible consequences of this catastrophic event in terms of budgets, enrollment, and recruitment (Blankenberger and Williams, 2020).

The demand for changes in HEIs is to encourage how to improve HEI performance that can affect the nation's competitiveness as measured in the Global Competitiveness Index (GCI) and the success of sustainable development (Sustainable Development Index). Figure 1.1 shows that Indonesia's GCI (2019) and Indonesia's SDG index (2021) are still lower than Malaysia and Thailand, particularly Singapore. One of the indicators (out of 12) that measures GCI is the innovation capability seen in the country's research development activities through scientific publications (publications and citations) and patent applications. Likewise, of the 17 SDG indicators, one of the indicators is related to innovation as measured by the number of scientific publications and university rankings

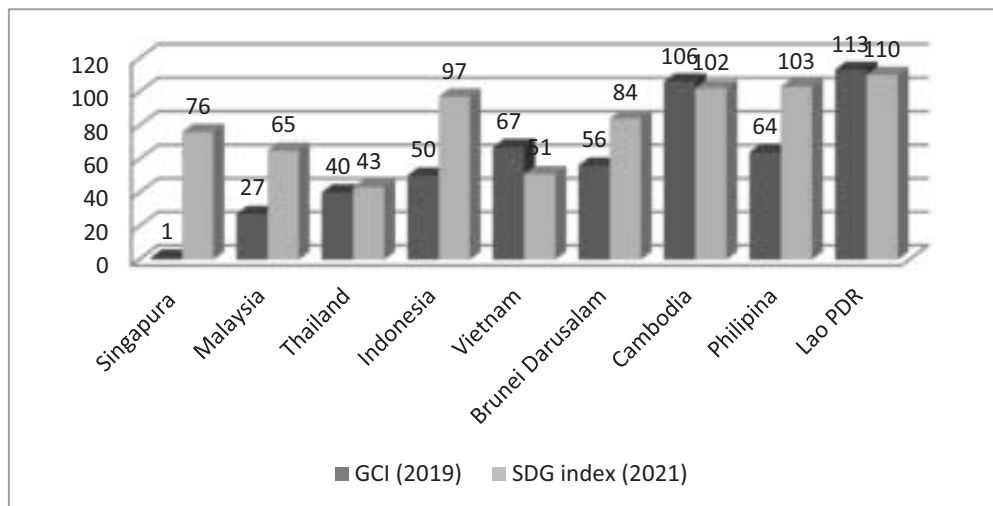


Figure 1.1. Global Competitiveness Index Ranking and Sustainable Development Index Ranking of ASEAN Member Countries

Source: World Economic Forum (2019) and Sustainable Development Solutions Network-a global initiative for the United Nations (2021)

Related to the innovation capability index, based on Figure 1.2. It has shown an increase in the number of publications of Indonesian researchers compared to ASEAN countries, where Indonesia has undergone major changes

since 2015 as the basis for the initial year of implementation of the policy towards World-Class University, based on the Decree of the Ministry of Research, Technology and Higher Education Number 522b/M/Kp/IX /2015. However, Indonesia's innovation capability index ranking is still below Singapore, Malaysia, and Taiwan (in 2019).

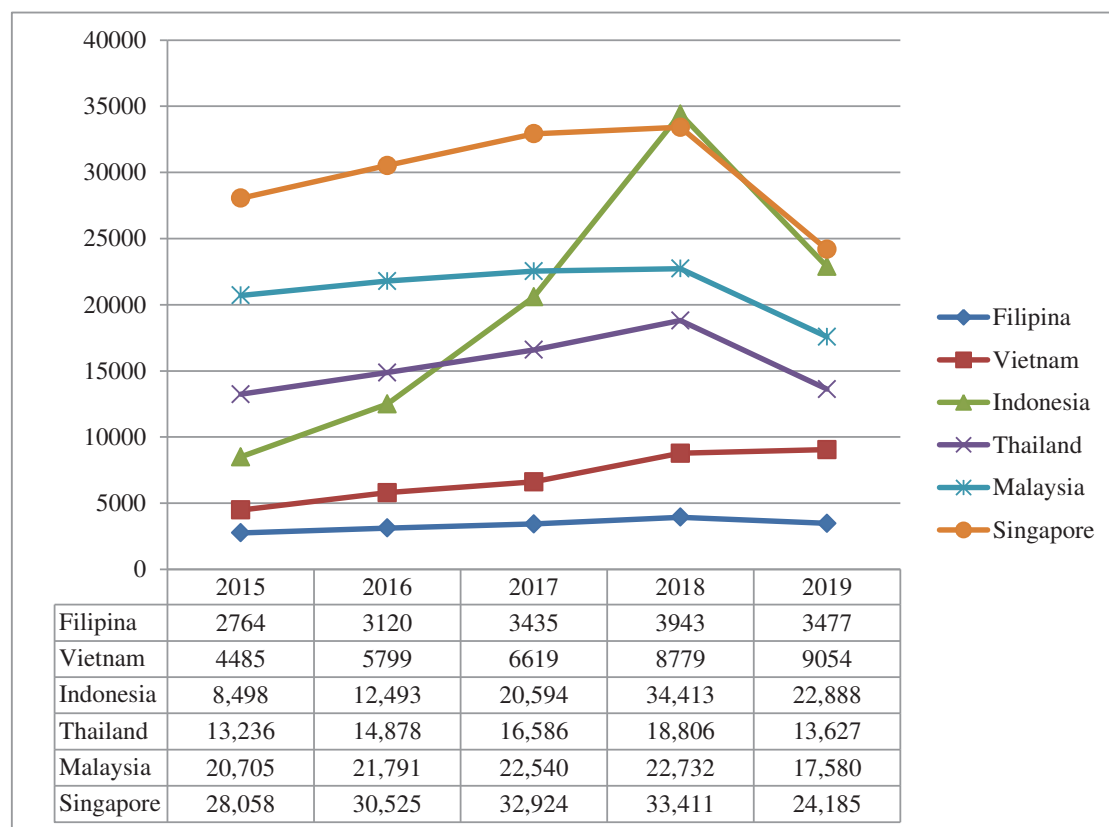


Figure 1.2. Number of Indonesian Publications compared to ASEAN countries

Source: Kemenristek Dikti (2019)

Table 1.1 shows that 11 AHEIs publications still dominate publications compared to the total publications of Indonesian researchers from 2015-2019. Therefore, efforts to improve the performance of HEI, both public and private

universities, are important, and one of them is influenced by the ability to face change or what is known as organizational change capability (OCC).

Table 1.1. Comparison of publications from 11 AHEIs

Year	Number of publications	Number publications of AHEIs	% of publications AHEIs
2015	8.498	4.680	55.07%
2016	1.493	7.080	56.67%
2017	20.594	11.718	56.90%
2018	34.413	17.214	50.02%
2019	22.888 ^{*)}	22.370	97.74%

Sources: Kemenristek Dikti (2019) and Scopus (2020). ^{*)} data until September 2019

AHEIs: University of Indonesia (UI), Bandung Institute of Technology (ITB), Gadjah Mada University (UGM), Airlangga University, Bogor Agricultural University (IPB), Diponegoro University, Brawijaya University, Sepuluh November Institute of Technology (ITS), Hasanuddin University and Padjadjaran University

Based on Google Scholar data, articles related to OCC from 2005-2020

experienced an increasing trend. This phenomenon is interesting considering that this ability has a very important meaning in dealing with changes that are currently increasingly complex since the emergence of the work of Judge and Elenkov (2005). While many organizational change initiatives fail - about 70% (e.g., Beer and Nohria, 2000). OCC may be similar to 'absorptive capacity', also conceptualized as a dynamic capability that characterizes how organizational processes and routines adapt and change (Cohen and Levinthal, 1990). There are even terms that are almost similar to OCC, such as readiness to change (Armenakis, Harris, and Mossholder, 1993), organizational flexibility (Palanisamy and Sushil, 2003), being organizational (Haridimos and Chia, 2002), and organizational adaptability (Staber and Sydow, 2002). Some of these include more single dimensions, focusing mainly on employee attitudes towards change. At the same time, OCC is said to have distinctive competencies (Heckman et al.,

2016) because it consists of employee attitudes, leadership capabilities, and organizational infrastructure – a bundle of resources power (Judge et al., 2009) to bring about change. The blurring of the concept of OCC, when compared to other similar concepts, makes it interesting to examine the growing literature related to OCC in recent times and then confirm it with further empirical research.

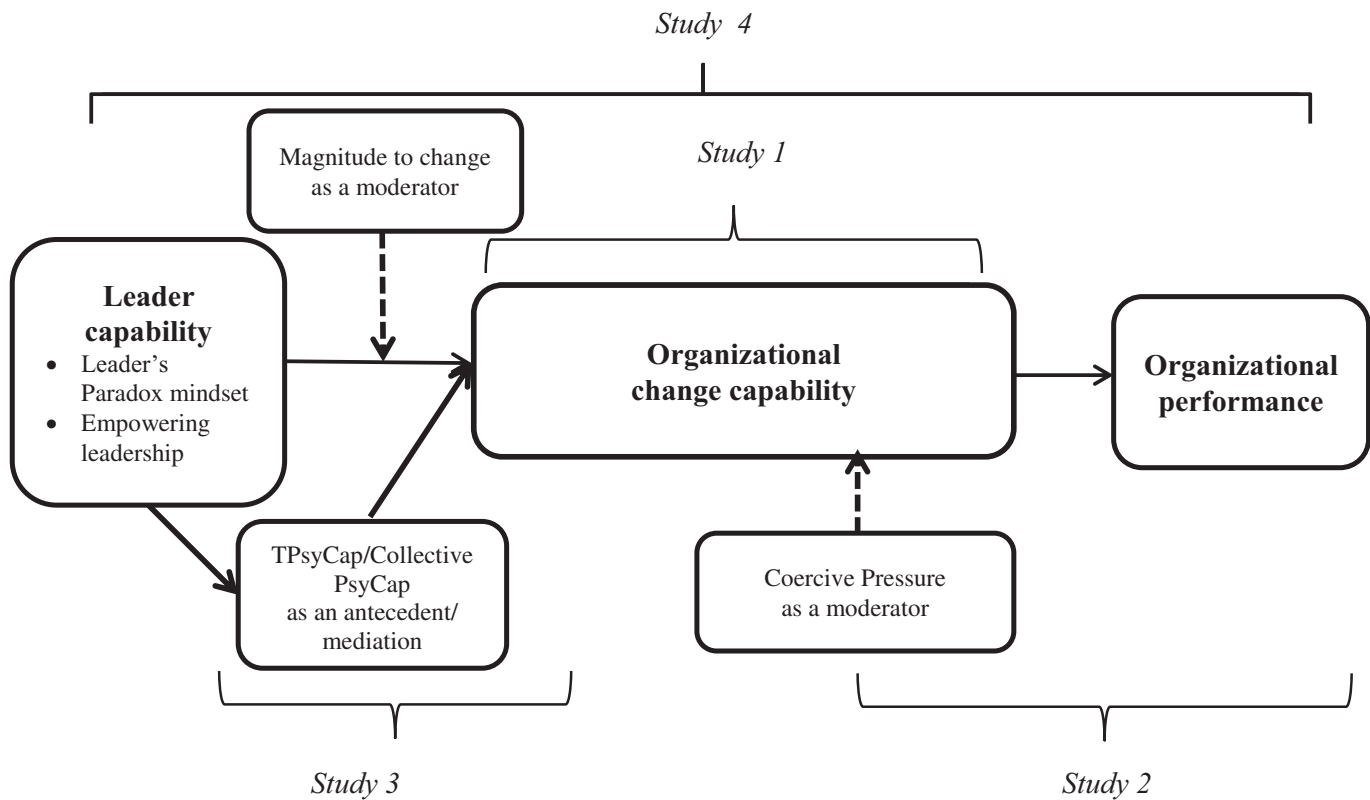


Figure 1.3
Study series outline

This dissertation research includes four series of studies (Figure 1.3) to discuss OCC and the capabilities of leaders in building OCC. A triangulated mixed methods design was used, a type of design in which different but complementary data are collected on the same topic (Creswell, 2003; Paul, 1996).

In this study, a systematic study of the literature was used to explore previous research related to OCC. A rigorous systematic review process was used to collect articles and assess them using a qualitative approach (Snyder, 2019). Based on the findings of a systematic literature review, a series of surveys were conducted to examine the mechanism for OCC formation, the effect of OCC on organizational performance, and the factors that shape OCC, especially leader capabilities. The fourth study uses a multilevel study, considering that DC can also be studied using a micro foundation approach (Salvato and Vasollo, 2018). Overall, the intention of this study is to gain a better understanding of OCC and the role of leaders in establishing OCC in the context of higher education in the face of change.

There are two perspectives on OCC, namely capabilities which are a combination of managerial and organizational capabilities that allow organizations to adjust their competencies more quickly and effectively to survive and develop (Judge and Elenkov, 2005; Judge and Douglas, 2009). The second perspective describes the organization's ability to learn and adapt its competencies to a changing environment and the ability to implement these changes (Soparnot, 2011). In addition, this perspective proposes that organizations can respond to environmental changes in a reactive (by adapting existing competencies) and proactive (by initiating or developing entirely new competencies) ways. The first perspective focuses more on leader capabilities using eight dimensions, including trustworthy leaders, trustworthy followers, capable champions, involved management, innovative culture, accountable culture, systems thinking, and systems communication (Judge and Elenkov, 2005). While the second perspective

emphasizes organizational capabilities related to learning capabilities, change process capabilities and capabilities to build a change context (Soparnot, 2011). Based on these observations, a systematic review of the literature on OCC contributes to consolidating fragmented insights and providing scholars with a better understanding of the current state of the OCC literature and identifying knowledge gaps to guide future research, particularly in perspective DC theory (Teece et al., 1997). Thus, the formulation of the problem for study 1 is as follows.

RQ1: What does the literature as a whole suggest about current OCC concepts and research? What possibilities are available to future academics to further develop and extend the current literature in this domain?

Several studies have linked OCC with performance (Judge and Elenkov, 2005; Judge and Douglas, 2009; Shipton et al., 2012; Ramezan et al., 2013; Heckmann et al., 2016). Linking OCC with performance is strategic (Chen et al., 2018) because many changes lead to failure (Balogun and Hope, 2004; By, 2005; Daft and Noe, 2000). Several studies have shown that organizational change increases firm performance (Judge et al., 2009; Zhou et al., 2006) or organizational capacity to change positively affects performance (Judge and Elenkov, 2005; Judge and Douglas, 2009; Shipton, 2009). Unfortunately, empirical research related to OCC in higher education is still lacking, so this research contributes to a better understanding of higher education's dynamic capability development process and its effect on organizational performance.

Previous research on OCC has been conducted in health sector organizations (e.g., Zhao and Goodman, 2018) and the automotive industry (e.g., Soparnot, 2011), while this research focuses on universities (HEI). First, Collins and Park (2016) mention that HEI has undergone dynamic changes, especially in need to adapt to the market. Hazelkorn (2011) also reports that ratings force a 'deep transformation' among HEIs, and make them more proactive to challenges (Pollock et al. ., 2018), especially on indicators adopted and used by global rating agencies (Brankovic, 2018). Ratings can encourage colleges and universities to spend more, shifting resources from educational activities to research, facilities and amenities, and administrative spending (Kim, 2017). In summary, organizational rankings have the potential to reshape HEI (Dahler-Larsen 2011) and their success in changing being a world-class university depends on their change capacity (Klarner et al., 2008). Second, HEIs are highly autonomous and decentralized, many change management experts are at HEIs, but collegial culture can hinder or slow down the implementation of change initiatives (Bruckmann and Carvalho, 2018), resulting in lower and slower capacity change than commercial institutions (Exter et al., 2013).

Previous studies have examined the factors that influence OCC externally, including technological turbulence and competition intensity (Heckmann et al., 2016). In the context of HE, one of them is institutional pressure (DiMaggio and Powell, 1983; Rupidara, 2016) which is coercive, such as pressures related to international accreditation and ranking (Ferlie and Trenholm, 2019), which are quite crucial and have never been discussed. This perspective is relevant in the

context of coherent AHEIs through the influence of laws, the influence of accreditation agencies, and the influence of the operating budget (Decramer et al., 2012). Studies examining the relationship of institutional pressure in HEI are still carried out in Western countries with low power distance (Decramer et al., 2012), but relatively less explored Asian countries with high power distance (Daniels and Greguras, 2014). Marginson's study (2011) shows that the role of government in Asia Pacific countries is quite strong in the structure and funding of HEI, including supervision and control, compared to Western or North American countries. Therefore, whether coercive pressure can strengthen (moderate) mechanisms in OCC in Asian countries is an interesting issue to be tested empirically and can enrich studies related to institutional theory (DiMaggio and Powell, 1983). Thus, the formulation of problems for study 2 is as follows:

RQ2: Does OCC affect organizational performance, and are the mechanisms for forming OCC moderated by coercive pressure?

Organizations that can improve their change capabilities can successfully achieve change more quickly and efficiently and thereby improve their performance (Heckmann et al., 2016). Change capability has been studied extensively at the organizational level (e.g., Soparnot, 2011). Very few studies have explored capabilities at the team level, which can be termed the micro foundation approach (Salvato and Vassolo, 2018). Team change capabilities can be defined as repetitive and patterned team choices and routines that provide the ability to purposefully move from a present state to a desired future state through learning, process, and context (Klarner et al., 2007). More interestingly, the

factors that influence team change capability have not been well explained, especially leadership. At the same time, much literature notes the importance of the role of leaders in the change process (Oreg and Berson, 2019).

At the team level, creative activity and innovation in the change process emerge through interactions between teams facilitated by middle managers (Nonaka et al., 2016). It has been recognized that middle managers play a central role in the change process and, therefore, have the potential to have a key effect on the success or failure of major change initiatives in organizations (Giangreco and Peccei, 2005). Studies show that leadership behavior towards subordinates can reduce employees' negative attitudes towards change (Oreg and Berson, 2019). Even Stouten et al. (2018) stated that successful change requires follower participation, which depends on the leader's behavior providing a distribution of power or autonomy – empowering leadership (Amundsen and Martinsen, 2014).

Empowering leadership is a process of sharing power and allocating autonomy and responsibility to followers, teams, or collectives through a certain set of leader behaviors for employees to increase internal motivation and achieve work success (Amundsen and Martinsen, 2014). As a leader's capability (Suleman et al., 2021), this leader's behaviour is appropriate in the context of higher education. Bryman (2007) states that one of the factors that drive leadership effectiveness in departments in HE is providing opportunities to participate in key decisions as a means of empowerment (Amundsen and Martinsen, 2014). According to Ruben and Gigliotti (2017), academic organizations are generally considered professional bureaucracies because faculty members are hired for

professional knowledge and have a high degree of autonomy to carry out their work.

Change can cause stress due to various consequences of implementing changes, one of which is the risk of losing resources (Bamberger et al., 2012). Resources are an important component of COR theory (Conservation of Resources Theory), which proposes that “people should invest resources to protect against resource loss, recover from losses, and acquire resources” (Hobfoll, 2001, p. 349). Based on the COR theory contributed through this study, we postulate that for leaders to most effectively and successfully deal with resource change or capacity building, i.e., team change capability (TCC), they need to invest in other resources, which are believed to come in the form of TPsyCap. First, psychological capital (PsyCap) is an important psychological resource in countering potential dysfunctional attitudes and behaviors relevant to organizational change (Luthans and Youssef, 2007). Second, empowering leadership behavior is positively related to employees' psychological resources. Empowering leaders who cultivate the intrinsic motivation of their team members using supportive behavior has a positive impact on employee effects (Srivastava et al., 2006).

Several studies have occupied themselves with research related to how leaders deal with change in the academic context – higher education institutions (Bui et al., 2016). In recent decades, this sector has undergone many changes at the global level, including in Asia (Ganotice et al., 2017). This condition forces higher education institutions to focus beyond their competitors and most countries

consider it a driving force to improve the quality of higher education (Marginson, 2006). Sukoco et al. (2020) also stated that the pressure on world-class universities had pushed them to implement changes ranging from internal practices to organizational structures (Marques and Powell, 2020). Leaders need to engage in reflective dialogue that encourages employee participation in dealing with change (Skordoulis and Dawson, 2007). As a country with a fifth of the world's population and many young people, Indonesia also mandates the 11 best universities globally. The world-class university (WCU) program, initiated in 2015, received various positive and negative responses from stakeholders. Several academics have conducted research related to adaptation efforts to changes in higher education. However, in the study of the Asian context, especially Indonesia, it is still very limited (Bui et al., 2016). Therefore, this research is conducted at 11 autonomous universities (AHEI) in Indonesia, which changed the efforts of the Indonesian government to push them to become world-class universities.

RQ3: Does empowering leadership influence team change capability, and is it mediated by team's psychological capital (TPsyCap)?

Previous research related to OCC has used a single level, especially the organizational level, rather than the individual or team level. Multilevel analysis related to OCC is still very limited, while DC as the underlying theory can be reviewed using a micro foundation approach (Teece, 2007). Salvato and Zollo (2018) also explain that dynamic capability resources come from individual roles (micro), interpersonal interactions (meso), and organizational levels (macro)

(Salvato and Vassolo, 2018). The micro-approach explains individual contributions through managerial cognition and action (Salvato and Vassolo, 2018). The findings of a literature review related to OCC (Supriharyanti and Sukoco, 2022), leadership factors are the most antecedent factors at the individual level that affect OCC. Unfortunately, previous research studies more about leadership behavior (e.g., leader behavior, transformational leadership, etc.), cognitive aspects are still poorly studied. Whereas cognition can help explain why some top managers have a more effective ability than others to anticipate, interpret, and respond to evolving environmental demands (Helfat and Peteraf, 2015).

One of the things experienced in change is tension. Paradox theory provides insight into the nature and management of opposing but interconnected tensions, which may appear contradictory but also reinforce and support one another (Smith and Lewis, 2011). Miron-Spektor et al. (2018) propose a paradox mindset to understand and even embrace what is known, thereby providing energy to increase innovation or performance. This is evidenced in previous research which also suggested that a paradox mindset increases innovation behavior (Liu, Xu and Zhang, 2020). Paradox thinking is a capability that managers need to have in building organizational capabilities, including the capacity to change (Ulrich and Lake, 1991). Interestingly, research in the field has not been carried out in the context of changes such as the Covid-19 pandemic. Meanwhile, according to Morgeson et al., (2015), events that have novelty, disruption, and criticality

(covid-19 pandemic) have an effect on the organization, and this effect can spread within or at all levels of the organization.

This study proposes that OCC is influenced by leader's paradox mindset and collective PsyCap, which will affect organizational change performance and can be explained by paradox theory (Smith and Lewis, 2011) and social cognitive theory (Bandura, 1997). First, paradox theory provides insight into the nature and management of the tensions that often arise in change, which may seem contradictory but also reinforce and support one another (Slawinski and Bansal, 2017; Smith and Lewis, 2011), then the leader of organization as a "strategic core" individual (Morgeson and Hofmann, 1999) needs to have a paradox mindset to embrace these opposing tensions, in order to generate energy.. Second, leader's paradox mindset is a cognitive factor that can influence OCC as an organization's efforts to face constant change. Based on the framework of social cognitive theory (Bandura, 1997), in addition to the personal factors of leaders, this study proposes collective psycap and magnitude to change as environmental factors that influence the development of OCC. SCT has been widely applied in the application of human behavior in various fields (e.g. information systems-Chiu et al, 2006), but it is still rare at the organizational level that is influenced by personal factors of leaders with multi-level studies.

The study focuses on Indonesian private higher education (IPHE), especially in dealing with changes related to the Covid-19 pandemic. First, the Covid-19 pandemic has an impact on HE not only in developed countries but also developing countries, such as Indonesia (Burki, 2020). A survey conducted by the

ILO (International Labour Organization) on workers and students showed that 1 in 5 employees lost their jobs and eventually resulted in a decrease in students registering (ILO, 2020). Meanwhile, student funds are the main funds to finance operations, especially IPHE. This condition will certainly cause tension for IPHE. Second, previous research related to handling changes related to Covid-19 in HE was more about changing learning methods (e.g. Camilleri et al., 2021), while HE needed to handle more strategic changes, for example related to leadership or change management. As stated by Keller et al (2021) that the COVID-19 pandemic is affecting personal and organizational life and offers a dark side to this growing complexity and interconnectedness.

This study makes a number of contributions. First, this study enriches the OCC study with paradox theory (Smith and Lewis, 2011) and social cognitive theory (Bandura, 1997) to investigate the influence of leader's paradox mindset and collective psychology on OCC and organizational change performance. OCC and organizational performance are expected outcomes (Bandura, 1997). This study also adds to the empirical about PsyCap which is still lacking at the organizational level, because previous research is more at the individual level (Newman et al., 2014). Second, this study adds to the study with a multi-level analysis (bottom up) which is still limited to testing individual-level processes in the emergence of OCC, known as the microfoundation approach in dynamic capabilities (Salvato and Zollo, 2018). The direct bottom-up effect is the main way collective phenomena emerge, when individuals and collectives interact to create larger collective structures (Morgeson and Hofmann, 1999). Third, this

study enriches the empirical review of OCC by including the context of the magnitude of change in the relationship between leader's paradox mindset and OCC. Thus, the formulation of the problem for study 4 is as follows:

RQ4: Does the leader's paradox mindset and collective psycap affect OCC?

Does magnitude to change moderate the effect of leader's paradox mindset on OCC?

The research framework in this series of research uses several theoretical approaches. According to Aguinis and Cronin (2022), a theory is very important for anyone who tries to explain, predict, and influence an organization. This series of studies uses the main grand theory, namely the DC theory (Teece et al., 1997). Other grand theories complement DC theory in explaining every phenomenon that occurs in change, namely institutional theory (DiMaggio and Powell 1983), COR theory (Hobfoll, 1988), paradox theory (Smith and Lewis, 2011), and social cognitive theory (Bandura, 1986). Each approach underlies the proposed research model of a different phenomenon. The DC theory that underlies the OCC concept has been widely used in previous research (Supriharyanti and Sukoco, 2022), so it is hoped that other theories can complement what happens to organizations that build OCC.

1.2. Problem Formulation and Study Design

Based on the research background, several previous literature gaps will be followed up through this research, including:

- a. There is still a fragmentation of the concept of OCC in the literature or previous research.

- b. Previous OCC studies still need empirical support for the mechanism of how the OCC dimensions shape it.
- c. Several external factors such as technological turbulence environmental uncertainty have been tested as moderating variables on the relationship between OCC and organizational performance. Meanwhile, factors related to institutional pressure have not been studied. In contrast, government pressure is very high on AHEIs which is the object of this research.
- d. Previous research related to the results of OCC has been carried out on profit and non-profit organizations, especially in the manufacturing and health industries, so it is interesting to conduct research in the higher education sector which is undergoing dynamic changes, including in the face of external environment changes..
- e. Previous research related to OCC antecedents has explored organizational factors, including leadership factors. Leader behavior has an important role in the change process, especially in influencing employee responses to change. Moreover, in the practitioner and academic literature, it is stated that successful change requires the participation of subordinates, it is necessary to study the influence of leadership that encourages participation by giving autonomy and supporting the development of empowering leadership to OCC and how TpsyCap (positive psychological state) is a mechanism in it.
- f. Several previous studies that examined OCC rarely used stratified analysis, while OCC could be reviewed using a micro foundation approach. Meanwhile, the leader's cognitive ability has a role in the success of change,

including the leader's ability to manage tensions that often arise, where changes (paradox mindset) at a micro level need to be reviewed for their effect on OCC.

Some of these research gaps will be followed up with several series of studies with the formulation of the problem and research design as follows:

Table 1.2. Study Design

	Study 1	Study 2	Study 3	Study 4
Research Question	What does the literature as a whole suggest about current OCC concepts and research? What possibilities are available to future academics to further develop and extend the current literature in this domain?	Does OCC affect organizational performance, and are the mechanisms for establishing OCC moderated by coercive pressure?	Does empowering leadership influence OCC, mediated by the team psychological capital?	Do leaders' paradox mindset and collective pscap affect OCC? Does magnitude to change moderate the effect of leaders' paradox mindset on OCC?
Gap	There is still fragmentation of the OCC concept in the literature or previous research.	a. Previous OCC studies still need empirical support for the mechanism of how the OCC dimensions shape it. b. Several external factors have been tested as moderating variables on the relationship between OCC and organizational performance. Factors related to institutional pressure have not been studied, while government pressure is very high on HE. c. Previous research has	Previous research related to OCC antecedents has been explored more on organizational factors, including leadership factors. Requiring subordinates' participation, it is necessary to examine the influence of leadership that encourages participation by giving autonomy and supporting development-empowering leadership to OCC and how TpsyCap is a mechanism in it.	Several previous studies that examined OCC rarely used stratified analysis, while OCC could be reviewed using a micro foundation approach. Meanwhile, the leader's cognitive ability has a role in the success of change, including the leader's ability to manage tensions that often arise, where changes (paradox mindset) at a micro level need to be reviewed for their effect on OCC.

		been carried out on manufacturing and health industries, so it is interesting to conduct research in the higher education which is undergoing dynamic changes.		
Theory	Dynamic Capability Theory	Institutional Theory	Conservation of Resource Theory	Paradox Theory and Social Cognitive Theory
Method	Systematic literature review	Survey	Survey	Survey
Data	15 years, 48 articles 11 AHEIS	11 AHEIS, 92 respondents (Dean, Vice-dean)	11 AHEIS, 50 teams, 856 respondents (Dean, Head of Study Program, lecturer)	21 IPHE accredited A, 48 teams, 321 respondents (Dean, Vice Dean, Head of Study Program, lecturer)
Research Instrument	Transfield et al. (1993)	SEM (PLS), SmartPLS	SEM (PLS), SmartPLS	SEM (Multilevel), MPlus
Contribution	This study provides a comprehensive and critical systematization of the limited OCC academic literature. This study also offers new opportunities for further research to address the shortcomings of various theories and methodologies' empirical testing of OCC constructs, antecedents, and consequences.	This study provides an empirical analysis of the OCC construction mechanism, which begins with learning capacity for change, process capacity for change and then affects the organizational context of capacity for change, which in turn affects organizational performance. This study also enriches the study of institutional-coercive theory in the context of changes in HE in Asia, especially in Indonesia.	This study enriches the literature on the ability to deal with change at the team level, which is still limited. Based on COR theory, this study examines the role of empowering leaders in building team change capability through TPsyCap as a conservation of resource.	This study adds to the study of OCC with paradox theory and social cognitive theory perspective by examining the mechanism of influence of the bottom-up paradox mindset and collective PsyCap on OCC and organizational change performance with a multilevel study.

1.3. Research Objective

Following the formulation of the problem stated, the research objectives in general and specifically are:

1.3.1. General purpose:

This research has a general-purpose, namely to review the concept of OCC and then confirm it by testing some of the basic theories that underlie the development of OCC, such as dynamic capabilities, conservation of resource theory, paradox theory and social cognitive theory.

1.3.2. Special purpose:

Specifically, this research aims as follows:

- a. To review the fragmented concept of OCC, then examine several gaps from previous research related to the antecedents and consequences of OCC and its mechanisms.
- b. To examine the mechanism of OCC formation moderated by coercive pressure and its effect on organizational performance.
- c. To test the influence of empowerment leadership on TCC mediated by Team Psycap.
- d. To examine the influence of the leader's paradox mindset on OCC and the effect of OCC on organizational change performance moderated by magnitude to change.

1.4. Research Contribution

1.4.1. Theoretical Contribution

This research will add to the study of the development of concepts and theories in the field of strategic management, particularly related to organizational

efforts to face change. To that end, this research is expected to contribute as follows:

- a. This study provides a comprehensive and critical systematization of the academic literature of OCC as one of the manifestations of DC (Teece and Pissano, 1997). This study also offers new opportunities for further research to meet the shortcomings of empirical testing of OCC constructs, antecedents and consequences of various theories and methodologies.
- b. This study empirically examines the mechanism of OCC construction, which begins with learning capacity for change, process capacity for change and then affects the organizational context of capacity for change, which in turn affects organizational performance. This study also enriches the study of institutional-coercive theory (DiMaggio and Powell, 1983) in the context of changes in HE in Asia, especially in Indonesia.
- c. This study enriches the capacity to deal with change literature at the team level (TCC). Based on the theory of COR (Hobfoll, 2001), this study proposes that the role of the leader can be used in building TCC through TPsyCap as an investment in other resources, namely TpsyCap. Our research will enrich the very limited knowledge of TCC.
- d. This study adds to the study of OCC with a social cognitive theory perspective (Bandura, 1997) and paradox theory (Smith and Lewis, 2011) by examining the mechanism of influence of the bottom-up paradox mindset and collective PsyCap on OCC and organizational change performance with a multilevel study.

1.4.2. Practical Contribution

The findings of this study become input for organizations in dealing with change, including the following:

- a. As an effort to deal with constant changes, this research can contribute to organizations how to develop OCC.
- b. Leaders are the key to the success of building OCC. This research can provide input on the pattern of recruitment and development of organizational leaders that support OCC formation.
- c. This research can provide input for policymakers in formulating regulations to encourage changes made by HE.

1.5. Study Summary

OCC is the ability needed by organizations in the face of constant change. There are three scopes of research that will be carried out in this study related to OCC, namely examining the concept of OCC, OCC antecedents, and the consequences of OCC, which are formulated in the formulation of the research questions above.

1.5.1. Study 1

Title: Organizational Change Capability: A systematic literature review and future research directions.

This study examines the previous literature related to OCC, based on the analysis of the problem, there is still fragmentation of the concept and dimensions of OCC. Using the method of Tranfield et al. (2003) proposed, this study resulted in a review of several carefully selected articles. In addition to the OCC concept, this

study examines the theoretical lens, the methods used, including the antecedents and results of OCC. Based on this review, researchers are expected to find several research gaps that can be followed up in further research to enrich the OCC concept.

1.5.2. Study 2

Title: Organizational Change Capacity and performance: Moderating effects of coercive pressure.

This study focuses on the results of OCC, which was carried out to answer the gap from previous studies that the need for empirical tests on the construction of OCC dimensions and research on the effect of OCC on performance showed different results. From the perspective of institutional theory, coercive pressure is proposed as a moderating variable in OCC development, according to the object of research in AHEIs as state-owned universities. This research was conducted on some faculty leaders at AHEIs.

1.5.3. Study 3

Title: Empowering leadership and team change capabilities: The mediating effect of the team psycap.

This study focuses on the antecedent of TCC, namely the ability to change at the team level. Based on the research gap, OCC research is mostly conducted at the organizational level, and leadership factors that empower have not been studied. While the participation of subordinates is also very important in supporting the formation of TCC, this study proposes empowering leadership that

affects TCC. Using the COR theoretical framework, this study proposes team psychology as a mediating variable that explains how empowering leadership affects TCC. The survey was conducted on some respondents in AHEIs

1.5.4. Study 4

Title: Leader's Paradox Mindset, OCC and Organizational Change Performance: A Multilevel Study.

This study focuses on testing the paradoxical mindset of leaders towards OCC with a multilevel analysis study. Based on the research gap from previous studies, most of the research related to OCC uses a single analysis. At the same time, according to Salvato and Vasollo (2018), the formation of dynamic capabilities can be monitored with a micro-foundation approach. This research was conducted on how leaders respond to the changes in the Covid 19 pandemic, which was carried out by surveying several faculty leaders and lecturers from Indonesia.