Your Successful Project Management Career

By Ronald B. Cagle

(A book review by R. Max Wideman)

Note to readers

From time to time we receive new books from publishers who send them in the hopes that we will read the book and publish an independent review, something we are pleased to do if the book is relevant and interesting. Before publishing our review, we submit a draft to the author or publisher for purposes of ensuring that we have not made any errors of fact. Opinions, of course, are entirely our own. In this case, the content of this book is not only interesting but also has an interesting history in its making. This is explained in a Postscript that follows the review. Ronald Cagle also takes issue with some of our findings in subsequent sections entitled "Issues and Responses"

Introduction

With this book, we received an AMACOM promotion sheet that observes:

> "Project management is a rewarding – and challenging – career and it's also a fast growing one. But in order to get started, those considering a project management career need to find the answers to an almost endless string of questions. What experience and training do they need? What type of certification is required? What does the job consist of? And how can they best manage their careers?"

The promo sheet continues:

> "Ronald B. Cagle provides project management novices with the information they need. Readers will find plenty of advice on how to make the transition from their present careers into project management, as well as clarification on important terminology, and a list of courses and educational programs they should consider. The book explains how project management got started, how the field has grown, and where it is headed. It also includes information on typical corporate hierarchy, reading requirements, developing project plans, and executing and closing the project."

And:

> "Easy to understand and packed with information, *Your Successful Project management Career* contains the crucial tools new project managers need to navigate this exciting profession, and excel at managing the projects that are the lifeblood of any organization."

Well, perhaps . . .

Certainly, those contemplating a project management career, or those inadvertently thrust into it as many are, should ask a lot of questions. That's because of two key considerations:

1. What area of project management application are you in or considering entering? Or, if you like, what industry? Because you will need to know as much about managing the technology as you will about managing the project.
2. Are you suited to project work? Because by no means is every one suited to the project environment.

The background experience of the author is with the so-called high-tech industries. Consequently, the book reflects this experience and is not necessarily true across all industries – especially the more

traditional ones. However, with the rapid expansion of projects in the information-technology arena, the book will suit a wide audience.

As to whether or not you are suited to project work in this field in the first place; you'll have to read the book and judge by your own reaction to the information provided. Or take a Myers-Briggs typology test!

Book Structure

The book starts out with some general observations about project management as it exists today followed by insights into such things as: skills, knowledge and abilities required; your career; and career moves. It does so in fourteen chapters divided into six parts as described below.

Part I: Understanding Project Management Today
1. Understanding what project management is all about
2. Introducing the principal organizations
3. Considering the project management organizations
4. Speaking the language

Part II: Acquiring Project Management Skills
5. Acquiring preparatory skills
6. Acquiring project and program skills

Part III: Improving Your Project Management Abilities
7. Expanding your knowledge
8. Improving your abilities

Part IV: Applying Your Skills to Projects and Programs
9. Matching the skill sets to projects and programs
10. Are you ready for the next one?

Part V: Making Your Career Moves
11. Meeting Market Needs
12. Getting settled

Part VI: Keep the Momentum Going
13. Applying your skills to other activities
14. Continuing your success

The book concludes with a Glossary of selected project management terms, as used in the book. These may or may not be consistent with those used in your industry.

What we liked: Ronald's perspective

As author Ronald Cagle observes in the Preface, project management is a hot topic because projects are the nerve center of a company and it's where new products come from and where profits are made or lost. Old hands might do well to remember that! He is also careful to explain:

> "There's a lot of detail in this book. But even with all the detail, you may need to do some interpolation to find exactly where you stand in all of this. The book is also broad. But even with its breadth, you may need to do some extrapolation to create a direction for yourself that will meet your long-term goals. But, after all, interpolation and extrapolation are a big part of project management. It is not simple and straightforward and must be treated as a complex subject. Contrary to what you may have been led to believe, project management is not a

> simple 'Read a book, take a test, and you an do it' exercise . . . "[1]

Amen to that!

Ronald also says he refers to project management as a discipline and not a profession. Why? As he sees it, for example:

> "Engineering is a profession, electrical engineering is a discipline. Accounting is a profession, cost accounting is a discipline. Management is a profession, project management is a discipline."[2]

In other words, project management is a part of a larger picture. A simple argument, well put, though we feel sure that there are many who would like to think otherwise and present a counter argument.

Ronald recounts what it takes to be successful in project management starting out with several "Preparatory Skill Sets" such as "Meeting and Presentation Skills" and "Enterprise Policies, Plans and Procedures". Of the latter he says:

> "This is the simplest of all the skills. All you need to do is read, understand, and remember the policies, plans, processes, and procedures established by your company. If you are working for a company, you must understand how the company does business. Now that may seem like an obvious recommendation, but it is amazing the number of people, especially those who 'know it all', who don't take the time to read the policy manuals of the company. This can really get you into trouble, especially when you are composing your project plan."[3]

This does assume that the said policies (and procedures) are up-to-date and readable, but that aside, this is very good advice. In fact, given the other laggards around, there is a fair chance you will already know more than many of your colleagues.

What we liked: Use of unique parameters

To bring some clarity to the discussion in his book, and based on his research and thirty years of experience in project management, Ronald has chosen to divide project management into seven categories, five leadership roles and five skill set levels. These are as follows:[4]

<u>Project management categories:</u>

1. Small project
2. Intermediate project
3. Large project
4. Program
5. Virtual project or program
6. International project or program, and
7. Large-scale project or program

Note that the first four are increasing in size whereas the last three are "specialty" projects. Note also that, as we mentioned earlier, the corresponding descriptions provided are most likely applicable to the high-tech industries.[5] An example of these descriptions is:

> "A small project is [one] led by a project coordinator, usually involving less than six people who are from the same or similar disciplines. It is a simple task of low complexity and low risk."[6]

Leadership roles:

1. Coordinator
2. Supervisor
3. Manager
4. Director
5. Vice President

This is a useful hierarchy, although the importance of the coordinator's role in facilitating development of the project plan during the project's definition and development phase for any size of project should not be overlooked.

Skill set levels:	Typical Experience[7]
1. Basic	1 - 6 months
2. Advanced	1 – 3 years
3. Expert	2 – 5 years
4. Specialist	5 – 10 years
5. Principal	> 10 years

Using these three parameters, the book contains a number of tables and descriptive texts to describe the various opportunities and corresponding requirements that should be helpful in setting a career path. Each skill set is further subdivided into three nominal proficiency levels, namely, basic, advanced and expert. Chapter 7 provides five tables corresponding to the five skill-set levels, each containing project management process skills that together total 47 in all. These process skills are flagged as one of "Firm", "Soft", or a "Combination" of both. You can use the tables to assess your own personal proficiency in project management.[8]

Downside

There is very little in this book that we can quarrel with, other than it should make clear that it is talking about projects in the high-tech arena. However, in this regard, it takes a refreshingly new look at what it takes to become proficient at project management and makes it clear that it is not simply a question of passing a certification test. Still, we did take issue with a few minor points, especially in Chapter 1.

Author Ronald Cagle says that over the years he has developed a formula that expresses success in project management. He suggests that the path to it can be expressed by a very simple formula, although actually achieving that success is not quite so simple. The formula is:

(Knowledge + Experience + Persona) x Performance = Success[9]

This is an interesting conceptual construct. However, without providing some fundamentals and metrics for the five variables involved it remains only a concept as a basis for discussion.

In describing "Projects and Programs", Ronald differentiates between the two by explaining: "A project is performed for an in-house customer; a program is performed for an out-of-house customer under the aegis of a legal contract."[10] Perhaps Ronald's company has chosen to define the terms that way, and they have every right to do so if they so wish, but that is not consistent with the generally recognized definition and could well be confusing for neophyte project managers. The essence of the accepted

definition is: "A group of related projects that are managed together." In other words, a program is simply a set of connected projects regardless of who does them.

The use of the terms "phases" and "stages" appear to be interchanged. We believe that stages are subsets of phases. This leads to some confusion in a diagram depicting "Relationships between the stages and phases"[11] in the life spans of programs and projects. Then, in text that follows, a "Closure Stage" is described but does not mention the important business of transferring the product into the care, custody and control of the customer.

Elsewhere, Ronald recounts a personal story as follows:

> "Suppose you are offered a position that is within your capabilities, and everything looks great. In fact, everything is too great. During the negotiations you double your present salary, and the interviewer doesn't even blink. You request some heavy-duty requirements such as an extended household move, and still the interviewer doesn't even blink. Something is not quite right here. This happened to me once. Fortunately, I had enough contacts to find out that the program I was to take over was a disaster, and there was no way anyone could revive it. I found out that they were looking for someone to blame for the failure. I turned down that position."[12]

This sounds to us like an unlikely story, or at least a little exaggerated.[13] But in any case, in our view, this was the wrong approach and wrong answer. Later in the book, however, Ronald discusses "Taking Over a Project" under various circumstances, including "You are hired for an on-going project that is in trouble". In that part of the book, he says: "Hopefully, you had an opportunity to find out the condition of the project before taking the job, but this does not always happen. No matter what, you must still get your arms around the situation before going any further."[14]

We've faced this situation ourselves. We believe that the right answer is that you do have the power to find out the condition of the project. Insist on several days to investigate the project, to talk to the people in the front line – they'll know – and to prepare a plan for recovery, including all the resources you'll need. You may have to put your job on the line to do so, but in practice the risk is minimal and the benefit is massive. We know – we've done it! Then go back and present your plan to management. If management is willing to accept it, then, and only then, try discussing salary, or at least expenses.

Why does this work for management? Because if management is really serious about saving the project, and you can do it, they will be relieved to have someone who is competent in project management, and they will be willing to open the purse strings. Why does it work for you? We've always seen problem projects as great opportunities. After all, you can learn from the previous incumbent's mistakes, it will be difficult to do worse and, by comparison, you'll come out smelling of roses!

Summary

As Ronald Cagle observes:

> "Once you enter the success continuum, you will want to continue on and on, broader and broader, and higher and higher . . .
>
> - When you started this book, where did you find yourself?
> - Were you at the beginning?
> - Were you somewhere in the middle?
> - Did you assess your capabilities along the way so you could have a baseline for

improvement?
- Did that tell you anything about yourself?
- Where are you now?
- Will you continue to assess yourself throughout your career [as you continue to progress]?

No, this is not a test. It is simply an assessment of the book as it applies to you and an assessment of you as you apply to the continuum of project learning."[15]

The hope is that the answer to the last question is affirmative and that you will use the book accordingly. If so, Ronald recommends that you:

1. "Get the best education and the highest you can get by choosing the best curriculum and the best college available to you
2. Get the most training you can get by choosing the appropriate seminars and workshops that will provide you with the most information
3. Get the best experience in the proper order that will allow you to grow to greater and greater heights in your project management performance
4. Join a professional organization that will provide you with opportunities to network and look for job opportunities as well as extending your training
5. Get a certification and certificates to enhance your background
6. Keep a positive mental attitude in your education, training, and performance at every level
7. Constantly strive to perform the best you possibly can for the sake of the project, your company, and yourself and work every job every day of your professional career as if your reputation depends on it – because it most certainly does!"[16]

The book does attempt to provide specific information as well as other sources in support of these recommendations. However, it is in fact very difficult to make the necessary judgment calls as to which education, curriculum, college, seminars, workshops and professional organization to choose. Standards and content vary widely and may or may not be appropriate to your situation. It is particularly difficult when you don't have much background and experience to start with. Therefore, we would recommend starting with item 4 (join an organization) so that you can "network" and get the views of those who have already traveled the route. After all, if you don't like the organization or the people in it you can always leave and join another!

As a final note of interest, Ronald says that it is important to make time to read to keep abreast. In fact he has two stacks of books, those he calls the "Takers" that are convenient in size for taking and reading on trips. The others are "Leavers", those that get left behind. The implication is that the latter may not get read at all. Since Ronald's book is just about 200 pages with a footprint of 6" x 9", that's probably a very good hint for prospective authors who want to make sure that their books are actually read!

R. Max Wideman
Fellow, PMI

Postscript

In response to our first draft, author Ronald Cagle had this to say.

Dear Mr. Wideman,

Thanks you for your review of my book *Your Successful Project Management Career*. It is

clear we have different definitions of some of the details but we seem to agree on the big issues. I have reprinted your Email to me and would like to address each issue as it appears in your review.

The printed copy of the book was substantially different than that contained in my original submission and thus I did not have a complete E-file of the final text in my computer. I now have a copy of the E-files from AMACOM Books that allows me to relate directly to the printed copy.

As I go through your Draft I will isolate each issue as it arises and address each issue with a "Response". I hope that format will keep us both on the same page. The thing to remember though is that this is my book based on my knowledge and experiences. If there are differences, there are differences. To the extent possible, I will isolate these differences as they appear in your review.

In some instances I have questions about your questions. For that reason, I think it is wise to return this iteration to you before it is due. If there are miscommunications between us they need to be ironed out before we get into a "print crunch."

In all cases I tried to gear my responses positively and I hope they are taken in that light. It is always easier to criticize someone's work rather than create it yourself.

In the following pages, Ronald first quotes from our original text under the heading "Issues" and then provides his views under his "Responses"

Issues & Responses: Introduction

Issue
And:

> "Easy to understand and packed with information, *Your Successful Project management Career* contains the crucial tools new project managers need to navigate this exciting profession, and excel at managing the projects that are the lifeblood of any organization."

Well, perhaps . . .

Response
I'm afraid you'll need to contact the marketing folks at AMACOM Books on this one. I did not write it and had no review of the text. The same is true of the title.

Issue
Certainly, those contemplating a project management career, or those inadvertently thrust into it as many are, should ask a lot of questions. That's because of two key considerations:

1. What area of project management application are you in or considering entering? Or, if you like, what industry? Because you will need to know as much about managing the technology as you will about managing the project.
2. Are you suited to project work? Because by no means is every one suited to the project environment.

The background experience of the author is with the so-called high-tech industries. Consequently, the

book reflects this experience and is not necessarily true across all industries – especially the more traditional ones.

Response
In your opinion, what are the more "traditional ones"?
[MW] I view engineering and construction as being "traditional", as they are the oldest.

Issue

However, with the rapid expansion of projects in the information-technology arena, the book will suit a wide audience.

As to whether or not you are suited to project work in this field in the first place; you'll have to read the book and judge by your own reaction to the information provided. Or take a Myers-Briggs typology test!

Response

As much as I like and use the MBTI I don't think that MBTI by itself, is much of a determinate of the ability of one to be a project or program manager. As a general rule, the majority of program managers are INTJs. At least according to the Human Resources Department.

Issues & Responses: What we liked

Issue

Ronald also says he refers to project management as a discipline and not a profession. Why? As he sees it, for example:

> "Engineering is a profession, electrical engineering is a discipline. Accounting is a profession, cost accounting is a discipline. Management is a profession, project management is a discipline."[17]

In other words, project management is a part of a larger picture. A simple argument, well put, though we feel sure that there are many who would like to think otherwise and present a counter argument.

Response

Yes, in fact there are some companies that argue that PM should be a part of engineering, or at least the primary discipline of the company. That's mainly due to the fact that conducting a program without detailed technical factors and metrics is of little value. Further, this approach allows the company to move the PM into and out of the primary discipline when business dictates a change in a balance of the manpower needs. Some companies advocate an independent structure believing this will give the best of technical and program results. Whenever a confrontation occurs (i.e., schedule/cost versus design) the issue is raised to the next level for resolution.

Issue

<u>Leadership roles:</u>

1. Coordinator

2. Supervisor
3. Manager
4. Director
5. Vice President

This is a useful hierarchy, although the importance of the coordinator's role in facilitating development of the project plan during the project's definition and development phase for any size of project should not be overlooked.

Response

I'm not sure I understand your comment. What is being talked about here is leadership roles. In this context the Coordinator has only the authority to see it gets done. He or she has no authority to move or to redefine resources. If things are not getting done or done properly, he can only escalate the issue. As you well know, it is not uncommon to delegate responsibility without authority. That's what I am really talking about. I have the feeling that you are talking about something different.

Issues & Responses: Downside

Issue
Author Ronald Cagle says that over the years he has developed a formula that expresses success in project management. He suggests that the path to it can be expressed by a very simple formula, although actually achieving that success is not quite so simple. The formula is:

(Knowledge + Experience + Persona) x Performance = Success[18]

This is an interesting conceptual construct. However, without providing some fundamentals and metrics for the five variables involved it remains only a concept as a basis for discussion.

Response

I suggest that you consider the construct carefully. There is no value of any factor or no value of the summation of all the factors within the parenthesis that can exceed the performance factor. The whole idea behind this construct is to present the importance of performance being more important than any other or the sum of all other factor in the construct. Program managers that don't perform simply do not last very long. I was surprised during my research to see that the IPMA and, by association, asapm come up with a similar construct.

Issue

In describing "Projects and Programs", Ronald differentiates between the two by explaining: "A project is performed for an in-house customer; a program is performed for an out-of-house customer under the aegis of a legal contract."19 Perhaps Ronald's company has chosen to define the terms that way, and they have every right to do so if they so wish, but that is not consistent with the generally recognized definition and could well be confusing for neophyte project managers. The essence of the accepted definition is: "A group of related projects that are managed together." In other words, a program is simply a set of connected projects regardless of who does them.

Response

Actually that is the definition offered by PMI and then absorbed by other organizations that don't care to develop their own.

On pages 27 and 28 I explain that different organizations and different companies have their own definitions of terms but that there is no standard throughout industry on any of the terms. I have been managing programs for many years and the first time I heard of PMI or asapm or the others was about two or three years ago. It's the same with most of the people I talk to. It could be that project management training within a company falls victim to the NIH (Not Invented Here) Syndrome. Whatever it is it seems to work for them. As much as the major PM organizations would like to say that theirs is the standard for all PM they really aren't, at least not yet.

Issue

The use of the terms "phases" and "stages" appear to be interchanged. We believe that stages are subsets of phases. This leads to some confusion in a diagram depicting "Relationships between the stages and phases"[20] in the life spans of programs and projects.

Response

I assume when you say "We" you are talking about PMI and when you say "interchanged" you are saying the book presentation versus the PMI's position. Once again, I am not trying to substantiate someone else's position, I am presenting my experiences. I believe this is a worthwhile subject to bring up so long as the reference is to the book and, say, PMI or asapm or the PMI's PMBOK. I don't believe it is correct to say the "standard." I'm afraid that if you got 10 program managers into a room and asked this question you may get 11 answers.

[MW] There is indeed much confusion surrounding this issue – unfortunately. It really would help if we all spoke the same language to the extent possible. Just look at the number of different definitions of the term "project" that you'll find on my Glossary of PM Terms!

Issue

Then, in text that follows, a "Closure Stage" is described but does not mention the important business of transferring the product into the care, custody and control of the customer.

Response

In some cases of the Closure Stage of each of the Project Types in Chapter 9 the product is mentioned or implied; however, it could be clearer. If there is ever a re-write to this book, that is a subject that should be addressed specifically within each Project Type.

Issue

Elsewhere, Ronald recounts a personal story as follows:

> "Suppose you are offered a position that is within your capabilities, and everything looks great. In fact, everything is too great. During the negotiations you double your present salary,

> and the interviewer doesn't even blink. You request some heavy-duty requirements such as an extended household move, and still the interviewer doesn't even blink. Something is not quite right here. This happened to me once. Fortunately, I had enough contacts to find out that the program I was to take over was a disaster, and there was no way anyone could revive it. I found out that they were looking for someone to blame for the failure. I turned down that position."[21]

This sounds to us like an unlikely story, . . .

Response

Sorry, but this is a real story. There were three people from three companies involved. The program was a highly classified program. Classified programs in another company (many times even in your own company) do not allow review of the program until the person is "read in" into the program. This is a "cart and horse" situation but that's how it is. Unfortunately this was not mentioned in the text. I'll just have to take my lumps here but, it was a real situation and the point is "don't buy a pig in a poke."

When it is not possible to review a program in progress you have to make your own decisions. Do you want to move to another program and another company so badly that you will take the program on without further consideration? I don't disagree with your recommendation when it is possible to review the program "in the light of day.". See also Chapter 10, Page 162 where I say: "Occasionally, you will be asked or directed to go to the next project or program before finishing the one you are currently working on. Don't lose the opportunity, but first, audit the program you are leaving and have someone of authority agree with the audit.

If your replacement does not conduct the program as well as you did, you have a recognized condition of the program as you left it. It can save your reputation or your job. Conversely, if you are assigned to an ongoing project or program, it is a good idea to audit that project or program as soon as you arrive. Here we have the opposite case in terms of performance but the same case in terms of establishing a baseline. In the case of the ongoing project, it will be difficult to conduct the audit, but you should insist that it be performed anyway."

Issue

Why does this work for management? Because if management is really serious about saving the project, and you can do it, they will be relieved to have someone who is competent in project management, and they will be willing to open the purse strings. Why does it work for you? We've always seen problem projects as great opportunities. After all, you can learn from the previous incumbent's mistakes, it will be difficult to do worse and, by comparison, you'll come out smelling of roses!

Response

But you also threw in your own conditions: ". . . willing to open the purse strings." An on-going program with the federal government just doesn't do that. Under those conditions the government has the company by the shorts and is not willing to let go unless it is an R&D program and is absolutely essential to national security. If this had been the case in the program referenced, they would not be seeking a new program manager.

Certainly I have no argument with your statement, when possible. In fact, please see Chapter 10, first paragraph for a more reasonable, but different approach that I believe, parallels what you are talking about.

[MW] I guess I would differ here. If I'm the program manager charged with getting the job done, maybe the money doesn't come from the Federal Government, but it has to come from somewhere. And where it comes from is not my problem, it is my Director or Sponsor's problem.

Issues & Responses: Summary

Issue
The book does attempt to provide specific information as well as other sources in support of these recommendations [on an education path]. However, it is in fact very difficult to make the necessary judgment calls as to which education, curriculum, college, seminars, workshops and professional organization to choose. Standards and content vary widely and may or may not be appropriate to your situation. It is particularly difficult when you don't have much background and experience to start with.

Therefore, we would recommend starting with item 4 (join an organization) so that you can "network" and get the views of those who have already traveled the route. After all, if you don't like the organization or the people in it you can always leave and join another!

Response

We don't agree on this one. But, then again, maybe it wasn't clear. Step 1 refers to the primary discipline an individual would pursue. As shown in the Preface, Page xii: "Individuals grow into project management from their technical fields. Technical fields include computer science, engineering, finance, banking, health, construction, and dozens of others. Whatever they are, those are the technical fields to which I refer."

In Chapter 11, Page 167, I said: "In part of the research I did for this book, I evaluated 182 current job postings for project managers. The results of the data showed that the most important requirement for all the project management jobs is a bachelor's degree." Further, in Chapter 7, Page 89, I say: "…it is after primary education is established that most people go into project management, and that's the baseline we will use to approach this career question."

Yes, I know a couple of universities advocate a bachelor's degree in project management but, in my experience, this has little practical application. Most project management degrees are at the graduate level. Before going on to a graduate degree in project management is a good time to research and perhaps to join an organization.

[MW] While this has been true in the past, in fact more people today are pursuing a project management career first and deciding in which technological area second. But I agree it is not exactly what I would recommend.

Issue

As a final note of interest, Ronald says that it is important to make time to read to keep abreast. In fact he has two stacks of books, those he calls the "Takers" that are convenient in size for taking and reading

on trips. The others are "Leavers", those that get left behind. The implication is that the latter may not get read at all. Since Ronald's book is just about 200 pages with a footprint of 6" x 9", that's probably a very good hint for prospective authors who want to make sure that their books are actually read!

Response

The idea is to take the smaller books along on trips and to read the larger ones at home or in the office. Large books such as references, etc. are simply too cumbersome to be wrestled through the airport. Put simply: Read the small books on trips, etc. and read the larger books at home or the office. With Re: your comment "make sure their [the author's] books are actually read" is not a bad idea. I wish I had thought of that!

[MW] I've tried the same gambit. The only problem is that the pile in the office just sits there, and sits there, and sits there . . .

---

[1] Cagle, Ronald B., *Your Successful Project Management Career*, AMACOM, New York, 2005, p x
[2] Ibid, p xi
[3] Ibid, p41
[4] Ibid, pp26-27
[5] Ibid, pp28-36
[6] Ibid, p28
[7] Ibid, Chapter 6 sets out to map years of experience to progressive skill sets and also provides useful sources of further information, p45-76
[8] Ibid, pp79-88
[9] Ibid, p10, 107, 189. In this first edition of the book, the formula is printed without the brackets. The author says this was a typological oversight and will be corrected in the next edition.
[10] Ibid, p3
[11] Ibid, p4
[12] Ibid, pp9-10
[13] Note: in the section "Issues & Responses: Downside" Ronald categorically refutes this suggestion.
[14] Ibid, pp181-182
[15] Ibid, p189
[16] Ibid, p190
[17] Ibid, p xi
[18] Ibid, p10, 107, 189. In this first edition of the book, the formula is printed without the brackets. The author says this was a typological oversight and will be corrected in the next edition.
[19] Ibid, p3
[20] Ibid, p4
[21] Ibid, pp9-10