

**Book Review**

**Personal, Educational and Organizational Transformation: Leading  
During Times of Metacrisis,**

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While change is the only constant, clinging to the comfort of the status quo is a natural tendency not just for humans but also for organisations and even systems. Yet, when the time comes, change becomes inevitable. These challenges can be opportunities for growth. This book argues that old ways are insufficient to lead during the era of metacrisis. Thus, this book presents a chance for personal, educational, and organisational transformation.

Globalisation not only brings people and cultures together but also causes people to face the consequences of problems, such as the pandemic, political polarisation, an increase in autocratic leadership and threats to democracy, and a war in Ukraine leading to energy and food shortages. In other words, we cannot only consider the benefits of globalisation, but its backlash should also be regarded. Therefore, since *“we live in a time of metacrisis, defined as an era when several major crises occur at the same time,”* the old way of leadership should be changed. This is because:

Our old leadership and educational models no longer work in this unpredictable and complex environment. This is not the time for business as usual. What worked in the past is not working in the present.

Even though desperate times call for desperate measures, this book is not pessimistic, as it asserts that these times call for rapid ‘transformation’. This happens in three parts: Personal transformation, educational transformation, and organisational transformation. These three parts also refer to the three sections of the book. In other words, this book consists of three parts and chapters related to each transformation.



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The first three chapters lay bare the path to personal transformation, emphasising that all changes hinge on people's change. In other words, the message of this section is clear: any meaningful transformation, either organisational or societal, requires personal transformation because institutions change through people's change. In this respect, Brian Gorman (Chapter 1), Michele Austin (Chapter 2), and Abraham M. Gutsioglou (Chapter 3) share their own personal transformation stories and theoretical insights to explain and map out how personal transformation can be possible. Brian Gorman offers a framework, *The Universal Change Journey*, which includes five phases: create your change story, prepare for the journey, plan for the journey, take the journey, and live the new reality. Michele Austin, similarly, suggests some key elements and skills to help readers transform themselves. Abraham Gutsioglou, finally, takes readers on a transformation journey through his own experience and presents the 'Transformation Model'. The aim is to create new versions of readers.

The second part of the book is about educational transformation. This is also crucial because the conventional education system was designed to work in a stable environment, but this continuing meta-crisis era requires a new understanding. In this section, Kathryn Pavlovich (Chapter 4) and Amelia Naim Indrajaya (Chapter 5) seek to explain how educational transformation can be fulfilled and what new understanding ought to be. Pavlovich offers that new education should integrate Western and Eastern philosophy to create moral leaders, meaning that the Western-based conventional education system should be transcended. For this reason, Pavlovich introduces the chakra system. Amelia Naim Indrajaya aims to bring out the educational system that transforms the mindset of the students toward sustainability or *SDGs* by referring to Ipmi International Business School, which was designed to enable the personal transformation of students in a business school setting.

The last part of the book focuses on organisational transformation. Madhulika Sagaram and Prasad Kaipa (Chapter 6) outline and define the transformation through Indian and American perspectives and experiences. Marcelo Cardoso (Chapter 7) introduces a framework to transform the organisations —*The Metamanagement Model*. Mark A. Silverman (Chapter 8), on the other hand, emphasises family businesses and claims that their need for transformation can be analysed from a systemic view. In this chapter, the author mentions the key issues that family businesses face and presents the competencies required for transformation. Roberta Sferrazzo and Renato Ruffini (Chapter 9) consider the priority of people's well-being, asserting that organisational rituals should be part of transformation because they are "*effective managerial*

*leverages to both identify and to better manage emotional aspects within companies and to incorporate an ethical factor in managerial practices.*” Jamila Alaktif and Stephane Callens (Chapter 10) seek to understand transformation from a Foucauldian perspective, which highlights self-transformation and the role of emotions in the leadership process. Although this chapter seems to describe individual transformation, it is worth noting that *“there can be no organizational transformation without individual transformation.”* The last chapter (Khadija Al Arkoubi and Geronda Wollack-Spiller) maps out the importance of career resilience among females and offers some strategies and techniques to help women enhance their career resilience. Despite sounding that this chapter suggests strategies for females in organisations, it is actually a message to organisations: they are expected to devote greater attention to the development of career resilience and to its benefits to their members.

With its excellent balance between personal, educational, and organisational transformation, this book offers invaluable lessons to those interested. Its focus on educational transformation attracts me the most as an upcoming academic, making it a must-read not just for individuals but also for policymakers.

It also draws on examples from different cultures, regions, and religions, which in turn broadens the applicability of the proposed strategies. It not only offers theories for transformation but also shows some practical steps to help readers transform themselves and their environs.

However, its academic language might be a great challenge for some readers. The technical jargon and terminology could be challenging for those unfamiliar with them. Despite this drawback, I wholeheartedly recommend this book to anyone, regardless of their profession. Its timely insights can not only empower you to navigate personal challenges but also equip you with the tools to save your organisation and reach your full potential.

This book offers significant value to the literature. It equips managers with the tools to navigate and lead during an era of metacrisis. Additionally, it provides a comprehensive framework for understanding transformation at individual, educational, and organisational levels.

While the emphasis on educational transformation attracts me the most, the book’s true strength lies in its unique perspective of tackling three levels holistically. This fresh and insightful perspective makes the book an essential addition to the field and a key reference for future research.