liberal perspective, policy makers seek to insure that fair rules and procedures exist. The radical perspective relies on intervention and positive discrimination (also known as affirmative action). Finally, the reactionary perspective adopts a nonintervention strategy and supports the idea of survival of the fittest. Noon and Blyton assert that as managers increasingly recognize the value of diversity in the workforce, the discussion of shared disadvantage will shift to a celebration of differences, with special treatment for all. Studies that focus on understanding and valuing diversity are doing just that (Cox, 1993; Thomas, 1996).

After reviewing *The Realities of Work*, I agree with Noon and Blyton that, although a variety of changes in the workplace continue to occur, a thread exists that links the past and the present. It is evident that while some things have changed, others have remained the same. In my view, the vivid description of work realities depicted in the book are all too real.

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The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life, by Parker Palmer. San Francisco: Jossey-Bass, 1998.

Reviewed by Reg Litz, University of Manitoba, Winnipeg, Canada.

I was first introduced to Parker Palmer's work in the late 1980s, when he gave a public lecture at a local university. As a young lecturer interested in pursuing an academic career, I was sufficiently impressed by what I heard to pick up and read his book, *To Know As We Are Known*. The late Larry Cummings, who reviewed the 1983 book, ranked it alongside James Thompson's classic, *Organizations in Action* (1967), as the two most influential books of his academic career (Cummings, 1992). In that review Cummings encapsulated the essence of Palmer's thesis:

> One cannot fully know and teach any subject matter ... by separating the learner from the teacher and both from the substance of what is to be known. In the end learner, teacher and subject matter are a whole. To treat them otherwise, through claims of objectivity and scientific rigor, is to be unfaithful to their true nature (1992: 809).

I think Professor Cummings would have been pleased to see Palmer's recent effort: *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. While the book builds upon the earlier work in many ways, it nonetheless makes an important and unique contribution in its own right. Furthermore, it offers a much needed perspective on the task of management education.

Palmer's Thesis: Teaching Is Hard Work and Easily Avoided

The book's introduction puts Parker's central premise out in plain sight—good teaching is difficult. It is difficult for at least two reasons: first, because "the subjects we teach are large and complex as life, so our knowledge of them is always flawed and partial" (p. 2), and second, because "the students we teach are [also] larger than life and even more complex" (p. 2). How do we respond to these difficulties? Palmer notes two strategies. One way to get through these difficulties is by getting around them—that is, developing a set of tips, tricks, and techniques that "work" for us. A second way, of particular relevance for those in research-intensive environments, is to get out of them—that is, to buy out teaching time in order to more single-mindedly pursue research.

Is there support for Palmer's charges? I offer two personal examples, both from recent conferences. The first incident occurred at a doctoral student consortium intended for early career socialization. Even though the career of business

professor includes both research and teaching, the predominant focus of the consortium was on research. A session on teaching was also included in the program; the emphasis of that session was on technique. I do not remember a discussion of why we were pursuing teaching-intensive careers or, by extension, why excellence in teaching was therefore a worthwhile endeavor in its own right.

At a new faculty consortium, the focus was again on research, write large as the raison d'ètre for the attendees' professional existence. Teaching was not specifically addressed at this event, except in one session dedicated to developing doctoral seminars (and, hence, generating additional researchers). When teaching was mentioned, the tenor of discussion consistently implied it was essentially an impediment to research productivity. An implicit logic was discernible: whereas excellent research publications are person-specific stepping-stone achievements, excellent teaching evaluations are institution-specific millstones that impede research productivity.

In retrospect, a second theme also ran through the gatherings: we are what we write. In *The Courage to Teach,* Parker Palmer offers a reverse perspective that places our person, rather than our publications, at the center. According to Palmer, we teach what we are.

The "Unmentionables" of Teaching: Integrating Our Essence, Facing Our Fears

If asking the right question takes talent, Palmer is a talented writer. Many times he draws the reader into his text, as much by his questions as by his statements. A ready example comes from the first chapter. He asks his reader, "Who are you as a person, and how does that affect who you are as a teacher?" The question is an important one. At the very least it encourages the reader to remember and reflect on his or her own calling to teach. In my case his question prodded me to remember my excitement as an undergraduate completing the required capstone policy course. My instructor was a masterful Socratic teacher, teaching me as much by his use of silence as by spoken word.

Several of Palmer's questions probe the "unmentionables" of higher education, such as fear. Who among us, Palmer asks, has not felt it at some time? But, rather than simply pose the question, he also offers his own answers, emerging from decades of classroom praxis. In the case of fear, he urges us to connect our essence and occupation by dealing with that which "makes us not porous but impervious, [that] that shuts down our capacity for connectedness" (p. 39). While recognizing that some measure of fear will always be inevitable, he reminds us that it need not define our essence. In exhorting us to remember we need not be our fear, he encourages us to learn to teach from other parts of ourselves, such as curiosity, empathy, and honesty.

The Teacher's Role: A Guide to, and Through, Paradox

After addressing the essence of the teacher, Palmer develops his argument outward, moving on to issues of external interconnectedness. Building on Nobel Prize winner Niels Bohr's assertion that "the opposite of a true statement is a false statement, but the opposite of a profound truth can be another profound truth" (p. 62), Parker calls for teachers to model paradoxical learning. This means needing to discern and, when necessary, transcend the inherent limitations of inappropriate binary logic. Such exhortations for holistic understanding reminded me most closely of Mintzberg's charge to be wary of false dichotomization, such as that between formulation and implementation (Mintzberg, 1989).

However, paradox, even when apparently simple, cannot be taught simplistically. Integrating Poole and Van de Ven's (1989) typology for managing paradox (by spatial separation, temporal separation, localization, and simple acceptance) with Parker's thinking gave me a new perspective on my role as a teacher: my task is to guide my students to, and through, paradox and thereby facilitate their own inductive discovery of wisdom. His six classroom practices for dealing with paradoxical tension, and in particular his insight on the necessity and importance of silence, were especially illuminating. Rather than defining "dead air" as failure, he states that sometimes silence can be "a sort of speech, emerging from the deepest part of ourselves, of others, of the world" (p. 77).

Having encouraged us to teach our subjects in all their complexity, Parker presents examples of schools modeling such an approach. He holds up the Medical School of McMaster University

(in Hamilton, Canada) as an exemplar of holistic engagement. Rather than training medical students to relate to the patient in abstraction, the program includes patient encounters beginning day one of the program. But what would such a program look like at a business school? I found myself asking that question more than once as I read through the fifth chapter. At the very least, I conjecture, it would mean reconsidering the very nature of firm performance. One inherent problem of this approach, however, arises in the presence of unreconcilable preferences. To this possibility, I found the book wanting. After all is said and done, how do you divide up residual profits between mutually exclusive and often adversarial interests?

The Courage to Teach: A Critique

If excellent teaching can be likened unto a puzzle, *The Courage to Teach* is not a "how to" but, rather, a "why bother?" book. While explaining why teaching is avoided or, even worse, evaded, the book also holds out a promise: teaching from, and toward, wholeness can be a source of joy, distinct from but complementary to the joys of research. In some ways this book suggests that the time might be right for more study on the challenges of excellence in management education. A resource-based view has been applied to the firm; perhaps now is the time for considering its implications for the classroom.

In summary, if teaching is just a chore, and you are content to just "do chores," this book is not for you. You will be challenged to go beyond the minimum and pursue excellence. But rather than approaching teaching as something we just tolerate, Parker Palmer holds out the promise of it being something we can celebrate.

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