

Book Reviews

FUNDAMENTALS OF LEADERSHIP

by R. J. Burby

Addison-Wesley Publishing, Reading, MA 01867

119-page softback

\$4.95

If you would like a programmed text in the form of a "scrambled book," try this one. Working through it is interesting. You select an answer to a question and then *turn to the page indicated after your answer*. If you select the right answer, you get new material to learn and, in most instances, a new question and a new set of possible answers from which to choose. If you pick the wrong answer, you find out why it's wrong, and you are asked to return to the original page to choose a better answer.

At the top of each answer page, in parentheses, is the number of the page on which the question appeared. This helps you find your way back and forth in the book.

Six chapters cover: leader-follower relationships; what leadership isn't; leadership styles and definitions; leadership behavior; applied leadership principles; the leader can be you. Case histories are built into the book. The reader must make decisions on these via the PI aspect's forced-choice approach. A very handy little book on basics!

The publisher offers a filmstrip that can be used with this book. Addison-Wesley has three other PI books by the author: *Communicating With People*; *Managing With People*; and *An Introduction to Basic Supervision of People*.

PROMOTABLE NOW

by M. V. Fiore and P. S. Strauss

Wiley-Interscience, 605 3rd Ave., New York, NY 10016

244-page hardback

\$9.95

The authors draw heavily from the work of Abraham Maslow. The approach to promotability they describe combines the major aspects of cognitive dissonance theory with need fulfillment psychology. The aim is an understandable way to restructure management style.

The book describes both the roots of management attitudes and the reasons that certain managers display ineffective styles of behavior. Self-serving Active and Passive management styles are described in terms of their developmental and motivational aspects. Following this, the book moves to a strategy for bringing about change to a "Dynamic management set."

The need for change is signaled by the way in which a manager delegates authority. His manner of delegation is a symptom of a management set that penetrates all of his actions. Authority delegation therefore becomes the critical behavior for self-analysis as well as for the analysis and development of subordinates with promotional potential.

In the final section, the "career lattice" model for identification and development of managers embraces the organization itself as a need-fulfilling entity.

Promotable Now! is a usable tool for managers seeking advancement and for organizations seeking member commitment and involvement.

Chapter titles: What it takes to be promotable; the psychological complex; the organizational complex; the career lattice; the active manager; the passive manager; common variants of actives and passives;

Charles H. Vervalin
Book Review Editor

how the active manager becomes more promotable; how the passive manager becomes more promotable; becoming a dynamic investor; moving to promotable now; group leadership; coaching; organizational lattice; changing organizations and people.

(See also these *Journal* reviews: *Assessing Corporate Talent*, February 1971, p. 53; *The Corporate Promotables*, June 1970, p. 64.)

TEACHING AND TRAINING

by H. R. Mills

Halsted Press, 605 3rd Ave., New York, NY 10016

264-page hardback

\$10.95

Written by a British author with a global perspective, this basic text on training and development is best suited for the new trainer. It joins a raft of other books on T & D fundamentals, but differs from them in some respects. For one thing, it is balanced. Just about the right amount of treatment is given to each topic. Secondly, the book is short and to-the-point, handily side-stepping weighty irrelevance. Finally, the book devotes equal attention to both the *process* and *content* aspects of training. Most other texts are oriented to hardware and ignore the dynamics of dealing with trainees, or vice versa.

Eleven chapters cover: The importance of the trainer's job, background to training and some objectives, the instructor's job, the instructor and his teaching, the class and its learning, assimilation, assessment, more about the learning process, methods of instruction, use of films in technical training, further training aids, and summary with main points about the instructor's job.

An interesting feature of the book: Two tests (in appendices) illustrate test styles, and simultaneously test the reader on key principles in the book. So, something is learned about both *process* and *content* by taking these exams.

NON-FORMAL EDUCATION:

AN ANNOTATED INTERNATIONAL BIBLIOGRAPHY

edited by R. G. Paulson

Praeger Publishers, 111 4th Ave., New York, NY 10003

333-page hardback

\$17.50

The editor defines non-formal education as "structured, systematic, non-school education and training of relatively short duration in which sponsoring organizations seek behavioral change in fairly distinct target populations. It is education that does not advance to a higher level of the hierarchical formal school system."

Documents are listed by author and by topic. Each carries an abstract, ranging from 30 to 300 words. They fall into seven categories: Orientation and basic rules; area studies; organizations conducting programs; target learner populations; program content; instructional methodologies and materials; and reference materials and publications.

Most trainers who run broad-scale educational programs should find this reference useful. The disadvantage—like that of all bibliographies—is that it will eventually be outdated. On the other hand, many of the older documents cited will be valuable for many years, if not indefinitely.

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