There are limits to any work. While the author is underlining the many facets of employment counselling, one has the clear impression that personal change is expected to be linear. The assessment tasks are operationalized in a systematic and linear fashion. The attempts to integrate relationships skills and the assessment tasks remain complex and at times questionable. However, the author is certainly in the right direction. In general, one has the impression that this book is too ambitious. The author is trying to do too much in the context of what is supposed to be just one stage of counselling, namely, "assessment". It seems that the author is really presenting a whole counselling sequence within the assessment component stage. For instance, through the task of establishing relationship, clarifying client's concern and constraint and evaluating client's employability, the counsellor is in fact helping the client to explore his/her problems as suggested by Egan. Futhermore, by helping the client in clarifying underlying assumptions and formulating a more productive assumption, the counsellor is helping the client through self-understanding and finally by formulating an action plan, the counsellor is helping the client move into constructive action. Thus, the "assessment component" as described in this book seems to be an abbreviated counselling process corresponding to Egan's stages. Consequently, the "assessment component" as presented here, is in fact a treatment in itself. It could even be conceptualized as a short term intervention. Unfortunately, the author doesn't acknowledge the existence of this possibility which might have become an asset if well articulated.

I must say that I was particularly impressed by Chapter III on "Evaluating Client Employability Strengths and Barriers". Considerable attention is given to a number of crucial areas like locus of control, job search techniques, self awareness, skill deficits... However, it is unfortunate that the assessment of person-environment interactions is poorly addressed. Nevertheless, Chapter III is presented in a clear and articulate manner. In terms of organization of the book, there seems to be one noteworthy lacuna. This was the lack of acknowledgement of the crucial importance of the motivational variables and the client employability variables in the goal directed task of assessment. With the tremendous current research literature on these variables, both theoretical and applied, the author would have been commended to underline the crucial importance of task 9 and task 6. The ten tasks are not of equal importance. Although the clarification of the underlying assumptions might be relevant in some instances, one wonders whether the author should have given so much importance to this task in the context of an assessment process. This task appears complex and questionable. The utilization of Ellis' assumptions seems relevant, but again debatable. Why Ellis? What about cognitive behavior modification propositions?

I was impressed with this book and with the work it presented. The book should be of interest and value to many counsellors dealing with employment. The area of employment assessment has come a long way from the apparently simple unidimensional one shot assessment to the multidimensional assessment of complex behaviors. While there is still a long way to go, employment assessment has truly come of age. From the work reflected in this book, I look forward to a long and healthy adult life for this very important field.

Leiter, M.P., & Webb, M. *Developing Human Service Networks*. New York: Irvington Publ., 1983, 294 p.

Reviewed by:
Rey Carr
University of Victoria

Most helping professionals work within an organizational context, and while their *raison d'être* may be providing service to those in need, they must also be alert to their ability to understand and influence the many groups, committees and projects associated with agency or organization maintenance. Interactions with colleagues through liaison and working with community groups through consultation are necessities for contemporary professionals. *Developing Human Service Networks* is an attempt to provide a "field guide" to understanding agency interpersonal process. The book contains twelve chapters divided into three parts, and focuses on systems theory, marketing and personal selling, group dynamics, leadership and examples of preventive interventions. The detailed table of contents led me to expect a variety of interesting topics and I was intrigued by how they would be integrated or relate to each other. However, the authors provide little support for the specific need for such information and, indeed, it is difficult to understand the need for this book. Each

chapter could stand on its own, and is only slightly related to a previous chapter; in most cases it is a mystery as to the selection of the content for each chapter for there is nothing original either in idea or presentation here and on the whole the ideas presented have been borrowed from other more readable and comprehensive sources. The one notable exception is the excellent case example chapter on burnout which describes how and why to intervene on both an individual and organizational basis.

This book promises more than it delivers, and in some instances appears to be a conceptual framework in search of a purpose. For example, the authors present what at first read looks like intriguing chapters on marketing and personal selling as derived from corporate business experience and literature, and the reader is led to believe that these principles will be applied to the nonprofit (or human service agency) arena so ideas can be distilled to help the nonprofit organization. And while the authors promise that such application will be described, they actually only describe the barriers to such application. A more persistent reader could use the distinction between production orientation (meeting agency needs) and marketing orientation (meeting client/consumer needs) to consider strategies to improve service. Also, while the authors do not stress this, there are marked similarities between personal selling and individual counselling; and many counsellors who are skeptical about sales or business will be surprised at how few differences there are in these two areas.

The book is uneven in both style and precision. While it appears to be written and printed by word processor, there are many composing and editing errors. Sometimes the authors address the reader as "you" and sometimes they describe the work as a "course". While the material may be a conglomeration of course material for a community relations seminar, there are no objectives or statements about what the reader will be able to do or think as a result of reading the material. At the end of each chapter the authors provide a few "discussion" questions, but even the purpose of these questions is unclear. The book appears to be hastily put together with chapter topics added because of a contract for 294 pages.

At best this book would be useful for paraprofessionals anticipating work in an agency setting. I was unable to learn more about the authors other than their Acadia University affiliation, and I was also unable to learn more about other books published by Irvington. Had I obtained this information it might have helped me to write a slightly more favorable review supported by a fuller context or perspective.

Pelletier, D., Bujold, R., et collaborateurs. *Pour une approche éducative en orientation.* Chicoutimi, Québec: Gaétan Morin Editeur, 1984, 465 p. (38$)
(Gaétan Morin Editeur, C.P. 695, Chicoutimi, Québec, G1H 5E8.
Commandes sans frais: 1-800-463-9679)

Evalué par:
Yves St-Arnaud
Université de Sherbrooke

Ce volume de 465 pages présente la pensée de vingt-sept auteurs oeuvrant au Québec, en France, en Belgique et en Suisse; il s'inscrit dans la tradition des *handbooks*, visant à faire le point sur un sujet et mettant à contribution les leaders dans le domaine abordé. Celui-ci comporte vingt-neuf chapitres répartis en huit parties.

Pelletier et Bujold ne sont pas de simples éditeurs; ils sont des artisans d'une approche éducative en orientation et leurs signatures apparaissent dans six chapitres.

L'avant-propos indique le défi que les auteurs-éditeurs voulaient relever: réunir des universitaires et des praticiens et amener des chercheurs et conseillers de divers pays à se concerter autour de l'idée suivante: "Au-delà de la procédure institutionnelle qu'assure traditionnellement le conseiller, l'orientation s'avère pour le sujet un processus à vivre" (p. XXIII). A mon avis, ce défi a été relevé avec succès et l'oeuvre produite aujourd'hui témoigne d'une cohérence exceptionnelle de la pensée, même si l'articulation de quelques chapitres laisse à désirer.

Une première partie décrit les contextes socio-culturels qui en France et au Québec ont donné naissance à l'approche éducative en orientation. Le titre de cette partie, "Nécessité d'une approche éducative en orientation scolaire et professionnelle", semble annoncer une démonstration; mais, après lecture des quatre chapitres de cette partie, on comprend que l'objectif poursuivi est de présenter une option – celle d'une approche éducative – de la situer dans deux contextes historiques, celui de la