could be classified as *Carl-focused*, compared to only 4.2% self-referred comments from his other nine sessions.

The "without" section, about 20% of the total text, includes a feminist theory response to Rogers' session with Sylvia. O'Hara (1996, p. 284) begins her commentary by quoting Horney in 1926 (p. 324), as saying, "Psychoanalysis is the creation of a male genius, and almost all those who have developed his ideas have been men. It is only right and reasonable that they should evolve more easily a masculine psychology and understand more the development of men than women." In her analysis, O'Hara (1996, p. 287) reports obvious approval of Rogers' less reflective; more instructive stance (invitation?) for Sylvia to "go further along the path to a new order of mind by saying more about herself as a learner." In the final chapter, Adele Hayes and Marvin Goldfried deliver a cognitive-behavioral review of "The Case of Mark," contributing their own coding system to classify Rogers' responses. Their response class "Persons Involved," is separated into two parts: 1) client focused, and 2) other (acquaintances, strangers, others in general) focused. They observe Carl's focus on Mark to be present in 97% of his responses, while 73% of Carl's responses included a focus on others. Hayes and Goldfried explain that "Rogers had Mark explore what others thought of him and of the sociopolitical situation in South Africa, so that these views could be differentiated from his own." Seeman's person-centered analysis likewise identifies how Rogers's entrance into Mark's world "in a phenomenological mode - . . . as lived by the client," enhanced the clients' "internal communication with self," and moreover, revealed the "emergence of two closely related themes, one having to do with Mark's struggle to define his relationship with other people and with the political system of which he is a part, and the other theme related to Mark's struggle to define himself within this system."

This book is rich. The editor/authors and contributors are to be commended. Sir Francis Bacon once said: Some books are to be tasted, others swallowed, and some – too few – to be chewed and digested. This book is one of the latter.

Reviewed by Jo Cohen, Ph.D.

## Putting emotional intelligence to work.

David Ryback. (1998).

Woburn, MA: Butterworth-Heinemann. (1998)

In an age of leadership crisis, what are the core qualities of a good leader? The management literature is controversial on this subject, but Ryback's *Putting Emotional Intelligence to Work* offers a path through the confusion. How are intelligence and emotion related to success in managing people? And why is the ability to delay gratification so crucial?

The traumas of downsizing, rightsizing, re-engineering, outsourcing, etc. make up the sea of change that has rocked corporate America. It is refreshing, amid such chaos, to find a book that offers ways to "reinvent" oneself in relation to work and career. Based on the foundations set by Carl Rogers and Daniel Goleman, Ryback builds strategies for dealing with the new reality. The priority of feelings in communication, Ryback points out, can provide a breakthrough for managers aspiring to noteworthy success!

The author, an Atlanta consultant, translates well-known studies of leadership into the new context of emotional intelligence. Instead of theorizing, he uses well-blazed trails from extensive

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research and case literature. Some of these principles are found in the academic and business press if you dig for them, but the author makes them available as a buffet of practical tips.

A word of caution: Ryback uses the terms "emotional intelligence" and "executive intelligence" interchangeably. In Chapter 7, though, the equivalence is brought to full view. The book argues for balance between thinking and feeling, intellect and emotion, without denying the essential need for social skills.

A self-assessment test, called the Ryback Emotional Quotient Executive Survey (REQuES), is offered in the appendix. That way, you can measure your own need for use of the book's principles.

Reviewed by John H. Powell, Ph.D Oglethorpe University

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