



Multiple Network Interaction in Destination Competitive Advantage

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Abstract

Key word :
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This research provides a complete model of entrepreneurial learning enhancement and focus on the importance of multiple network interaction factors in creating a destination competitive advantage. The proposed model contributes to the theory of social exchange, learning organization, dynamic capability and knowledge management into the context of marketing strategies and sustainable tourism development. This study aims to determine how entrepreneurial learning will produce potential multiple network interactions to create a tourism competitive advantage.

INTRODUCTION

Knowledge 4.0 is a social stage where the application of technology imply in all part of human life and leads to "digital ubiquity" and also contributes to value creation. The researchers found if the development of knowledge started from the era of "Age of Reason" (Knowledge 1.0); the "Age of Reason" where in the 18th century the "Industrial Society" grew rapidly and known as the Knowledge 2.0 era; followed in the 20th century where information and knowledge became the dominant factor and was called the "Information and Knowledge Society" era (Knowledge 3.0); to enter the era of "digitized knowledge society" (Knowledge 4.0), where digital transformation strategies are brought to a different perspective and have different goals (Macmillan, et.al (2017).

Present era, industrial field is construct by the complexity of global industry growth, the explosion of information, the speed of decision-making, the value and movement of core employees. In the service industry, where the human factor and information are the main drivers in the movement of the economy, these three things require effective knowledge and management to be carried out with special attention (Kaplan dan Haenlein 2010).

Entrepreneurship is major contributor to global economic growth. Organizational learning has a very positive influence on knowledge-sharing behavior (Kamya, Ntayi et al. 2011). Entrepreneurial Learning is a variety of experiential and cognitive processes used to acquire, retain, use and share entrepreneurial knowledge (Ernest, Matthew et al. 2015). A learning process that explores and exploits existing opportunities allows an entrepreneur to respond to market conditions and determine the renewal strategy that will carried out as an innovation step (Sheng and Chien 2016). Entrepreneurial learning can facilitate the development of one's dynamic capabilities in adapting to market changes and making the right innovations (Fernández-Mesa and Alegre 2015).

Entrepreneurship learning teaches the knowledge, tools, and attitudes needed to identify opportunities and activate imagination. Many things does not obtain from ordinary learning such as understanding and planning for the future, working in and managing interdisciplinary teams, empathy, communicating effectively, critical thinking, understanding business basics, and solving problems (NAE, 2004). The main objective of entrepreneurship education is to develop entrepreneurial capacity and mindset, creativity, innovation and entrepreneurship.

From a human-centered perspective, the focus of knowledge management expands to include human relation (Kaschig et al. 2016) and embraces social relationships with the support of appropriate technologies (Von Krogh 2012), also called the environment. social knowledge (Pawlowski et al. 2014).

The prospects for businesses and individual workers around the world have changed in the knowledge 4. Many avenues for flexible work have opened up today beyond traditional workplace hierarchies, from contractual or on-call jobs to fast-growing, labor-intensive sectors. The network

currently distributes formalized knowledge through multiple channels, and in a variety of formats, but lacks a strategy to ensure target groups are matched. As a major weakness of electronic communication regarding distribution, this article aims to identify that low social closeness tends to increase barriers to knowledge sharing (Schäper and Thalmann, 2015). Knowledge sharing capabilities support members by overcoming weaknesses and helping to select the right content, in the right format, for the right target group. Current research argues that online platforms such as Twitter, weblogs, or social networking sites such as LinkedIn are effective platforms for knowledge distribution within and across organizations as they can facilitate experts and expertise seeking, socializing, reaching and broadening horizons (Jarrahi and Sawyer 2013).

This article proposes the concept of developing a tourism destination competitive advantage (Destination competitive advantage) which emphasizes tourism development in entrepreneurship learning (Shu-Hsien Liao; Chih-Chiang Chen 2016), dan multiple network interaction.

THEORETICAL FOUNDATION AND PREPOSITION DEVELOPMENT

2.1. Destination competitive advantage

Sustainability competitive advantage is the result provided by scarce, valuable, and unique human resources; customer relations, and systems that provide the organization with a sustainable competitive position. The background of creating a competitive strategy starts from how the business will be developed, the goals and policies (Musetescu 2013).

Over time, the concept of sustainable development was adopted into the concept of sustainable tourism development. Sustainable tourism development is defined as a tourism development process which oriented to the preservation of the resources needed for future development and does not have a negative impact on the development of local culture, but rather the existence of this culture must be maintained for future generations.

In strategic management, the main goal of the entire process carried out by the organization is to achieve sustainable competitive advantage. As the development of the tourism sector places a sustainable competitive advantage as the main goal with the main variables, namely Destination Value, Destination Rareness/scarcity, tourist destinations that are not owned by other regions and able to become regional tourism identities.(Della Corte and Aria 2016).

2.2. Entrepreneur Learning

Entrepreneur Learning has been studied since a century ago, has several characteristics of learning that are different from other learning (Ernest, Matthew et al. 2015). Three pairs of entrepreneurial learning types that are interesting to study are individual and collective learning, exploratory and exploitative learning, and intuitive and sensing learning. (Chugh 2014).

Individual and Collective Learning This type of learning integrates individual learning with collective learning. Individual learning is a process where a person obtains data, information, skills, or knowledge (Chugh 2014). While collective learning is a social process of knowledge accumulation based on a shared set of rules and procedures that allow individuals to coordinate their roles in problem-solving efforts.(Chugh 2014). The challenge in this study is how to integrate individual behavior in seeking opportunities and organizational behavior in seeking profit. (Chugh 2014). These two types of learning have an effective combination in interpreting know-what, know-how, and know-who. Includes processes of integration and institutionalization, in collective learning, emphasizes the importance of shared vision and understands joint activities that involve more emotions and feelings..(St-Jean and Audet 2009). This learning has the potential to develop collective cognitive abilities consisting of differences and integration so that the knowledge sharing process in organizational systems is more effective, and political will and skills are needed to influence and institutionalize change systems.. (Chugh 2014). Individual and collective learning allows for the development of collective cognitive abilities consisting of differentiation and integration, this process allows entrepreneurs to act as learning agents to evaluate the possibilities that occur within the organization, develop coherent and collective action plans, and develop existing resources within the organization to identify opportunities existing opportunities. This allows the emergence of organizational innovation power. (Chugh 2014) where innovation is the keyword in developing a tourism destination (Zach and Hill 2017).

Exploratory and exploitative learning, The challenge for entrepreneurial learning is how to develop the skills and resources needed to explore and exploit opportunities as two distinct processes in entrepreneurship (Shane. S; Venkataraman 2000). Exploratory learning focuses on discovery through application and interpretation to generate variations that will lead to ex-post (descriptions and evaluations are used after the action has occurred or from the past) to produce the desired result. This process seeks learning that enhances performance differences. While exploitative learning emphasizes the direct search process that can accept ex-ante planning

(predictions and recommendations are used before action is taken or for the future) and sets the limits of differences obtained from deepening and embodiment of insight as increase inexperience. This means seeking learning that enhances performance and limits differences (Chugh 2014). The integration of these two learning processes has differences in exploring and exploiting based on the required cognitive approach. In other words, exploratory and exploitative learning is a key factor in learning and understanding what and how an entrepreneur learns to explore and exploit existing opportunities. (Chugh 2014).

Sensing learning is a learning process that involves facts and details based on sight, hearing, and perceived physical sensations. Sensing learning considers concrete and practical thinking, considering that there is a tendency to find and identify opportunities that exist in the environment by understanding and analyzing the relationship of conditions that occur in the market. While intuitive learning is a learning process that is carried out by understanding the relationship between facts and the possibilities that exist. Intuitive learners are abstract-minded people, believing that they will be better able to find opportunities based on higher-level conceptual thinking. (Chugh 2014). This learning process is a process where entrepreneurs find and create their own opportunities. (Chugh 2014).

A successful entrepreneur has a behavior such as share ideas and information with others, accepting suggestions and constructive criticism, and providing clinical coaching to other entrepreneurs to form a strong collaborative network. (Ernest, Matthew et al. 2015). Ernest, Matthew et al. (2015) stated that entrepreneurial learning aims to increase creativity, have high innovation power, and entrepreneurial spirit, become someone who can solve problems effectively, communicate and have a network and become a leader.

2.3. Multiple network interaction

The speed of identifying relevant knowledge for (some or all) network members becomes very challenging for organizations. Therefore, the network must identify potential target groups as well as subgroups that are responsible for increasing observations (Iansiti and Lakhani, 2014).

Collaboration capabilities should be enhanced by the network to facilitate problem-solving and evaluation (Schäper and Thalmann, 2015). Past research has argued for a collaborative tagging approach that formalizes communication and knowledge exchange, leading to easier identification and communication with others or within the same community (Ravenscroft et al. 2012). Networks tend to build their structure according to region, because high geographical proximity facilitates discussions and meetings, leading to the need for higher collaboration capabilities (Schamp and Lo, 2004). If the network uses IT for virtual communication and collaboration such as Skype or Google Docs to connect people with lower geographic proximity, the network can lower their regional boundaries (Olaisen and O. Revang, 2017).

So that the hypothesis proposed in this study is:

H1: entrepreneur learning which includes individual and collective learning, exploratory and exploitative learning, and intuitive and sensing learning will trigger an increase in multiple network interactions.

H2: Destination competitive advantage is supported by entrepreneurial learning behavior and Multiple network interactions

DIRECTIONS FOR FUTURE RESEARCH

Examine the influence of other factors that influence destination competitive advantage other than Multiple network interactions and entrepreneur learning on wider tourism marketing. The addition of added value creation factors in tourist destinations can be considered for coloring further research .

PRACTICAL IMPLICATIONS

A better understanding of how individual and collective learning, exploratory and exploitative learning, and intuitive and sensing learning will result in multiple network interactions and potentially create a tourism competitive advantage. This research is expected to provide benefits for the development of science, especially Strategic Management in understanding individual characteristics in carrying out the learning process in organizations, as a reference for strategic plans for sustainable tourism development in Joglosemar and as a reference for other researchers who will take the theme kind.

CONCLUSION

This article proposes the concept of developing a tourism destination competitive advantage (Destination competitive advantage) which emphasizes tourism development on

network connectivity/networking of tourism actors through Entrepreneur Learning.

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