



Theoretical Aspect of Hybrid Research on Leadership Behavior of Human Resources

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Abstract: Leadership behavior of human resources is a process that is associated with the relationship between the leader and its followers. This required account leadership influence and style to be applied in the workplace. The purpose of the publication is to make parallel some interuniversity research, setting out the theoretical aspects and organizational views on leadership. They are hybrids because they affect various fragments and behavioral mechanisms used by leaders to influence staff.

Index Terms: organization, leader, leadership behavior.

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I. INTRODUCTION

Leadership behavior of human resources is especially critical problem in the theory and practice of modern management. This is due to several reasons, but advanced business trends and the need for effective impact on the work of people make leadership an attractive scientific and practical fields. Leadership is a specific process that affect the human activity in the different manner, as opposed to “technological” management. Managerial activity is about solutions and control systems and processes in the company, including management of people, while leadership is entirely oriented towards the activities of human resources. Leadership have two distinctive features: The first is related to the conscious influence of the leader on the behavior and efficiency of the people, while the second concerns the qualities of the leader who usually inherent and not subject to imitation.

So leadership behavior is crucial for organization because its helps people to be motivated, to have creative thinking, be creative and proactive in the workplace.

II. RESEARCH DONE BY THE UNIVERSITY OF IOWA

In the 30s of the 20th century at the University of Iowa, K. Lewin and his team (R. Lippitt and R. White) (K. Levin, R. Lippitt & R. White, 1939, pp. 271-301) designed three styles of leadership - authoritarian, democratic and one of free management (“Laissez- faire”). The publication of Lewin and Lippitt (K. Levin & R. Lippitt, 1938, pp. 292-300) marks the beginning of a new stage to study the behavior of the human factor in the group and the application of different leadership styles.

The characteristic features of them are as follows (P. Northouse, 2014, pp. 83-103; R. Lussier & C. Achua, 2012, pp. 76-80; B. Bass & R. Stogdill, 1990, pp. 760-803; K. Anguelov, 2010, pp. 62-63):

1. Authoritarian style of leadership. In this style the leader is an authoritarian leader who autonomously makes decisions and influences the behavior of the group. The power that he has authorizes him to dispose and control the resources as well as the work of the people. The instructions are transmitted by directives, without being grounded, reasoned or explained. The leader defines the purpose and objectives of the group and requires its performance and completion. People lack motivation and initiative in their work, they depends on the leader and there is no feedback from him. This activity prevents them from taking an active participation in the management process.

2. Democratic style of leadership. In the democratic style, the leader provides more freedom to his staff. Decisions (M. Kuznamonova & M. Alexandrova-Bosnakova, 2013; M. Stankova, 2008; M. Filipova, 2008) are taken by the leader, after discussions with the group members. People can take full regard to the issue and offer ideas to solve it. The people feel committed to the organization and assist their leader. There is motivation and satisfaction with work that reflects the activity of the group.

3. Leadership style of free management („Laissez-faire”). This is a specific style in which the leader does not perform the typical tasks. There is lack of influence on the behavior of the group. The leader (where applicable and as far as he can be called a leader) does not participate actively in the implementation of the objectives. He does not give guidance to the members of the group and make a decision when asked for advice or assistance. The presumption here is that people will feel satisfaction from work and will be responsible for their personal and organizational goals. However, they may have difficulty in the work which may reflect on their behavior. This means that they have to deal with problems or tasks alone. Comparison between the three styles of leadership is presented in Table 1. They are characterized by the following features (L. Marquis & C. Huston, 2014, pp. 35-46; H. Koontz & S. Donnell, 1968, p. 417; L. Alford, 1968, p. 112; R. White & R. Lippitt, 1968, p. 319):

The authoritarian style of the leader increases the productivity of the group and establish discipline of each member of it. Through fear of sanctions and penalties, people help the leader to accomplish the tasks. The exact instructions and a strict compliance are prerequisites that the work will be completed in accordance with the

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directives of the leader. So there are fewer deviations from targets and their corresponding priorities.

TABLE 1

Authoritarian style of leadership	Democratic style of leadership	Leadership style of free management („Laissez-faire”).
<ul style="list-style-type: none"> • Decisions are taken by the leader • The leader decides the rules and regulations under which the work will be performed • The leader allocates the work to each member of the group, the tasks and the expected results. • The leader has no direct contacts and feedbacks from the members of the group • The leader’s behavior is close to the “X” theory. 	<ul style="list-style-type: none"> • Decisions are taken after discussions, stimulated by the leader • The leader focuses on the more important aims of the group and expects a solution to the issue. • When there is a difficult issue the leader requires alternative solutions and then he chooses the most appropriate/suitable one. • People choose themselves their partners at work and the way they perform the tasks. • The leader can be objective or subjective in his assessment, but he does not have great influence in the work of the people. • The leader’s behavior is a combination of the “X” and “Y” theory. 	<ul style="list-style-type: none"> • Decisions are taken within the group with minimal interference on behalf of the leader • The leader authorizes the power to the members of the group for making decisions. • The leader provides the necessary information to the group, but does not take active part when the issue is discussed or analyzed. • The leader’s behavior is close to the “Y” theory.

Control is at high level, which is a prerequisite for diagnosing errors in the work and its procedures. The behavior of the staff is readily predictable because they are dependent on the decisions of the leader. The process is more complicated when there is a behavioral asymmetry in the actions of the group members and inconsistencies of decisions with the objectives (K. Kamenov, 2012, pp. 7-20). Therefore, it must be taken into account the behavior of projective personality (K. Kamenov, 2007, pp. 12-20).

The negative effects of the authoritarian style of leadership are at the expense of the group. The leader does not share power with the people, he discourages them and imposes someone else’s ideas. The reasons are related to his fear to share the power. So he did not delegate rights to staff to take independent decisions. This alienates them from the goals of the organization and the work is carried out monotonously, without the necessary zeal. The decisions made by the leader are routine and they do not involve the group members in the process of management.

The leader often criticizes the staff- something that destabilizes their behavior - there are mental disorders and low motivation to work. The award is determined by various criteria based not on personal accomplishments, but on loyalty and obedience. Strict control, the lack of personnel initiatives and arrogance of the leader are factors for low satisfaction labor and despair of the group members.

In the democratic style the important things are professional cooperation and trust between the leader and the group. There is complementarity in the work, which creates a good social climate and motivation to work. The leader believes that staff will take a rational solution to the situation. Even if it does not have the necessary information, he relies on the competence and responsibility of the members of the group. This does not mean that he is not a part of the decision the discussion, on the contrary – he is responsible for it. The aim is to stimulate the creative potential of the people.

The leader gives more freedom to the staff so that they can fully participate in the management process. The leader aims at being an influential factor for them so as to get constructive ideas. Based on the proposals, he evaluates which ones are appropriate for the situation. This can increase the efficiency of the decision and accurately to achieve the objectives. The presence of personnel motivation leads to higher productivity at work, which is not monotonous. The tasks are varied and are not fixed. There is an opportunity for professional development of the staff and it is evidenced by their quality and intelligence.

Limited are the interpersonal conflicts, there is no excessive distance between the leader and to possibly taking illegal actions. Both sides are satisfied with the work done - the leader and the group members. This affects their social status, which stands at a good level.



Democratic style cannot be applied in organizations in which group members are indifferent to purposes. In such a situation, the leader cannot influence in a democratic way the people's behavior. Another aspect of the activity is time, which can be a problem when selecting a solution. The leader must spend time for campaigning and ensuring the staff. The latter may not participate in the discussions because they do not perceive his behavior.

The members of the group have a negative impact on the making a decision (making a choice) by manipulating the actions of the leader. This can result in disagreement between the leader and the group. Conflicts are possible that may endanger the set goals. One should not underestimate the interpersonal relationships (striving for manifestation) that can aggravate the social processes in the organization.

In the style of free government, leaders abdicated from their duties and transfers the rights to the members of the group. Delegating them authority, he authorizes them to make management decisions at the level of their competence. The lack of real control and freedom of action of the staff leads to their motivation.

The great freedom that people feel allows creativity and improvisation. There is trust and evaluation of the quality of the staff. The leader can spend more time on core functions - goal setting and organization. His duties to the management of operational processes are reduced and the activities on the control are limited.

The style of free management is debatable and controversial. Its ideology does not require the leader to constantly interfere in the work of staff. He establishes/sets the final results of the group where the effect may be different than expected. The coordination between the leader and the group is weak. The process is due to reasons that are relevant to the work and values of the people. They can make decisions that do not coincide with the moral and legal norms of behavior of individuals and groups (J. Kouzes & B. Posner, 2012, pp. 43-70; K. Kamenov, 2011, pp. 106-117). People from the staff are different in their nature and they have their own ideas about their own professional values and contribution. In the lack of initiatives, there are possible stressful situations, which may occur after the delegation of rights. The literature has adopted the perception that there is no leadership style that is totally effective or ineffective. This will depend on the situation and the approach (behavior) of the leader of the group. Researching on the subject, White and Lippitt identify the following trends (R. Hughes, R. Ginnett & G. Curphy, 2015, pp. 332-360; J. Albert, 2014, pp. 48-57; B. Tracy, 2013, pp. 34-45; R. White & R. Lippitt, 1968, pp. 326-334):

1. Quality of work

The authoritarian style of leadership is a prerequisite for high performance work and quality of work. In the other two styles, they are at a low level, especially in the style of free government.

2. Motivation of labor activity

The three styles of leadership motivate people in a way that corresponds to their perceptions. This will depend on

their psychological attitude and the type of situation. For authoritarian leaders motivation is determined by power and oppression, and for the people the important thing is the regulation of tasks. For democratic leaders motivation depends on respect, self-esteem and their social contacts. For the staff, it is related to their participation in the governance process and recognition of the leader. For the leaders of the free management motivation is determined by the lack of commitment, and for the staff it is defined of their independence.

3. Efficiency of employment

There is greater efficiency in democratic style, against the authoritarian style of leadership. The smallest efficiency is observed in the leadership style of free government.

4. Satisfaction of staff from employment

Greater job satisfaction people experience in democratic and liberal style of leadership. There is discontent in the style of authoritarian leadership. The experiment conducted by White and Lippitt showed that nineteen out of twenty members of the group prefer democratic, against the authoritarian leader. The groups with the democratic leadership are more friendly and united, rather than authoritarian ones. For the latter aggression and frustration of staff is something typical. Free behavior is typical of the liberal and democratic style and it is insignificant for the authoritarian style. Research by White and Lippitt show that leadership styles are specific and individual to each situation. They affect differently the members of the group who are motivated or affected by the circumstances. It should not be forgotten that the experiments are abstract because they are conducted mostly in an artificial (habitat) environment. The main features of the three leadership styles can be represented as follows (Table 2) (Adapt. by P. Northouse, 2014, pp. 83-103; M. Hackman & C. Johnson, 2013, pp. 40-67; D. Warrick, 1981, pp. 155-172):

Regarding the effects of the leadership styles it must be concluded that the authoritarian one creates high efficiency of work, but it will also depend on the situation. In the globalization of business, authoritarian style of leadership is limited. Unlike in the past, values today require new (flexible) approach to influence people's behavior - based on the ethical perceptions and welfare of individuals. We must look for a balance between decisions that depend on the leader and those that may be taken by the group.

The democratic style of leadership is different from the authoritarian and finds wide application in modern management. It is different from the authoritarian in that the leader engages staff in the management process by giving them rights to decision making. The leader uses strategies that motivate people to work.

There is a lot of information that is available to members of the group. They can make suggestions and receive such by the leader. This symbiosis of mutual cooperation and this mutual aid is a determining factor for the effectiveness of work and motivation to work.

A prerequisite for this is the design and development of multidisciplinary teams (M. Lambovska, 2014, pp. 7-62; K. Angelov, 2004, pp. 58-59, 92-94).

The liberal leadership style is different from the previous two, as applied in a wide range. The leader defines the purpose and objectives of the group then withdraws from the routine decisions.

He delegates rights for making decisions to their lowest possible level in the organizational structure.

The minimum support to group is a sign that the leader does not participate actively in the management process.

He takes actions when there is a problem or his routine and knowledge is important (for complex solutions, case studies and so on.). In other situations, personnel are responsible for their actions. As the authoritarian, this style is less applicable in the modern management as it is a form of the extremes.

TABLE 2

Main characteristics	Authoritarian style of leadership	Democratic style of leadership	Leadership style of free management („Laissez-faire")
Leader's attitude to staff	Staff is not initiative, no responsibility is taken by the staff, staff should be controlled	Staff is initiative, responsible, but should be guided	Staff is initiative, responsible, staff should not be controlled or guided
Staff attitude to leader	The Leader has power and influence over the staff	The leader enables and helps the staff	The leader authorizes the staff to make decisions
Organizational structure	Centralized , with clear rules and procedures	Decentralized and flexible	Adaptive (according to the situation)
Approach for the work	individualism	Team work	Self-control and management
Approach for the issue	Focus on the staff, not on the issue	Focus on the issue, not on the staff	Weak focus to the issue and the staff
Communication	One-way, formal	Two-way, informal	Lacks or is only superficial
Awards and incentives	Staff is awarded for loyalty and punished for mistakes	Staff is awarded for good work and punished (not as a rule, but as an exception)	Usually no awards and punishments are given

Now it is difficult to delegate the rights to individuals to manage organizational processes, with limited intervention on behalf of the leader.

III. RESEARCH OF THE UNIVERSITY OF OHIO

During the 40s and 50s of the 20th century at Ohio State University scholars conducted experimental research in the field of leadership. On the subject, researchers as E. Fleishman, R. Stogdill, A. Halpin, C. Schartle B. Winer, J. Hemphill, A. Coons and others are working. They form the basis of new understandings for the behavior of leaders in different situations (in working environment). The aim of the experiment in Ohio is to establish the behavior of leaders to subordinates. Different questions have been developed, they have been divided into sections. They are known as Leadership Behavior Description Questionnaire - LBDQ (A. Halpin & J. Winer, 1955). As a result of research the University of Ohio they have established two dimensions of leadership behavior. The first focuses on the role of the leader to the followers and actions of the latter to the behavior of the leader (D. Schedlitzki & G. Edwards,

2014, pp. 100-119; B. Kellerman, 2008, pp. 231-236; J. Ivanchevich, M. Olekans & M. Matteson, 1993, p. 105). They affect the professional relationship between them. The accents are placed on initiatives for implementation of the goals in formal organizations, the way information "flows" between participants in the governance process and approaches to perform the job. The leader creates the so-called "Foundation of professional relations". The same acts as the basis for the establishment and evaluating the behavior between the leader and staff - focus on the tasks or free management. The second dimension covers issues related to human relationships between the leader and followers - trust, respect, support, etc. (R. Elkins, 2015, pp. 26-54, 153-184; J. Ivanchevich, M. Olekans & M. Matteson, 1993, p. 105). Thus it is created the so-called "Foundation of personal relationships". People need to interact not only professionally, but to build a structure with an informal nature. It is based on the welfare attitude of the leader to the followers and their loyalty to him. There are four styles of behavior of the leader and his relationship with staff. They are located in four quadrants, a combination of professional and human relations. In a structural and meaningful aspect, they have the following



meaning (R. Anderson & W. Adams, 2015, pp. 87-99; A. DuBrin, 2014, pp. 106-131; R. Stogdill, O. Goode & D. Day, 1962, pp. 259-269; R. Stogdill & C. Schartle, 1955):

1. Low level of human relations - a low level of professional relationships. This is the least efficient style of behavior of the leader, which is determined by his inadequate reaction to the staff. There is a group chaos and disorientation at work. This activity depends on the lack of competence and low tolerance between the two sides in the communication process. Without the presence of professional competence and human relations we can expect a rift or disruption in relations and low productivity.

2. High level of human relations - a low level of professional relationships. In this situation, the behavior of the leader can be described as ineffective, although his attitude towards staff is positive. The benevolent attitude of the leader cannot compensate for the lack of professional competencies that are the basis for developing organizations. There are human, at the expense of professional, relationships.

3. High level of human relations – high level of professional relationship. This is the most favorable variant behavior of the leader to the followers. He holds professional skills and the personnel has initiatives for implementation of the action. There is satisfaction of labor and high productivity.

4. Low level of human relations - highly professional relationship. In this situation, the leader is competent for execution of the operation, but his attitude to staff is low. This is due to more technical relations between them and the strict distance. There is a high performance and productivity, but it is at the expense of human relations. The work of the staff is monotonous. There is order and strict control of operations.

Research at Ohio State University has left a lasting impression in the development of the theory of leadership behavior. There are situations possible that have different degrees of variation and the behavior of the leader is defined by his professional training and attitude towards staff.

IV. STUDIES AND RESEARCH OF THE UNIVERSITY OF MICHIGAN

The University of Michigan also develops a program to analyze and evaluate the dimensions that determine the effect of leadership behavior. From the late 40s to the 60s of 20th century researchers like R. Likert, D. Katz, R. Kahn, N. Maccoby, N. Morse, G. Gurin, L. Floor and others worked on the subject.

The basic ideology of researchers from the University of Michigan is that leadership behavior depends on various circumstances that are relevant to increasing productivity (orientation towards work) and the group activity (human relations). They are similar to those established at the University of Ohio, with the difference that Likert (R. Likert, 1961) added later to them a third dimension – the so-called “partner leadership or co-leadership”. It is distinguished by the degree of orientation to human

relations. The studies of the University of Michigan focus on the effectiveness of leadership behavior defined by two contrasting styles – to the tasks and to the personal relationships. They are differentiated by the so-called “Scale to measure their impact” (degree of orientation), which may be at high and low levels of efficiency, with the following conclusions (D. Stanzma, 2014, pp. 34-38; A. Martin, 2013, pp. 136-148; S. Gollerman, 1963):

First, the orientation to the work requires leadership behavior that is formed by formal rules and procedures in the organization. The leader has to oversee and supervise his subordinates whose work must be carried out according to the instructions and objectives. Means are power, incentives and sanctions, as people work only for personal gain.

Second, orientation to human relations- it is related to the behavior of the leader, focused on personal potential of the staff. This means to build an atmosphere of friendship and mutual assistance and respect in the process of carrying out all the activities. The leader relies on the confidence and trust of the people, their initiative and self-improvement. Freedom in the work of the staff is stimulated.

The research conducted at the University of Michigan found that greater efficiency is achieved when the behavior of the leader is balanced between human relations and productivity (tasks).

V. CONCLUSION

Leadership is primary a process of personal influence by leader about the actions of followers. Good leaders must have innate traits by which affect the performance and behavior of staff in order to achieve effective results. Leadership covers a wide range of behavioral methods, defining the relationship of the leader to the people who depend on the specific situation. Leaders are generators of ideas, provoke the followers to work hard and achieve personal and organizational effectiveness. As a result of the publication is achieved the following:

- have established leadership styles and their impact on the behavior of followers;
- discussing the dimension of leadership behavior, related tasks and human relations to the organization.

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