

Use of Knowledge Transfer Model to Create Human Capital in the Area of Indigenous Knowledge for a Young Generation

Lanthom Jonjoubsong¹⁺, Nathaporn Thammabunwarit¹ and Kitti Lertkamonrak¹

¹ Business Computer Department, Faculty of Business Administration, Huachiew Chalermprakiet University, Thailand

Abstract. This study seeks to draw a plausible human capital creation model for Indigenous Knowledge (IK). From a review of the literature on human capital, human capital creation or investment and knowledge transfer, the human capital creation model proposed is based on the indigenous knowledge transfer model. This is because indigenous knowledge has specific characteristics and specific ways of creation and transfer. It is transferred and created based on oral transmission and informal methods within local environments and cultures. Thus, IK human capital creation has specific ways of creation or investment that differ to general HC creation. The IK human creation model is proposed with two main processes; information and resource implantation, and learning processes based on informal and daily life activities. The first process is associated with knowledge transmission and knowledge acquisition which focus on oral transmission from local people and family activities. Secondly, the learning processes for IK are focused on informal education; observing and practicing at school and in the community environment. The model is proposed on the basis of three propositions which are generated about the processes of IK transfer to support HC creation. This study has been conducted with action research in a community in Sanamchaikate district of Chacheonsao province in the east-central region of Thailand. This is because this community is vigorous in IK (indigenous vegetable knowledge) transfer to a younger generation.

Keywords: Human capital, human capital creation, knowledge transfer, indigenous knowledge

1. Introduction

Human capital (HC) is considered as knowledge, skills and experience of humans. These elements can be used to increase the effectiveness of people's activities, the qualities of their lives, or to facilitate the achievement of their goals. Human capital is an important resource for every organisation and society and consequentially the creation of HC should be given considerable attention. Organisations invest in human resource development in order to increase the capabilities of their staff employees. Families develop HC in their children through either schooling or parenting. Schooling and parenting are the most significant methods for HC creation as both play key roles in the transfer of knowledge to children [10]. Adults generally create HC by utilizing informal education to increase their individual capabilities and financial capacity [12]. Thus, HC creation is associated with education, parenting and capability building through human development programmes [23], and learning processes [16].

For Indigenous Knowledge (IK) HC creation in children and the younger generation generally, the human development programmes used by organisations might not be appropriate as children have different learning needs and styles. It is argued that IK HC creation for children should be more concerned with IK transfer and creation on basis of informal local activities and within a community context. This is because HC creation in children is more concerned with knowledge transfer from schools and parents, and IK creation and transfer has specific methods. Indigenous Knowledge is referred to as traditional and local knowledge possessed by local people for a long period of time [28]. It has continued developing over time

⁺ Corresponding author. Tel.: + 66-84-6597620.
E-mail address: lanthomj@yahoo.com.

and can be transferred through traditional methods of oral transmission from generation to generation, and through “learning by doing” instead of through formal education [26]. The IK transfer model is focused on informal methods and the life styles of local people [19]. Children spend most of their time at schools and with friends, so IK HC creation for children is associated with schooling, informal learning and sharing among family members and friends. In other words, it is concerned with the informal learning processes of both daily life and the school environment. Currently, there is no specific model designed to show how to create HC for children, the younger generation and in particular children from rural areas. This study will propose the IK HC creation model based on the IK transfer model of Jonjoubsong and Thammabunwarit [19] which focuses on local life styles, activities and environments.

2. Literature Review

2.1. Human Capital

Human capital (HC) is an intangible asset and can be classified as intellectual capital which is embedded in humans [4]. Human capital is considered as knowledge in the form of tacit knowledge including skills, competencies, experience [16] and talents [11]. Furthermore, Beaker [5] considered HC to include; behaviour, reputation and beliefs. The behaviour and actions of people are the results of their practices, beliefs and ethics [11]. This type of HC is useful for individuals, as organisations do not only considering employees’ education and experience when recruiting, but also how far their behaviour and characteristics match a particular job [13]. Meanwhile, several researchers have considered and measured HC from the educational perspective - in terms of the parents’ education, and the education and learning investment of their offspring [4, 5, 10, and 33]. It can be seen that HC can be viewed in several forms, (both explicit and tacit forms), which can be grouped as described in 2:2 below.

2.2. Types of Human Capital

Human capital can be classified into three types according to its definition and characteristics as follows.

Firstly, formal education or educational materials is a tangible and explicit form of HC [33]. Coleman [10] indicated that HC in this form includes materials or equipment invested for education and parents’ education. This form of HC can be referred to as ‘explicit knowledge’ and ‘declarative knowledge’ which shows the knowledge or HC particular individuals possess. However, what is not shown is whether those people can use that knowledge or HC to perform activities [24].

Secondly, tacit human capital is concerned with skills, competencies, experience and talent that are embedded in humans [4, 11]. This kind of HC is referred to as the ‘understanding and abilities of people’ to do something. It can be compared with “know how” or procedural knowledge which is embedded in human procedures, work processes and routines [3, 7]. This kind of knowledge or HC emerged as a result of work experience and practice over a certain periods of time [31, 34]. Sternberg [35] indicated that tacit HC is experience in applying formal HC in a particular environment.

Thirdly, behaviour human capital is concerned with the actions and values of individuals and what they do or say in order to response to internal and external events. Behaviour can be both verbalisation and motion [30]. Beaker [5] explains that behaviour is considered HC because behaviour can be used to perform activities. Each activity and position requires different behaviour [13]. Thus, people have to modify themselves to have some particular behaviour for particular activities.

In terms of IK, it emerges through the engagement of individuals in occupations in a local environment, or culture and is a continually developed phenomenon. It is dynamic, collective, subjective and implicit [26]. Most indigenous knowledge is located in senior community members and in the traditions and cultures of the community [9]. It has been transferred through oral transmission and informal methods [26]. It can be seen that IK is more concerned with tacit knowledge which cannot be easily transferred or created.

Therefore, indigenous knowledge creation is more concerned with informal education, learning-by-doing and cognitive processes that absorb IK from the activities of daily life and the local environment. This is because tacit and procedural knowledge creation requires practice, learning-by-doing and socialisation [21, 31]), and IK generating and transferring are associated with informal methods under local environments and

cultures [26]. Meanwhile, behaviour HC is concerned with behaviour modification through learning and cognitive processes [30].

2.3. Human Capital Creation

Human capital is referred to as knowledge, skills, competencies, characteristics and behaviour. Many researchers, such as Hitt [7], and Hatch and Dyer [16] described HC as the result of the learning process. Meanwhile, some researchers consider HC as the formal education that people obtain, the learning materials they own and consider HC creation as an education and learning resource investment. For instance, Becker [5] indicated that HC investment is concerned with implanting resources or information into people, and Coleman [10] mentioned that HC creation is associated with learning resource investment and parents' knowledge enlargement. Therefore, HC creation is concerned with information transferring and creating knowledge, skills and competencies in people. Furthermore, it is also associated with behaviour modification. According to the literature review, HC creation could be grouped into four groups; formal education, informal education, behaviour creation and indirect creation.

Firstly, formal education includes schooling and training programmes. Schooling is a general method to create HC for a youngster [10]. For adults, schooling is concerned with specialised areas of study. Training programmes can provide special skill development. Becker [5] noted that schooling includes specialised training programmes which provide value for learners, and it is a method that requires indirect HC investment, such as materials and facilities.

Secondly, informal education is referred to as practice, working, and on-the-job training. Regarding HC types, informal education plays an important role for tacit and behaviour HC creation. Becker [5] noted that on-the-job training is very important for HC investment in organisations. This method helps employees to gain new skills for working effectively, and organisations pay less cost for this method. For behaviour HC creation, it also requires practice and some certain amount of experience [11, 30].

Thirdly, behaviour creation is concerned with habits and character building and modification. Davenport [11] mentioned that behaviour HC derives from education and practice. Several psychologists noted that habit can be created and changed. For instance, Markman [22] noted that habit can be created and changed with formula and practice in particular cultures. In terms of behaviour modification, it can be changed by several processes and applications, such as learning or cognitive processes, modelling, parenting, correcting and self-management. Learning and cognitive processes are the most important processes for behaviour modification [30].

Lastly, indirect creation includes learning equipment investment and parent's education. Becker [5] contented that HC investment includes investment in equipment, materials and information for school and training. For parent's education, Coleman [10] indicated that parent's education can support HC creation in children because they are the ones who have obtained the most knowledge and they function within a tight social network (family member network).

According to HC definition and HC creation concepts, HC creation can be divided into two main processes; information and resource implantation into particular people, and HC creation by people themselves which covers all types of HC creation. The first set of processes focuses on formal educating, parenting, and information and material providing. The later process is concerned with learning by people who will hold HC focused on informal education and behaviour HC creation. From the review of literature, it is argued that HC creation can be viewed and matched with the processes of knowledge transfer.

2.4. Knowledge Transfer

Knowledge transfer is the process of knowledge passing from one person to another person, or from a group of people or organisations to another group of people or organisations [14]. However, knowledge transfer has a further significant meaning beyond that of the transmission of knowledge. It is concerned with the processes of information transcending to knowledge in another person or group of people [37]. A review of the literature indicates that knowledge transfer has two main processes; communication processes to transmit information from senders to receivers, and cognitive processes for receivers to interpret the information and assimilate newly acquired knowledge [1]. However, other researchers, such as Carrillo,

Robinson, Anumba and Bouchlaghem [8] deemed that the knowledge transfer processes include the processes of knowledge and problem identification, knowledge acquisition and learning processes. For IK transfer, Jonjoubsong and Thammabunwarit [19] proposed a model for the knowledge of indigenous vegetable growers listing four processes: knowledge transmission, knowledge acquisition, knowledge interpretation and knowledge screening. Firstly, knowledge transmission is based on four methods—oral transmission, demonstration, working with parents or neighbours and campaigning. The knowledge areas for the transmission include types of indigenous vegetables, cultivation, harvesting, cooking, eating and marketing.

Secondly, knowledge acquisition is associated with observation, conversation, document study and study trips. Thirdly, knowledge interpretation is concerned with learning processes to understand knowledge gained from the first two processes and practicing in order to accumulate skills and knowledge [1]. For indigenous vegetable knowledge, villagers learn through participating in activities, such as gardening and harvesting, indigenous vegetable cooking and marketing, and practicing these activities. Lastly, all three processes have been associated with knowledge screening. Both knowledge senders and receivers select content or knowledge areas that they like to transmit or acquire.

Therefore, from the review of literature, it is argued that IK HC creation can occur with underlying IK transfer models which can be grouped into two main processes: information transmission and knowledge interpretation. The conceptual framework and proposition for this argument for HC creation in the area of indigenous knowledge can be as shown in 2:5 below.

2.5. Conceptual Framework for Human Capital Creation

The proposed Human capital creation model for IK is based on the IK transfer model of Jonjoubsong and Thammabunwarit [19] and comprises of two processes: information and resource implantation and the learning process. Figure 1 shows the components of this model.

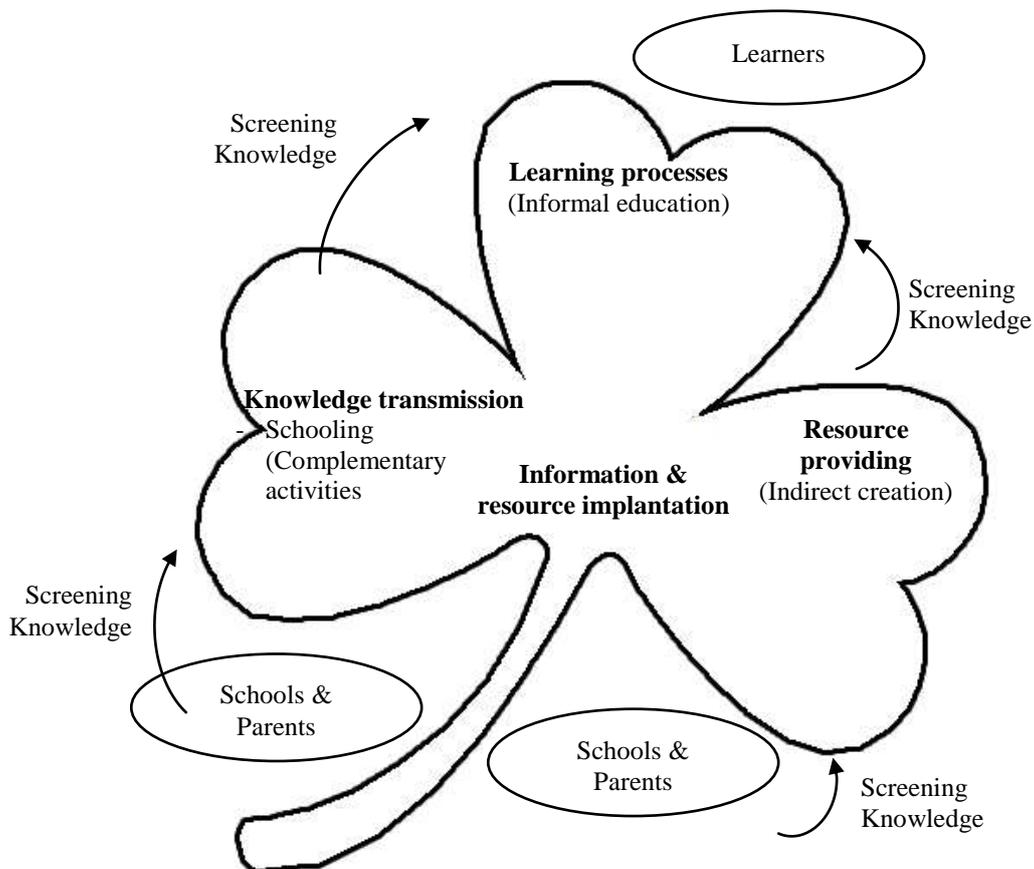


Fig. 1: The conceptual model for human capital creation

Firstly, the process of information and resource implantation into particular people is referred to as formal education and indirect HC creation. This process can be divided into two main activities; knowledge transmission and resource providing. Knowledge transmission is associated with formal education or schooling and parenting. Formal education is focused on teaching and activity providing by schools or schooling which is a tangible and explicit form of HC and HC measurement [5, 10]. Schooling includes continuing education programmes for adults and parent's education (such as providing information and knowledge to parents). Knowledge transmission by parents is focused on parenting and modelling which are referred to as behaviour creation or modification. As mentioned previously, behaviour modification includes modelling, parenting and correcting. Then, resource providing is referred to as indirect creation, this process is focused on the learning resources provided by schools and parents.

Secondly, HC creation by individuals personally or via learning processes is focused on people who are creating HC by interpreting information and the knowledge gained to produce HC. This process is referred to as informal education, such as practicing, working and learning-by-doing. It is focused on experiencing and self-managing and is concerned with tacit HC and behaviour HC creation.

Therefore, the HC creation model based on the indigenous knowledge transfer model can be proposed with three propositions as follows.

- Proposition 1: Transmission process of knowledge transfer model is referred to as formal education and parenting.
- Proposition 2: Acquisition process of knowledge transfer model is referred to as indirect creation (resource providing).
- Proposition 3: Interpretation process of knowledge transfer model is referred to as tacit and behaviour HC creation.

3. Research Design

In order to justify the above argument and propositions, this research has been conducted as action research in the form of action science research which allows research participants to conduct activities to achieve some consequences in a natural setting instead of a controlled environment [2]. This is because action research allows research participants to be involved in particular processes or activities conducted in the research. The participants are involved actively in the processes of problem investigating, requirement identifying, solution developing, and activities conducting or implementing. Furthermore, action research provides output or some tools for the research areas [36]. The study will take place at Ban Yang Deang Village, Khu Yai Mi sub-district, Sanamchaiket district, Chacheonsao province, in the east-central region of Thailand. The participants will be students and teachers at Ban Yang Deang elementary school and the parents of these students. The researchers will be facilitators and participant observers. Data collection will be documentation, interviews, observation and questionnaires (HC measurement). Data analysis will be divided into two parts; qualitative data (that will be analysed with data reduction and coding) and quantitative data (that will be analysed with descriptive statistic). In terms of research quality, this research focuses on credibility, reliability and human ethics concepts. For credibility, this research looks at participant engagement and a triangulation for data collection as suggested by Stringer [36]. For reliability, the data collection will be done more than once and observation by more than one person. In terms of the questionnaire, it will be done using reliability testing before prior to the actual commencement of the research. For human ethic issues, the research project has been done under the research ethic explanation of Ryen [29], the research ethic guideline of the office of national research of Thailand and the approval of Huachiew Chalermpraket University's human ethic committee.

4. Indigenous Human Capital Creation

The indigenous (knowledge) human capital creation model is proposed according to the types of HC, and IK and IK creation and transfer. The model covers three types of HC; formal education, tacit HC and behaviour HC and applies four processes of HC investment including formal education, informal education, behaviour creation and indirect creation. On the basis of IK characteristics, the model is proposed based on an IK transfer model which is focused on informal methods, local activities and context.

Proposition 1: Transmission process of knowledge transfer model is referred to as formal education and parenting.

Proposition 2: Acquisition process of knowledge transfer model is referred to as indirect HC creation.

As mentioned previously, the model comprises of two main processes: information and resource implantation, and the learning process. The first part comprises of two main processes; knowledge transmission and resource providing which are associated with the knowledge transmission process and the knowledge acquisition process in the IK transfer model respectively. Firstly, the knowledge transmission model for the IK HC creation is focused on two activities; formal education and parenting. Formal education or schooling is the process of knowledge transmission from teachers or trainers to students or trainees. According to the model that focuses on indigenous vegetable knowledge, schooling would be concerned with complementary activities, such as extra training programmes, after school activities (school gardening and school lunch cooking etc.), and special training programmes. This is because IK transmission is associated with oral transmission and social and cultural contexts rather than with formal education [19]. For parenting, this process is concerned with parents indirectly transmitting their knowledge to their children. In other words, it is concerned with the informal transmission through daily activities and parenting. Mothers play an important role for information and resource implantation to children. This is because knowledge of indigenous vegetables in Southeast Asia is mainly held by women, especially women in the age group of 30 to 50 years old. This is because they are responsible for vegetable collecting and gardening for their families and for earning extra income [27]. Secondly, resource providing is referred to as indirect creation in which both schools and/or parents would provide learning equipment and information to their children. Thus, both the process of knowledge transmission and resource providing are referred to as explicit HC creation and behaviour HC creation. This is because behaviour HC emerged from education [11], good information and experience to become behaviour modelling [29, 30]. Mothers and women in communities might be both informants and role models for behaviour HC creation. However, learning with school activities and parent's modelling might be more concerned with tacit knowledge capture. It can be considered as experience accumulation.

Proposition 3: Interpretation process of knowledge transfer model is referred to as tacit and behaviour HC creation.

The second part of the model is referred to as learning and cognitive processes. It is concerned with HC creators learning and practicing in order to create HC that is embedded within themselves. This process is referred to as two processes of HC creation; tacit HC creation and behaviour HC creation. The characteristics of tacit HC can be referred to as tacit knowledge. The creation of tacit HC requires learning-by-doing, practicing and sharing and then using the explicit knowledge or formal education gained in these processes as resources. As a result, the activities for this process would be practical ones, such as helping parents in vegetable gardening, cooking and marketing, and student practicing programmes (vegetable gardens and lunch cooking roster). Those activities allow children's learning-by-doing and sharing among friends and mentors. Knowledge or experience sharing is a crucial activity for tacit knowledge creation and acculturation. Scarbrough and Carter [32], and Blackler [6] stated that the informal interaction of groups is an effective activity for sharing tacit knowledge and learning. This is because socialisation encourages group members to share their skills and learn new skills from each other. Meanwhile, Harris and Moran [15] mentioned that socialisation, collaboration and learning supports people to obtain and adapt new skills and gain familiarity which is referred to as acculturation or defining patterns of acting and thinking to guide people to perform and react in societies [18]. This can be referred to as behaviour HC creation. Behaviour HC is also referred to as tacit knowledge including patterns of mind which is reflected as actions and words according to the definition of tacit knowledge of Nonaka [25]. Behaviour HC creation also needs information and behaviour modelling [20]. Furthermore, Sarafino [30] noted that behaviour modification requires new appropriate experiences, altering aspects and environment. For behaviour creation, learning and cognitive processes are the extensive and pervasive processes that modify behaviour [30]. Thus, learning and cognitive processes are associated with the interpretation process and referred to tacit HC creation and behaviour HC creation.

5. Conclusion

Human capital is an intangible asset which can be classified as intellectual capital comprising of knowledge, skills, experience, talents, behaviour and reputation. However, researchers in HC field have tried to consider HC in terms of tangible elements which can be seen in the forms of education, parents' education and learning materials. Thus, HC can be grouped into three types; formal education (including education of people and their parents, learning materials or resources), tacit HC and behaviour HC. To create HC in the area of indigenous knowledge, the HC creation is proposed based on the indigenous knowledge transfer model. The HC creation model comprises two processes; information and resource implantation and interpretation or learning processes. The first process focuses on schooling, parent knowledge transfer and indirect education for formal education and behaviour HC creation. Schooling for IK HC creation would be concerned with complementary activities, and parenting would be concerned with informal transmission through daily activities and parenting. The second process focuses on learning processes to gain experience, skills and behaviour through learning-by-doing and practicing on specific activities. These processes are referred to as tacit and behaviour HC and HC holders have to pay attention to conduct such activities themselves. However, there are several factors to support learning processes, for instance, incentive and reward systems.

6. References

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