

Mee-Yan Cheung-Judge and Linda Holbeche. **Organization Development: A Practitioner's Guide for OD and HR.** London, UK: Kogan Page, 2011, 344 pages, \$31.77 softcover.

Reviewed by *Wendy S. Becker*, Associate Professor of Management, John L. Grove College of Business, Shippensburg University, Shippensburg, Pennsylvania.

The field of organization development (OD) has a rich history replete with triumph and innovation. Yet recently the field appears to be undergoing an identity crisis—what is the best way forward? Many scholars are revisiting dialogical and social constructionist approaches as offering promise in OD theory and research (Bushe & Marshak, 2009; McLean, 2005; Rothwell, Stavros, Sullivan, & Sullivan, 2010; Van Nistelrooij & Sminia, 2010). But we also need the fresh eye of the practitioner on new applications of OD to the business world.

Organization Development: A Practitioner's Guide for OD and HR is written as a hands-on guide for those who lead system-wide organizational change efforts. Co-authors Cheung-Judge and Holbeche are experienced U.K. consultants; as such, they bring a much needed practitioner's perspective to implementing OD efforts. The book promises a deep dive into basic theory, specifically for:

newcomers to the field of OD who cannot help but be overwhelmed or confused by the multiplicity of practices . . . (to) provide clear ground to stand on and useful advice about basic OD principles and strategies (pp. xiii–xiv).

Part I is written by Cheung-Judge. It consists of nine chapters and makes up nearly two-thirds of the book. Topics span the traditional consulting cycle of OD practice, including diagnosis, intervention, and evaluation—these form the heart of the book and offer much insight and knowledge. Issues of power and politics can derail the best planned OD intervention so are useful additions to the section. Part II follows with five chapters on HR, written by Holbeche. The topics covered are not the traditional recruitment, staffing, retention topics of HR; rather, HR aspects of culture change, leadership development, and managing transformational change are discussed. Six short case studies also appear in the HR section. Forty-eight figures are included throughout the text—all but two in the OD section. These figures contain material gleaned from the literature and from the authors' consulting practices. The very brief five-page postscript calls for a better integration of OD with HR.

Experienced consultants will find familiar material here. OD emerged as a field following World War II with the application of psychology and

the behavioral sciences to the workplace. Tavistock, the National Training Lab, T-groups, sociotechnical systems thinking, and survey research are described as major influences. Pioneers Kurt Lewin, Ron Lippitt, Edgar Schein, Richard Beckhard, Rensis Likert, Chris Argyris, and others are credited with the founding of OD. Looking forward, the authors take a positive view of the future of the field, confident that OD's long tradition continues to offer much to the business world. The challenge for practitioners will be to continue to adjust and adapt OD practice without sacrificing its core values and idealism (p. 23). Six proactive strategies to accomplish this task are provided at the end of Section 1 (p. 188). Practitioners must become trusted, credible advisers to senior leaders—OD's primary target group. Yet because supervisors and managers are in the engine room of the organization and deliver its core work and operational excellence, special attention must be paid to the people in the middle (p. 189).

The book spans a relatively compact 344 pages. As such, it is best described as a lot of information packed into a small space. If you are comfortable with source material condensed into a brief overview without a lot of detailed explanation, the book will serve you well. But much of the material in the book appears as tiny print formatted into bulleted lists. These lists are difficult to read because they are written in a kind of shorthand rather than complete sentences. It is hard to imagine a practitioner new to OD actually using this material. And although many good sources are cited, there is a lack of consistency between the text material and the reference pages. In a rush to be all-inclusive, the book suffers in that it does not provide a clear, consistent, how-to-do-it message to those who need to use OD and HR tools.

There is new material in the form of six short case studies adapting OD theory to HR practice. Advanced Micro-Devices developed a high commitment, high-performance team culture for a state-of-the-art semiconductor Greenfield plant. Sun Microsystems used HR to contribute to a changing international culture. Oxleas NHS Trust builds up its management talent by using an innovative leadership development process. Lockheed Martin prepared for the inevitable loss of expertise as baby boomer generation engineering professionals retire. Ernst & Young managed "unconscious bias" that could potentially undermine diversity across the 87 countries of its practice. People First developed talent banks by improving senior management opportunities for women. These cases are very brief—often only a few paragraphs—and quite interesting. More description of the successes and failures implied in each of these cases would have been welcome, given the authors' wealth of experience. Yet specific detail was perhaps proprietary to the organizations involved and not available for public dissemination.

As a primer, the book falls short because critical background information is packed into text-laden boxes rather than straightforward explanation. The aforementioned tiny print predominates in bulleted lists when more basic description would better serve the novice. Important terms (e.g., differentiation, alignment, environmental scanning) are not explained so prior knowledge of OD is often assumed. Advice is given, for example, on page 54, to talk “about your passions, your experiences, and the things you are excited to be working on” when your contact is an ENFP leader. But because the Myers–Briggs has not been introduced or explained, readers not familiar with this measure may be left out of the conversation. Not much help is gained by referring to the subject index as important terms are often not listed. OD and HR are disciplines that use a lot of acronyms and insider jargon, so a glossary would be most helpful here. Yet other chapters (such as, “What is OD?”) are needlessly repetitious. The writing would benefit from a careful edit throughout.

In addition, many of the figures and diagrams are confusing and in need of more explanation. For example, Figure 2.1 on page 29 shows a picture of a tree with at least nine sources for the “roots of OD,” yet only five theories are described in the accompanying text. The discrepancy is never resolved or explained. Although references are named in many of the figures, complete source information is not always provided on the corresponding reference pages. Also confusing are the intervention cubes shown in Figures 5.2–5.4 on pages 85–88. There is no explanation of when or why or even how one would use this material. Similarly, the diagrams provided in the chapter on the evaluation phase are not accompanied with description of when or how one would use them for assessing OD interventions. Author Cheung-Judge states that “the ‘how’ of evaluation is a technical subject that I do not intend to deal with” (p. 120). But it is this lack of clear explanatory material that diminishes its potential value as a guidebook, especially for attracting newcomers to the field.

The audience for *Organization Development: A Practitioner’s Guide for OD and HR* is better described as experienced OD practitioners working in the United Kingdom. The conversational tone will appeal to those very familiar with the topics that are discussed because a shared history of OD is assumed. The book would work well as an accompaniment to a professional development workshop led by the authors so that the wealth of their insight into client issues could be further explored. The best sections appear when the authors expand on their vast knowledge and true feelings of the field:

So, the field has grown significantly and will have a bright future in spite of some indications among a minority of US thinkers doubting the future

of OD. So what is the challenge for UK practitioners? . . . that UK and European practitioners can return the favour by growing up faster and by having fresh practice insights and new perspectives to the field, so that we can then pump fresh insights and new energy back to the US (pp. 187–188).

Not the handbook or complete guide for novices promised, *Organization Development: A Practitioner's Guide for OD and HR* is best seen as a supplement for experienced practitioners to add to recent and more thorough treatments of the field.

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David A. Hofmann and Michael Frese (eds.). **Errors in Organizations**. New York, NY: Routledge, 2011, 365 pages, \$71.95 hardcover or softcover.

Reviewed by *Victoria Buenger*, Clinical Associate Professor of Management, Mays Business School, Texas A&M University, College Station, Texas.

To err is human and to use and manage the inevitable errors that occur in organizations to improve performance and avoid disaster may not be divine but is an effort certainly worth considering. Hofmann and Frese have collaborated to assemble and edit the widest collection of essays and topical reviews and discussions on things going badly in organizations ever. Entitled simply *Errors in Organizations*, this 12-chapter volume covers errors in organizations from every angle and every level of analysis studied by scholars in the last 4 decades. Hofmann, from the University of North Carolina, Chapel Hill's Kenan-Flagler Business School, draws on his wide background studying, teaching, and researching leadership, safety, and human error, as well as his own experiences helping to develop a widely used cultural assessment tool to put together this wide-ranging coverage of accidents, crises, and mistakes in organizations. As coeditor, Frese, who holds a joint appointment at National University of Singapore Business School and Leuphana University of Lueneburg (Germany), adds further layers and dimensions to the book, based on his extensive work on

a wide range of applied topics within organizational behavior and work psychology that are both longitudinal and that cross multiple geographical and national borders.

Hofmann and Frese do not let their contributors cut corners or merely stick with the tried and true. Rather than focus on settings where a large slice of the empirical work comes from like training or the IT field or from other slivers of the error domain—places like nuclear reactors or submarines where mistakes have deadly consequences—or from the perspective that organizational participants must act as either naughty perpetrators or school-marmish scolds, where the focus might be on hiding from or meting out blame and shame, this pair of editors have encouraged their wide and esteemed stable of authors to summarize the literature in the broadest swaths possible and then direct the readers toward fruitful avenues for further research.

Given the breadth and depth of coverage in this work, any review—even one such as this with generous space allotments—cannot do justice to a summary of the myriad topics covered or theses spelled out by each of the contributors. Hofmann and Frese pave the way for the reader in their introductory essay by explaining and elucidating existing error research and error taxonomies. Building on research developed by Frese and his colleague Zapf that takes action as the core of work psychology, errors are fit in a general taxonomy based on how they are regulated (heuristically, by the intellect, through flexible action patterns, or through a sensorimotor function) and at what point in the action they occur. This inclusive framework then allows a deep investigation of the action/error/consequences cycle, making room for consideration of error recognition followed by both error prevention and error management. This thorough model for understanding various aspects of errors serves as an organizing rubric for the book.

Hofmann and Frese have attempted to create a single source of information about the current and future state of “error” research. Some chapters focus on individuals—through the lenses of training, creativity and innovation, and cognition. Others explore various forms of error at the team level, and of course, this quickly moves beyond “group think.” In more than one chapter, we are reminded that errors swell up from any point in the workplace and are complicated by the ways that groups interact and organizational details cascade. Culture always plays a role. Certainly, moving up in the hierarchy does not inoculate one from making errors and in all probability merely guarantees your errors will grow in size and visibility.

Some organizational behaviorists or work psychologists may consider steering clear of this volume because of its seemingly specialized subject matter, not to mention the sheer avoidance tendency triggered by the

prospect of facing and digesting systematic coverage of 40 years of specialized research. My advice: Don't duck the opportunity to bring fresh thinking to your own field. Anyone whose research remotely relates to performance or improving performance has a big chance to reframe their thinking using these essays as guides and pointers. Although committing mistakes is painful and admitting them even worse, this book does not tie itself to the impossible notion that we can just avoid errors by building better systems and heightening our awareness of the potential for errors. Nor does it celebrate and promote the false notion that every error is a chance to learn and grow. Each chapter takes pain to move beyond painstaking recitation of the relevant studies on the topic to providing context for understanding those topics. The common threads, provided by Hofmann and Frese's organizing framework, are to pinpoint both cause and effect, positive and negative, and ultimately to heighten our understanding of the possible—error recognition, prevention, and most important, management.

For those naturally interested in the contents and looking for a quibble or perhaps full-blown argument with the theses presented in *Errors in Organizations*, I challenge any researcher who has studied any aspect of errors in organizations to find coverage gaps or unconsidered issues in this volume. In fact, I would imagine that most scholars of this topic who find this book in their hands will first thumb to the back to see if their name appears in the 12-page, double-column author index. I doubt any will be disappointed.

Russell Cropanzano, Jordan H. Stein, and Thierry Nadisic. **Social Justice and the Experience of Emotion.** New York, NY: Routledge, 2011, 322 pages, \$54.95 hardcover.

Reviewed by *Kevin M. Kniffin*, Postdoctoral Research Associate, Dyson School of Applied Economics and Management, Cornell University, Ithaca, New York.

If I were restricted to Twitter's rules for brevity, three of the reviews that I might offer for this book follow.

- Encyclopedic, deep synthesis of research concerning emotion and fairness that should stand test of time, generating new investigations as well as informing practices.
- If university researchers needed to read tutorials to earn continuing education credits about the importance of emotion for understanding workplace dynamics, this book would be a great fit.
- "How did that make you feel?" is the basic question that "all of us have asked our friends at one time or another" the authors credit

on page 202 as inspiring their book and their dissection of affect, moods, and emotions as a function of myriad (in)justices.

Notwithstanding my one-sentence reviews, readers of Cropanzano, Stein, and Nadisic's new book will require either strong attention spans or comfort using the indexes to delve into the book. With 59 pages of references, 18 pages of a subject index, and 15 pages of an author index, it is easy to infer the book's density. With five-and-a-half pages for the table of contents, it is also easy to infer that the book is a highly structured reference guide that offers convenient and direct entry to whichever topics the reader wants to explore. For a final and simple bibliometric that helps to validate the authority and origins of this book, it is notable that the book's first author is the primary author for 15 peer-reviewed articles, 11 chapters in edited volumes or handbooks, and a book manuscript that occupies the better part of two pages of the References section.

Perhaps the biggest criticism, which is worth mentioning early in this review, is that the title will be misleading for some potential readers. Rather than featuring sign-waving protest movements, the "social justice" that the authors discuss relies on a generic use of the phrase. Specifically, the three types of justice that are featured in the book—and familiar to researchers—are distributive (outcome-oriented), procedural (process-oriented), and interactional (focused on social interactions).

Deeper than an introduction that one or more review articles might provide, *Social Justice and the Experience of Emotion* adopts a "strongly historical" approach that the authors clearly take seriously. For example, Aristotle is frequently cited as an originator for the "law of proportions"—the idea that there should be a proportional relationship between an individual's inputs and outputs to any particular common resource. Beyond nobly attempting to acknowledge "musty papers" (p. 4) that might not be fashionably cited in current papers, the authors' rootedness creates value that (a) outcompetes the citation networks that Google Scholar and other databases can generate and (b) ensures that the book will maintain importance much longer than a more superficial review might. In this vein, it is also noteworthy that the authors lament criticisms that the social sciences are not cumulative because their historically grounded effort explicitly seeks to address such problems (p. 5).

A common starting point for the authors' analysis of emotion in relation to justice is the "dual process" model that is most recently popularized by Kahneman (2011). To classify the parameter space of concepts that the book aims to cover, however, it is important to note the multiple dimensions that the authors work to review. To highlight one dimension, the book is clear that one of its missions involves integrating the subdisciplines of research concerning organizational justice and affect (or feelings). The

book is also certainly multidisciplinary and, moreover, integrates cross-cultural as well as cross-species findings that are relevant to the book's questions. For example, the authors spend some time reviewing studies that show certain nonhuman primates—including chimpanzees as well as capuchin monkeys—to be sensitive to fairness within groups.

Consistent with the authors' desire to contribute—in a cumulative way—the understandings of organizational justice and affect, they appropriately spend significant time with definitions. Considering the diversity of informal definitions that people have for some of the topics that they are covering, the “five essential differences” between “mood” and “emotion” that they outline on page 148 is an example of the fine-grained nature of their analyses. In fact, the density and fineness of the book's analyses make it easy to understand why robots have not yet been created that successfully mimic real people.

Among the myriad subthemes in the book, the authors spend some time offering relatively uncommon or contrarian perspectives on important organizational dynamics. For example, similar to research that has suggested that gossip within organizations can serve socially redeeming functions in certain circumstances (e.g., Kniffin & Wilson, 2005, 2010), the book advances the idea that anger can serve individually redeeming functions such as motivation for future action.

For practitioners, the book acknowledges the difference between descriptive findings and normative recommendations. The book focuses on presenting facts; however, the authors do notably weigh-in with their own sensible norm when they recommend that “reducing injustice in the first place will likely have the greatest long-term benefits for workers and employers alike” (p. 186).

It is difficult to find fault with the book for missing much because relevant areas that are not closely reviewed are typically identified and acknowledged. Given the book's focus on within-subject differences (e.g., effects of circumstance on a given individual's feelings) and its reliance on psychological research, one might wonder if the review overrelies upon findings drawn from undergraduate psychology subject pools; however, it does not suffer that common shortcoming (cf. Henrich, Heine, & Norenzayan, 2010). Instead, lab studies are complemented throughout the book with the findings of field research involving emergency dispatchers, bank tellers, judges, waitresses, and Starbucks employees.

Despite offering rich and dense material, the book is also notably accessible for readers who are interested and willing to learn new things. For readers familiar with experimental economics methods involving games known by labels such as Ultimatum and Dictator, the book offers clear descriptions of the techniques. As noted on page 105, they describe how the Dictator game is basically a variant of the Ultimatum game in which

the receiving party cannot veto the allocating party's offer. In experimental contexts across the world, these games have been used as measures of cooperativeness within and among groups; however, it is uncommon for basic descriptions of the games to be presented in this kind of accessible way.

Finally, to return to the Twitter theme that I introduced at the beginning of this review, likely hashtags that I would use for the proposed tweets—if I were a Twitter user—include #fibrous, #tight, #tourdeforce, and #impressive. This book is not for undergraduate students in introductory psychology courses; instead, it should be a great jumping point for researchers—at any career stage—to engage the book's conceptual domains and for practitioners who are interested in deeper understandings of justice and affect in the workplace.

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Scott J. Allen and Mitchell Kusy. **The Little Book of Leadership Development: 50 Ways to Bring Out the Leader in Every Employee**. New York: AMACOM, 2011, 132 pages, \$19.95 hardcover.

Reviewed by *Ira J. Morrow*, Associate Professor of Management, Lubin School of Business, Pace University, New York, New York.

As suggested by the book's subtitle, the authors take an expansive and broad view of leadership, viewing it as something that all employees have the potential to express. Allen and Kusy contend that managers have an important responsibility to develop the leadership potential within their teams of employees and offer this brief volume of suggestions for how managers can accomplish this goal. Fifty very short (typically 1–2 small pages) leadership development activities are presented here, organized into five general categories including modeling effective leadership, skill building, enhancing conceptual understanding, fostering personal growth, and providing feedback. The volume as a whole and its components are all characterized by extreme brevity.

The authors justifiably believe that managers are busy people and that a collection of briefly presented tips could well appeal to such an

overworked and time-constrained audience. However, the result is a volume that is unsatisfying and frustrating with a feeling of skimpiness about it. The reading experience here is akin to being invited to partake of a potential feast but then realizing that you are being served nothing but hors d'oeuvres by servers who seem to be too rushed to provide much attention or care to the invited guests. If this work was turned in as a student assignment, this reviewer would be tempted to place comments along the margins such as "Please provide some useful examples to illustrate or support this point," "Please elaborate or explain further," and "Can you provide any research-based evidence that your suggestions, as sensible as they sound, really yield positive, long-term strengthening of one's leadership potential?" Typically, just when the material starts to sound interesting, the authors abruptly end their write-up. I frequently found myself thinking, "That's it? What's the hurry?" and "Did they really have no more to say about this?" If the idea behind a good show is to leave your audience wanting more, perhaps the book succeeds in that respect. Once again, assuming this is a work by students, this reviewer's final comment would probably be, "Please try to invest more effort in your work." One suggestion might be that instead of offering 50 leadership development activities, most of which are treated superficially, perhaps the authors should have considered producing a volume of the 25 best of these ideas examined in greater length and detail and presented with more hands-on guidance and illustrative examples. The authors modestly state, "There is great power in each of these tips" (p. 11), but this reviewer found that great power to be an unfulfilled promise.

To the authors' credit, this volume is logically organized, consistently clear, direct, and easy to digest, succinct, and to the point. Despite the concerns expressed above, it is probably correct to say that the book is harmless and may indeed be helpful for some readers in some situations at certain times. The book opens with an excellent and thought-provoking foreword authored by Peter Vaill of Antioch University who reviews several problems "many of us who teach and consult about leadership continually encounter" (p. ix), namely that leadership is often recognized to have been provided by someone only after the fact rather than while it is occurring; that leadership per se is rather abstract and general as are the words we use to talk about it such as style, function, and content, but that the act of leadership consists of specific attitudes and actions that leaders display; that when discussing leadership abstractly by "presenting theories and frameworks for thinking about leadership" (p. ix), students and clients are likely to complain that the material is too general with no clear application to their specific situations but that when one offers specific guidance often people complain that their situation is quite different than the one being discussed; and finally that when it comes to leadership,

there is a big difference between “doing it” and “talking about it” (p. x). Vaill concludes depressingly but probably justifiably, “No amount of talking about it seems to result in people becoming better at doing it,” and “despite thousands of books and articles about leadership, and who knows how many millions of hours devoted to discussing it. . .the nature of leadership, how to do it better, and how to teach others to do it remain maddeningly elusive” (p. x). Nevertheless, despite the sorry state of leadership education and development he cogently describes, Vaill apparently feels that it is justified to sign on to the current project as if his concerns are somehow going to be alleviated by this current very thin book. Frankly, it is difficult to see how that would be the case.

In their own introduction, the authors sensibly explain that their focus here is to help readers develop the leadership capacity in others and that the most effective leaders are those “who help team members make sense of their roles in the organization, encourage the development of those around them, stimulate intellectual growth, and model ethical and trustworthy behavior” (p.1). They contend that leaders should “create a system of leadership development” and that by doing so “there will be less of a need for periodic training and development” (p. 1). They state that leadership development takes place mostly on the job rather than in a classroom and that a key role in determining the long-term impact of leadership development is played by the learner’s boss. Allen and Kusy offer their definition of leadership development as “a continuous process to expand the learning and performance capacity of people in organizations and communities to meet shared goals and objectives” (p. 2). This reviewer was troubled by the authors’ failure to first define leadership and by an overly broad and general definition of leadership development that seems equally applicable to other words such as training or education.

The best way to convey information about the book’s primary content, namely its 50 leadership development tips, is to see their titles, for often the thrust of the entire activity or suggestion is captured by the title, and often the associated brief write-up has little more to add. The unit of 15 activities under development by modeling effective leadership includes such items as: Clarify Team Expectations, Recognize and Reward Achievement, Keep the Troops in the Loop, and Check in with a Thought a Day. In the section on development through skill building, the 10 tips include such items as Design a Department Retreat and Create a Culture of Bookmarking. The 10 activities in the development through conceptual understanding unit include Host a Book/Article Club, Foster a Friendly Debate, Create an Organizational FAQ, and Conduct a Quick Case Study. The penultimate unit on development through personal growth also contains 10 items including Encourage Service in the

Community and Develop Emotional Intelligence. The five activities in the final section, development through feedback include Create a Culture of Feedback and Ask the Tough Questions. All of these are fine suggestions, potentially useful and worthwhile at least in the short-run, perhaps challenging or enjoyable in some cases. But alas, there was generally not enough substantive supportive material provided by the authors to be of much interest, to bring the suggestions fully to life, to build a very persuasive case for anything in particular, to provide a gratifying, meaningful, thought-provoking, memorable, or fulfilling reading experience, or to have the desired impact. The book's content is too disparate to provide a conventional sit-down and read the book from cover to cover experience. It has instead the feel and the structure of a handbook. However, unfortunately the limitations noted here make this handbook not very handy or satisfying either.

Peter Hawkins, **Leadership Team Coaching: Developing Collective Transformational Leadership**. London, UK and Philadelphia, PA: Kogan Page Limited, 2011, 232 pages, \$39.95 hardcover.

Reviewed by *Richard J. Chagnon*, Senior Talent Management Consultant, EASI•Consult®, St. Louis, Missouri.

Without specifically focusing on it, this book addresses a fundamental question with which I have wrestled with over the years, namely: Which is more effective: a charismatic leader or a high-performing transformational team? The charismatic leader can certainly set the scene for change, but it is the high-performing transformational team that is capable of making that change happen in all of its dimensions in what is the rapidly accelerating complexity of the world in which we live today. Such a team does not just happen. An effective leadership team coach will make the difference by empowering the team first to refine its mission and then with a disciplined process make the most of the unique composition of its members as collective leaders of their unique organization.

Is the group, then—the team—greater than the sum of its parts? Hawkins' book, *Leadership Team Coaching*, says "yes," but does offer the appropriate caution that not all groups must become high functioning transformational teams. The book offers experienced insight on what it will take to coach, that is, to guide a group of individuals to become a disciplined and coherent voice in implementing transformational change. Such a team, in fact, becomes not only the driver but also the role model for what must ultimately be done by the organization as a whole. Even though certain groups have become highly effective using their own resources, the basic premise of the book is that this can most effectively be achieved under the skillful guidance of an experienced coach. I agree.

In this well-researched and practical volume you will find: (a) a clear description of a high-performing transformational leadership team, (b) an outline—the five disciplines—of what it takes for such a team to be effective, and (c) what is the focus of the book: coaching as the most effective process for guiding that group of individuals to achieve the superior results that only a high-functioning team can produce.

Especially important is the challenge faced by today's high-performing transformational teams. We live in an accelerating, interactive, and emerging global community where competition for all resources is global and complex across industries, languages, cultures, and yes, intense political positioning. Our organizations must evolve more and more rapidly as a consequence of that complexity. The technology that makes it possible to work and compete across cultures and historical boundaries is similarly growing at a geometric progression pace. For example, team coaches work even more systematically with virtual teams that are geographically and culturally dispersed and only rarely (and sometimes never) meet face-to-face (p. 111).

Impressive to me is the author's grasp of the contributions made by those who had gone before him, including interestingly that of my favorite authors on the subject of teams, that is, Katzenbach and Smith. Their definition of a high-performing team was further expanded by the author's Bath Consultancy Group to include four additional dimensions (p. 24): (a) the role of effective meetings and internal communications, (b) engagement of stakeholders, (c) the team as a "learning system," and (d) the emotional work of the team. The coach is positioned as the one who effectively provides guidance and feedback on how well each of these dimensions is actualized.

High-Performing Transformational Leadership Team

Hawkins contends that a transformational leadership team needs the seven characteristics of the transformational leader as described by Tichy and Devanna in 1986 (p. 27): (a) the members of the team see themselves as change agents; (b) they are courageous; (c) they believe in people; (d) they are driven by a strong set of values; (e) they are lifelong learners; (f) they can cope with complexity, uncertainty, and ambiguity; and (g) they are visionaries. Hawkins builds on these seven characteristics by exploring the extensive research already conducted on transformational teams and setting the foundation for an effective coach to build a cohesive transformative group from the excellent experience and talent of its individual members. This chapter then concludes with the observation that a carefully selected and well-supported team has a greater chance of being

successful in leading today's complex organizations than a heroic leader (p. 31).

The Five Disciplines

The unique description of the five team disciplines of systemic team coaching outlined here (pp. 83–99) is quite helpful: (a) commissioning, (b) clarifying, (c) co-creation, (d) connecting, and (e) core learning. Especially illuminating is to see the interrelationships of these five disciplines with each other and the overarching role of core learning in pulling it all together. A particularly helpful perspective in this book is the critical nature of the purpose the team is commissioned to achieve—the first discipline. This is not a book simply about a lot of useful techniques for the members of the team to deal ever more effectively with one another and yet simply remain no more than a self-complacent unit. The author talks about experimenting with teams to shift their focus from “inside-out,” that is, starting with themselves and only then looking at its stakeholders to “outside-in,” that is, starting with whom the team is there to serve and what those people need and want from the team (p. 34). This chapter is especially useful in setting the stage through all five disciplines for where and how the coach must act in the development of the high-performing transformational team.

The Role of the Coach

The essential focus of this book is team coaching and a clear delineation of the competencies of a coach who is capable of guiding intelligent, even charismatic individuals to become a cohesive, transformational ensemble capable of not only laying the groundwork for their mission but, as important, empowering both themselves and the rest of the organization to fully realize the vision and mission of the company they serve.

Effective team coaches know how to set and build a strong relationship with the leadership team through a rational step-by-step process. Hawkins calls this the eight-step CID-CLEAR relationship process: (a) contracting through initial exploratory discussions, (b) inquiry or establishing real world data on the team, (c) diagnosis and design, (d) contracting the outcomes and ways of working, (e) listening, (f) exploration and experiment, (g) action, and (h) review. This model establishes a rational structure to the coaching relationship (pp. 67–82).

As you can tell, I was quite taken up by the rational models Hawkins uses to summarize what he has learned through research and, of course, the real world application of that research through his Bath Consultancy Group.

The Development of World-Class Team Coaches

Of particular note are the detailed recommendations for selecting, developing, and supervising team coaches. Hawkins outlines a competency model for the role of the team coach and effectively provides excellent guidance on the development of team coaches, and by extension the high-performing transformational teams they serve. The chapter on methods, tools, and techniques is particularly useful.

Why This Book Is Important

As we are aware, high-performing sports teams are typically made up of highly skilled, energized athletes who need the guidance of an equally skilled coach to focus the performance of these all-stars and ensure that the whole is indeed greater than the sum of its parts. No less is needed from each of the teams that make up our organizations: board of directors, management teams, project teams, virtual teams, international teams, and customer account teams.

From the boardroom to the meeting room of a project team, our companies today need the focused and disciplined performance of the many groups that make up who we are. In Hawkins' *Leadership Team Coaching*, we find an excellent guide for developing the coaches who will help us to ensure success at every level. By building on the best research on teams and the coaches that support them, Hawkins has succeeded in giving up a practical set of tools to ensure a bright future for our companies in which these teams can work and grow.

BOOKS AND MATERIALS RECEIVED*

- Bhagat, Rabi S., Segovis, James C., Nelson, Terry A. *Work Stress and Coping in the Era of Globalization*. New York, NY: Routledge, 2012, 330 pages, \$35.95 softcover.
- Turner de Tormes Eby, Lillian, Allen, Tammy D. *Personal Relationships: The Effect on Employee Attitudes, Behavior, and Well-Being*. New York, NY: Routledge, 2012, 501 pages, \$84.95 hardcover.
- Schmitt, Neal. *The Oxford Handbook of Personnel Assessment and Selection*. New York, NY: Oxford University Press, 2012, 992 pages, \$175.00 hardcover.
- Reilly, Peter, Williams, Toney. *Global HR: Challenges Facing the Function*. Burlington, VT: Gower, 2012, 228 pages, \$134.95 hardcover.
- Reilly, Peter, Williams, Toney. *Gender and the Dysfunctional Workplace*. Cheltenham, UK: Edward Elgar, 2012, 191 pages, £65.00 hardcover.

*The publications listed are either already scheduled for review and/or are included as a new listing. Readers interested in reviewing for *Personnel Psychology* are invited to write our Book Review Editors Dr. Lee Konczak at konczak@wustl.edu or Dr. David E. Smith at david.smith@easiconsult.com—providing information about background and areas of interest.