Introducing the Intellectual Capital Interplay Model: Advancing Knowledge Frameworks in the Not-for-profit Environment of Higher Education
by Roxane Helm-Stevens, D.B.A., Kneeland C. Brown, Ed.D., & Julia K. Russell, M.S.

Roxane Helm-Stevens, D.B.A., Assistant Professor of Business and Management, **Kneeland C. Brown, Ed.D.**, Associate Professor of Business and Management, and **Julia K. Russell, M.S.** Outreach/Marketing Coordinator and Career Counselor in the Office of Career Services, propose a model of Knowledge Management for not-for-profit institutions, particularly Higher Education, in their "Introducing the Intellectual Capital Interplay Model: Advancing Knowledge Frameworks in the Not-for-profit Environment of Higher Education" (*International Education Studies Journal* 4.2 [May 2011]: 126-140). They emphasize that "intellectual capital" escapes quantified numerical evaluation, and hence budget sheets, but is a powerful factor in the success or failure of a higher educational institution. Indeed, "the success of an organization lies more in its intellectual capabilities than its physical assets."

They provide numerous definitions of "intellectual capital" from recent scholarly literature, such as "intellectual material that has been formalized, captured and leveraged to produce a higher valued asset," but they base their own model on that of E. Kong who emphasizes "*Human Capital, Structural Capital, and Relational Capital.*" Helm-Stevens, Brown, and Russell explain, "Human capital contains various human resource elements including, expertise, competencies, experience, and skills. Structural capital addresses knowledge lived out in day-to-day activities of an organization which ought to remain in the organization beyond its personnel. Finally, relational capital represents the characteristics of an organization's connection with its external stakeholders." Kong's model posits that each of these "capitals" stands alone, unrelated to the others, while their model significantly provides a dynamic "Capital Interplay" among all three, each "capital" thus influencing the others. The authors understand the significance of a higher educational institution as they cite S. Shoham and M. Perry: "'Universities, by their very essence, were intended to meet exactly the needs that the prophets of knowledge management spoke of in the 1990s. For generations, universities have dealt with the creation and preservation of human knowledge through research and evaluation, in a society that places the highest value on physical and financial assets. In a knowledge society, where the most important assets are knowledge assets and human capital, instruction and education play a very central role; they are its core business.'"

Helm-Stevens, Brown, and Russell cogently note, "The primary business of higher education is knowledge creation, knowledge organization, and knowledge transfer; for this reason, higher education is organized around the knowledge management process." How well this is done relates to "reputation management," since "the reputation of a university among stakeholders greatly depends upon intellectual capital, such as, the quality and quantity of its research outputs." "Stakeholders" are both internal (students, faculty, staff, administration, and trustees) and external (alumni, donors, local businesses and communities, government agencies, accrediting agencies, parents and families, or potential employers), and they "judge an organization according to the criteria they choose and their 'perceived views'." The views of the insiders and outsiders may differ, and if these are not made more congruent, "[i]f the organization cannot establish its effectiveness against stakeholder criteria, stakeholders are likely to withdraw their support."

"Intellectual capital" can be increased by scholarly exchanges within the university and between it and outside organizations. For example, both "ranking reports" used by university personnel to "establish and broadcast their location amongst other institutions in the marketplace" and accreditation evaluations carry "great influence upon the life of an institution." Some of the forms of "intellectual capital" which the authors indicate are faculty scholarship, faculty teaching, technology, organizational culture, physical assets, fiscal resources, academic programs, and many more. Their entire model of Knowledge Management is diagrammed to show the influencing factors in the Macro Environment, the Industry of Higher Education, and the three forms of Intellectual Capital (Human Capital, Structural Capital, and Relational Capital). Arrows indicate the "constant fluctuation of the status of capital within institutions of higher education."

Although their model has not yet been tested, it at least provides a strong conceptual grasp of the hidden, yet obvious, assets to be found in a university beyond its budget sheets and provides a strong reminder that "improving the management and utilization of internal knowledge is paramount."—Carole J. Lambert

"The success of an organization lies more in its intellectual capabilities than its physical assets."

"Becoming a Couple in the Family Life Cycle: Implications for Education in Family Psychology" by Stephen Cheung, Psy.D.
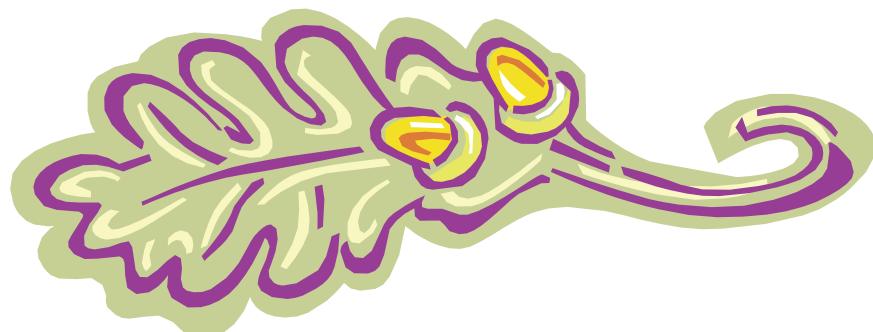
Stephen Cheung, Psy.D., Professor of Graduate Psychology, advocates the family life cycle (FLC) knowledge and skills for family psychologists to incorporate into their practices as well as their educational programs for clients experiencing "becoming a couple," one of the stages of the FLC, in his "Becoming a Couple in the Family Life Cycle: Implications for Education in Family Psychology" (*The Family Psychologist* 27.1 [2011]: 23-25). The FLC, he notes, "provides a powerful conceptual framework to explore the reciprocal relationship between an individual and his/her multiple interpersonal contexts." Life can become very challenging for individuals between eighteen and thirty-three years of age, those experiencing "'emerging adulthood,'" when love enters the picture. Personal decisions about "how to eat, sleep, talk, have sex, work, and relax" now must be negotiated with a partner. Complicating matters further, both individuals in the new couple relationship must also learn how to "realign their relationships with their families of origin, friends, larger community, and social systems" so that the partner is

included in these. Additionally, the "diverse forms and patterns of couple relationships due to the influx of technological advancements and globalization, immigration, and the changes in our societal structure" have contributed to the complexity of the couple relationship. It is not surprising, then, if the couple present themselves for therapy, given these needs, responsibilities, and challenges.

The couple's relationship challenges can derive from "the couple's unresolved issues (i.e., enmeshment, distance, conflict, and cut-off, etc.) with their families of origin (i.e., in their relationships with parents, siblings, and other family members)." An unconscious transference of negative feelings from one's extended family to one's partner can produce tension and communication problems between both partners; so can a lack of communication and negotiation skills in one or both partners. Because of such concerns as these, Cheung recommends that graduate programs that train future family psychologists be enhanced. He posits the following additions to clinical programs: (1) courses that include "both the family life cycle and the individual life cycle"; (2) at least one course in couples therapy; (3) "a supervised practicum that focuses on couples therapy"; (4) supervision of the novice therapist via the "one-way mirror" setup or "teamwork between a senior student and a junior student under supervision" with videotapes of the therapy made available for analysis.

Finally, he affirms the following long-term goals for family psychologists: (1) provide, or participate in, "more training workshops in couples therapy"; (2) "promote couples and family psychology as a psychology specialization within the American Psychological Association"; (3) "establish the competency criteria for the different levels of couple and family psychologists"; (4) make available in pre-marital counseling and marriage enrichment venues "knowledge on some of the protective and risk factors in couple relationships"; and (5) "study this life cycle stage further." The ultimate goal is to help couples grow in a loving, fulfilling relationship, truly a worthy aim.—Carole J. Lambert

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"Community Involvement and Parents' Perceptions in an Early Childhood Intervention Program in Taitung Taiwan" by Linda H. Chiang, Ed.D.

Linda H. Chiang, Ed.D., Professor of Education and Chair of the Department of Foundations and Transdisciplinary Studies, along with Azar Hadadian of Ball State University, describes the government, community, and familial support offered to young Taiwanese disabled children as well as the families' attitudes to these children in their "Community Involvement and Parents' Perceptions in an Early Childhood Intervention Program in Taitung Taiwan" (*American Journal of Chinese Studies* 18.1 [April 2011]: 55-64). The Taitung community works hard to meet the Taiwanese government's laws which mandate early childhood special education services. This is reflected in Chiang's and Hadadian's research which includes site visits, interviews, and a survey

Historically, a Chinese disabled child, especially a boy, was kept at home and cared for by his family who often felt shame because of the disability and the child's inability to carry on the family's name with pride and to assume familial obligations in adulthood. Recent laws now require that children between ages three and six receive certain services and an education. However, "[m]ost intervention programs are provided by private interest groups; only a few of them are government supported." This reality challenges the private groups and the families served, as well as the surrounding community, to find creative ways to assist these at risk children. The Taitung early intervention center is located in a hospital in Taitung city in Taiwan, and it provides help through both home visits and programs at the center (home-center services). The case load of the staff (eight plus a director) has increased exponentially in recent years (in 2008 serving more than six hundred children) so that there is a high turnover in staff because of heavy workloads and no reimbursement for travel to clients' homes. Chiang and Hadadian note, "The government supports funds for activities but not for personnel salaries or travel expenses. Rent, postage, or other necessary expenses rely on other grant sources. . . . the program is struggling to survive and function."

Despite limited financial support, disabled children and their families are still being helped. While nearby college students cared for the children, their parents participated in two highly successful events which were organized by this early intervention center: at a hot spring hotel, about "forty parents . . . . listened closely to the artist-counselor and created their art work toward the end of the day" and at an exhibition at a community bookstore parents displayed "art crafts, paintings, clothes, and cards" relevant to their experience with their disabled children and with this center. Both the hotel and the bookstore provided use of their locations without charge, and the parents expressed much gratitude for these functions.

The survey designed by the authors also revealed the thoughts of fourteen parents raising young disabled children. Results indicated that all of them sought additional help from their extended families, while half of them "did not blame themselves for giving birth to a child with special needs." All of the parents sought information about "programs which help their child." Eight parents prioritized reading and writing as "the perceived most important skills for their child in early intervention," but four rated "survival skills for my child" as an even higher concern.

Chiang and Hadadian conclude, "Whether a society is humane may be judged from the way that the society treats the people in need and with disabilities." Their study shows both what a community can do to help young disabled children and also so much more that still needs to be done for these precious little ones.—Carole J. Lambert

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