

transferences and counterresistances am I prone to?" His discussion is most helpful to readers so that they can do the same concerning what Robertiello refers to as "their psychopathology."

I think all therapists will find *101 Common Therapeutic Blunders* of interest and will likely come to the conclusion that doing therapy is an enormous responsibility that requires we accept countertransferences and counterresistances are inevitable, supervision of some kind is necessary, and returning to our own therapy is at times advisable.

Therapists who are not trained in psychoanalysis may be turned off to the frequent referrals to Freudian theory and terminology. Feminists will dispute the authors' claim that feminism is an example of "one of the more prevalent and potentially harmful forms of cultural counterresistance." (p. 184-185.)

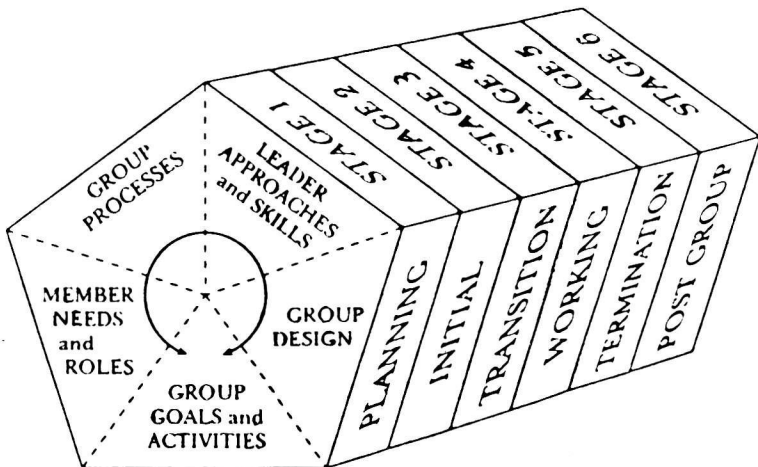
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Norman E. Amundson, William A. Borgen, Marvin J. Westood, and Diane E. Pollard (1989). *Employment Groups: The Counselling Connection*. Ottawa, Ontario: Employment and Immigration Canada.

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*Reviewed by:* William E. Schulz, PH.D. University of Manitoba.

There is much meat in this "sausage" model of employment group counselling developed by Amundson, Borgen, Westwood and Pollard.



This is a book for the practitioner who wants to have a practical model for thinking about groups in order to plan for better groups and to analyze what is happening during the stages of group development.

The end of the "sausage" represents the five basic group components: group goals and activities, member needs and roles, group processes, leader

approaches and skills, and group design. The authors then devote six chapters to relating the significance of each of these important components to the six stages of group development: planning, initial, transition, working, termination and post group. These six chapters form the nucleus of this very readable book. In the chapter dealing with the initial stage, for example, the authors clearly state that this initial stage is intended to help members feel included, to develop group cohesion and to initiate group interaction. Anyone who has worked with groups will recognize group member roles such as tension reliever, harmonizer, dominator, and withdrawer. Similar to the group member roles described by Johnson and Johnson in *Joining Together*, the authors have described very well the above and other group member roles. But more importantly, Amundson, Borgen, Westwood and Pollard have given excellent approaches that a leader can use with various group members. Numerous statements and responses are given to help the beginning group leader. For example:

*Group Member:* "I've been to over 50 interviews and think that I've a few things to say about that topic. I've probably got more interviews under my belt than everyone in this room."

*Leader:* "Jan, your experience will be most valuable to the group! I sense a real frustration with the job interview techniques you've learned! and some helplessness, too, since you haven't found a job. Maybe you could tell the group about what has happened to you in interviews." (p. 144)

The same type of careful, creative and pragmatic treatment is given to each of the other stages as well. Another highlight for me in the discussion of these stages was the authors' helpful hints for managing constructive controversy and dealing with conflicts of interest.

The knowledgeable, experienced group leader will be familiar with many of the skills and approaches related to group leadership and presented in chapter four. Relying heavily on the situational leadership theory of Hershey and Blanchard, the authors have outlined the following four leadership approaches: directing, influencing, facilitating and delegating. These approaches have then been carefully related to the six stages of group development.

A fairly typical list of personal qualities of group leaders are briefly discussed. This list includes the usual qualities such as tolerance, self-awareness, empathy, openness and flexibility. Of far greater usefulness, was the authors' examination of leadership skills. The authors have used Trotter's categorization of leadership skills: reaction skills, interaction skills and action skills. The interaction and action skills presented will probably be of greatest interest to the group leader.

Excellent examples are provided, for each stage of group work, on how the leader can use effectively the skills of moderating, linking, blocking, supporting, limiting, consensus-taking, confronting, immediacy and process observing. For the last skill listed, process observing, the following is one example given:

"During this last practice session I really became aware that we have come a long way in terms of giving one another honest and direct feedback. We seem to be a lot more open with one another; what do you think?" (p. 68)

In keeping with the authors' intentions of providing a "well thought-out design," they have provided, at the beginning of each chapter, a brief chapter overview followed by a number of concise, behavioural objectives. At the end of each chapter, the reader is provided with some "Points to Remember," some "Points to Ponder" and some additional group "Exercises."

The clarity with which each of the group stages is presented, the relevant examples provided for the various group leadership skills, and the many practical discussion questions and exercises, will make this book an invaluable reference for the group counselling practitioner. I agree entirely with the conclusions of Stu Conger on the back cover of the book; namely, that each author "is a distinguished practitioner of group counselling and they have, together, written a manual that reflects their wide experience."

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W. Dryden and R. DiGiuseppe (1990). *A Primer on Rational-Emotive Therapy*. Champaign, Illinois: Research Press.

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*Reviewed by:* Stan Ross.

The title of this book encapsulates its purpose and nature. Dryden and DiGiuseppe prepared this work as a primer for therapists that would serve as a text for basic Rational-Emotive Therapy (RET) workshops. The result is concise, crisp and easy to read.

The book is divided into three parts and a relatively substantial appendix. Part I provides a brief grounding in RET theory. Rationality and irrationality, two key terms in RET, are defined. The ABC framework is introduced as the means for understanding negative emotions. Three basic musts that interfere with rational thinking are explained in terms of demands about self, others and the world. Two "basic biological tendencies" are presented: the tendency to irrationally escalate desires into absolute musts and the ability to change irrational thinking. Insights that facilitate change are provided. Part I closes with an "Overview of RET Theory", which is a slight misnomer as it mainly addresses general issues in the practice of RET. If there is a weakness in *A Primer on Rational-Emotive Therapy* it is in the first part; it is simply too brief to provide an adequate understanding of the theory, even in its basic form.

Whereas the theoretical explanation may be lacking, the practical considerations are amply covered in Parts II and III which comprise the majority of the book. Part II provides an overview of the practice of RET. The treatment process is presented as a series of 13 steps. Beginning with problem identification, therapist and client work through the problem using the ABC framework with homework used in the final steps and leading to the client taking responsibility for his or her progress. The rationale and procedures for each step are clearly explained. Part III provides a case study that illustrates the process. The case study includes transcripts and commentary for each of the 13 steps presented in Part II. The authors point out that they