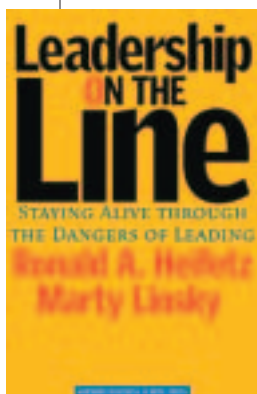


Bookshelf

■ The Risks of Leadership

It isn't easy to be a leader, but few authors outline the hazards quite so forcefully as Ronald A. Heifetz and Marty Linsky do in *Leadership on the Line*. They make it clear that the job comes with a host of potential risks, from losing your popularity to losing your career to—in the case of Israeli leader Yitzhak Rabin—losing your life.



Leadership seems so perilous in their book because their definition of a leader is one who steps forward and directs necessary change, even when the changes fall outside of his purview. Their leaders are people who see a task that must be done and

do not shrink from it, no matter how difficult or distasteful it might be. That many of these leaders fail to achieve their goals is the issue Heifetz and Linsky want to examine. Carefully and precisely, they analyze what went wrong with the leaders' approaches, which group they failed to account for, and how they might have succeeded by taking another tack.

One of their key points is the difference between technical leadership and adaptive leadership. A technical leader can address a specific problem—the need to computerize a business, for instance—but unless he also addresses the underlying reasons that have prevented computerization from happening earlier, his plan will fail. He will not have addressed the adaptive challenges of convincing other personnel that this change is a good one. “Without learning new ways—changing attitudes, values, and behaviors—people cannot make

the adaptive leap necessary to thrive in the new environment,” the authors write.

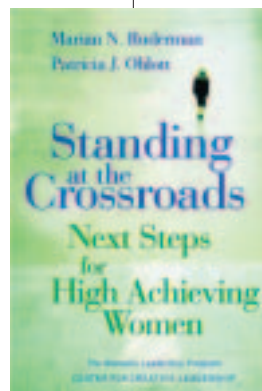
Because people and organizations are so resistant to change, they also resist, or do away with, leaders who promote change. “When exercising leadership, you risk getting marginalized, diverted, attacked, or seduced,” the authors warn, and they give detailed examples of leaders who were derailed by each of these methods. In equally detailed fashion, they explain how leaders can navigate the minefields of change with certain set responses: seeing the whole picture, thinking politically, orchestrating the conflict, sharing some of the responsibilities with others, and making sure they manage themselves.

Leadership on the Line is an excellent handbook for the executive who is facing the daunting task of reorganization—or the young manager who wants to step up and prove he can do a difficult job. (Harvard Business School Press, \$27.50)

■ Women Who Work

Women are different from men—and the way they operate in the workplace is different, too. While much research has been conducted on how the corporate experience varies between genders, *Standing at the Crossroads* does more than outline the unique problems faced by “high-achieving women.”

Authors Marian N. Ruderman and Patricia J. Ohlott discuss the challenges these women face as they attempt to achieve their professional and personal goals—and they give concrete information on how women can bring those goals into alignment.



To succeed in the corporate environment, women must examine their own priorities and how they can fit into their careers—which sometimes might mean turning down a promotion, sacrificing time with children, or working to develop friendships, depending on the woman's current goal. The authors examine five themes that influence women in the workplace: acting authentically, making connections, becoming an active agent in one's own destiny, achieving wholeness, and achieving self-clarity.

Through a succession of interviews with 61 high-level women who attended The Women's Leadership Program at the Center for Creative Leadership, the authors have come up with guidelines that a woman can use to identify which of these themes are most important to her. If she has been highly successful in her career but feels she is lacking close, intimate connections, how can she find time to develop relationships with family and friends? If she has excellent relationships but is dissatisfied with the pace of her career, how can she learn to act as an agent on her own behalf? Throughout the book, the authors offer several exercises that help readers sort through their own values and recognize which ones matter most to them—at the moment—for the authors also emphasize that val-

ues can change over time.

A wide variety of anecdotes grounded in a range of corporate settings will give almost every reader a jolt of familiarity at some point. And that's truly every reader, male or female—because, as Ohlott and Ruderman note, women

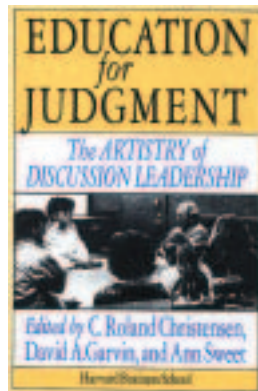
What does it mean to teach? How does a teacher learn to teach? And of all the teaching methods that are available, which are best? *Education for Judgment* comes down squarely in favor of **group discussion** as the best method for teaching.

aren't the only ones trying to achieve a work-life balance. "When we present the themes in this book to predominantly male audiences, the men often comment that they are struggling with similar issues," they note. The struggle becomes a little easier with the aid of this thoughtful book. (Jossey-Bass, \$26.95)

Classroom Discussion

What does it mean to teach? How does a teacher learn to teach? And of all the teaching methods that are available, which are best? *Education for Judgment* comes down squarely in favor of group discussion as the best method for teaching. Nonetheless, editors C. Roland Christensen, David A. Garvin, and Ann Sweet note that it can be a risky, frightening, and exhilarating experience for both teacher and student.

Though published through the Harvard Business School, the book brings together essays from a cross-section of professionals. For instance, one is a medical professor, another a high school teacher. All of them share very personal stories of how they abandoned the lecture mode and began to use the discussion method in the classroom. They discuss the apprehensions they felt when they first began this interactive teaching method, the tools they discovered that helped them become better facilitators of discussion, and the collaborative process that turned their students into co-teachers. Over and over again, they admit that discussion learning is messy, uncontrolled, and far more difficult than lecturing—but a way of teaching to which they have committed themselves. Discussion teaching becomes a partnership, says one writer, that



"makes teaching more joyful. We teachers trade the aloneness and distance

of hierarchy for the cooperation and closeness of collegiality."

While admitting that the concept of discussion teaching may be difficult for some to adopt, the authors say, "However mysterious or elusive the process may seem, it can be learned. Through collaboration and cooperation with friends and colleagues, and through self-observation and reflection, teachers can master both principles and techniques of discussion leadership." This book is a good start. It's like sitting down with a group of good friends who have already undergone the process and asking, "How do you do it?" The answers are honest, detailed, and intriguing. (Harvard Business School Press, \$18.95)

Global Leadership

A highly regarded executive who is promoted to a position of global leadership is simply not going to be able to do his job the way he did it before. "He will work across multiple time zones, country infrastructures, and cultural experiences," say the authors of *Success for the New Global Manager*. And more often than not, the people he deals with will hold beliefs and follow customs directly at odds with his own.

It is critical for today's managers to understand those conflicting viewpoints and to be able to interact with people with intensely different cultural backgrounds, say authors Maxine Dalton, Chris Ernst, Jennifer Deal, and Jean Leslie. "The greatest obsta-

cle to global effectiveness is a shortage of people who are prepared to manage and thrive in this new business paradigm," they write. The trick is realizing that leadership traits that are considered valuable in one culture may be considered appalling in another. How then does a multicultural leader manage effectively without appearing to be inconsistent to the various groups that report to him?

Obviously, no one book can provide a template for international behavior, but the authors do isolate essential universal management capabilities and the pivotal skills needed to employ them. Whether they are working locally or globally, say these authors, managers will need the ability to manage people, action, and information; the ability to cope with pressure; and a core of business knowledge. This will require international business knowledge, cultural adaptability, the ability to take on someone else's perspective, and skill as an innovator.

The book is filled with a multitude of comparative charts, including one that demonstrates how various countries express their identities, view authority, achieve goals, respond to change, acquire knowledge, view time, and respond to their environments. Other charts give readers a chance to rate their own personality traits so they understand how they operate—and what they might need to learn. The result is an absorbing and ultimately useful analysis of personality, culture, and business. (Jossey-Bass, \$29.95) 