

Dans un troisième chapitre, le professeur St-Yves cherche à tracer les courants de la psychologie et de la psychopédagogie qui auraient le plus influencé la pensée et les efforts de théorisation de Gagné. Il en conclut que la théorie de Gagné est avant tout puérocentrique, c'est-à-dire centré sur l'apprenant mais tout en considérant les influences externes du système éducatif.

C'est à partir de chapitre IV que l'auteur semble délaisser la théorie de Gagné dont l'accent était sur le processus de l'apprentissage pour se diriger vers le processus de l'enseignement. L'auteur dit vouloir démontrer que la vision puérocentrique de Gagné pourrait s'inscrire dans l'optique de la pédagogie ouverte, mais il faut dire que cette conclusion n'est pas très évidente par le traitement très bref qu'il fait de ce thème. Le chapitre V fait l'analyse du phénomène groupe-classe en éducation en se basant sur les théories de Homans qui voit le groupe comme un ensemble d'individus en interaction réciproque. Le sixième chapitre présente une agglomération de méthodes et de techniques qui pourraient être utiles à l'apprentissage-enseignement en groupe classe. Il présente de façon très sommaire la dynamique de groupe, l'interview de groupe, le sociogramme, le jeu de rôle, l'étude de cas, la résolution de problèmes en groupe, l'assemblée délibérante, l'observation systématique et la définition d'objectifs en équipe. Celles-ci sont présentées sans tentative d'intégration et sans efforts d'y situer le rôle et la pertinence de ces techniques pour l'enseignant. Finalement, le dernier chapitre reproduit une recherche déjà publiée ailleurs qui mesure les perceptions de l'importance des différents niveaux de fonctionnement d'un groupe par des personnes initiées à l'animation de groupe. Ici, on a un peu l'impression que cette recherche fut ajoutée pour étoffer le livre car on y voit très peu la pertinence au thème central du livre: l'apprentissage-enseignement.

En somme, ce livre peut servir d'introduction au thème de l'apprentissage car il offre des sommaires succints de plusieurs théoriciens et chaque chapitre contient une bibliographie de textes sélectionnés. Toutefois, celui qui cherche à y trouver une synthèse des écrits dans le domaine de l'apprentissage-enseignement, même en acceptant les limites de la théorie de Gagné qui fut choisie comme "auteur-charnière" faisant le lien entre ces deux processus, sera quelque peu déçu. On a parfois l'impression que le livre est davantage une collection

de textes mis ensemble de façon "post hoc" qu'un ouvrage intégré autour du thème traité.

Kaye, B.L. *Up Is Not The Only Way: A Guide for Career Development Practitioners.* Englewood Cliffs, N.J.: Prentice-Hall, 1982.

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The purpose of this book is to provide the career development practitioner with a concise plan for the design and implementation of a practical career development program, constructed with their specific organization's needs in mind. The author presents six procedural stages which, when interwoven, are an effective process, taking the practitioner carefully and systematically from the initial conceptualization of the program to its ultimate conclusion. This unique stage format focuses on the interconnective aspects of each stage and upon the payoffs felt by the individual participant, the organization itself and, by the practitioner as well. Although specifically designed for the practitioner in any business or agency setting, *Up Is Not The Only Way* should be given examination by graduate students in either counselling or business administration, by human resource personnel interested in maximizing the potential of their organization and by anyone dedicated to improving their corporate environment.

This book is comprised of eight chapters. The first delves into Kaye's process, its theoretical concepts and the payoffs of its implementation; the last provides the practitioner the opportunity to observe him or herself and the process in terms of their own career goals and development. The intervening six chapters provide a detailed look at each of Kaye's stages, their implications and implementation.

Kaye's process and her book are based upon the six precepts of the career development program. These include: readying or mustering career development resources, tapping or clarifying the individual's potential, optimizing and selecting options and goals, mapping and choosing the best route to follow, pursuing these plans to action, and finally, reaping the rewards of this labour. This process is one of parallel structure. The individual follows this process in his or her

career development and the practitioner follows this stage theory in the programs implementation. Kaye labels these stages: Preparation, Profiling, Targeting, Strategizing, Execution and Integration.

Each of Kaye's stages are comprised of two components under each general stage heading. These can be best described as stage operations. The first stage, preparation, is composed of the sub-units of analysis, analyzing the readiness of the organization for a career development program; and planning, the design of the goals, strategies, support and evaluation techniques of the individual program.

Profiling is divided into the phases of identification, the assisted uncovering of the individual participants skills, abilities and predilections; and reality-testing, where the employee solicits, actively, feedback from all available resources within the organization to adequately prepare for the targeting phase. In the targeting phase, the impact of the title is most keenly felt. Targeting is broken down into exploring possible goal options and into specifying which option is most appropriate for action implementation. The concept of vertical mobility or "up" being only one of many possible options for a participant's career development is discussed in Chapter Four along with lateral mobility, realignment, relocation, moving in place and job enrichment as alternatives.

Chapter Five discusses the fourth stage, strategizing, in which the practitioner assists the participant in learning about and understanding the organization and subsequently, synthesizing this information into assets and obstacles to career development. This articulation of that which the organization offers the individual and of that which will assist or prevent positive mobility moves the individual and the practitioner to the execution stage. This stage is sub-divided into the acquisition of specific

resources designed to facilitate and compliment goal achievement, and into the demonstration of these newly acquired abilities to the organization. The final stage, one of integration, is a parallel phase felt by both individual and organization. It is comprised of evaluation, whereby the participant examines his personal and career development and the organization examines the impact of the entire process upon its system. This self-evaluation leads subsequently, to the rewarding of both participant and agency for their efforts towards career development.

This book is well-written, articulate and, although designed to illuminate a rather clinical process, has the spark of humanism which all interactive people-oriented programs should possess. Additional issues of importance specific to the program are discussed throughout, however, they are also general enough to provoke thought on their individual implications. Techniques and strategies are provided to assist not only in the implementation of the program, but, in the personal growth of both practitioners and participant. In addition, throughout the book, in boxed highlights, the author displays examples of workshops, policies, techniques, etcetera in practice in a variety of corporate settings. These provide the reader not only with the occasional break, but with valuable practical information.

The reader is provided a concrete platform on which to base a career development program. The six stage format flows well from beginning to end and emphasizes the interactive and complimentary aspects of each stage and the important consideration of process within process in a career counselling plan. This model could be as easily transferred to an individualized career counselling setting as it is applicable to the development of an organization's career development program. Any individual interested in a clear, practical overlay for the implementation of career development should avail him or herself of "*Up Is Not The Only Way*".