have either an affirming or subversive impact on the character formation and organizational employments in today's management practices and roles. Thus, for them, the question is not whether we need to more integrate humanities and management; rather, it is how to critically examine their circular emulation and reinforcement.

Yet according to Ken Starkey and Sue Tempset (chap. 7), all of these—potential, promise, peril, and paradox—for realizing humanities-based management education may ultimately depend on rethinking the fundamental role of the business school, which in turn requires the same for the role of the university. Toward this, they provide a set of informative and provocative reports and ideas of how the rise of business schools seems to have contributed to the present debate on deciding the primary role of university between its traditional role as truth seeker and defender of knowledge versus its more contemporary role as provider of "professional training" and producer of the "professional elites" (103). These authors suggest that a redefinition of the business school role from that of merely training economic-oriented managers to that of "knowledge mediator" between pure, applied, social and applied science and the humanities should be the way forward for resolving this debate. Such redefinition provides a "European identity," for the role of universities, which is based on a tradition of social science and liberal arts. This identity should serve both the professional development needs of business schools and should provide support for preserving the essential nature of universities for truth seeking and knowledge production.

I believe to any interested reader, the totality of this book, including the chapters by Michel Serres (14) and Niels Dechow (9), proves to be quite an intellectual feat and amalgam of a range of ideas, proposals, and studies in the on-going debate of basing management education on the rich grounds of humanities. Reflecting on this book, I would venture to say that I see a significant inclusion of humanities, especially in the popular culture form (e.g., movies), already being applied in management education. While, this is partly addressed by Czarniawaska and Rhodes, a greater emphasis or acknowledgment of this and similar practices would have been useful to the readers. Moreover, a review of the sponsorship and financial support for the humanities-oriented programming by corporations, which is a common practice today, would have been illuminating for the readers as well.

I started this review by using a quote from a movie—as a manifest form of humanities—to present the central theme of this book: the desir-

ability and complexity involved in bringing humanities to management education. I would like to end it by showing the tension, as captured in this book, between the worlds of business management and humanities by drawing on a novel—as another manifest form of humanities—by Gabriel Garcia Marquez, *Love in the Time of Cholera* (1998). In it, Florentino Ariza, the novel's main character and a romantic poet, out of the misery of his failed love life, is forced to ask his uncle to give him a job as a clerk at his river navigation company. As a clerk for the board of directors, he had to write business letters, and "he wrote everything with so much passion that even official documents seemed to be about love. His bills of lading were rhymed no matter how he tried to avoid it, and routine business letters had a lyrical spirit that diminished their authority . . ." (167). After the first warning, his uncle "reproached him a second time" (168). Florentino replied: "Love is the only thing that interests me." "The trouble," his uncle said to him, "is that without river navigation there is no love" (168). This tension between humanities and business is so well, thoroughly, critically, and artfully captured by *Management and Humanities* book.

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Cultivating Communities of Practice: A Guide to Managing Knowledge, by Etienne Wenger, Richard McDermott, & William M. Snyder. Boston, MA: Harvard Business School Press, 2002. 284 pages, hard cover.

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With the increased use of communities of practice (CoPs) as tools for knowledge creation and innovation, it is essential to consider their impact on management learning and education. Defined as "groups of people who share a concern, a set of problems, or a passion about a topic and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (Wenger, McDermott, & Snyder, 2002: 4), CoPs are becoming increasingly relied upon by management educators in both personal and professional realms. In the past decade alone, CoPs have been used to help foster learning that yields innovation and in-

tellectual capital. As a result, the term *community of practice* has quickly become part of the general nomenclature within management education. With this rapid rise in popularity, some general confusion has emerged among practitioners, scholars, and educators regarding how to identify, develop, support, and even define CoPs. Due to such variability, Etienne Wenger, one of the original scholars to investigate this field, and his colleagues, Richard McDermott and William Snyder, have built on previous work identifying and explaining CoPs (Wenger, 1998) by specifically providing a common foundation to address CoP's evolutionary development, its current role for learning in organizations, and its future potential. To this end, the chapters are organized into three areas of emphasis: Section one (chapters 1– 2) explores the composition and contributions of CoPs; section two (chapters 3–5) addresses the "art of community development;" and section three (chapters 6 –10) illustrates broader areas in which CoPs have recently played a role and highlights potential areas of future development for research and practice.

Chapter 1 lays the conceptual foundation for this book by defining terms and identifying the value of CoPs across organizational boundaries. Key to this chapter is a resource table that clarifies the difference between CoPs and other prevalent types of learning groups often misconstrued with CoPs (e.g., communities of interest, project teams). The authors subsequently explain the ways in which CoPs play an integral role, enhancing collaborative efforts, leveraging knowledge, and serving as facilitators of change across various structures and organizations. Once a basic understanding of CoPs has been established, the authors use chapter 2 to clarify the distinguishing elements and amorphous nature of CoPs. In other words, CoPs come in a multitude of shapes, sizes, and spans of life; some play a dramatic role while others work underground; some have participants with clear roles and boundaries while others choose a more fluid approach. Yet, three structural elements are inherent to all CoPs: domain: "the common ground and sense of shared identity;" community: "the people who care about this domain;" and practice: "the specific knowledge a community develops, shares and maintains" (Wenger, McDermott, & Snyder, 2002: 27–29). As these three elements are endemic to CoPs, the authors subsequently use them as recurring themes that serve to holistically unite the rest of the text.

As previously noted, section 2 addresses the evolutionary development and design of CoPs. This section is akin to a practical, "how to" guide, advising readers who want to cultivate or enhance their own CoPs at school or in the workplace. Chapter 3 explains the emergent stages of CoP creation, suggesting that thought leaders and community developers involved in CoP cultivation consider the following seven principles: (1) design for evolution, (2) open a dialogue between inside and outside perspectives, (3) invite different levels of participation, (4) develop both public and private community spaces, (5) focus on value, (6) combine familiarity and excitement, and (7) create a rhythm for the community. To promote a more concrete understanding of these principles, the authors propose a model integrating them into CoP development. In this way, the remainder of the chapter offers scenarios that demonstrate how different CoPs are developed and nurtured through emergent stages. The authors also cover the issue of growth and sustainability within established CoPs in chapter 5. Accordingly, a plan for the future is offered to serve as a learning agenda to address gaps in the community's knowledge, define roles (within the context of the group and the organization-at-large), clarify community boundaries, internalize entry logistics, establish measurable values, articulate a commitment to innovation, and institute knowledge structures that monitor and capture valuable knowledge for future reference and development. The overarching objective of this process is for CoPs to gain clarity as they progress forward.

After expounding on the CoP life cycle and offering suggestions for cultivation, the authors move into the final section, turning to a broad discussion of how CoPs, as a field, can be enhanced. They begin by creating a developmental agenda that provides a list of suggestions for extending CoP research. To this end, chapter 6 is devoted to a particular form of expansive and dispersed CoPs, called distributed communities, that, given their unique design, require specific structural and learning conditions. The authors advocate a variety of solutions to aid learning within a distributed community, predominantly using technology. Chapter 7 goes beyond the challenge associated with studying distributed communities to address the limitations of CoPs in general. Chapter 8, focusing on measurement, details a way to remedy one particular limitation: a general disinclination to monitor CoP progress. The authors recommend a multidimensional process built around "check-ups" and increased organizational visibility to empirically capture the impacts of knowledge, group dynamics, culture, and goals. The authors close this section by urging researchers of CoPs to expand their views in two fundamental ways: (1) to incorporate a systems-based perspective and (2) to

enlarge the levels of implementation to include the possibility of their construction on an organizational or even national level.

Overall, *Cultivating Communities of Practice* has great potential to positively impact readers involved in management education, research, and practice. Individuals across organizational disciplines may benefit from exposure to this unique form of community-based learning. In particular, this book contributes significantly to learning in organizations through a clear and precise explanation of the definitions, structures, contexts, and interpersonal issues that emerge when working with and within a CoP. Further, by providing ongoing anecdotal reflections of real-time CoPs throughout the book, from sites such as Daimler-Chrysler, Shell, World Bank, and Hewlett-Packard, the authors give their readers the ability to recognize how elements of CoPs can contribute and function within their own organizations and industries. Through these guides and stories, organizations are given the means to encounter knowledge management issues that are becoming increasingly prevalent, such as how to retain the knowledge of a retiring workforce, how to cultivate knowledge that yields innovation in a constantly changing environment, and how to maintain worker functionality in an environment that promises minimal structure and consistency. A second benefit of this book is the subtle incorporation of a sound theoretical foundation without eclipsing the practicality of the text. A third, and final, benefit of this book is its explicit articulation of the intersection between context and learning. The authors highlight how the sharing of knowledge in a community fosters unique and valuable connections that enrich participants' understanding, which, in turn, helps spread knowledge to parent organizations. In particular, CoPs shift the generation of knowledge from an academic environment to its most applicable context, the workplace.

However, the book has two modest limitations. First, when addressing the chapter on the limits of CoPs, it would be helpful if more real-life examples were provided to better illustrate these important areas of future development. In this way, readers who are encountering these problems would be given an anecdote that parallels their situation. Second, while the authors' commitment to practicality over theory is largely helpful, it obscures the connections that readers can make between the CoP literature and the models that it often relies upon; such as Bandura's (1977) social learning theory; Lave and Wenger's (1991) situated learning theory; and Ashforth and Mael's (1989) social identity theory. Incorporating such citations would help

interested readers pursue a deeper level of conceptual underpinning, if they were so inclined. Indeed, by directly addressing this associated literature base, further concrete applications could be derived that help to expand the applicability of the literature, as emphasized by the authors in the third section of the book.

Ultimately, for readers interested in bringing order into the relative disorder of the CoP literature, this book is highly recommended. Further, given the fundamentally practical nature of the book, it is an ideal text for scholars and professionals interested in cultivating and enhancing their own CoPs.

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Next Generation Management Development: The Complete Guide and Resource, by R. D. Cecil & W. J. Rothwell, 2007. San Francisco, CA: Pfeiffer.

Reviewed by **Joann K. Williams** Jacksonville State University.

In the introduction of this book, the authors claim to present a comprehensive guide and resource regarding management development. In making this claim, they state that this book can be used by anyone who is responsible for management/leader development in organizations and business schools. They view this book as both a guide for trainers as well as a resource for participants in the development program. They further claim that this is possible because the book provides an integrative survey of general management concepts, models, processes, practices, methods and tools that can be used to improve performance of workers, supervisors, managers, units, and the entire organization. The question for this review is "did these authors successfully accomplish these various claims?" In