



Leaders: The Strategies for Taking Charge—Warren Bennis & Burt Nanus

It is often in the face of crisis that individuals exhibit qualities previously dormant. Today, according to Bennis and Nanus, we face a worldwide "chronic crisis of governance—that is, the pervasive incapacity of organizations to cope with the expectations of their constituents." The context of this failure is characterized by workers left uninspired by those who should lead them, by increasing complexity, so that linear paradigms of management no longer suffice, and by credibility; generally, people are ill at ease when asked to trust in a leader.

Yet our hope is that leaders are not found only in the elite, top spots of the Fortune 500. Leaders demanded by the modern world are in places from the top to the bottom of organizational charts. They may be in the boardroom or on the shop floor. What characterizes the leader is his or her ability to "develop a vision and move the organization toward that vision." The new leader is one who "commits people to action, who converts followers into leaders and who may convert leaders into agents of change." They are, therefore, transformative leaders who can "translate intention into reality." Their tool is power, which, for Bennis and Nanus, enables action to begin and be sustained.

Through a series of 90 interviews with leaders in the public and private sector, Bennis and Nanus discovered a

commonality which they've reduced to four "strategies of leadership." First, leaders gain the attention of subordinates through their maintenance of a vision, a results-oriented agenda. By successfully relating this vision to others, leaders generate meaning through communication. They create shared meanings among those affected by their plan by making concrete the abstract vision on which that plan is built. In remaining consistent and clear on important issues, leaders generate trust through predictability. Lastly, because leadership is "deeply personal," the manner in which a leader presents himself or herself is critical. A leader must demonstrate a belief in self without being egotistical, be able to recognize strengths and compensate for weaknesses, be able to nurture skills with discipline and learn that failure is an opportunity for growth. It is the authors' firm belief that these strategies, found in our country's "top leaders," can be cultivated in many persons. Through this presentation of their research conclusions, they enable us to develop from manager to leader, from "one who does things right to one who does the right things." 200 pp., index. \$19.95. **Harper & Row Publishers.** This book is available through the ASTD Publishing Program. Order Code: BELE. \$18 ASTD national members. \$20 nonmembers. \$1.75 shipping and handling. Send prepaid orders to: ASTD Publishing Service, P.O. Box 4856, Hampden Station, Baltimore, MD 21211.

Transformational Management—George Kozmetsky

The possibility of the transformational manager, writes Kozmetsky, rests in the ability to conceive of American business as contextual. The prospects for success in American

enterprise are not grounded in the individual entrepreneurial spirit, but in envisioning long-range plans with an eye toward the interrelation of the technological, managerial, scientific, socioeconomic, cultural and political concerns and ideologies that shape American consciousness. A wide variety of groups, in both the public and private sectors, shape society and, in turn, the context in which American business operates. Yet as reigning ideologies shape business and other institutions, so in turn can those institutions affect the shape of the society in which they are embedded. The transformational manager is the one responsible for allowing a company to exhibit the flexibility and innovation needed to respond to changing contexts. This manager's job is to "innovate, to modify, to create new institutions that will reshape societal value systems and goals for a better society, provide for general welfare and benefit enterprise."

Kozmetsky's holistic view of business and society is based on the recently evolved expectations that Americans have of "legitimate" enterprises. For example, today's corporations are called on to be accountable no longer only in a financial way, but in their contribution to the larger society. Power is not only manifested in the well managed company, but in service to the community. In a reciprocal relationship, society sets the tone in which businesses operate, and business, because of its prominent position in the U.S., can shape culture. It has a responsibility to do so altruistically. One tool for change is emerging technology, which for Kozmetsky must be seen as a resource for fostering growth and exhibiting adaptability. Transformational managers must bridge the gap between laboratory and market, so that innovation can be moved into the arena where its impact will be felt.

As with many value-based theories, the difficulty here arises in determining just which values are to be fostered by corporations. Yes, it should be those that, as Kozmetsky is clear to state, benefit society and the general welfare. Yet individuals may hold differing

perceptions of what does that best. However, his approach is a step in the right direction: merging business into society, bringing managers out from behind the closed doors of the boardroom and into the world. 185 pp., index. \$25 **Ballinger Publishing Company**, (Harper & Row) 54 Church Street, Harvard Square, Cambridge, MA 02138.

Guest Review—*David C. Wigglesworth*

Enhancing Adult Motivation to Learn—*Raymond J. Wlodkowski*

On a trip to China several years ago, I was asked repeatedly about how we in America motivate our trainees to learn. I wish that I had had a copy of this book then. It is long overdue. Anyone engaged in any aspect of adult education and/or training has pondered, at one time or another, how they might help in motivating their students and trainees.

The title of the book appeals to me. According to Webster's III, "enhancing" means "to make greater (as in value, desirability, or attractiveness); heighten." Most of the time, as trainers, we usually are engaged in enhancing and (using Tom Jaap's favorite word) enabling activities. This book enables in providing ways that allow us to enhance the motivation of adults in our training programs.

The book is well planned, easy-to-read and rich in insight. The author delivers what he promises, avoids jargon and psychobabble, is not afraid of using humor and provides abundant examples. He writes well; the book maintains its academic credibility. The annotations are not cumbersome, and the bibliography pertinent and timely. The index appears to be complete.

In the first chapter, the author presents the theory and research supporting the idea that motivation is necessary for competent adult learning. Wlodkowski provides five assumptions critical for increasing adults' desire to learn. These are: people are always motivated; people are responsible for their own motivation; if anything can be learned, it can be learned in a motivating manner; there is no one

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best way to instruct; and every instructional plan needs a motivational plan.

These ought to ring a bell with anyone who has ever been in a classroom (either as teacher/trainer or student/trainee). Accepting these assumptions is essential to accepting the book's conclusions.

The author doesn't mince words. In chapter two he presents the core characteristics necessary for a person to be a motivating instructor. These are: expertise, empathy, enthusiasm and clarity. Each of these essentials is outlined according to performance criteria. Included also are self-rating charts for the measurement of enthusiasm and clarity.

In the third chapter, the author introduces the six major factors that motivate learning: attitudes, needs, stimulation, affect, competence and reinforcement. The exposition of these factors in subsequent chapters, as well as Wlodkowski's 68 motivational strategies, provides the central content of this book.

Here the author makes another significant contribution by providing what he calls a "time continuum model of motivation" on which the major factors of motivation are placed. Attitudes and needs take place at the beginning, stimulation and affect factors during, and competence and reinforcement at the end of the learning process. The continuum is immediately applicable and provides the sequence for employing the six factors and their 68 strategies.

Chapter nine contains an instructor's self-evaluation instrument designed to assess motivation planning. A list of the motivational strategies incorporates the time-line continuum, provides definitions of purpose and relates appropriate strategic steps to specific purposes.

To enhance the effectiveness of this book, the author provides four motivation plans that are geared to the time continuum. Each plan analyzes the motivational purpose, recommends the appropriate motivational strategy and

provides suggestions for the learning activity or instructional behavior required to implement the strategy.

The final chapter looks at encouraging motivation for continuing adult learning through increasing intrinsic motivation for learning and instruction.

Wlodkowski agrees with K. Patricia Cross that "the task of educators is . . . to develop gourmet learners . . ." This book helps to provide the tools for educators and trainers to become, at least, three star chefs who can satisfy the palates of such learners. 314 pp. \$22.95. **Jossey-Bass Publishers**, 433 California Street, San Francisco, CA 94104. 415/433-1740.

David C. Wigglesworth is president of D.C.W. Research Associates International, Foster City, Calif.

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