



Reflective Reconfiguration Capability: From Conceptual Framework to Scale Validation

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Abstract. Dynamic capability has been widely recognized as a driver of organizational innovation and creativity. However, most studies conceptualize it at the collective or organizational level, providing limited explanation of how such capability emerges, develops, and operates within individuals. This study introduces a new concept of dynamic capability at the individual level, namely Reflective Reconfiguration Capability (RRC), which integrates dimensions of dynamic capability and social cognitive perspectives. We conducted a survey of 132 lecturers from private universities in Central Java, Indonesia. Measurement validity and reliability were examined through Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). The analyses identified 20 valid and reliable indicators that define RRC. These indicators collectively capture the reflective and adaptive processes by which individuals reconfigure their cognitive and behavioral resources to respond to dynamic challenges. The measurement scale demonstrated strong psychometric properties, supporting its applicability in higher education and potentially other organizational contexts. This study contributes to the human resource development and dynamic capability literature by advancing the understanding of how individual-level capabilities can shape organizational adaptability. RRC offers a novel lens to explain how lecturers, as knowledge workers, engage in reflective reconfiguration to foster innovation and resilience. The validated scale provides a foundation for future empirical studies and practical interventions aimed at enhancing individual and organizational performance in dynamic environments.

Keywords: Dynamic Capability, Social Cognitive, Reflective Reconfiguration Capability

1 INTRODUCTION

In line with the Indonesian government's policy, universities are granted autonomy and are expected to enhance their quality to boost competitiveness at both national and international levels, particularly through the acceleration of superior and international accreditations (Regulation of the Minister of Education, Culture, Research, and Technology No. 53 of 2023). Ensuring quality in higher education serves as a source of institutional excellence and enhances the reputation of universities globally. Nevertheless, empirical evidence, especially from private universities in Central Java, Indonesia, reveals persistent challenges, including low international publication and citation rates among lecturers, limited achievement of high-level accreditations, and challenges in attaining international-class reputation [1]. Lecturers are central to these efforts, as their capabilities directly contribute to building sustainable competitive advantages and improving university performance [2]-[4].

Data from Central Java indicates that lecturer performance remains suboptimal. Among 15,057 lecturers, 4,458 (29.61%) hold the position of assistant expert, 5,103 (33.89%) are lecturers, 1,081 (7.18%) serve as head lecturers, and only 183 (1.22%) have reached professor rank. Additionally, 4,232 lecturers lack any functional position. This situation highlights the need to comprehensively enhance lecturer performance by actively involving university leadership and strengthening individual capabilities. Given the strategic importance of human resources, universities must foster a positive and productive organizational climate that motivates lecturers to develop their potential creatively and innovatively, ultimately improving performance outcomes. Efforts to enhance individual dynamic capabilities are therefore crucial for fostering positive collective engagement between organizational leaders and

members. Human capabilities are considered a vital resource for organizations to build sustainable competitive advantage and achieve superior performance [3]-[5].

Dynamic capability theory defines dynamic capability as a pattern of learned and stable collective activities through which organizations systematically generate, adjust, and reconfigure operational routines to achieve improved effectiveness [6]-[8]. Specifically, [9] [10] dynamic capabilities comprise three core abilities: (a) sensing and shaping opportunities and threats, (b) seizing value, and (c) maintaining competitiveness through enhancement, combination, protection, and, when necessary, reconfiguration of tangible and intangible assets. These capabilities enable organizations to address problems consistently by identifying opportunities and threats, making timely decisions, and implementing strategic actions to respond effectively to change [11].

Empirical studies indicate that dynamic capability can promote innovation and creativity [11]-[15]. However, most research addresses dynamic capability at the organizational level, leaving limited understanding of how these abilities develop and operate at the individual level. Leaders attempting to reconfigure resources often face obstacles, such as cognitive limitations and framing biases of organizational members, while counterproductive behaviors can create tensions that undermine performance objectives [16]. Therefore, attention to individual abilities is critical, as the core of effective management is human [17]. Organizational success is ultimately determined by the capabilities of its people, while failures often reflect human limitations [18]. Strengthening individual abilities is therefore essential for long-term organizational sustainability and competitiveness [19] [20].

To address this, individuals must develop strong self-reflective capabilities to respond to new challenges with positive and productive behaviors. This aligns with the principles of social cognitive theory [21], which posit that effective interpersonal relationships and productive dialogue can be achieved when individuals possess high self-reflexivity. Through metacognitive self-reflection [22], individuals can evaluate the accuracy of their predictive and operational thinking, consider the impact of their actions on others, assess existing knowledge, and determine appropriate subsequent actions. Such reflective capabilities enable individuals to respond effectively to changes and utilize available resources efficiently to achieve desired goals [26].

A key component of this self-reflexivity is self-efficacy [9], which plays a central role in social cognitive theory [22]. Belief in one's ability influences not only personal adaptability and change but also impacts internal and external organizational outcomes. Individuals act according to their expectations of performance, which are shaped by their confidence in their abilities. Studies show that self-reflective abilities positively affect collective decision-making, including evaluating ideas, synthesizing insights, and fostering productive engagement within organizational teams.

Based on these considerations, this study seeks to address existing gaps by integrating dynamic capability theory and social cognitive theory to propose a new individual-level dynamic capability concept: Reflective Reconfiguration Capability (RCC). RCC is defined as an individual's ability and confidence to respond to change by creatively and productively configuring their potential. Empirical evidence suggests that such capabilities can foster innovative behavior, thereby enhancing overall performance [27]-[30].

The findings of this research contribute to theory by expanding the literature on dynamic capabilities at the individual level. Practically, these results can guide managers in designing strategies to improve individual performance by developing reflective reconfiguration capabilities, providing actionable insights for human resource development in universities and similar organizations.

2 LITERATURE REVIEW

2.1 Dynamic Capability Theory

The term "dynamic" refers to the ability to continuously renew competencies in order to align with changes in the organizational environment. Rapid technological developments, competitive pressures, and evolving market demands create challenges that are often difficult to predict [31]-[33]. The concept of "capability" emphasizes the organization's competence to adapt, integrate, and reconfigure both internal and external resources, as well as functional skills, to meet the requirements of a changing context. Originally, dynamic capability was defined as an organization's capacity to integrate, build, and reconfigure internal and external competencies to respond effectively to rapidly shifting environments [34]. To provide a more process-oriented perspective [35], dynamic capabilities can be understood as a set of identifiable processes, including activities such as product development, strategic decision-making, and partnerships. From an entrepreneurial viewpoint [6.] [8] dynamic capability involves the ability of an organization to reconfigure its resources and routines in ways deemed appropriate by key decision-makers.

Similarly, it can be seen as a pattern of collective activities that is studied and relatively stable, through which organizations systematically adjust and improve operational routines to enhance effectiveness. Building on previous research [36], dynamic capability can be defined as a company's potential to address problems systematically. This potential is shaped by the organization's ability to sense opportunities and threats, make timely and market-oriented decisions, and modify its resource base. In other words [28], dynamic capability reflects an organization's regular problem-solving potential, supported by its capacity to detect opportunities and risks, take strategic actions promptly, and implement decisions efficiently to navigate change in the right direction.

Dynamic capability is commonly conceptualized through three critical dimensions in the process of responding to environmental changes: (1) sensing capability, which involves identifying and assessing internal and external opportunities and threats; (2) seizing capability, which entails mobilizing resources to address challenges and capture the value of strategic actions; and (3) reconfiguration capability, which focuses on continuous renewal and adaptation [31] [37]. A key element of this capability is the organization's skill in recombining and restructuring assets and organizational arrangements as markets and technologies evolve to exploit new opportunities [34]. This process can be further broken down into three specific abilities: generating new responsive practices, sharing and disseminating innovative ideas, and implementing new procedures effectively [38].

Despite these insights, most studies on dynamic capability focus on organizational-level collective efforts, providing limited understanding of how these capabilities emerge, develop, and operate at the individual level. In practice, leaders seeking to reconfigure resources face challenges such as the cognitive constraints and framing biases of employees [16]. Additionally, counterproductive behaviors among staff may create tensions and hinder performance objectives [17]. Consequently, attention to individual abilities becomes essential, as the core of effective management lies in human resources. Organizational success reflects the competencies of its people, while failure often stems from human limitations [18]. Therefore, developing individual capabilities is a crucial factor for the long-term success and sustainability of organizations [20].

2.2 Social Cognitive Theory

Social cognitive theory adheres to the interactive agency model [22]. Humans are not autonomous agents and are not just mechanical carriers that animate environmental influences. Instead, they contribute causally to their own motivations and actions in the triadic reciprocal causal system. In this reciprocal causal model, actions, cognitive, affective, and other personal factors, as well as environmental events all operate as mutually interacting determinants in encouraging and realizing individual activism [39]. Therefore, any consideration of the determinants of human actions must include the influences produced by the individual himself as one of the causative factors [22] [39].

Social cognitive theory identifies three types of agency: direct personal agency, where individuals act on their own behalf; proxy agency, which relies on others to act according to one's directives to achieve desired outcomes; and collective agency, executed through coordinated and interdependent social efforts. Within this framework, four fundamental features of personal agency underpin individual actions.

First, intentionality refers to an individual's deliberate commitment to future actions, representing not merely an expectation or prediction but a proactive resolve to realize intended outcomes [22]. Second [22], forethought involves forward-looking planning, where individuals motivate themselves and guide their actions to anticipate future events. This includes setting personal goals, evaluating potential consequences of actions, and selecting behaviors likely to achieve desired results while avoiding negative outcomes [40] [41]. Third, self-reactiveness describes the capacity to regulate and motivate one's actions, including self-monitoring, applying personal standards for performance, and making corrective adjustments when necessary [39] [40]. Fourth, self-reflective capability is a metacognitive skill that allows individuals to evaluate the accuracy of their predictive and operational thinking based on their actions, the influence of others' behavior, beliefs, prior knowledge, and identifying subsequent steps [22].

The metacognitive ability to engage in self-reflection and the adequacy of one's thoughts and actions are central features of human agency. Among the mechanisms of personal agency, the most crucial is an individual's belief in their capacity to control both their own functioning and the events within their environment [22] [42]. Through self-reflective awareness, individuals assess their motivations, values, and life meaning, enabling them to reconcile conflicting impulses and make choices that align with long-term interests [39]. This reflective process also plays a critical role in evaluating the soundness of one's reasoning and has causal implications for self-concept in behavioral decision-making. When individuals perceive their decisions as personally meaningful, they strengthen the connection between their behavior and their self-concept.

The ability to reflect can be observed through several indicators [39] [43]: (1) the capacity to analyze one’s experiences, (2) the ability to interpret insights gained from reflection, and (3) the skill to apply reflective conclusions to build and enhance self-representation.

3 METHODS

This study was conducted in three stages: literature review, focus group discussion, and validation of the measurement scale.

Stage 1: In the first stage, literature data were mapped using the Publish or Perish (PoP) application [44], with the keyword “dynamic capability,” referencing the Scopus database within the period of 2014–2024. From this search, the top 10 articles ranked in the Q1 category, as displayed on the PoP dashboard, were selected. This stage served to establish the rationale and urgency for developing the PRC concept.

Stage 2: The second stage focused on clarifying the meaning and defining the scale for the PRC concept introduced in this study [45]. To support this process, interviews and focus group discussions (FGD) were conducted with human resource experts and psychologists to ensure content validity of the proposed measurement scale [45] [46]. In designing the PRC measurement instrument, principles of effective questionnaire construction were followed, including the use of clear and understandable language, consideration of cultural characteristics, attention to respondents’ comprehension levels to avoid misinterpretation, and anticipation of potential errors or response biases.

4 RESULTS AND DISCUSSION

Stage 1: Metadata results using PoP and retrieving dynamic capability keywords, from the Scopus database (2014 - 2024), retrieved the top 10 ranking articles displayed from the PoP application dashboard with Q1 categories according to the quartile following Scimago Journal & Country Rank (www.scimago.com), as presented in Table 1.

Table 1. Result of the Analysis of Dynamic Capability Research

No	Authors	Result	Analysis
1	[34]	Strong dynamic capabilities enable the creation and implementation of effective business models. The strength of a company's capabilities is implicit when a change in business model translates into a transformation organization. Orchestration skills and abilities are excellent assets needed to effectively manage new business structures alongside existing operations	This approach describes dynamic capability as a collective effort at the organizational level and has not explained specifically how these capabilities arise and develop and operate in individuals in the organization. It is further that in order to reconfigure resources as part of efforts to respond to changes and environmental demands, leaders face obstacles namely the cognitive limitations of organizational members and framing biases of individuals in the organization. Likewise, dysfunctional behavior of employees can cause tension between employees and is not relevant to the goals of performance achievement.
2	[47]	The findings of his research show that process-oriented dynamic capabilities have a strong mediating role between the relationship between big data analysis and information technology and company performance. Dynamic, process-oriented capabilities also have a direct positive effect on improving organizational performance	In this study, the focus is on dynamic capabilities that are oriented to processes and organizational performance, but have not explained specifically the individual abilities that must be possessed to support the dynamic capabilities of the organization. Attention to individual abilities is important because the core of management is human. Management achievement is human achievement and management failure is human failure. Thus, the development of individual abilities is a very important factor for the success and sustainability of the life of the organization.
3	[48]	Qualitative research to find out how companies build digital transformation	In this study, the focus is on the dynamic capabilities of the organization, but has not

4	[31]	<p>capabilities. The findings of the study reveal that digital transformation is an ongoing process of using new digital technologies in the daily life of organizations, recognizing that agility (dynamic capability) as a core mechanism for strategic renewal of the organization's business model, collaborative approach, and culture</p> <p>Strong dynamic capabilities are required to build the organizational agility necessary to overcome profound uncertainties, such as those generated by innovation and related dynamics competition. Organizations must be able to explore and calibrate the level of organizational agility required, make them happen in a cost-effective manner, and link them to strategy.</p>	<p>explained specifically the individual capabilities that must be possessed to support the dynamic capabilities of the organization.</p>
5	[49]	<p>This research reveals that themicro-foundations of dynamiccapabilities are becoming increasingly important in the search for factors that facilitate strategic change. The focus of this research is on microfoundations at the individual level of managers. The study introduc ed the concept of "managerialcognitive ability," which highlighting the fact that ability involves the capacity to perform not only physical but also mental activities. Research reveals and identifies specific types of cognitive abilities that underlie dynamic managerialabilities to perceive, grasp, and reconfigure, and explain them potential impact on organizational strategic changes. Different managerial cognitive abilities will contribute to different organizational performance</p>	<p>In this study, the focus is on the dynamic capabilities of the organization, but has not explained specifically the individual capabilities that must be possessed to support the dynamic capabilities of the organization</p>
6	[33]	<p>A good strategy, ownership of (or access to) VRIN resources, access to (but not necessarily ownership) of powerful ordinary capabilities, scale (in some kind, under certain circumstances), and strong dynamic capabilities will magnify the opportunities. A company achieves the growth and survival of the company in the long term.</p>	<p>This study proposes the concept of individual dynamic abilities at the managerial level of the organization, which can support organizational performance. The individual abilities of employees at the follower level have not been discussed in this study.</p>
		<p>In this study, the focus is on the dynamic capabilities of the organization, but has not explained specifically the individual capabilities that must be possessed to support the dynamic capabilities of the organization.</p>	

Based on the literature review, as well as the integration of dynamic capability theory and social cognitive theory, a novelty is proposed as presented in Figure 1.

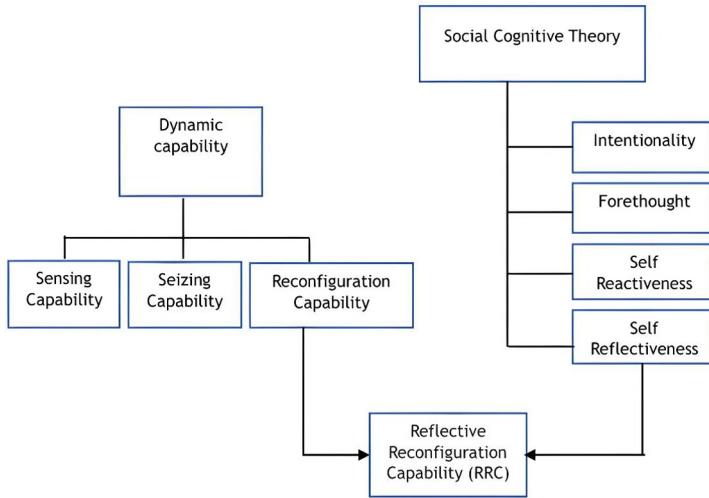


FIGURE 1. Integration of Dynamic Capability Theory and Social Cognitive Theory

Reflective Reconfiguration Capability (RRC) refers to an individual’s ability and confidence to adapt to change by creatively and productively leveraging their potential. Key components of RRC include the ability to generate new insights based on experience (new insight development capability), the capacity to collaborate with others to gain knowledge (collaboration capability), and the skill to apply newly acquired insights for personal growth (application capability). RRC acts as a personal resource that motivates individuals to think positively and creatively when facing evolving work demands and environmental changes [50]-[52].

Research highlights that personal resources, including cognitive, psychological, physical, and career-related attributes, play a significant role in enhancing employee engagement [53]. Positive traits such as self-esteem, self-efficacy, locus of control, and emotional stability, whether considered individually or collectively as higher-order constructs, are strong predictors of goal setting, motivation, job effectiveness, work and life satisfaction, and other desired outcomes [54]-[57]. Essentially, higher self-evaluation and stronger self-esteem increase the likelihood of achieving targeted objectives [58].

Individuals with a clear sense of purpose are intrinsically motivated to pursue goals aligned with their values. This alignment enhances intrinsic motivation, which in turn promotes greater personal engagement and higher performance and satisfaction [54]. Personal resources, including self-reflective abilities such as self-esteem, self-efficacy, and locus of control, have been shown to positively influence engagement in work tasks [59]-[64].

Metacognitive abilities, particularly self-reflectiveness, alongside cognitive competence and purposeful action, constitute core aspects of human agency [22] [65]. Among these, belief in one’s capacity to control personal functioning and influence environmental outcomes is paramount [66]. High levels of self-efficacy can significantly shape preparation and performance, whereas self-doubt may inhibit learning and reduce the effective utilization of one’s skills. Data indicate [67] [68] that the configuration of multiple input variables can produce varying effects on output variables, depending on how individuals develop, manage, and integrate their personal and social potential. When individuals apply their skills effectively, strong self-efficacy reinforces efforts and underpins optimal performance outcomes [39] [66] [69]-[71]. In this context, RRC represents a dynamic capability that enables individuals to enhance their performance.

Stage 2: Development of the RRC Measurement Scale At this stage, an initial RRC measurement scale was proposed based on existing literature. To ensure content validity, items were refined through in-depth discussions and focus group interviews with a panel of experts, including human resource specialists, psychologists, and

lecturers with relevant competencies. The resulting items were then formulated into a measurement scale for the newly developed PRC concept [72].

4.1 Exploratory Factor Analysis Test

The EFA results showed that all 20 RRC items loaded successfully onto two general factors, with Eigenvalues of 13.236 and 1.069. These two factors accounted for 71.526% of the total variance, exceeding the recommended 60% threshold commonly cited in social science research [72]. Additionally, the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy was 0.949, and Bartlett's Test of Sphericity was significant ($p = 0.000$), indicating that the dataset was suitable for factor analysis [72].

5 DISCUSSION

This study introduces a novel concept of dynamic capabilities at the individual level. Previous research on dynamic capabilities has primarily focused on organizational-level analyses, leaving a gap in understanding how these capabilities emerge, develop, and function within individuals [12]-[14] [28]. Therefore, it is essential to consider the specific abilities individuals must possess to enhance organizational dynamic capabilities. Focusing on individual competencies is critical because human resources form the core of management; the success or failure of management ultimately reflects human performance [18].

The concept developed in this study is called Reflective Reconfiguration Capability (RRC), defined as an individual's ability and confidence to respond to change by creatively and productively leveraging their potential. RRC comprises two key dimensions. The first is self-efficacy, which reflects an individual's belief in their capacity to adopt new work practices, shaped through personal reflection and collaborative interactions with colleagues. This dimension is particularly relevant in human resource management as it directly contributes to enhancing individual work outcomes [74]. The second dimension, optimizing self-potential, represents an individual's ability to maximize and develop their capabilities through collaboration to achieve improved work results and self-representation.

These individual-level dynamic capabilities play a crucial role in strengthening organizational dynamic capabilities, ultimately improving overall organizational performance [19] [20] [75]. Empirical evidence highlights that developing individual skills is vital for organizational success and sustainability. Individuals who proactively explore innovative and productive approaches serve as key drivers of organizational growth, competitiveness, and long-term development [76] [77]. RRC-related metacognitive abilities, such as self-reflectiveness, are essential for individuals to maintain confidence in managing their roles and responding to environmental challenges [22] [42] [78]. Positive personal traits—including self-esteem, self-efficacy, locus of control, and emotional stability—either individually or collectively, have been shown to significantly predict goal setting, motivation, performance, work satisfaction, life satisfaction, and other desirable outcomes [54]-[57]. Supporting this, multiple studies indicate that capabilities based on RRC are strong predictors of superior performance [54] [57] [66] [69]-[71] [78]-[82].

6 CONCLUSION

The purpose of this study was to conceptualize a new form of individual-level dynamic capability, termed Reflective Reconfiguration Capability (RRC). RRC is understood as the ability and confidence of individuals to respond to change by harnessing their potential in a creative and productive manner. Through the research process, a 20-item RRC measurement scale was developed, encompassing two dimensions: self-efficacy, which captures an individual's confidence and capability to implement new work practices based on reflection and collaborative experience, and optimizing self-potential, which reflects the ability to develop and leverage personal strengths through collaboration to achieve better work outcomes and self-representation.

The findings enrich the literature on individual-level dynamic capabilities and provide practical tools for human resource managers to assess RRC among lecturers or other employees. Practitioners can apply these insights to design, evaluate, and implement interventions aimed at improving individual dynamic capabilities to drive enhanced performance. Although this scale was tested in Central Java, Indonesia, it offers a foundation for broader applications and can be further refined to expand the assessment of PRC across different contexts.

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