

PRINCIPLES

BY RAY DALIO

原则

雷.达里奥著

田康 译

特别感谢：古严，王静静，周晨，张倩，阎凤超，费牟，周凯，小奚之屋，袁园，李莉的大力支持。

感谢：徐安琪，廖晓华，刘甜，馨苑，徐友林，崔龙，韦艳，张小瑛，尤婷婷，胡晋禄，刘明杰，龙泽新，贾培，刘凤贵，蒋来福，冯禹，许丽娜，李静然，胡峰，李燕，肖静姝，Zita，的支持！

你们的支持是我翻译Principles全书的动力！

所有读到Principles译本的人都应该感谢他/她们，因为没有他们的早期支持，我可能就译

不下去了。（这是实话，我翻译Principles，学到最重要的一课，就是trust in truth）！

感谢：馨苑，洪导提供的纠错，使我能做得更好。希望大家继续纠错，我的微信oppotimist.
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感谢我的母亲：刘先英

Principles 翻译全书序言

笑来老师说，事情要先做到了再说。但是，翻译 **Principles** 全书这件事，无论如何我都会做完了。目前进展良好，前 2 章已经译完了。后期会加速。2017.12.31 号之前肯定会全书译完！

既然要译完，就一定要做到最好。如果要做一个 **another** 这样的译文，那我就不做了。（此处背景声是罗永浩：如果我要做一个 **another** 手机，我 **XXX** 的就不做了。）

所以，你懂的。我这译文，一定要做最好的。

最好的译文，肯定不是我说了算。翻译群里问了几个人，都说我的译文质量好。但是，总会有更好的解决方案，而我，就希望能够拿出更好的解决方案。翻译 **Principles**，开始只是嘴上不断地说说，感谢前期广大朋友的支持。同时也感谢自己的守信。失钱事小，失信事大！

说实在的，翻译 **Principles** 这件事，并不容易，某种程度上还非常困难。**Ray Dalio** 是世界排名第一的对冲基金的大牛，30 多年总结出来的人生智慧

写成的 Principles，想要自己理解已经不容易了，但还要转变成读者能够方便理解的中文，确实是一件非常不容易的事情。这算是一件难但正确的事吧。我已经全书只字不差的讲解两遍了，但是在翻译的时候，仍然感受到 Ray 的智慧（惊喜）与译事的不易（苦恼），因此也就痛苦并快乐着！

其实，本着相信事实的原则，我在多处公开文章，甚至在新生大学的关于原则的分享中，都指出指笔墨上的原则的译文不太好，对的，就是不太好。但是广大的英文不过关的人，根本就分辨不出译文的好坏。这也难怪，因为不懂英文，所以无法分辨。

所以，我就下决心来翻译了，但是翻译，一个人翻译但没有收入，感觉没有动力，因为我还没到财富自由的状态。所以，就发动大家出来支持。因为有了金钱上的支持，再加上我个人的承诺，我就有了一份责任去把这本书从头翻译到尾。如果不是责任和信用驱动，我肯定早就歇菜了。所以，再次感谢这些支持我的人。

那天译 How good are you at pushing through? 你从持续到底的能力到底有多强？

我第一个想到的就是翻译 Principles. 真心不容易，持续下去困难重重。所以，说别人译的不好非常容易，自己想译好非常难！

一个类比：当观众看意甲职业联赛都很容易，你上场踢一场下来，就知道真踢有多难了！我当观众认为知笔墨上译的不好，现在下场真开踢了，觉得真的很难！就是这样！但再难也要好好地译下去！

笑来老师说了，说到不算数，想到不算数，做到才算数，目前我在持续的做，加油！

总而言之，说别人做得不好不是建设性意见，找出一个解决方案才是建设性意见。

是时候，我应该提出一个更好的译本了。

是否比知笔墨上的好，大家对比了自己看吧。

群里有人在一边自己译一边对照我的，这样学英文速度也会很快的，希望你们也能通过不断的翻译，如此这般，不但掌握英文阅读技能，同时也能理解 Ray Dalio 的人生智慧，要知道，连笑来老师也是 Ray Dalio 的脑残粉。

为了支持我的朋友们，我肯定会尽我最大的努力来翻译的！

今天是笑来老师的生日，我知道这个版本还没有译完，但是我还是想做成 pdf 发出来，希望祝笑来老师生日快乐！

另外，今天是 pressone 众筹的日子，提前祝众筹顺利，另外，这个译本，我想以后肯定会上 pressone 了。

再次感谢微信群里各位伙伴的支持！

以上是为序！

田康
2017.7.12
长沙聚贤斋

我从四级三次过到考上英语研究生的故事

我写下我的故事，希望对一些人能有一些启发。启发本身也是一种价值的传递，如果你因为看到我的文字，转而奋发图强，完成了在英语方面的突破，请你告诉我，希望我的经历能够帮助到你。

我大学读得是工业自动化专业，本身也不是本科，而是大专。但是我特别喜欢英文。这种喜欢本身并没有导致我的英文比其它人好很多。因为是专科，所以要从大学英语 3 级考起。我的英语 3 级成绩不错，100 分的满分，我考了有 80 多分。但是后来继续考英语 4 级的道路就没那么轻松了。一则是因为大学时期已经不开英语课了，所以就没怎么投入去学英语。另外寝室里的小伙伴都每天沉浸在网络游戏之中，我当然不能幸免，也整天沉迷在网络游戏之中。所以英语几乎废掉。结果自然可想而知，没有付出，就一定没有收获，所以，大二下学期，第一次报名了四级考级，结果就铩羽而归，而且分数似乎只有 40 多分，离 60 分的及格线差得太远。但回来后，仍不觉得英语有多重要，仍然是继续玩游戏，每天在虚拟的世界里打打杀杀，然后乐此不疲。我至今还记得，有一次，一位朋友的哥哥过来，喊我们一起去网吧里玩游戏，我居然连游戏中出现的 **loading** 这个单词都不认识，还被朋友的哥哥羞辱了一顿，说是连这个词都不认识。但是即使这样，我也没有立即一夜之间发奋图强，努力学好英语的行动。

但是好在我这个人还有一股子死磕到底和决不放弃的精神，一边玩游戏的同时，一边买来李阳疯狂英语的书。一边背，一边继续玩游戏，大三上学期，四级去试了一下，仍然没有过。直到大三下学期，最后一次机会了，最后一段时间，放弃了每天玩游戏，转而去泡图书馆，最终通过了大学英语四级。当时还有一个画面记忆犹新，我的一位同样四级连考三次的同学跟我

开玩笑说，“我们四级都战了三次，六级要考多少次才能过啊？”当时根本就没想过能过六级，因为觉得四级能过都是不得了的事了。我们全班 40 多人，大三毕业时过了四级的才 4 个人。可见比例之低。一则是因为没人关心四级成绩，因为专科毕业，有三级毕业证书即可。不会有那种四级不过就拿不到毕业证的压力，所以考四级的动力都不足，更别谈去玩命考过。我读书那会，真有人拿不到四级证书跳楼的，那是因为这些学校的四级成绩与大学学位证书挂钩的。只是后来才有了四级的改革，说是毕业证书与四级不挂钩。

因此，当时我过了大学英语四级，我内心还是挺骄傲的。

对了，忘记说了，我当时读得专科学校叫湖南计算机高考专科学校，后来合并进了湖南大学。我想说得是，很多湖南大学的统招学生，可能考个四级跟玩一样。考六级也轻轻松松。但是，我的四级真真是考了三级才通过的。一路走来，感觉能过四级，我已经英语很棒了。但是后来我才知道，我的英语，跟实际应用差得太远，太远。

毕业以后，我没有选择专升本，而是出来工作。回到家里，进了一个国企。有一天，一位女领导问我，说我过了四级，英语应该不错吧，问我英语口语怎么样？我直接说我英语阅读能力挺好，但是口语不太行。说完这句话之后，就没有然后了。原来那位女领导是想找到能去陪大领导接见外宾的大学生。一看我不行，就换人了。我因此失去了一次机会。后来我就暗暗发誓要努力学好英语。我记得，当时我作为一个生产双氧水的操作工人，是要上夜班的。有时候凌晨 12 点半往厂里走，去上凌晨 1 点的夜班，路上只有零星几个人，我一边走，一边唱 hero 这首歌。There is a hero, if you search into your soul, and you soul knows that you are alone...一边唱一边感觉那种活得很憋屈，一个堂堂的大学生，居然要来上夜班，各种委屈。但是

在一个小地方，我也找不到更好的出路，无非就是上完班，然后回家继续打游戏。打完游戏，继续上班。后来工作了半年，我提出辞职。离开了小地方，去了北京。

到了北京，我才知道，原来自己所会的那些东西，真的少得可怜。

上次说到我去了北京。那个时候，我天真的认为自己很牛逼。就跑到一些公司里去应聘。然后有一家公司还挺不错，做的是工业自动化，而且有外资背景，简单来说。就是又需要英语，又需要我的专业。然后公司看到了我的简历，给了我一次面试机会。当时我去面试的时候，最终是没有通过，但是我收获了一个新的单词，叫 **scarcely**。当时不知道，我觉得我的英语还不错，然后面试官也就想试试我，让我翻译一段工程方面的英文，我当时看完之后，顿时感觉到自己的不足。然后就知道，原来自己的差距有这么大。不过我出了考场，就马上去查了 **scarcely** 这个词，原来是和 **hardly** 一个意思，表示“几乎不”。这个单词是我那场面试的一个收获。另外一个收获则是，我终于明白了，原来我只是自己认为自己的英语很牛 B，但在用人单位的眼中我当时对我英文能力的认知很傻 B。

那个时候不知道天高地厚，就直接报了个托福班，学听力，然后在北京工作不久后，也辞了职，全力以赴去学英语，学到什么程度，就是学到晚上凌晨 3 点，第 2 天起来继续学。还去新东方报了一个托福班。另外就是报一场托福考试，准备去考一场托福。这样弄完，自己就没什么钱了。虽然自以为很努力，但是还是不够努力。因为最后成绩下来，我的托福只考到了 580 分左右，离那些大牛动不动就 650 分还是差的太远。不过我现在还记得，当时一些很牛的老师讲课的样子。比如戴云老师讲语法课时总结的三大规律，“黄一黄一永放光芒！”只有当时

考过托福的人才会明白，戴云老师这些语法点讲解的有多牛。当然，当时的占三分之一语法题现在都换了新的形式。

当时，我还去听过古典老师的课，在能坐几百人的大教室里，听古典老师讲词汇。还记得上课老师讲过一个真实案例，就是有企业说古典老师能够一天内让员工记得很多词(比如 5000)，然后请古典老师去讲座。古典老师就说，这是不可能的。然后我还记得当时晚上读古古和典典关于词汇的对话，读得叹为观止，上完这些课我才明白，原来英语不光是学校里老师那样的教法，原来英语可以教得这么有趣。然后我就生了自己也要去当英语老师的想法。

所以，后来我才会拼命努力地去学英语。但是我的托福成绩并不理想，才只有 580 分左右。我当年去北京新东方应聘的时候，面试我的人说我根本没有任何希望。不过那也没有动摇我努力提升英语水平的决心。反而使我更加拼命努力去打磨自己的英语水平。可能是天生不服输，所以，我努力去考各种英语考试，比如我当时想在北京报考英语六级，并且天真的认为过了英语六级就很牛了。但是当时在北京报考英语六级居然要暂住证，等我知道这个消息的时候，再去办暂住证已经来不及了。所以我就没有报名成功。你能想到一个求知若渴的人看到别人报名成功六级都是一种羡慕的画面吗？当时的我就是羡慕那些能报六级的人，至少，他们有一次证明自己的机会了。

第一年在北京考完托福，收到成绩已经是第二天开春了。然后那个时候想到去上海了。因为上海有一位同学已经在那边了，所以想得如果去上海跟同学一起。后来我找到了一家公司继续做工业自动化方面的工作，与此同时，不断地去上海新东方报班学英语，不断地去上海新东方听各种免费的讲座，只要有时间，就去拼命的学习。我觉得那种学习的激情比我在大专学英语的激情要高涨得多，甚至超过我高考时的学习热情。我那个

时候的工作需要我全国到处出差，但是我无论去到哪个城市，手里一定会带一本英文书。当同们忙完一天的活去休息的时候，我会拿出英文书出来读。正是这样不断地学，不断地背，最后我才有机会去了上海新东方教英语。

话说在去上海新东方之前，我去英语培训机构之路要多不容易就有多不容易。因为我没有拿得出手的英文证书。我和一位一起合租的小伙伴一同申请当时一个教育机构的英语职业（名字就不说了。）当时小伙伴有专八的证书。那家机构的 HR 很热情的打了他无数个电话让他过去面试。我找小伙伴要来 HR 的电话，很热情的打电话过去，希望对方给我一次面试的机会。对方却丝毫对我提不起任何兴趣。如果你曾经有过一种拼尽全力想得到某样东西，最后却丝毫没有任何机会这样的感觉，你就会明白我在说什么。最终我根本连面试的机会都没有。**我当时明白了一个道理，有些时候，如果你没有某些积累，你甚至连跑龙套的机会都没有。**

所以，我开始了拼命的自我证明之路。我努力地去考上海市高级口译证书。前后加起来一共考了 6 次才过。每次 210 元的报名费。我每一次报名，都发誓一定全力以赴，结果都是铩羽而归。最终我第 6 次终于以 182 分飘过的时候，真的非常开心，比后来通过专八考试还开心。你要知道，当初那个过了专八的小伙伴，他和我一起去考了第一次上海市高级口译，考到了 170 多分，没有过就没有再考第二次了。因为对他来说，这个证书可能意义真的没有那么大。而我第一次才 70 多分的成绩，瞬间把我打入了谷底。我至今还记得，当时和这个小伙伴一起去了一家肯德基。墙上上写着这么几个词：it's finger licking good. 那个 licking 我当时就不知道什么意思，问那个过了专八的小伙伴，他云淡风轻地说出了是“舔”的意思。我明白了，原来我跟他是有差距的。后来他没有再考过高级口译，而我一边考了六次，终于考过。不过这后来也使我养成了一个不轻易放弃的

习惯。是的，就是什么东西，我认准了，我就不会轻易去放弃。

就在我在上海新东方教书的时候，我父亲的身体不太好了。这个时候，我决定回家去照顾我的父亲。回家之后，我一边在医院里陪我父亲，一边在岳阳的培训学校里继续教英文。

那个时候，我突然间希望自己也能够去读英语的研究生，就萌生了考研的梦想。但是这个世界上从来就不缺少有梦想的人，有梦想的人大多数情况下在现实的种种压力下学会了妥协。我不想妥协，因为去读研究生那个时候就是我唯一的梦想。

因为我前面是专科，所以我就去网上查哪些学校我可以报名。并且英文专业还不错的学校。我看了一下，武汉大学需要在省级刊物上发表文章，一时间我也来不及去发表文章了。

武汉还有华中科技大学，华中师范大学和武汉理工之类的都要求有发表文章的要求，我都达不到。我甚至还打电话去华中农业大学问他们是否有英文系的研究生，得知答案是没有。

后来看到有两所学校可以一试，一所是湖北大学，另一所是湖北工业学院。我就去网上找到两所学校的研究生入学试卷来做。我感觉湖北大学的研究生入学试卷明显要多湖北工业大学难。这也很正常，因为湖北大学的英文专业明显要多湖北工业大学的要好。

我也是进了湖北大学的研究生院才明白，原来湖北大学的本科英文系是非常难进的。高考英语有个学生英语高考考了 128 分，报得英文系都没让她进去，最后转了其它专业。因为当年英语系要 130 分以上才能进。你知道湖北大学英文系很牛了吧。

虽然看似遥不可及，但是我还是愿意全力以赴为之一试。

我要感谢当年那个初生牛犊不怕虎的我，因为当时我一是专科毕业，二是工业自动化的背景，三是在湖南计专读得大专。这三样东西导致我的考研是跨专业，跨学历，跨省，跨学校。基本上我在网上找不到像我这样类似的人成功考研的案例，因为太稀少了。不过我心里一直是以二个人为榜样的，一个叫俞敏洪，考了三次上的北大；另一个叫马云，考了三次考上杭州师范。

命中注定，有理想和死磕精神的人，一定是会有一次好运降临的。这种好运，其实就是一次破局！人一定要有一次破局！

我当时看到湖北大学研究生院的招生简章，觉得很有意思，就是如果是专升本考研，在专科毕业，需要二选一，要么是学了想要考专业的五门课程，并且这五门课程要有通过的证明。就是 60 分过线的成绩单。要么你就是过了英语 4 级，那么你可以考湖北大学的任何一个专业的英语生。我当年考了 3 次才过的 4 级这时候居然发挥了巨大的作用。

我想，湖北大学设置这条考研的规定，肯定是希望帮助那些过了四级的专科生方便考其它专业的研究生的，但是没有想到的是一个过了四级的小子居然敢直接考它的英语研究生。没有多想，我就报了，然后第一次考出的分数，让我吃了一惊，因为第一次并没有想到要过，只是单纯的想试一下。没想到我在日语只有 26 分的情况下，居然考到了 323 分。湖北大学英语系要求 350 分即有面试的机会，再一看，原来我二门英语都不错，

每门平均都有 110 分。关键是日语。如果日语能上来，明年考上研究生应该不成问题。这样一来，我就真正开始下决心去考英语系的研究生了。

第二年的时候，我一边去私立培训学校教英语，一边在医院照顾我父亲，一边找了个地方学日语。但是岳阳这个小地方，是没有日语培训班可以报的，我四处打听，得知湖南理工大学的英语系学生有开日语课。我便跑到湖南理工大学，认识了一些朋友，然后就跟着他们去趁日语课听。我一共去了大概十多回吧，听了很多的日语课。我记得有两个日语老师，我都听了。期间我经常是晚上医院住院部照顾我父亲，然后白天去到湖南理工听日语课，然后周末去培训学校教英语。当时经济压力有点大了。我记得我母亲跟我说了一句话，你从上海跑回来做什么？**我当时的想法是，我觉得我能陪父亲的日子不多了，所以，我决定回来陪他走完最后一段时光的。**虽然当时经济压力很大，我也没有退却，反而是努力去拼。但是最后的结果却是，当年的日语卷子出得非常难。我因为发挥失常，导致最终只考到了 347 分。结果很残酷，就是连复试的机会都没有。

人生最可怕的事，就是你拼命努力，但却依然看不到前程，因此你开始怀疑人生！就仿佛你拼命游向对岸，却被大雾挡住了视线。你开始怀疑是否仍要继续拼命游下去！

倔强的我，选择继续拼命游下去！

虽然考研失败，但是在母亲的经心照顾下，父亲的病有好转的倾向。我就想去武汉工作。这样可以多赚一些钱，以支撑我的梦想。

我去了武汉，跑到湖北大学去认识那里已经考上的师哥师姐以寻求经验。我甚至尝试去湖北大学旁听，还尝试认识当时的外国语学院院长。但是外国语学院的院长显然是不太欢迎非本校的学生的。没有办法继续去听课，但是我依然不想放弃。一边白天努力上课，一边照顾我时不时住院的奶奶，一边报夜校学日语。

别人来夜校学习日语可能就是出于单纯的喜欢，或者是为了看懂动漫，而我就是为了能考上研。所以我就带着历年的考卷去问老师，每道题怎么解。每次下课都去问，最后把所有的题都问了一遍。最终打下了很好的基础。

第2次考研失利的主要原因是压力太大了。有过高考经验的人都会有这样的体验，当你把所有的希望都寄托在一次考试的时候，那种无形的压力会让你感到无法呼吸。所以，当第2次成绩下来的时候，我感觉到非常痛苦，但也无法弥补。因为还有梦想，所以一定要拼尽全力做最后一次尝试。

即使这样，上天似乎也不会轻易让我通过。前2次考研，我都是在岳阳考的。第3次考研，我在武汉报的名，直接在湖北大学考的。这一次考研，其过程比我想像的要曲折。考第一门政治的时候，我居然因为太紧张，把3道10分的政治大题答错了地方。（把35题答到了37题，36题答到38题，37题要答时发现没地方写了）这个时候，我都快崩溃了。我举手问考官，是否可以给我一张新的答题纸？考官找了一下，说没有多的答题纸了。然后跟主考官说了我的情况，主考官说让我写到其它的地方去。我问会不会影响成绩。主考官说他也不知道。我没办法，硬着头皮写完了答案。还用横跨2页的长箭头指出35，36，37题对应的位置。

到了下午，我依然努力答完了日语题。我都努力了这么久了，不应该放弃。虽然考场里有好几个空位置，显示着它的主人已经放弃着这次考研。

在从湖北大学回住处的公交车上，我的眼泪就止不住留下来了。后来我看刘德华去《开课了》上做演讲，刘德华当年没有成就的时候，被女朋友分手后，也是坐在香港的公交上止不住流下眼泪。看他节目的时候，我觉得我应该向他学习一点，至少，当有人转过头来看他的时候，他会擦干眼泪，保留最后的尊严。我只是站在车上，任眼泪肆意留下。泪水中饱含着对梦想的执着和对自己失误的懊悔。

回到住处，我查了一下，原来网上跟我一样写错大题的人也有。但是我没能找到结论，究竟这样写错了大题方向会不会被完全6扣分我不得而知，如果3道题1分都不给我，那我只做了70分的政治题。在这种情况下，政治想要过55分的去年的线就几乎不太可能了。想一想这一年来花在考研上的买书，报政治班，日语夜班以及各种付出，各种委屈就随着眼泪一起夺眶而出。因为没有结论，所以，我决定，第二天无论如何，继续把2门英语考完。

我的原则是，一件事，既然认定了，即使输了，也要把它做到底。

幸亏这个原则，我在关键的时候没有放弃。

前两天看到笑来老师的一个分享。他分享到他成功的一个重要的原则是，在关键的时候不放弃的精神帮了他很多。我想，正是因为我没有在关键的时候放弃，所以后来我赢了。

第二天考英语之前，我心理也是非常忐忑的。因为不知道政治那一科是否会断送我的考研前程。但是我依然尽我全大的努力去完成了第二天的二门英语。考完之后，等待的日子是一种巨大的煎熬。因为我不知道结果会如何，我只知道我政治有 3 个大题写错了地方。这一年的春节也是过得非常不爽的。父亲的身体依然很虚弱，我对自己考研的坚持也是前途未卜。过年的时候，以往和母亲有很多话说的我几乎不想和母亲说什么。外加年纪大了，一直也没有谈恋爱。所以整个压力太下，几乎是崩溃的。过年有一天，有一天我和母亲是坐在火炉边，我的眼泪是不由自主的下来的，母亲也哭了。两个人都在抱头痛哭。这个年过得，一切都忘了，惟有这一幕，至今记忆犹新。

有些事，不用去说；有些苦，不用去诉。因为，没有你的经历和你的梦想，在那一时刻别人永远无法真正懂你！

感谢母亲容忍我一直以梦想来完成考研这件事。因为无论怎么说，在 26 岁时燃起的那个梦想，使我在 29 岁的时候，能够实现这个梦想。做到青春无悔就够了。我一直相信古大的一句话。**如果某个人在某一个领域里曾经倾尽全力，那么他的这样一种全力以赴的精神一定是可以迁移的。**

我想，这也是为什么连考三次高考的俞敏洪和马云能成为今天的俞敏洪和马云的原因之一吧。如果青春的时候，都无法拼尽全力完成自己的一个梦想，那么等老了的时候，还有什么值得跟儿孙提及的骄傲的事呢？

到了来年的 3 月份，我拿到了成绩。我至今仍然记得我拿到成绩那一刻的兴奋。368 分，过了 350 分的国家线，有资格去复试了。

但是对一个非英语专业专科过来的人，湖北大学的那些教授会给我一次机会吗？要知道，湖北大学英语系研究生院每年都有笔试过但是复试被刷下来的人啊！前途依然未卜。

当你的刚需够强的时候，一切问题都不是问题。

上次提到我终于考完了笔试，并且拿到了 368 分的成绩，但是还有复试这一环要过，我其实当时心里是没底的。

原因有三。第一，我的背景是专科+非英语专业+跨省+跨学校+跨学历。总之这些看起来都不是优势。第二，我的笔试分数的优势并不明显，上面还有 400 多分的，而且分数比我高得人还大有人在。第三，以前没有非英语专业专科考上湖北大学英语系研究生的先例，并且英语是湖北大学的热门专业，问以前考上的师哥师姐得知每年都有人复试被刷下来。

所以我得做好充分准备。我一直都有去华中师范大学的英语角练口语，所以，我把我去华中师范大练口语的事情写了一系列的文章，一共大概有 7 篇吧，全部写出来之后我打印了 6 份，带到了复试的地方。

我从以前的考上的学长那打听到以前的复试是要自己去读一断英文，然后现场翻译一段英语，另外导师会用英文对你提问。整个过程大概 5 到 10 分钟。这 5 到 10 分钟就决定了你能否考上的命运。同样，我考上的那年，一样有人笔试过了面试被刷掉，同时有人从三年制的公费生被刷成了二年制的自费生。

当时我们在复试前都被要求填一张是否同意调剂到二年制自费研究生的协议书。外国语学院刘教授在我们填之前告诉我们，往年有学生认为填了同意就意味着有更大的可能被调到二年制，

因为不填，结果最后被刷了哭着跑来哀求同意读二年制的，结果这个结果是不能更改的，所以最后被刷到没书读。

听了刘教授的话，我二话没说，看见协议书就写了自己的名字。不论怎么样，我要读一个研。有机会读就行了，不管它是二年还是三年的。

等待的时间是一个煎熬。真正进去之后，我把我打印的五六分份自己去华师英语解的文章交了几份面试导师。导师们看了我的简历，都问我以前是做什么的？我说我在教英语，教了有3年了。然后有导师用英文问我教哪个阶段的？我说我中学英语，四级，新概念和雅思阅读都有教过。然后有导师问我为什么想读研。我就说读研一直是我的一个梦想，我希望能有机会来圆这个梦想。整个过程都是用英文完成的。当时我很紧张。

当一个机会是你等了三年才等到且非常害怕失去的时候，你要多紧张就会有多紧张了！

最后导师们问题问完了，我走出了考场。

再然后就是等结果了。结果出来的时间并不太长。研究生院的辅导员打电话问我，说我被三年制的公费研究生录取了，考虑到我年经也不小了，问我是否会去读。我想都没有想，就说我会去。

不过后来我的导师跟我说了，当时几个导师其实对于是否录取我是有争议的。这些导师都是一路学英语过来的，对于一个像我这样非英语专业出身，几乎通过自学和新东方不断报班学习把英语练出来的人，有些是信任的，有些是不太信任的。但是几位导师最终讨论的结果是给这个对英语如此痴迷的小子一个机会。感谢湖北大学外国语学院不拘一格招人才的胸怀。感谢

几位支持给我一个读研梦想的导师，最终我被录取了。这个过程其实并不容易，因为，当这一个名校普遍看重第一学历的环境下，我居然奇迹般的成了第一个在非英专专科且仅过大学四级的情况下考上了湖北大学英语系的研究生。再次感谢湖北大学的那些导师们。希望有一天我可以回报你们的知遇之恩！嗯，我打算 2017 年把 Principles 这本书翻译完，然后想办法邮一本回去，献给母校。当然，如果能出版然后再献给母校就更好了。

其实从大学 4 级 3 次才过到考上英语研究生，我觉得最感谢的不是那些我遇到的挫折，我最感谢的应该是我自己，我没有被那些挫折所吓倒，没有在关键的时刻放弃。

是的，你可以有一百个理由放弃，但是你只需要一个理由就能把这件事情做成，那就是，我想要！

如果不是当初我很执著地把新概念三册从第 1 课背后第 54 课，每篇文章至少背上 20 遍，然后去默一遍。背后因为” the” 的咬舌音发得太多而导致舌头下面咬出血泡，然后咬破了继续背。如果不是当初我疯狂的报新东方的英语班听课。如果不是当初我为了一个考研梦在白天上课已经很累的情况下在晚上持续去听日语课。如果不是那个读研的梦想像种子一样在我内心燃烧着不曾熄灭，我想我是不会实现这个梦想的。

还是要相信马云的那句话：梦想总是要有的，万一实现了呢？

而且，我发现，在这个一切变化都太快的世界里，有时候，对梦想的执作反而可能让我们能更聚焦于我们真正想要的东西，而不是做那些别人想要我们做的事情。

因此，如果真要像王阳明所说的，先立志，再做事。那么，我至少已经做到了完成我的一个梦想，接下来，我所要做得事，就是完成我的教育梦，希望能帮助更多的人改变命运。做一个优秀的 life coach 会是我的下一个梦想。希望我的考研故事，能够帮助到你。也希望，我译的 Principles，能够帮助你改变你的命运！

希望一切会更好！希望此文对你有帮助！一起加油！

2017.6.19 修改于
长沙聚贤斋
田康

1) What are principles?

Your values are what you consider important, literally what you “value.” Principles are what allow you to live a life consistent with those values. Principles connect your values to your actions; they are beacons that guide your actions, and help you successfully deal with the laws of reality. It is to your principles that you turn when you face hard choices.

你的价值观是你考虑重要的事，从字面意义上是你‘重视’的东西。原则是允许你按照这些价值观来生活的。原则连接你的价值观与你的行动；原则是引领你行为的灯塔和帮你成功应对真实世界的法则。当你遇到难以抉择的时候，你转向的是你的原则。

2) Why are principles important?

2) 为什么原则重要？

All successful people operate by principles that help them be successful. Without principles, you would be forced to react to circumstances that come at you without considering what you value most and how to make choices to get what you want. This would prevent you from making the most of your life. While operating without principles is bad for individuals, it is even worse for groups of individuals (such as companies) because it leads to people randomly bumping into each other without understanding their own values and how to behave in order to be consistent with those values.

所有成功的人士都通过运用原则来帮助他们成功。没有原则，你将会被迫在没有考虑什么是你最重视什么和如何做决定来得到你想要的东西的情况下对发生在你身上的情况做出反应，这将会阻碍你得到从你生命中获得最多的东西。虽然没有原则的情况下来生活对个人来说是有害的，但是没有原则对由个

人组成的群组来说更有害（比如公司），因为这会导致人们随机冲撞彼此而没有理解他们的价值观和没有理解如何与这些价值观相一致而去行动。

3) Where do principles come from?

Sometimes we forge our own principles and sometimes we accept others' principles, or holistic packages of principles, such as religion and legal systems. While it isn't necessarily a bad thing to use others' principles—it's difficult to come up with your own, and often much wisdom has gone into those already created—**adopting pre-packaged principles without much thought exposes you to the risk of inconsistency with your true values.** Holding incompatible principles can lead to conflict between values and actions—like the hypocrite who has claims to be of a religion yet behaves counter to its teachings. Your principles need to reflect values you really believe in.

3) 原则从哪里来？

有时我们形成我们的原则并且有时我们接受其他人的原则，或者整体上原则的打包，比如宗教或者法律系统。虽然去使用其他人的原则不一定是必要的——拥有你自己的原则是困难的，并且经常很多的智慧已经进入这些已经创立的原则之中——但是采取打包好的（别人的）原则而没有深入思考使你暴露在与你自己真实价值观不一致的风险之中。持有不兼容的原则可导致在价值观和行为之间的冲突。——就如同伪君子声称皈依于某一宗教但是行动却与其声称的相违背。你的原则需要反映你真正信仰的价值观。

3 I wish everyone wrote down their principles. I wish I could read and compare the principles of all the people I'm interested in—Steve Jobs, Albert Einstein, people running for political office,

people I share my life with, etc. I'd love to know what they value most and what principles they use to get what they want. Imagine how great that would be—e.g., imagine how much valuable fundamental thinking could be harnessed. I hope that my doing this will encourage others to do the same.

我希望每个人写下他们的原则。我希望我能够读和比较我所感兴趣的所有人的原则---史蒂夫·乔布斯，阿尔伯特·爱因斯坦，那些动作政治的人，我与之分享我生命的人，等等。我想去知道他们最重视什么和他们运用什么样的原则去得到他们想要的。想一想那将多么棒—例如，想一想有多少有价值的底层的思考将会被掌握。我希望我这样做将会鼓励其它人也去做同样的事。

4) Do you have principles that you live your life by? What are they?

4) 你有你生命遵守的原则吗？他们是哪些？

Your principles will determine your standards of behavior. When you enter into relationships with other people, your and their principles will determine how you interact. People who have shared values and principles get along. People who don't will suffer through constant misunderstandings and conflicts with one another. Too often in relationships, people's principles are unclear. Think about the people with whom you are closest. Are their values aligned with yours?

你的原则将会决定你的习惯的标准。当你进入和其它人的关系时，你和他们的原则将会决定你们如何交互。那些有共同价值观和原则的人相处很好。那些没有共同价值观和原则的人将会遭受彼此间持续的不理解和冲突。经常在关系中，人们的原则是不清晰的。想一想你最亲近的人，他们的价值观与你的一致吗？

What do you value most deeply?

你最珍视的是什么？

5) How well do you think they will work, and why?

5) 你认为他们将会运作的多好？为什么？

Those principles that are most valuable come from our own experiences and our reflections on those experiences. Every time we face hard choices, we refine our principles by asking ourselves difficult questions. For example, when our representatives in Washington are investigating whether various segments of society are behaving ethically, they are simultaneously grappling with questions such as, “Should the government punish people for bad ethics, or should it just write and enforce the laws?” Questions of this kind—in this case, about the nature of government—prompt thoughtful assessments of alternative approaches. These assessments in turn lead to principles that can be applied to similar occasions in the future. As another example, “I won’t steal” can be a principle to which you refer when the choice of whether or not to steal arises. But to be most effective, each principle must be consistent with your values, and this consistency demands that you ask: Why? Is the reason you won’t steal because you feel empathy for your potential victim? Is it because you fear getting caught? By asking such questions, we refine our understanding, and the development of our principles becomes better aligned with our core values. To be successful, you must make correct, tough choices. You must be able to “cut off a leg to save a life,” both on an individual level and, if you lead people, on a group level. And to be a great leader, it is important to remember that you will have to make these choices by understanding and caring for your people, not by following them.

这些最有价值的原则来自于我们自己的经历和我们对这些经历的反思。每一次我们面对艰难的选择时，我们通过问我们自己

困难的问题来提炼我们的原则。例如，当我们的代表在华盛顿正在调查是否社会的各个环节都按道德做事时。他们与此同时也与这些的问题在搏斗，比如：“政府应该因为坏的道德而惩罚人们吗，或者政府应该仅仅就是写一并且执行法律？”这样类型的法律—在这种情况下，关于政府的本质—提出关于可替换方法的有深入思考的评估。这些评估反过来导致那些可以在同样环境下可以用的原则。正如另外一个例子，“我不会去偷”可以是一个你可以当选择是否去偷这个问题在脑海中产生时去运用的原则，但是为了更加有效率，每一个原则都必须与你的价值观相一致。并且这种一致性要求你问：“为什么？是否你不会去偷的原因是你潜在的受害对向感到同情？是否因为你害怕被抓？通过问这些问题，我们深化我们的理解，并且我们的原则的发展更好的与我们的核心价值观相统一”为了更加成功，你一定做出正确的，困难的选择。你必须能够去“截肢一条腿去救一条命”，不论是在个人的层面，还是你如果你领导员工，在一个群组的层面。为了成为一个伟大的领导，记住你将会通过理解和关心你的员工，而不是遵从你的员工来做出这些选择。

You have to answer these questions for yourself. What I hope for most is that you will carefully consider the principles we will be exploring in this document and try operating by them as part of the process of discovering what works best for you. In time, the answers to these questions will evolve from “Ray’s principles” to “my principles,” and “Ray” will fade from the picture in much the same way as memories of your ski instructor or basketball coach fade after you have mastered the sport.

你不得不自己回答这些问题。我最希望的是你将会仔细考虑这些我们将会这个文档中探索的原则并且尝试去按照这些原则来操作，并把什么原则对你最好作为操作的一部分。迟早，对这些问题的回答将会从“雷的原则”变成“我的原则”，并且“雷”

将从逐渐淡出，就仿佛你对滑雪指导和棒球教练的记忆在你掌握了技能之后逐渐从你脑海中淡去。

So, as I believe that adopting pre-packaged principles without much thought is risky, I am asking you to join me in thoughtfully discussing the principles that guide how we act. When considering each principle, please ask yourself, “**Is it true?**” While this particular document will always express just what I believe, other people will certainly have their own principles, and possibly even their own principles documents, and future managers of Bridgewater will work in their own ways to determine what principles Bridgewater will operate by. At most, this will remain as one reference of principles for people to consider when they are deciding what’s important and how to behave.

所以，正如我相信采取之前已经打包好的原则而没有太多的思考是危险的。我邀请你来加入我来深入的讨论那些引导你如何去行动的原则。当考虑每一条原则的时候，请着呢你自己“这是真的吗？”虽然这个特别的文档将总会表达我所相信的事物，其它人将会有他们自己的原则，并且可能甚至他们自己的原则的文档，并且将来的桥水公司的经理们将会以他们自己的方式来决定桥水公司按照什么来运营。至多，这份文档仍将会是人们考虑什么是重要的和如何去表现时很多原则中的一份参考。

Part 2: My Most Fundamental Life Principles

第2部分：我最重要的生命原则

Time is like a river that will take you forward into encounters with reality that will require you to make decisions. You can’t stop the movement down this river, and you can’t avoid the encounters. You can only approach these encounters in the best way possible.

时间就像一条带你去现实碰撞的河流，现实要求你去做出决定。你不能停止这条河向下运动。并且你不能避免这种碰撞。你只能以最佳的方式来处理这些碰撞。

That is what this part is all about.

那就是这一部分相关的。

Where I'm Coming From

我从哪里来？

Since we are all products of our genes and our environments and approach the world with biases, I think it is relevant for me to tell you a bit of my background so that you can know where I'm coming from.

因为我们都是我们的基因和我们的环境的产物，并且因为我们带着偏见来应对这个世界，所以我认为让我来告诉你一点我的背景以便你能知道我是从哪里来的的是有意义的。

I grew up in a middle-class neighborhood on Long Island, the only son of a jazz musician and a stay-at-home mom. I was a very ordinary kid, and a less-than-ordinary student. I liked playing with my friends—for example, touch football in the street—and I didn't like the school part of school, partly because I had, and still have, a bad rote memory⁴ and partly because I couldn't get excited about forcing myself to remember what others wanted me to remember without understanding what all this work was going to get me. In order to be motivated, I needed to work for what I wanted, not for what other people wanted me to do. And in order to be successful, I needed to figure out for myself how to get what I wanted, not remember the facts I was being told to remember.

我在长岛的一个中产阶级的社区长大，是一个爵士音乐家和一个家庭主妇的唯一的儿子。我是一个非常普通的孩子，并且是

一个成绩低于平均成绩的学生。我过去喜欢与我的朋友们一起玩—例如，在街上玩橄榄球—并且不喜欢学校里上学的那一部分，部分原因是我过去是，并且仍然是一个机械记忆较差的人，部分原因是我不能对被迫去记这些东西感到兴奋。因为这些（东西）是其它人想要我去记忆，且我不理解这些记忆会带我去哪里。为了能够（自我）激励，我需要去为我想要的东西而工作，而不是为其它人想要我去做的事情工作。并且为了能够成功，我需要自己去弄清楚如何得到我想要的，而不是去记忆我被告知要去记忆的那些事实。

One thing I wanted was spending money. So I had a newspaper route, I mowed lawns, I shoveled the snow off driveways, I washed dishes in a restaurant, and, starting when I was 12 years old, I caddied.

有一件我想要的事情就是花钱。所以我有一条送报纸的线路，我给草坪割草，我给车道铲雪，我在餐馆洗盘子，并且当我12岁归，我开始当高尔夫球童。

It was the 1960s. At the time the stock market was booming and everyone was talking about it, especially the people I caddied for. So I started to invest. The first stock I bought was a company called Northeast Airlines, and the only reason I bought it was that it was the only company I had heard of that was trading for less than \$5 per share, so I could buy more shares, which I figured was a good thing. It went up a lot. It was about to go broke but another company acquired it, so it tripled. I made money because I was lucky, though I didn't see it that way then. I figured that this game was easy. After all, with thousands of companies listed in the newspaper, how difficult could it be to find at least one that would go up? By comparison to my other jobs, this way of making money seemed much more fun, a lot easier, and much more lucrative. Of course, it didn't take me long to lose money in the markets and

learn about how difficult it is to be right and the costs of being wrong.

那是20世纪60年代（1960-1969）。那时的股票市场很繁荣并且每个人都在谈论它，特别是我为之当高尔夫球童的那些人。所以我开始投资。我买的第一只股票叫东南航空（Northeast Airlines），我买它的唯一原因是它是我之前唯一听过的交易价格少于5美元每股的一家公司，所以我能买很多股，我认为能买很多股是一件好事。它上涨了很多，当它快要破产的时候，另一家公司收购了它，所以它翻了三倍。我赚了钱因为我很幸运，当我当时并不认为那是幸运。我当时认为股票的游戏非常容易。毕竟，有几千家公司在报纸上，找到至少一家股价会上涨的公司有多难呢？对比我(当时)其它的工作，这种赚钱的方式看上去更加有趣，更加容易,并且更加有利可图。当然，没过多久时间我就开始在市场里输钱，并且知道了(在市场中)做对有多难和做错的代价有多大。

So what I really wanted to do now was beat the market. I just had to figure out how to do it. The pursuit of this goal taught me:

所以我现在真想做的事就是战胜市场，我仅要去弄清楚如何做。追求这一目标的过程教会我：

1) It isn't easy for me to be confident that my opinions are right. In the markets, you can do a huge amount of work and still be wrong.

1) 对我来说，对我的观点保持自信是不容易的。在市场中，你可以做了很多工作，但仍然是错误的。

2) Bad opinions can be very costly. Most people come up with opinions and there's no cost to them. Not so in the market. This is why I have learned to be cautious. No matter how hard I work, I really can't be sure.

2) 错误的观点可能成本非常高。大多数人有这样的观点，错误的观点对他们没有成本。但在市场中不是这样。这是为什么我已经学会了要谨慎。不论我多努力的工作，我真的不能完全肯定。

3) The consensus is often wrong, so I have to be an independent thinker. To make any money, you have to be right when they're wrong.

3) 因为一致的意见通常是错的，所以我不得不做一个独立思考者。

4 Rote memory is memory for things that don't have an intrinsic logic for being what they are, like a random series of numbers, words in a foreign language and people's names (all of which I have trouble with). On the other hand, I have a great memory for things that make sense in a context. For example, I can tell you what happened in every year in the economy and markets since the mid-1960s and how many things work.

4 机械记忆是指记忆没有内在逻辑的成为它们样子的事物，像随机的一系列数字，外语的单词和人们的名字（这些我记忆都有问题）。在另一方面，我对在具体上下文中有意义的事物有非常好的记忆。例如，我能告诉你自从20世纪60年代中期开始到现在每一年经济和市场上发生了什么情况，并且有多少物事起了作用。

So ...

所以...

...1) I worked for what I wanted, not for what others wanted me to do. For that reason, I never felt that I had to do anything. All the work I ever did was just what I needed to do to get what I

wanted. Since I always had the prerogative to strive for what I wanted, I never felt forced to do anything.

...1) 我为我想要的东西而工作，不为其它人想要我去做的事而工作。因为那个原因，我从来没有感觉到我不得不去做任何事情。所有我曾经做过的工作就是我需要去做去得到我想要的东西的工作。因为我过去总有特权去为我想要的东西而努力奋斗，所以我从来没有感觉被迫去做某事。

1.17

...2) **I came up with the best independent opinions I could muster to get what I wanted.** For example, when I wanted to make money in the markets, I knew that I had to learn about companies to assess the attractiveness of their stocks. At the time, Fortune magazine had a little tear-out coupon that you could mail in to get the annual reports of any companies on the Fortune 500, for free. So I ordered all the annual reports and worked my way through the most interesting ones and formed opinions⁵ about which companies were exciting.

...2) 我提出我能掌握的最好的独立观点(复数)来得到我想要得到的。例如，当我想要去在市场中赚钱的时候，我知道我需要去了解公司以衡量它们股价的吸引程度。与此同时，财富杂志有一些小的可撕下的赠券，你可以邮寄这些赠券以免免费得到财富500强中的任何一个公司的年度报告。所以我订阅了所有的年度报告并且通过我自己的方式找到最有趣的公司，并形成关于哪些是最让人兴奋的公司观点。

...3) **I stress-tested my opinions by having the smartest people I could find challenge them so I could find out where I was wrong.**⁶ I never cared much about others' conclusions—only for the reasoning that led to these conclusions. That reasoning had to

make sense to me. Through this process, I improved my chances of being right, and I learned a lot from a lot of great people.

...3) 我通过拥有我能找到的最聪明的人来压力测试我的观点，所以我能够找出我哪儿错了。我从来没有过分关心过其它人的结果—我只关心导致这些结论的推理过程。那个推理过程必须对我讲得通。通过这个过程，我提升了我正确的机会，并且我从很多伟大的人物那里学了很多。

...4) I remained wary about being overconfident, and I figured out how to effectively deal with my not knowing. I dealt with my not knowing by either continuing to gather information until I reached the point that I could be confident or by eliminating my exposure to the risks of not knowing.⁷

...4) 我对过分自信依然保持谨慎，并且我弄清楚如何有效的处理我不知道的事情。我通过要么持续去收集信息直到我达到我能够自信的点或者通过消除我暴露在不知道情况下的风险来应对我不知道的事。

...5) I wrestled with my realities, reflected on the consequences of my decisions, and learned and improved from this process.

...5) 我与真实世界相搏斗，对我决定的结果进行反思，并且通过过程来学习和进步。

By doing these things, I learned how important and how liberating it is to think for myself.

通过做这些事情，我了解到了为自己而思考有多重要和有多自由。

In a nutshell, this is the whole approach that I believe will work best for you—the best summary of what I want the people who are working with me to do in order to accomplish great things. **I want you to work for yourself, to come up with independent opinions, to stress-test them, to be wary about being overconfident, and to reflect on the consequences of your decisions and constantly improve.**

总之，这些就是我相信将会对你最好的整个方法—是我想要我工作去取得伟大成就的那些人去做的事的最佳总结。我想你为你自己而工作，去提出独立意见，去压力测试它们，去谨慎对待过于自信，并且去反思你的意见的结果并且持续的提升。

After I graduated from high school, I went to a local college that I barely got in to. I loved it, unlike high school, because I could learn about things that interested me; I studied because I enjoyed it, not because I had to.

在我从高中毕业之后，我去了一所我刚刚能够考上的当地的大学。我非常爱这所大学，不像高中，因为我能够学习让我感兴趣的东西；我学习是因为我享受学习，而不是因为我不得不学。

At that time the Beatles had made a trip to India to learn how to meditate, which triggered my interest, so I learned how to meditate. It helped me think more clearly and creatively, so I'm sure that enhanced my enjoyment of, and success at, learning.⁸ Unlike in high school, in college I did very well.

在那时披头士乐队已定下一印度之行以学习如何冥想，这引起了我的兴趣，所以我学会了如何冥想。它帮助我更加清晰和更加有创造力的思考，所以我肯定冥想增加了我学习上的愉悦和成功。不像高中，在大学里我学习非常棒。

And of course I continued to trade markets. Around this time I became interested in trading commodities futures, though virtually nobody traded them back then. I was attracted to trading them just because they had low margin requirements so I figured I could make more money by being right (which I planned to be).

当然我持续去在市场里做交易。在这一时期，我对交易商量期货变得有兴趣，但是几乎没有人当时做那项交易。我被它们所吸引仅仅是因为它们有非常低的保证金要求，所以我认为我能通过保持正确而赚更多的钱（这是我打算去做的）（译者注：期货具有高杠杆性）

By the time I graduated college, in 1971, I had been admitted to Harvard Business School, where I would go in the fall. That summer between college and HBS I clerked on the floor of the New York Stock Exchange. This was the summer of the breakdown of the global monetary system (i.e., the Bretton Woods system). It was one of the most dramatic economic events ever and I was at the epicenter of it, so it thrilled me. It was a currency crisis that drove all market behaviors, so I delved into understanding the currency markets. The currency markets would be important to me for the rest of my life.

我在1971年从大学毕业时，我已经被哈佛商学院大学录取了，我将在秋季入学。在大学和哈佛商学院之间的那个暑假我在纽约证券交易所里当办事员。那时正是全球货币系统（布雷深顿）坍塌的一个暑假。这是的一个经济事件并且我是在它的中心，所以这件事令我感到非常兴奋。这是一场驱动所有市场行为的货币危机，所以我钻研去理解货币市场。货币市场将对我的今后的人生非常重要。

5 The way I learn is to immerse myself in something, which prompts questions, which I answer, prompting more questions, until I reach a conclusion.

5 我学习的方式就是让我自己沉浸在某事中的方法,这种沉浸会产生问题,我会非答问题,产生更多的问题,直到我得到结论。

6 This included my retail stockbroker, the people I was caddying for, even my local barber, who was equally engrossed in the stock market. (It wasn't as precocious as it sounds. At the time, instead of talking about the Yankees, everyone was talking about stocks. That was the world I grew up in.)

6 这包括我的零售股票商,我为之当高尔夫球音的人,甚至是我当地的理发师,理发师也同样着迷于股票市场。(这并不像听上去那样早熟。在那时,不是谈论扬基队,每个人都在谈论股票。那是我生长起来的世界。)

7 Sometimes when I know that I don't know which way the coin is going to flip, I try to position myself so that it won't have an impact on me either way. In other words, I don't make an inadvertent bet. I try to limit my bets to the limited number of things I am confident in.

7 有时当我知道我不知道硬币要翻转到哪边时,我尝试让自己站住不动,以致于不论落在哪边都不会对我造成伤害。换句话说,我不会漫不经心地下注。我尝试限制我的注下在我非常自信的数量有限的标地上。

8 By the way, I still meditate and I still find it helpful.

8 顺便说一下,我仍然在冥想并且我仍然发现它非常有帮助。

That fall I went to Harvard Business School, which I was excited about because I felt that I had climbed to the top and would be with the best of the best. Despite these high expectations, the place was even better than I expected because the case study method allowed for an open-ended figuring things out and debating with others to

get at the best answers, rather than memorizing facts. I loved the work-hard, play-hard environment.

那个秋天我去了哈佛大学，我对此非常兴奋因为我感到我已经爬到了顶端并且将会和最好之中最好的（学生）在一起，尽管我的期望值已经很高了，但是这个地方比我所期待的还要好，因为案例教学的方式请允许我公开的方式来弄懂事情并且与它人讨论来得到最好的答案，而不是死记事实。我喜欢这种玩命学，拼命玩的环境。

In the summer between my two years at HBS, I pursued my interest in trading commodities futures by convincing the Director of Commodities for Merrill Lynch to give me a job as his assistant. At the time, commodities trading was still an obscure thing to do.

我在哈佛商学院的两年时间内，我通过说服美林证券的期货主任给我一份作他助理的工作来追逐我在期货贸易方面的兴趣。在那时，商品期货依然是一件做起来深奥难懂的事。

In the fall I went back to HBS, and in that academic year, 1972-73, trading commodities futures became a hot thing to do. That is because the monetary system's breakdown that occurred in 1971 led to an inflationary surge that sent commodity prices higher. As a result of this, the first oil shock occurred in 1973. As inflation started to surge, the Federal Reserve tightened monetary policy to fight it, so stocks went down in the worst bear market since the Great Depression. So, commodities futures trading was hot and stock market investing was not. Naturally, brokerage houses that didn't have commodities trading departments wanted them, and there was a shortage of people who knew anything about it. Virtually nobody in the commodities futures business had the type of Harvard Business School background that I had. So I was hired as Director of Commodities at a moderate-size brokerage and

given an old salt who had lots of commodities brokerage experience to help me set up a commodities division. The bad stock market environment ended up taking this brokerage house down before we could get the commodities futures trading going. I went to a bigger, more successful brokerage, where I was in charge of its institutional/hedging business. But I didn't fit into the organization well, so I was fired essentially for insubordination.

在秋天我回到了哈佛商学院，并且在 1972-1973 哈佛学习的那一年，交易商品期货成了一件炙手可热的事。那是因为发生在 1971 年的货币系统的崩溃导致了通货膨胀飙升从而使商品价品变得更高。作为这一事件的结果，第一次石油危机发生在 1973 年。由于通货膨胀开始越演越烈，联邦储备委员会收缩了货币政策以应对，所以股票价发生了自大萧条以来最严重的下跌。所以，商品期货变得门庭若市而股票投资变得门可落雀。那些里没有期货商品交易员的交易所自然的希望能拥期货商品交易员，并且市场缺少了解期货商品交易的人。几乎没有人商品交易领域里拥有像我拥有的哈佛商学院的背景。所以我被一个中等规模的交易所雇佣为主任并且安排了一位拥有很多商品交易经验的老手来帮助我组建商品交易部门。糟糕的股市环境最终在我们得以使得商品交易继续进行之前让这个交易所倒闭了。我去了一个更大，理成功的交易所，在那里我负责它的机构/对冲业务。但是我不适应那个机构，所以我主要因为不服务而被开除了。

So in 1975, after a quick two-year stint on Wall Street after school, I started Bridgewater. Soon after, I got married and began my family.

所以在1975年，在离开哈佛商学院在华尔街呆了2年之后，我创立了桥水公司。很快，我结了婚并且开始有了我的家庭。

Through this time and ‘til now I followed the same basic approach I used as a 12-year-old caddie trying to beat the market, i.e., by **1) working for what I wanted, not for what others wanted me to do; 2) coming up with the best independent opinions I could muster to move toward my goals; 3) stress-testing my opinions by having the smartest people I could find challenge them so I could find out where I was wrong; 4) being wary about overconfidence, and good at not knowing; and 5) wrestling with reality, experiencing the results of my decisions, and reflecting on what I did to produce them so that I could improve.**

通过这段时间并且“直到现在我遵循我在12岁当高尔夫球童时的同样的基本方法来战胜市场。那就是，通过1) 为我想要的工作，而不是为其它人想要我做的而工作；2) 提出我能掌握的最佳的独立观点来朝我的目标来前进；3) 通过找到我能找到的最聪明的人来压力测试我的观点这样我就能找到我的错误之处；4) 对过于谨慎保持警惕，并且擅长于处理不知之事物；5) 与现实做斗争，体验我决策的结果，并且反思我做了什么产生这些结果，这样做以致于我能够提升。

1.20

Since I started Bridgewater, I have gained a lot more experience that has taught me a lot more, mostly by making mistakes and learning from them. Most importantly:

我创立了桥水公司以来，我获得了更多的经验，这些经验也教会我更多。大多数来自于犯错误和从错误中学习。最重要的是：

I learned that failure is by and large due to not accepting and successfully dealing with the realities of life, and that achieving success is simply a matter of accepting and successfully dealing with all my realities.

我学到失败是很大程度上源于不接受和成功的处理生活中的真实情况，并且取得成功仅仅是接受和成功处理我的真实情况。

I learned that finding out what is true, regardless of what that is, including all the stuff most people think is bad—like mistakes and personal weaknesses—is good because I can then deal with these things so that they don't stand in my way.

我学到找到什么是真实的是好的，不管那真实是什么，包括大多数人认为是糟糕的事情—比如错误和个人的弱点—因为我能处理这些事情，因此它们就不会阻拦我的路。

I learned that there is nothing to fear from truth. While some truths can be scary—for example, finding out that you have a deadly disease—knowing them allows us to deal with them better. Being truthful, and letting others be completely truthful, allows me and others to fully explore our thoughts and exposes us to the feedback that is essential for our learning.

我学到面对真实没有什么好害怕的。虽然一些真实可以是令人害怕的—例如，发现你有致命性疾病—知道这些疾病允许我们去更好的处理它们。保持真实并且让其它人也完全真实允许你和其它人去完全探索我们的想法并且把我们暴露在对我们的学习至关重要的反馈之中。

I learned that being truthful was an extension of my freedom to be me. I believe that people who are one way on the inside and believe that they need to be another way outside to please others become conflicted and often lose touch with what they really think and feel. It's difficult for them to be happy and almost impossible for them to be at their best. I know that's true for me.

我学到了保持真实是我自由做我自己的一种扩展。我相信那些内心所想是一种情况，但却相信他们需要以另外一种方式来行动来取悦其它人的员工会变得矛盾并且经常失去他们真实的想

法和感受。对他们来说，开心是很难的，并且达到他们的最佳几乎是不可能的。我知道对我来说这一点在我身上是真实的。

I learned that I want the people I deal with to say what they really believe and to listen to what others say in reply, in order to find out what is true. I learned that one of the greatest sources of problems in our society arises from people having loads of wrong theories in their heads—often theories that are critical of others—that they won't test by speaking to the relevant people about them. Instead, they talk behind people's backs, which leads to pervasive misinformation. I learned to hate this because I could see that making judgments about people so that they are tried and sentenced in your head, without asking them for their perspective, is both unethical and unproductive.⁹ So I learned to love real integrity (saying the same things as one believes)¹⁰ and to despise the lack of it.¹¹

我知道我想要我要与之相处的员工去做他们真实相信的事并且为了去找到真实而去听其它人的反馈。我学到了我们社会最大的问题源之一来自于人们拥有很多错误的理论在他们头脑中—经常理论对其他人是批评的言论—他们不是通过与相关人士叙说他们的问题的方式来测试，取而代之后是，他们在别人的背后说坏话，这会导致广泛的误解。我学会憎恨这一点因为我能看到做出对其它人的评价而没有问他们的观点，以致于其它人在你的头脑中被指责，这既是不道德，也是无效的。所以我学会去爱真实的直诚（说一个人真正相信的东西）并且去鄙视那缺乏这些的人。

12.26

I learned that everyone makes mistakes and has weaknesses and that one of the most important things that differentiates people is

their approach to handling them. I learned that there is an incredible beauty to mistakes, because embedded in each mistake is a puzzle and a gem that I could get if I solved it, i.e., a principle that I could use to reduce my mistakes in the future. I learned that each mistake was probably a reflection of something that I was (or others were) doing wrong, so if I could figure out what that was, I could learn how to be more effective. I learned that wrestling with my problems, mistakes, and weaknesses was the training that strengthened me. Also, I learned that it was the pain of this wrestling that made me and those around me appreciate our successes.¹²

我学会了每个人都会犯错误并且有缺点并且最重要的区分人们的事情之一就是他们处理错误的方式。我懂得了错误中有令人难以置信的美妙之处，因为在每一个错误之中都有一个疑惑和一粒珍珠，并且如果我能解决这个疑惑，我就能得到这一粒珍珠。那就是，一个我能用以减少我将来错误的原则。我学会了每一个错误很可能是一种我过去或者其它人过去做错事情的反映。所以如果我能够弄清楚我是什么，我能学会如何更有效率。我学会了与我的问题和错误进行搏斗，并且缺点是增强我的训练。同时，我学会了正是这些搏斗中的痛苦使得我和我周围的人珍惜我们的成功。

I learned that the popular picture of success—which is like a glossy photo of an ideal man or woman out of a Ralph Lauren catalog, with a bio attached listing all of their accomplishments like going to the best prep schools and an Ivy League college, and getting all the answers right on tests—is an inaccurate picture of the typical successful person. I met a number of great people and learned that none of them were born great—they all made lots of mistakes and had lots weaknesses—and that great people become great by looking at their mistakes and weaknesses and figuring out how to get around them. So I learned that the people who make the most of the process of encountering reality, especially the painful

obstacles, learn the most and get what they want faster than people who do not. I learned that they are the great ones—the ones I wanted to have around me.

我学会了关于成功的普遍画面---这就像一组光亮照人的理想中的穿着拉夫·劳伦的男士和女士，边上还附着一系列他们的成就，比如去了最好的预科学校和进了常青藤的一所学校，并且在所有的测试中都得到正确的答案—这是一副关于成功人士的不正确的图画。我遇到了很多的伟大的人，并且知道了他们没有一个生来就伟大的。---他们都犯了很多错误并且有很多缺点和错误---伟大的人物通过看到他们的缺点和错误并且想办法如何去绕过他们的缺点和错误。所以我学到了那些通过遭遇现实，特别是痛苦的障碍的人能从这些现实和障碍中学到最多，并且比那些不这么做的人进步要快得多。我学到了他们是最伟大的人物—那些我想要让他们在我身边的人。

In short, I learned that being totally truthful, especially about mistakes and weaknesses, led to a rapid rate of improvement and movement toward what I wanted.

简而言之，我学会了完全的真实，特别是对于缺点和错误的完全真实导致了快速的进步和向我想要的东西前进。

While this approach worked great for me, I found it more opposite than similar to most others' approaches, which has produced communications challenges.

当这个方法对我非常有效的时候，我发现比起其它的方法，这个方法与其说是相似，不如说是相反的，这已经导致了交流上的挑战。

Specifically, I found that:

特别地，我发现：

While most others seem to believe that learning what we are taught is the path to success, I believe that figuring out for yourself what you want and how to get it is a better path.¹³

当大多数人看上去相信学习我们被教的东西是成功的路径，我相信你自己弄清楚你想要什么和如何去得到是一条更好的路径。

While most others seem to believe that having answers is better than having questions, I believe that having questions is better than having answers because it leads to more learning.¹⁴

虽然大多数其它人看上去相信拥有答案比没有问题要好，我相信拥有问题比拥有答案要好因为拥有问题导致更多的学习。

While most others seem to believe that mistakes are bad things, I believe mistakes are good things because I believe that most learning comes via making mistakes and reflecting on them.

虽然大多人人看上去相信错误的坏的事情，我相信错误是好的事情，因为我相信大多数学习来自于犯错误并且对错误进行反思。

⁹ It is unethical because a basic principle of justice is that everyone has the right to face his accuser. And it is unproductive because it does not lead to the exploration of “Is it true?” which can lead to understanding and improvement.

⁹ 这是不道德的因为公平的基本原则是每个人拥有权利来面对指责者。并且这是没有效果的，因为这不会导致对“这是真的吗？”的探索，这种探索能够引导致理解和提升。

¹⁰ I do not mean that you should say everything you think, just that what you do say matches your thoughts.

10. 我的意思并不是你应该说你想的一切事情，仅仅是你确实说的应该与你的想法相一致。

11 The word “integrity” is from the Latin root “integer,” which means “one” i.e., that you are the same inside and out. Most people would be insulted if you told them that they don’t have integrity—but how many people do you know who tell people what they really think?

11 “intergrity(正直)”这个词来自拉丁词根“integer”，它意味着“一”。那就是你表里如一。如果你告诉大多数人他们不正直，他们会觉得到了侮辱—但是有多少人你知道的告诉别人他们真正的想法？

12 I believe that our society’s “mistakephobia” is crippling, a problem that begins in most elementary schools, where we learn to learn what we are taught rather than to form our own goals and to figure out how to achieve them. We are fed with facts and tested and those who make the fewest mistakes are considered to be the smart ones, so we learn that it is embarrassing to not know and to make mistakes. Our education system spends virtually no time on how to learn from mistakes, yet this is critical to real learning. As a result, school typically doesn’t prepare young people for real life—unless their lives are spent following instructions and pleasing others. In my opinion, that’s why so many students who succeed in school fail in life.

12 我相信我们的社会的“害怕错误”有严重的危害，这个问题开始于大多数的小学，在小学我们学习如何去学习那些被教的东西而不是与形成我们自己的目标并且弄清楚如何去取得他们。我们被事实所填鸭式教育并被测试，并且那些犯最少错误的人被认为是最聪明的一群人，所以我们学会了不知道和犯错误是令人尴尬的。我们的教育系统在如何从错误中学习上几乎没有花时间，然而基于错误的学习是真实世界里中至关重要的。结

果是，学校基本上没有为年青人对真实生活做好准备---除了他们生活被花在遵循指示和取悦他人。在我的观点中，那就是为什么如此之多的学生在学校成功但在生活中却失败的原因。

13 After all, isn't the point of learning to help you get what you want? So don't you have to start with what you want and figure out what you have to learn in order to get it?

13 毕竟,学习的目的不是去帮助你得到你想要的吗? 所以难至不应该从你想要的和弄清楚你不得不学以得到你想要的东西开始吗?

14 In fact I believe that most people who are quick to come up with answers simply haven't thought about all the ways that they can be wrong.

14 实际上,我相信大多数人很快能提出答案的人仅仅是没有思考过他们可能错误的所有方式。

While most others seem to believe that finding out about one's weaknesses is a bad thing, I believe that it is a good thing because it is the first step toward finding out what to do about them and not letting them stand in your way.

虽然大多数人看上去相信找到一个人的缺点是一件坏事情,我相信这是一件好事情,因为它是朝找到你能为之做什么和不让它们阻碍你的第一步。

While most others seem to believe that pain is bad, I believe that pain is required to become stronger.¹⁵

虽然大多数其它人看去上相信痛苦是坏的,我相信变得更强大痛苦是必须的。

One of the advantages of my being over 60 years old—and there aren't many—is that we can look back on my story to see how I

came by these beliefs and how they have worked for me. It is now more than 35 years after I started Bridgewater and about the same number of years since I got married and began my family. I am obviously not your Ralph Lauren poster child for success, yet I've had a lot of successes, though they're probably not what you're thinking.

我超过60岁的好处之一是一并且那儿有许多好处---是我们能回看我们的故事去看清我是如何得到这些信仰和如何他们对我起作用的。自从我创立桥水公司，这些信仰已经超过35年了，与我结婚并且成立自己的家庭有几乎同样的时间。我很明显不是你的拉夫·劳伦海报上的成功孩子的典范，然而我已经有了很多的成功，但是他们很可能不是你思考的。

Yes, I started Bridgewater from scratch, and now it's a uniquely successful company and I am on the Forbes 400 list. But these results were never my goals—they were just residual outcomes—so my getting them can't be indications of my success. And, quite frankly, I never found them very rewarding.¹⁶

是的，我白手起家创立桥水公司，并且现在它是一家非常非常成功的公司并且我在福布斯400人名单上，但是这些结果从来都不是我的目标—它们仅仅是留下来的结果，所以我得到它们并不能成为我成功的标志。并且，非常坦率的，我从来不认为财富是最大回报。

What I wanted was to have an interesting, diverse life filled with lots of learning—and especially meaningful work and meaningful relationships. I feel that I have gotten these in abundance and I am happy. And I feel that I got what I wanted by following the same basic approach I used as a 12-year-old caddie trying to beat the market, i.e., by 1) working for what I wanted, not for what others wanted me to do; 2) coming up with the best independent opinions I could muster to move toward my goals; 3) stress-testing my

opinions by having the smartest people I could find challenge them so I could find out where I was wrong; 4) being wary about overconfidence, and good at not knowing; and 5) wrestling with reality, experiencing the results of my decisions, and reflecting on what I did to produce them so that I could improve. I believe that by following this approach I moved faster to my goals by learning a lot more than if I hadn't followed it.

2.18

我想要的是拥有有趣的，多样的生活，且生活里充满了学习。---特别是有意义的工作和有意义的关系。我感到我已经很大程度上获得了这些并且我很开心。我感到我通过遵循同样我在12岁作为一个高尔夫球时的基本方法得到我所想要的东西，那就是1)为我想要的东西工作，不为其它人想要我去做的东西工作；2) 提出我能够掌握的最好的独立意见去朝我的目标前进；3) 通过找到我能找到的最聪明的人来压力测试我的观点，因此我能够找出我哪儿错了；4) 对过于自信保持谨慎，并且擅长处理不知道的事情；5) 与现实做斗争，并且擅长处理不知道的事；5) 与现实作斗争，体验我决策的结果，并且反思我做了什么去导致它们的产生从而我能够取得进步。我相信比起如果之前我没有遵循这些方法，通过遵循这些方法我学到更多，因此我朝我的目标前进的更快。

Here are the most important principles that I learned along the way.

这里是一些我一路学会的最重要的原则。

My Most Fundamental Principles

我最重要的原则

In pursuing my goals I encountered realities, often in the form of problems, and I had to make decisions. I found that if I accepted

the realities rather than wished that they didn't exist and if I learned how to work with them rather than fight them, I could figure out how to get to my goals. It might take repeated tries, and seeking the input of others, but I could eventually get there. As a result, I have become someone who believes that we need to deeply understand, accept, and work with reality in order to get what we want out of life. Whether it is knowing how people **really** think and behave when dealing with them, or how things **really** work on a material level—so that if we do X then Y will happen—understanding reality gives us the power to get what we want out of life, or at least to dramatically improve our odds of success. In other words, I have become a “hyperrealist.”

在追求我的目标的时候,我遇到的现实,经常是以问题的形式,并且我不得不去做出决策。我发现如果我接受了现实而不是希望他们不存大并且如果我学会了如何去与现实合作而不是与之斗争,我能够弄清楚如何去实现的我目标。这可能需要重复的尝试,并且追求其它人的输入,但是我能够最终到达那里,作为结果,我已经成为一这样一种人,我们需要去深入理解,接受并与现实工作来得到我们想从生活中得到的东西。不论是在与人打交道的时候知道人们真正的想法和真实表现,还是知道事情在物质层面的真实运作情况。--所以如果我做X,那么Y将会发生—理解现实给我们力量去得到我们想从生活中得到什么,或者至少去极大的提升我们成功的机率。换句话说,我已经成为了一个超现实主义者的。

When I say I'm a hyperrealist, people sometimes think I don't believe in making dreams happen. This couldn't be further from the truth. In fact, I believe that without pursuing dreams, life is mundane. I am just saying that I believe hyperrealism is the best way to choose and achieve one's dreams. The people who really change the world are the ones who see what's possible and figure out how to make that happen. I believe that dreamers who simply imagine things that would be nice but are not possible don't

sufficiently appreciate the laws of the universe to understand the true implications of their desires, much less how to achieve them.

当我说我是一个超现实主义者的时候，人们有时认为我不相信让梦想成真的力量。这简直不能离真实事情相差更远。实际上，我相信如果不追逐梦想，生命就平淡无奇了。我只是说我相信超现实主义是最好的去选择并且实现梦想的方式。那些真正改变世界的人是看到什么是可能的并且弄清楚如何让这种可能发生的人。我相信那些只是简单的想像美好的但是不可能发生的生事情的梦想者没有足够领会宇宙的法则去理解他们欲望的真正涵义，就更不用说去实现这些梦想了。

Let me explain what I mean.

让我来解释我的意思。

15 I don't mean that the more pain the better. I believe that too much pain can break someone and that the absence of pain typically prevents growth so that one should accept the amount of pain that is consistent with achieving one's objectives.

我的意思并不是痛苦越多越好。我相信太多的痛苦会击溃人并且缺乏痛苦通常会阻止人们的成长，所以一个人应该接受痛苦的数量与取得目标的所需承受的痛苦一致。

16 I have been very lucky because I have had the opportunity to see what it's like to have little or no money and what it's like to have a lot of it. I'm lucky because people make such a big deal of it and, if I didn't experience both, I wouldn't be able to know how important it really is for me. I can't comment on what having a lot of money means to others, but I do know that for me, having a lot more money isn't a lot better than having enough to cover the basics. That's because, for me, the best things in life—meaningful work, meaningful relationships, interesting experiences, good food, sleep, music, ideas, sex, and other basic needs and pleasures—are

not, past a certain point, materially improved upon by having a lot of money. For me, money has always been very important to the point that I could have these basics covered and never very important beyond that. That doesn't mean that I don't think that having more is good—it's just that I don't think it's a big deal.

16 我非常的幸运因为我已经有机会去理解拥有很多钱或者没有钱的感觉和拥有很多钱的感觉。我是幸运的因为人们认为把有钱看得很重，如果我没有体验两种状态，我将不能够知道它对钱的重要性对我真正意味着什么。我不能评论拥有很多钱对其它人意味着什么，但是我确实知道对我来说，拥有更多的钱不会变拥有足够的钱去满足基本开支好太多。那是因为，对我来说，生命中最好的事情—有意义的工作，有意义的关系，有趣的经历，好的食物，睡眠，音乐，思想，性和其它基本需求和娱乐---在超过了一定的程度之后，不会随着拥有太多的钱而极大的提升。对我来说，钱在满足那个程度的支付基本需求之前总是非常重要的，但在超过那个程度之后就是从来不是重要的了。这并不意味着我不认为拥有更多是好的—这是表明我不认为（超过一定程度之后）拥有更多是一件大事。

2.20

So, while I spend money on some very expensive things that cost multiples relative to the more fundamental things, these expensive things have never brought me much enjoyment relative to the much cheaper, more fundamental things. They were just like cherries on the cake. For my tastes, if I had to choose, I'd rather be a backpacker who is exploring the world with little money than a big income earner who is in a job I don't enjoy. (Though being in a job that provides me with what I want is best of all, for me). Also, from having come from having next-to-nothing to having a lot, I have developed a strong belief that, all things being equal, offering

equal opportunity is fundamental to being good, while handing out money to capable people that weakens their need to get stronger and contribute to society is bad.

所以，当我花钱在一些昂贵的东西上，这些东西的花费相对于最基本的东西的费用要翻几倍，相对于更便宜，更基本的东西，这些昂贵的东西从来没有给我带来太多愉悦。根据我的品味，如果我不得不去做选择，我宁愿作一个背包客只有一点点钱去探索世界，而不愿意做一个虽赚很多钱却不喜欢自己工作的人。

（虽然对我来说，在一份提供给我我想要的东西时是对我来说最好的。）同时，从几乎没钱到拥有一些钱都拥有巨额财富，我已经发展出了强烈的信仰，那就是所有事情平等，提供平等的机会对于整体有益是至关重要的，但是把钱分配给有能力的人从而削弱了他们去变得更强的动力和减弱了他们对社会做贡献的动力对社会而言是不利的。

I believe there are an infinite number of laws of the universe and that all progress or dreams achieved come from operating in a way that's consistent with them. These laws and the principles of how to operate in harmony with them have always existed. We were given these laws by nature. Man didn't and can't make them up.

我相信有无数的关于宇宙的无限法则，并且所有的进步或者梦想的取得来自于以一种与梦想一致的方式来操作。这些如何与梦想相一致的方式来操作的法则和原则总是存在的。我们天然就被给予了这些法则。人类过去没有并且不能制造出这些法则。

He can only hope to understand them and use them to get what he wants. For example, the ability to fly or to send cellular phone signals imperceptibly and instantaneously around the world or any other new and beneficial developments resulted from understanding and using previously existing laws of the universe. These inventions did not come from people who were not well-grounded in reality.¹⁷ The same is true for economic,

political, and social systems that work. Success is achieved by people who deeply understand reality and know how to use it to get what they want. The converse is also true: idealists who are not well-grounded in reality create problems, not progress. For example, communism was a system created by people with good intentions who failed to recognize that their idealistic system was inconsistent with human nature. As a result, they caused more harm than good.

人类可以仅通过理解理想和运用梦想去得到人类想要的。例如，飞翔的能力或者不间断地和持续地在全球范围内发送手机信号的能力或者任何其它新的和有益的发展方式，这些发展方式来自于理解和使用之前就存在的宇宙的法则。这些发明不是来自于在现实中不脚踏实地的人们。这对于经济，政治和社会系统的动作来说也是真实的。成功的取得是通过人们真正的相信事实并且知道如何去利用真实去达成他们要想要的。这个对话是真实的：理想主义者不在现实基础上脚踏实地会创造问题，而不是进步。例如，共产主义者是一个由人们判断的系统，这一系统有着好的意图，但是他们没有认清他们理想的系统与人的本性是不一致的。作为结果，比起好处来，他们创造了更多的伤害。

This brings me to my most fundamental principle:

这带给我我最重要的原则：

Truth—more precisely, an accurate understanding of reality—is the essential foundation for producing good outcomes.

真实—更具体地说，一种对现实的正确理解—是产生好的结果的至关重要的基础。

While I spend the most time studying how the realities that affect me most work—i.e., those that drive the markets and the people I

deal with—I also love to study nature to try to figure out how it works because, to me, nature is both beautiful and practical.

虽然我花了大多数时间来学习现实是如何影响我最多的工作时——那就是，那些驱动我应对的市场和员工——我也喜欢去学习自然去尝试去弄清楚自然是如何运作的。因为，以无来说，自然既是美丽的，也是实际的。

Its perfection and brilliance staggers me. When I think about all the flying machines, swimming machines, and billions of other systems that nature created, from the microscopic level to the cosmic level, and how they interact with one another to make a workable whole that evolves through time and through multi-dimensions, my breath is taken away. It seems to me that, in relation to nature, man has the intelligence of a mold growing on an apple—man can't even make a mosquito, let alone scratch the surface of understanding the universe.

是完美和卓越让我惊讶。当我从微层面来宇宙层面思考所有的飞行的机器，游泳的机器和几十亿的由自然创造的其它系统时，并且他们如何互动去做出一个可行的整体，这个整体通过时间和通过多个层级来进化，我都感到非常震撼。对我来说，与自然的关系，人类有智慧让一个苹果上长出霉菌——人类甚至都不能创造一只蚊子，更不用说理解宇宙的表面。

Though how nature works is way beyond man's ability to comprehend, I have found that observing how nature works offers innumerable lessons that can help us understand the realities that affect us. That is because, though man is unique, he is part of nature and subject to most of the same laws of nature that affect other species.

虽然自然是如何工作的远超人类的理解能力，我已经发现观察自然是如何工作的提供给我无限的课程，这些课程能够帮助我们理解影响我们的现实。那是因为，虽然人类是独特的，但是

人类是自然的一部分，并且人类受制于大多数影响其它物种的同样的自然法则。

For example, I have found that by looking at what is rewarded and punished, and why, universally—i.e., in nature as well as in humanity—I have been able to learn more about what is “good” and “bad” than by listening to most people’s views about good and bad. It seems to me that what most people call “good” and “bad” typically reflects their particular group’s preferences: the Taliban’s definitions are different from Americans’, which are different from others’—and within each group there are differences and they are intended to paint a picture of the world the way they’d like it to be rather than the way it really is. So there are many different takes on what is good and bad that each group uses to call others “bad” and themselves “good,” some of which are practical and others of which are impractical. Yet all of them, and everything else, are subject to the same laws of nature—i.e., I believe that we all get rewarded and punished according to whether we operate in harmony or in conflict with nature’s laws, and that all societies will succeed or fail in the degrees that they operate consistently with these laws.

例如，我已经发现通过看宇宙范围内会奖励什么和惩罚什么和为什么会这样，---那就是，在自然界和在人性上—我已经能够比听大多数人关于好和坏的观点去学会更多关于“好”和“坏”。对我来说，大多数人所谓的“好”和“坏”通常都是针对他们特定的群体的偏好：塔利班对这两个词的定义与美国人的定义不同，也不同于其它人的---每一个群体里面那个定义都有一些不同并且他们倾向于画一幅关于世界的画，这幅画是他们希望的样子而不是真实的情况。所以有许多不同的任务对于什么是好和什么是坏，每一个群体使用去称呼其它人“坏”和他们自己“好”。有一些是实际的，其它的是不实际的。然而所有的人，和其它的一切事情，都受限于同样的自然的法则—那就是，我相信我们都是在做事时与自然的法则和谐相征或冲突不断而

受到奖励和惩罚，并且所有的社会将会因它的运作方式与这些法则相一致的程度而导致同样程度的成功或者失败。

This perspective gives me a non-traditional sense of good and bad: “good,” to me, means operating consistently with the natural laws, while “bad” means operating inconsistently with these laws. In other words, for something to be “good” it must be grounded in reality. And if something is in conflict with reality—for example, if morality is in conflict with reality—it is “bad,” i.e., it will not produce good outcomes.

这个法则给我一个非传统的关于好和坏的意识：“好”对我而言，意味着与自然法则相一致。然而“坏”意味着与这些法则不一致。换句话说，对一些事情，如果是“好”，它必须基于现实。如果某事与现实相冲突—例如，如果道德与现实相冲突—它是坏的，那就是，它不会产生好的结果。

In other words, I believe that understanding what is good is obtained by looking at the way the world works and figuring out how to operate in harmony with it to help it (and yourself) evolve. But it is not obvious, and it is sometimes difficult to accept.

换句话说，我相信理解什么是好是通过看着这个世界运作的方式并且弄清楚如何与之和谐共处来帮助它(和你自己)来进化。但是这不是明显的，并且它有时很难去接受。

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¹⁷ I recognize that sometimes a discovery is made by accident, but the discovery is of some basic underlying principle that creates understanding of a cause-effect relationship that leads to a desired result.

我认识到有时一个发现是由偶然导致的，但是这个发现是某个基本的原则，这个基本的原则创造了对于原因-结果关系的理解，这种理解导致了想要的结果。

For example, when a pack of hyenas takes down a young wildebeest, is this good or bad? At face value, this seems terrible; the poor wildebeest suffers and dies. Some people might even say that the hyenas are evil. Yet this type of apparently evil behavior exists throughout nature through all species and was created by nature, which is much smarter than I am, so before I jump to pronouncing it evil, I need to try to see if it might be good. When I think about it, like death itself, this behavior is integral to the enormously complex and efficient system that has worked for as long as there has been life. And when I think of the second- and third-order consequences, it becomes obvious that this behavior is good for both the hyenas, who are operating in their self-interest, and in the interests of the greater system, which includes the wildebeest, because killing and eating the wildebeest fosters evolution, i.e., the natural process of improvement. In fact, if I changed anything about the way that dynamic works, the overall outcome would be worse.

例如，当一群土狼放倒一只年幼的羚羊，这是好事还是坏事？在表面上看，这看上去很糟糕；可怜的羚羊忍受痛苦并且死亡。一些人可能甚至说土狼是邪恶的。但是这种显然的邪恶行为存在整个自然界所有的物种之中并且是由自然由创立的，这比我要聪明的多，所以，在我跳到说它很邪恶之前，我需要尝试去看到是否它可能是好的。当我思考这一点时，就像死亡本身，这种行为是巨大的复杂且有效的系统的整体，这巨大且复杂的系统在有生命起源就开始运作了。并且当我想到第二和第三层结果时，它变得很明显，这行为对土狼和更大的系统两者都是有利的。因为对土狼而言，它的行为是符合自身利益的，对更大的系统（包括羚羊）有利是因为杀死和吃掉包括羚羊促进了

进化。那就是，进步的自然过程。实际上，如果我改变任何自然动态运作的方式，整个结果将会更加糟糕。

I believe that evolution, which is the natural movement toward better adaptation, is the greatest single force in the universe, and that it is good.¹⁸ It affects the changes of everything from all species to the entire solar system. It is good because evolution is the process of adaptation that leads to improvement. So, based on how I observe both nature and humanity working, I believe that what is bad and most punished are those things that don't work because they are at odds with the laws of the universe and they impede evolution.

我相信进化，也即朝着更好适应的自然运动，是宇宙间最伟大的单一力量，并且它是好的。它影响着从所有物种到整个太阳系所有事物的改变。它是好的，因为进化是适应的过程，这个过程导致了进步。所以，基于我如何观察自然和人类的工作，我相信坏的和最受惩罚的事物是这些不起作用的原则，因为它们与宇宙的法则相矛盾并且它们阻碍进化。

I believe that the desire to evolve, i.e., to get better, is probably humanity's most pervasive driving force.

我相信想要进化的欲望，那就是，变得更好，很可能是人类最普遍的驱动力。

Enjoying your job, a craft, or your favorite sport comes from the innate satisfaction of getting better. Though most people typically think that they are striving to get things (e.g., toys, better houses, money, status, etc.) that will make them happy, that is not usually the case. Instead, when we get the things we are striving for, we rarely remain satisfied.¹⁹ It is natural for us to seek other things or to seek to make the things we have better. In the process of this seeking, we continue to evolve and we contribute to the evolution

of all that we have contact with. The things we are striving for are just the bait to get us to chase after them in order to make us evolve, and it is the evolution and not the reward itself that matters to us and those around us.

对你的工作，一个手艺，或者你最喜欢的运动的享受来自于变得更好后的内心满意。虽然大多数人通常认为他们努力得到东西（例如，玩具，更好的房子，钱，地位，等等）会让他们开心，但并不总是这样。取而代之的是，当我们得到我们想要的东西后，我们很少会保持满意。对我们来说，去追求其它的事情或者追求我们拥有的事情变得更好是自然的。在这个追求的过程中，我们继续进化并且我们对我们接触的所有东西的进化做出贡献。我们追求的东西仅仅是促使我们追求它们以让我们进化的诱饵，并且是进化而不是奖赏本身对我们和我们周围的人是重要的。

It is natural that it should be this way—i.e., that our lives are not satisfied by obtaining our goals, but rather by striving for them—because of the law of diminishing returns.²⁰ For example, suppose making a lot of money is your goal and suppose you make enough so that making more has no marginal utility. Then it would be foolish to continue to have making money be your goal. People who acquire things beyond their usefulness not only will derive little or no marginal gains from these acquisitions, but they also will experience negative consequences, as with any form of gluttony. So, because of the law of diminishing returns, it is only natural that seeking something new, or seeking new depths of something old, is required to bring us satisfaction.

这样一种方式是很自然的—那就是，我们的生活并不是因为达成我们的目标而满意的，而是通过为达成这些目标的过程而满足的。--因为边际效益递减原则。例如，假设赚很多钱是你的目标，并且假设你赚了足够的钱以致于赚更多的钱没有额外收益了。那么继续以赚更多的钱为你的目标就是很傻的行为了。

那些获得事物超过事情的实用性不但从这些获取中获益很少或者无收益，而且他们还会体验负面的结果，正如任何一种类型的贪吃一样。所以，因为效益递减原则，所以追求一些新事情或者追求旧事情的新高度来带给我们满意度才是自然的。

In other words, the sequence of 1) seeking new things (goals); 2) working and learning in the process of pursuing these goals; 3) obtaining these goals; and 4) then doing this over and over again is the **personal evolutionary process** that fulfills most of us and moves society forward.

换句话说，1）追求新事情（目标）；2）在追求这些目标的过程中工作和学习；3）达成这些目标；4）然后不断的重复做是个人的进化过程，这个过程满足我们大多数人并且使速个社会朝前进步。

I believe that **pursuing self-interest in harmony with the laws of the universe and contributing to evolution is universally rewarded**, and what I call “good.” Look at all species in action: they are constantly pursuing their own interests and helping evolution in a symbiotic way, with most of them not even knowing that their self-serving behaviors are contributing to evolution. Like the hyenas attacking the wildebeest, successful people might not even know if or how their pursuit of self-interest helps evolution, but it typically does.²¹

我相信与宇宙的法则一致追求个人利益和对进化作出贡献是整体上受到奖励的，并且这是我称之为“好”的。看着所有的在行动中的物种：他们持续的追求他们的利益并且以一种共生的关系帮助进化，他们中的大多数甚至都不知道他们自利的行为正在对进化做出贡献。就像土狼攻击羚羊，成功的人们可能甚

至都不知道是否或者他们的自我利益的追求帮助了进化，但是它通常帮助了进化。

Self-interest and society's interests are generally symbiotic: more than anything else, it is pursuit of self-interest that motivates people to push themselves to do the difficult things that benefit them and that contribute to society. In return, society rewards those who give it what it wants. That is why how much money people have earned is a rough measure of how much they gave society what it wanted—NOT how much they desired to make money. Look at what caused people to make a lot of money and you will see that usually it is in proportion to their production of what the society wanted and largely unrelated to their desire to make money. There are many people who have made a lot of money who never made making a lot of money their primary goal. Instead, they simply engaged in the work that they were doing, produced what society wanted, and got rich doing it.²² And there are many people who really wanted to make a lot of money but never produced what the society wanted and they didn't make a lot of money. In other words, there is an excellent correlation between giving society what it wants and making money, and almost no correlation between the desire to make money and how much money one makes. I know that this is true for me—i.e., I never worked to make a lot of money, and if I had I would have stopped ages ago because of the law of diminishing returns. I know that the same is true for all the successful, healthy (i.e., non-obsessed) people I know.²³

自我利益和社会利益一般而言是共生的：超过任何其它事情，正是对自我利益的追求激发人们去逼使他们去做困难的事情，这些困难的事情有益于他们自己并且对社会做出贡献。反过来，社会奖励这些给社会社会想要东西的人。那是为什么一个人已经赚了多少钱是大致他给社会社会想要的东西的粗略衡量。--不是他们有多想赚钱。看看什么导致了人们赚很多钱并且你将

会看到通常是与社会想要的他们给社会的产口的比例相关，而很大程度上与他们想要赚钱的想法无关。这样的事情有很多已经赚了很多钱的人从来没有把赚很多钱作为他们的主要目标，取而代之的是，他们仅仅是参与到他们正在做的事情上，生产社会想要的东西，并且通过做这些事变得富有。那里有许多人，他们真的想要赚很多钱但是从来没有生产社会想要的东西并且他们没有赚到很多钱。换句话说，在给社会社会想要的东西并且赚钱之间有非常好的联系，但在(仅仅)想(而无行动)去赚钱和一个人真正赚多少钱之间没有联系。我知道这一点对我而言是正确的——那就是，我从来没有为赚大量的钱而工作，并且如果我过去想为赚大钱而工作，那么因为边际效益递减原则，我在几年前就已经停止工作了。我知道这对所有我认识的成功者和健康（那就是，不上瘾的）的人都是真实的。

18 In fact, it appears to me that everything other than evolution eventually disintegrates and that we all are, and everything else is, vehicles for evolution.

18实际上，对我而言，除了进化以外，所有的事情都最终会瓦解，并且我们和所有的事情都是进化的工具。19当然

19 Of course, we are often satisfied with the same things—relationships, careers, etc.—but when that is the case, it is typically because we are getting new enjoyments from the new dimensions of these things.

19.当然，我们经常对同样的事情表示满意——关系，职业等等——但是当那是实情时，安通常是因为我们从这些事情里新的维度里获得了新的享受。

20 The marginal benefits of moving from a shortage to an abundance of anything decline.

20 从缺乏到大量拥有的边际收益减少

21 When pursuing self-interest is in conflict with evolution, it is typically punished.

21当追求自我利益与进化相冲突时，追求自我利益通常会受到惩罚。

This process of productive adaptation—i.e., the process of seeking, obtaining, and pursuing new goals—does not just pertain to how individuals and society move forward. It is equally relevant when dealing with setbacks, which are inevitable. That is why many people who have had setbacks that seemed devastating at the time ended up as happy as (or even happier than) they were before, once they successfully adapted to them. The faster that one appropriately adapts, the better. As Darwin described, adaptation—i.e., adjusting appropriately to changes in one's circumstances—is a big part of the evolutionary process, and it is rewarded.²⁴ That is why some of the most successful people are typically those who see the changing landscape and identify how to best adapt to it.²⁵

生产性适应的过程—就是寻找，获得和追求新目标的过程—不仅仅与个人和社会如何朝前发展相关。当处理不可避免的挫折时，它同样相关。那就是为什么很多人在之前有挫折的时候看上去糟糕透顶，但是一旦他们成功地适应了挫折，最终他们像他们之前一样开心（甚至更加开心）。一个人正确适应的速度越快，效果越好。正如达尔文描述的，适应—那就是对一个人环境变化的正确调整—是进化过程中一个大的部分，并且适应是会得奖励的。²⁴ 那是什么一些最成功的人通常是这些看到变化的情形并且识别出如何最好的去适应它的人。²⁵

So, it seems to me that desires to evolve are universal and so are symbiotic relationships that lead to the evolution of the whole via

the pursuit of individuals' self-interests. However, what differentiates man from other species is man's greater ability to learn. Because we can learn, we can evolve more and faster than other species.

所以，对我而言，看上去想要进化的欲望是普遍存在的并且通过追求个人利益导致整体进化的共生关系也是普遍存在的。但是，区别于人类和其它物种的是，人类有更伟大的学习的能力。因为我们能够学习，我们能够比其它物种进化的更多和更快。

2.25

I also believe that all things in nature have innate attributes that are both good and bad, with their goodness and their badness depending on what they are used for. For example, the thorns on a rose bush, the stinger on a bee, the aggressiveness of a lion, the timidity of a gazelle are all both good and bad, depending on their applications. Over time, nature evolves toward the right balance through the process of natural selection—e.g., an overly aggressive animal will die prematurely, as will an overly timid animal. However, because man has the ability to look at himself and direct his own change, individuals have the capacity to evolve.

我也相信所有的事情在本质上都有既好又坏的天生属性，这些属性的好坏取决于它们被用于什么。例如，在一支玫瑰花枝上的刺，在一只蜜蜂上的尾刺，一只狮子的攻击性，一只羚羊的软弱是既好又坏的，这些好与坏取决于它们的应用场合。随着时间的推移，通过自然选择的过程，大自然朝着正确的平衡进化。--例如，一个过于进攻性的动物将会在未成年之前死亡，正如一只过于胆小的动物一样。然而，因为人类拥有能力去考虑人类本身并且指引自身改变的方向，所以人类个体有能力进化。

Most of us are born with attributes that both help us and hurt us, depending on their applications, and the more extreme the attribute,

the more extreme the potential good and bad outcomes these attributes are likely to produce. For example, highly creative, goal-oriented people who are good at imagining the big picture often can easily get tripped up on the details of daily life, while highly pragmatic, task-oriented people who are great with the details might not be creative. That is because the ways their minds work make it difficult for them to see both ways of thinking. In nature everything was made for a purpose, and so too were these different ways of thinking. They just have different purposes. It is extremely important to one's happiness and success to know oneself—most importantly to understand one's own values and abilities—and then to find the right fits. We all have things that we value that we want and we all have strengths and weaknesses that affect our paths for getting them. **The most important quality that differentiates successful people from unsuccessful people is our capacity to learn and adapt to these things.**

我们大多数人都有既帮助我们也伤害我们的属性，这取决于我们的应用，并且这些属性越极端，这些属性可能会产生潜在的好结果的和潜在的坏结果就会越极端。例如，擅长于想像大画面的有极高创造性且以目标为导向的人们可以很容易被每日生活的细节所绊倒。然而非常擅长于细节的高度实用性的，以任务为导向的人们可能没有创造性。那是因为他们思想运作的方式使得他们很难去见到两种思考方式。在自然中每一件事物的产生都是有目的的。这些不同的思想方式的产生也是有不同目的的。他们就是有不同的目的。了解某人自己对某人的开心和成功是极奇重要的—最重要的是了解某人的价值观和能力—然后去找到适合的配对。我们都有我们珍视和想要的事情并且我们都有影响我们达成这些事的优点和缺点。最重要的区别于成功的人和不成功的人的品质是我们的学习能力和适应这些事情的能力。

Unlike any other species, man is capable of reflecting on himself and the things around him to learn and adapt in order to improve. He has this capability because, in the evolution of the species, man's brain developed a part that no other species has—the prefrontal cortex. It is the part of the human brain that gives us the ability to reflect and conduct other cognitive thinking. Because of this, people who can objectively reflect on themselves and others—most importantly on what their weaknesses are—can figure out how to get around these weaknesses, can evolve fastest, and can come closer to realizing their potentials than those who can't.

不像其它的生物，人类有能力反思自己和周围的事物去学习和适应去进步。人类拥有这个能力是因为，在物种的进化过程中，人类的大脑发展出了一个部分，其它的物种都没有——大脑前叶。它在人类大脑中给我们反思的能力和进行其它的认知思考。因为这一点，人类能够客观反思自身和其它人——最重要是反思他们的缺点——能够弄清楚如何去练过这些缺点，能够最快速的进化并且能够比那些不能去反思的物种更可能靠近地去实现他们的潜能。

However, typically defensive, emotional reactions—i.e., ego barriers—stand in the way of this progress. These reactions take place in the part of the brain called the amygdala. As a result of these reactions, most people don't like reflecting on their weaknesses even though recognizing them is an essential step toward preventing the problems they cause. Most people especially dislike others exploring their weaknesses because it makes them feel attacked, which produces fight or flight reactions; however, having others help one find one's weaknesses is essential because it's very difficult to identify one's own. Most people don't like helping others explore their weaknesses, even though they are willing to talk about them behind their backs. For these reasons, most people don't do a good job of understanding themselves and

adapting in order to get what they want most out of life. In my opinion, that is the biggest single problem of mankind because it, more than anything else, impedes people's abilities to address all other problems and it is probably the greatest source of pain for most people.

然而，通常是防守和情感的原因—例如，自尊障碍---阻碍了这个进步。这些反应在大脑的一个部分发生，这个部分叫做杏仁核。作为这个反应的结果，大多数人不喜欢在他们的弱点上进行反思，即使认清缺点是阻碍缺点导致问题的重要的一步。大多数人特别不喜欢其它人探索他们的缺点因为这让他们感觉到受到了攻击，这产生了打或者逃的反应；然而，让别人帮助来发现自己的缺点是至关重要的，因为认清自己是非常困难的。大多数人不喜欢帮助别人探索他们的缺点，但是他们愿意去在别人背后去攻击别人。因为这些原因，大多数人在理解他人和适应变化以得到他们想从生命中最想得到的东西方面做的不好。在我的观点中，那是人类最大的单一问题，因为比其它更重要的是，它阻碍了人们的能力去解决其它的问题，并且它很可能是大多数人痛苦的来源。

2.26

22 Of course, there are many people who give society what it wants but are paid poorly. This is explained by the law of supply and demand.

22.当然，有许多人给予社会社会想要的但是给予的报偿很少，这可以被供需关系解释。

23 I do know some successful people who are obsessed with making money despite making money having little or no marginal benefit for them.

23 我不知道一些被赚钱所吸引但是赚钱对他们来说有很少或者几乎没有额外收益的成功人士，

24 Darwin said, “It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change.”

24 达尔文说了，“并不是最强的物种幸存下来，也不是最聪明的幸存下来，而是最有适应能力的幸存下来。”

25 Your ability to see the changing landscape and adapt is more a function of your perceptive and reasoning abilities than your ability to learn and process quickly.

25 你看见变化并且适应变化的能力更是你的远见和推理的能力而不是你快速学习和适应的能力。

Some people get over the ego barrier and others don't. Which path they choose, more than anything else, determines how good their outcomes are. Aristotle defined tragedy as a bad outcome for a person because of a fatal flaw that he can't get around. So it is tragic when people let ego barriers lead them to experience bad outcomes.

一些人越过自尊障碍并且其它人没有越过。他们选择哪条路径会比其它任何事情都能决定他们的结果。亚里斯多德定义悲剧是对一个人的坏的结果，因为一个致命的缺陷无法克服。所以当人们让人们让自尊引导人们去体验坏的结果时，这就是悲剧。

The Personal Evolutionary Process

个人进化的过程

As I mentioned before, I believe that life consists of an enormous number of choices that come at us and that each decision we make

has consequences, so **the quality of our lives depends on the quality of the decisions we make.**

像我之前说的，我相信生命由大量的选择所组成，这些选择朝我们而来并且每一个选择都有后果，所以我们生命的质量取决于我们选择的质量。

We aren't born with the ability to make good decisions; we learn it.²⁶ We all start off as children with others, typically parents, directing us. But, as we get older, we increasingly make our own choices. We choose what we are going after (i.e., our goals), which influences our directions. For example, if you want to be a doctor, you go to med school; if you want to have a family, you find a mate; and so on. As we move toward our goals, we encounter problems, make mistakes, and run into personal weaknesses. Above all else, how we choose to approach these impediments determines how fast we move toward our goals.

我们并非生来就有能力去做出好的决定；我们学会这个能力。我们是孩子时让其他人通常是父母来指导我们。但是，当我们变得年纪大一些之后，我们逐渐自己做决定。我们选择我们追逐的东西（那就是我们的目标），这影响我们的方向。例如，如果你想要成为一名医生，你去医学院；如果你想有一个家庭，你找一位伴侣；等等。当我们向我们的目标前进时，我们遇到问题，犯错误，并且遭遇个人的弱点。总而言之，我们如何处理这些障碍决定了我们能有多快朝我们的目标前进。

I believe that the way we make our dreams into reality is by constantly engaging with reality in pursuit of our dreams and by using these encounters to learn more about reality itself and how to interact with it in order to get what we want—and that if we do this with determination, we almost certainly will be successful. In short:

我相信我们通过不断的参加到现实中来追求梦想和通过使用这些与现实的遭遇来学习更多关于现实本身和如何与现实来互动来得到我们想要的东西，通过这样做我们把我们的梦想变成现实。--并且如果我们带着决心这样做，我们几乎肯定将会成功，简而言之：

Reality+ Dreams+ Determination =A Successful Life

现在+梦想+决定=成功的生活

So what is success? I believe that it is nothing more than getting what you want—and that it is up to you to decide what that is for you. I don't care whether it's being a master of the universe, a couch potato, or anything else—I really don't. What is essential is that you are clear about what you want and that you figure out how to get it.

所以，什么是成功？我相信成功无非就是得到你想要得到—并且由你来决定那是什么。我不在乎是否是成为宇宙的掌控者，一个呆在沙发上看电视的人，或者其它—我真的不在乎。真正重要的是你很清楚你想要什么和你弄清楚如何得到它。

However, there are a few common things that most people want.

然而，有一些共同的东西大多数人都想要。

As I mentioned, for most people success is evolving as effectively as possible, i.e., learning about oneself and one's environment and then changing to improve. Personally, I believe that personal evolution is both the greatest accomplishment and the greatest reward.

正如我之前提到的，对大多数人来说，成功就是尽可能高效的来进化。那就是，了解自己和自己的环境然后改变去提升。个人来说，我相信个人的进化既是最大的成就同时也是最大的奖赏。

Also, for most people happiness is much more determined by how things turn out relative to their expectations rather than the absolute level of their conditions. For example, if a billionaire loses \$200 million he will probably be unhappy, while if someone who is worth \$10,000 unexpectedly gets another \$2,000, he will probably be happy. This basic principle suggests that you can follow one of two paths to happiness: 1) have high expectations and strive to exceed them, or 2) lower your expectations so that they are at or below your conditions. Most of us choose the first path, which means that to be happy we have to keep evolving.

同时，对大多数人来说开心更加由他们的相对期望值来决定而不是他们情形的绝对水平。例如，如果一个亿万富翁失去了2亿美元，他很可能会不开心，然后如果一个人只有1万美元却出人意料的获得了另外2亿美元，他将很可能很开心。这基本的原则揭示了你可以遵循1到2条道路来变得开心。1) 拥有高期望并且尝试去超越它们。或者2) 降低你的期望，以致于它们符合你的条件，或低于你所拥有的条件。大多数人选择第一条路，这意味着为了快乐，我们不得不保持进化。

26 Of course it is true that people are born with differences in their various innate abilities. However, judgment is primarily learned.

26 当然，人生来就有不同的天生的不同能力，然而，评价能力主要是学会的。

3.2

Another principle to keep in mind is that people need meaningful work and meaningful relationships in order to be fulfilled.²⁷

另外一个要记住的原则是人们需要有意义的工作和有意义的关系去自我实现²⁷

I have observed this to be true for virtually everyone, and I know that it's true for me.²⁸

我已经观察到这一点对几乎每一个人都是真实的，并且我知道对我是真实的。

Regardless of others' principles, you will need to decide for yourself what you want and go after it in the best way for you.

不管其它的原则，你将会需要自己决定你想要什么和对你来说最好的方式来追求它。

Your Most Important Choices

你最重要的选择

As I mentioned, as we head toward our goals we encounter an enormous number of choices that come at us, and each decision we make has consequences. So, **the quality of our lives depends on the quality of the decisions we make**. We literally make millions of decisions that add up to the consequences that are our lives.

正如我提到的，当我们朝我们的目标前进时，我们遇到数不清的选择朝我们而来。所以，我们生活的质量取决于我们所做出的选择的质量。我们实际做出了上百万的决定，这些决定加起来的結果就形成了我们的生活。

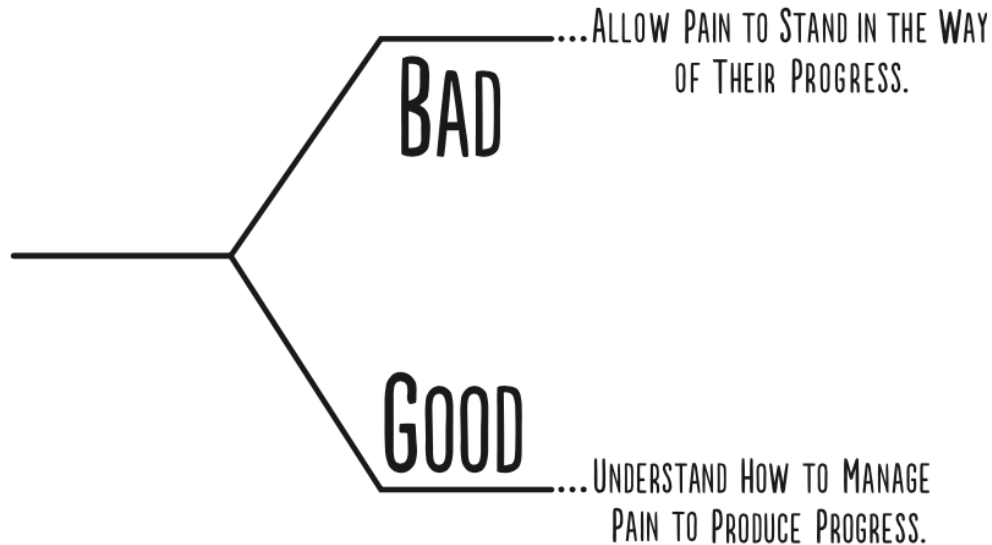
Of these millions, I believe that there are five big types of choices that we continually must make that radically affect the quality of our lives and the rates at which we move toward what we want. Choosing well is not dependent on our innate abilities such as intelligence or creativity, but more on what I think of as character. For this reason, I believe that most people can make the right choices.

在这几百万的决定中，我相信有五种类型的决定我们必须持续做出，这些持续做出的决定极大的影响了我们生活的质量和我们超我们想要（的目标）移动的速度。好的选择不取决于我们天生的能力比如：智力或创造性，但是更多在于我所认为的品格。因为这个原因，我相信大多数人能够做出正确的选择。

The following five decision trees show these choices. I believe that those who don't move effectively to their goals do the things on the top branches, and those who do move to them most quickly do the things on the bottom branches.

下面的五个决定树显示了这些选择，我相信那些没能朝他们目标前行的人做树枝上面的选项，那些最快速朝目标前进的人做树枝下面的选择。

First:



首先： ----- 坏： 允许痛苦阻碍进步

----- 好：理解如何管理痛苦来产生进步

It is a fundamental law of nature that to evolve one has to push one's limits, which is painful, in order to gain strength—whether it's in the form of lifting weights, facing problems head-on, or in any other way. Nature gave us pain as a messaging device to tell us that we are approaching, or that we have exceeded, our limits in some way. At the same time, nature made the process of getting stronger require us to push our limits. Gaining strength is the adaptation process of the body and the mind to encountering one's limits, which is painful. In other words, both pain and strength typically result from encountering one's barriers. When we encounter pain, we are at an important juncture in our decision-making process.

自然的根本法则是为了进化一个人必须去突破极限去获得力量，突然极限是很痛苦的。——不论是举重，直面问题，还是其它的形式。自然给我们痛苦作为一个信号机制来告诉我们我们以某种方式正在接近，或者我们已经超越我们的极限。与此同时，自然让变得更强的过程要求我们去突破我们的极限。获得力量是身体和心灵去接近极限时的适应过程，这一过程是痛苦的。换句话说，both pain and strength typically result from encountering one's barriers. When we encounter pain, we are at an important juncture in our decision-making process. 痛苦和力量通常都来自于遇到某人的障碍。当我们遇到痛苦时，我们处在一个做出决定过程的关键节点。

27 As Freud put it, “Love and work are the cornerstones of our humanness.”

3.2

27 正如佛洛伊德所说，“爱和工作是我们人性的基石”

28 The work doesn't necessarily have to be a job, though I believe it's generally better if it is a job. It can be any kind of long-term challenge that leads to personal improvement. As you might have guessed, I believe that the need to have meaningful work is connected to man's innate desire to improve. And relationships are the natural connections to others that make us relevant to society.

28 工作不一定要是具体工作,但是我相信如果它是一项工作则一般会更好。它可以是任何一个引导个人长期进步的挑战。正如你可能猜到的,我相信拥有有意义的工作与个人进行进步的天生欲望是相连通的。关系是与其它人的自然连接,这种自然连接使得我们与社会相关。

Most people react to pain badly. They have “fight or flight” reactions to it: they either strike out at whatever brought them the pain or they try to run away from it. As a result, they don't learn to find ways around their barriers, so they encounter them over and over again and make little or no progress toward what they want.²⁹

大多数人对痛苦的反应是糟糕的。他们面对痛苦有“打还是逃”的反应。他们要么对带给他们痛苦的东西进行打,或者他们从痛苦中跑开。作为结果,他们不去学习找到方法绕过障碍,所以他们总是多次遇到障碍并且对于他们想要的东西取得很小进步或者没有进步。

Those who react well to pain that stands in the way of getting to their goals—those who understand what is causing it and how to deal with it so that it can be disposed of as a barrier—gain strength and satisfaction. This is because most learning comes from making mistakes, reflecting on the causes of the mistakes, and learning what to do differently in the future. Believe it or not, you are lucky to feel the pain if you approach it correctly, because it will signal that you need to find solutions and to progress. Since the only way you are going to find solutions to painful problems is by thinking

deeply about them—i.e., reflecting³⁰—if you can develop a knee-jerk reaction to pain that is to reflect rather than to fight or flee, it will lead to your rapid learning/evolving.³¹

So, please remember that:

Pain + Reflection = Progress

那些对阻碍他们达到他们目标的痛苦反应很好的人--那些理解什么导致痛苦和如何去处理痛苦以致于作为障碍痛苦能够被处理。--能够获得力量和满意。这是因为大多数的学习来自于犯错误，反思导致这些错误的原因，并且学会在未来有什么不同的做法。信不信由你，能感受到痛苦很幸运如果你正确的处理它们，因为痛苦将会显示你需要去找到解决方法并且去提升。因为唯一你将会找到针对痛苦问题解决方案的唯一方式是通过深入的思考它们--那就是，反思³⁰—如果你能针对痛苦发展出膝跳反射式的反思而不是去斗争或者是逃跑，痛苦将引导你快速的学习/进化。³¹

所以，请记住：

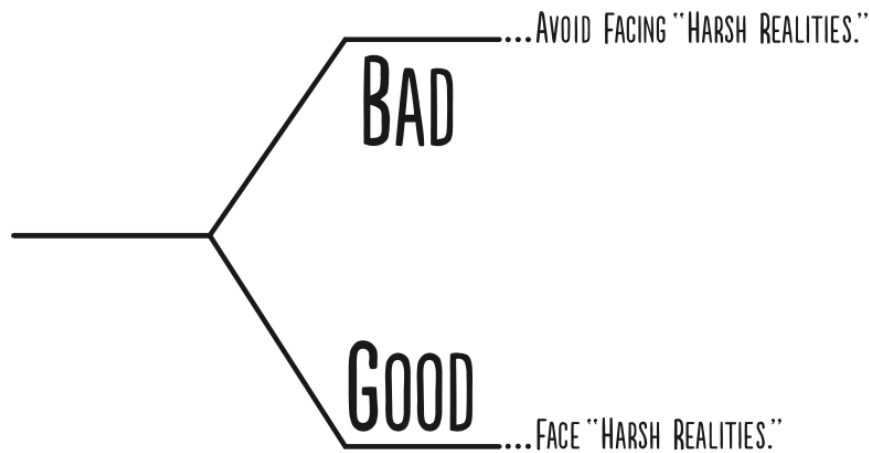
痛苦+反思=进步

How big of an impediment is psychological pain to your progress?

心理上的痛苦对于你的进步是多大的障碍呢？

Second:

第二：



----- 避免遇到“严峻的现实”

坏

----- 直面“严峻的现实”

好

3.5

People who confuse what they wish were true with what is really true create distorted pictures of reality that make it impossible for them to make the best choices. They typically do this because facing “harsh realities” can be very difficult. However, by not facing these harsh realities, they don’t find ways of properly dealing with them. And because their decisions are not based in reality, they can’t anticipate the consequences of their decisions.³²

人们迷惑于他们希望是真实的和真正真实的东西产生扭曲的现实的图片，这种扭曲的图片使他不可能进行最佳的选择。他们通常这样做是因为面对“严峻的现实”可以是非常困难的。然而，不面对这些严峻的现实，他们不能找到合适的面对它们的方法。因为他们的决策不是基于现实，他们不能预测他们的决策的结果。³²

In contrast, people who know that understanding what is real is the first step toward optimally dealing with it make better decisions.

相比较而已，知道理解真实是朝最佳处理它的第一步的人们做出更好的决策。

2017.3.7

29 There are literally two different parts of each person's brain that influence these reactions: the pre-frontal cortex and the amygdala. They work as though they were two different brains that fight for control of decision-making. The pre-frontal cortex is the logical part of the brain that evaluates choices logically and the amygdala is the "animal instinct" part of the brain that triggers emotional reactions like the instinct to fight or flee. When faced with an obstacle or threat, an emotional reaction (e.g., pain) can be triggered that can lead to a fight or flight reaction that "hijacks" decision making away from the pre-frontal cortex, where the rational choices are being made. This can result in our making decisions that produce consequences that we do not want. This typically causes really big problems.

29 每个人的大脑有两个不同的部分，这两个不同的部分影响这些反应。大脑前额和杏仁核。他们工作仿佛他们两个不同的大脑在针对制定决策而战斗。大脑前额是大脑的逻辑部分，这一部分有逻辑地评估选择，杏仁核是大脑的“动物本能”部分，它引发情感的反应，比如去打或者逃的本能反应。当遇到一个障碍或者一个威胁的时候，一个情感的反应（比如，痛苦）能够被触发，这个情感的反应能够导致一场打半或者逃跑的反应，这种反应可以“绑架”大脑前额，使之不再做决策，而大脑前额是做出理智决策的地方。这能导致我们的决策产生我们不想要的结果。这通常导致真正大的问题。

30 Your very unique power of reflectiveness—i.e., your ability to look at yourself, the world around you, and the relationship between you and the world—means that you can think deeply and weigh subtle things to come up with learning and wise choices. Asking other believable people about the root causes of your pain in order to enhance your reflections is also typically very helpful—especially others who have opposing views and who share your interest in finding the truth rather than being proven right.

2017.3.8

30 正是你的独特的反思的能力—那就是，你看自己的能力，看你周围世界的能力，看待你和世界之间关系的能力—意味着你能深入思考并且权衡细微的事情以提出学习的选择和明智的选择。问其它可信的人关于你痛苦的根本原因，这样做是为了增加你反思的能力，这也通常非常有帮助—特别是问其它有相反观点的人和那些分享你兴趣的人来找到真实而不是证明你是正确的。

31 If you can reflect deeply about your problems they almost always shrink or disappear, because you almost always find a better way of dealing with them than if you don't face them head on. The more difficult the problem, the more important it is that you think hard about it and deal with it. After seeing how effectively facing reality—especially your problems, mistakes and weaknesses—works, I believe you will become comfortable with it and won't want to operate any other way.

31 如果你能深刻反思关于你的问题，他们几乎总是变小或者消失，因为比起你不直面它们，你几乎总是找到更好的处理它们的方法。问题越困难，你深入思考并且处理它就越重要。在见到面对现实这一方法有多么有效之后—特别是你的问题，错误

和缺点—我相信你将会变得对问题舒服并且不会想要以其它的方式来运作。

32 An example of this is what I discussed earlier: wanting to save the wildebeest from the hyenas. When you don't want to face what's really happening, you can't make sound decisions.

32 关于这一点的一个例子是我在早期讨论过的：想要去从土狼身边拯救羚羊。当你不想要去面对真实发生的情况时，你不能做出有力的决定。

So, remember...

所以，记住...

Ask yourself, “Is it true?”

问你自己，“这是真的吗？”

...because knowing what is true is good.

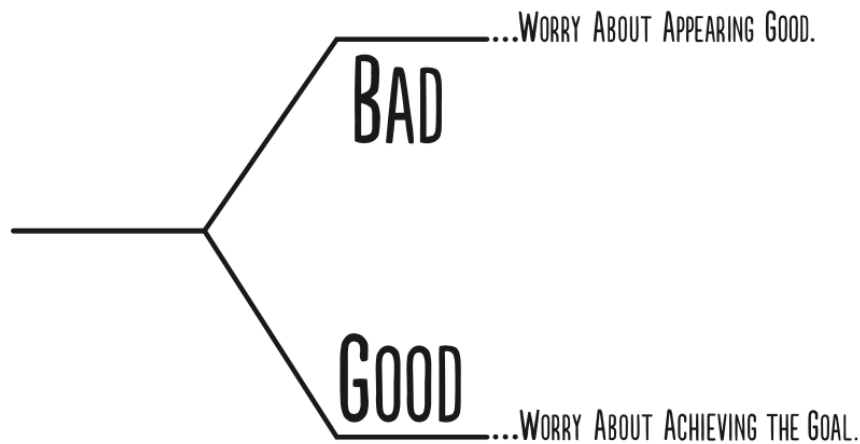
...因为知道什么是真实的是好的。

How much do you let what you wish to be true stand in the way of seeing what is really true?

你多大程度上让你希望是真实的阻碍你看到真正的真实？

Third:

第三：



----- 担心表现好
坏

----- 担心达成目标
好

People who worry about looking good typically hide what they don't know and hide their weaknesses, so they never learn how to properly deal with them and these weaknesses remain impediments in the future.³³ These people typically try to prove that they have the answers, even when they really don't. Why do they behave in this unproductive way? They typically believe the senseless but common view that great people are those who have the answers in their heads and don't have weaknesses. Not only does this view not square with reality, but it also stands in the way of progress.

那些担心看上去好的人通常隐藏他们不知道的事并且隐藏他们的弱点，所以他们从不学习如何去合适的处理弱点并且这些弱点在将来仍是障碍。³³ 这些人通常尝试去证明他们有答案，即使当他们真的不知道时。为什么他们会以这种无效的方式来表现？他们通常相信无意义但是常见的观点，这个观点就是伟大的人是这些在脑海中拥有答案的人并且没有缺点的人。不但这种观点不与现实一致，而且这种观点阻碍进步。

I have never met a great person who did not earn and learn their greatness.³⁴ They have weaknesses like everyone else—they have just learned how to deal with them so that they aren't impediments to getting what they want. In addition, the amounts of knowledge and the capabilities that anyone does not have, and that could be used to make the best possible decisions, are vastly greater than that which anyone (no matter how great) could have within them.³⁵

我从来没有见过一个伟大的人不是赢得并且学会他们的伟大的。³⁴他们像任何一个其它人一样拥有弱点—他们刚刚学会如何应对缺点所以缺点不会成为他们成到他们想要的东西的阻碍。除此之外，任何人所没有的知识的数量和没有的能力，并且所没有的可用于做出最好决策的知识和能力要比任何人可能拥有的知识和能力要远多得多（无论有差别有多大）

3.9

This explains why people who are interested in making the best possible decisions rarely are confident that they have the best possible answers. So they seek to learn more (often by exploring the thinking of other believable people, especially those who disagree with them) and they are eager to

identify their weaknesses so that they don't let these weaknesses stand in the way of them achieving their goals.

这就是为什么一些人，他们感兴趣于做出最好的可能的选择，但他们很少会对他们已经拥有了最好的可能的答案感到自信。所以他们寻求去学会更多（通常通过探索其他可靠的人的思考，特别是那些与他们不同意见的人）并且他们渴望去向去认清他们的缺点，以至于他们不让这些缺点阻碍他们取得他们的目标。

So, what are your biggest weaknesses? Think honestly about them because if you can identify them, you are on the first step toward accelerating your movement forward. So think about them, write them down, and look at them frequently.

所以什么是你最大的缺点？诚实地思考它们，因为如果你能认清这些缺点，你就在朝加速改进的第一步前行了。所以频繁地思考缺点，频繁地写下缺点，频繁地审视缺点。

33 For example, if you are dumb or ugly, you are unlikely to acknowledge it, even though doing so would help you better deal with that reality. Recognizing such “harsh realities” is both very painful and very productive.

33 例如,如果你很傻或者很丑,你不太可能去承认,但是承认会让你更好地处理现实。认清这样的残酷的现实是非常痛苦的,同时也是非常有效的。

34 I am not saying that we all have the same potential, just that to get the most of your potential—whatever that is—you must learn and earn.

34 我并不是说,我们都有同样的潜能。仅仅是为了最大限度的实现你r 潜能----不论那个潜能是什么? ---- 你必须不断的学习并且赢得那个潜能。

35 As I mentioned in the first chapter, you don't have to know everything to get what you want. You just have to be honest with yourself about what you don't know and know who to ask for help.

35正如我在第一章提到的那样。你不必理解一切事物去得到你想要的东西。你只需要就关于不知道的东西和知道可以去问谁来寻求帮助对自己保持诚实。

3.10

One of my biggest weaknesses is my poor rote memory: I have trouble remembering things that don't have reasons for being what they are, such as names, phone numbers, spellings, and addresses. Also, I am terrible at doing tasks that require little or no logic, especially if I have to do them repeatedly. On the other hand, I have a great contextual memory and good logic, and I can devote myself to things that

interest me for untold hours. I don't know how much of what I am bad at is just the other side of what I am good at—i.e., how much of what I am good at is due to my brain working in a certain way that, when applied to certain tasks, does well and when applied to others does poorly—and how much of what I am good at was developed in order to help compensate for what I am bad at. But I do know that I have created compensating approaches so that what I am bad at doesn't hurt me much; e.g., I surround myself with people who have good rote memories who do the things that I am bad at, and I carry around tools like my BlackBerry.

我最大的缺点之一就是我糟糕的机械记忆能力：我对于记那些没有原因成为他们的样子的事物的记忆存在问题，比如说名字，电话号码，拼写和地址。同样我在做这些需要很少或者不需要逻辑的事情方面也很糟糕，特别是如果我不得不重复做他们时，在另一方面我有非常好的场景的记忆和很好的逻辑，并且我能把我

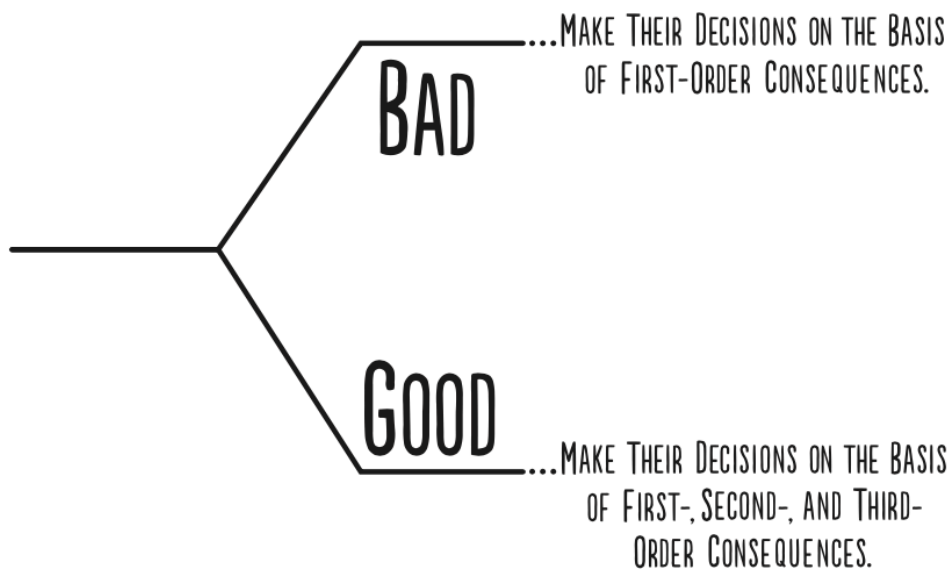
自己的时间无限制地投身于那些让我感兴趣的事情。我不知道，我在某方面多么糟糕的，其实就是表示我在另一方面有多么好。--那就是，我在哪方面非常好是由于我的大脑是以一种特定的方式工作，当应用于特定的任务的时候，做得非常好，并且，当应用于另外一些时候，则应用地非常糟。--我在一方面非常好就是为了弥补我在另一方面非常糟。但是我确实知道，我已经创造了这种补偿的方式，以致于我非常糟的地方并不会伤害我。例如，我让我周围围绕着有非常好的机械系记忆的人，他们做我不擅长的事情，并且我总是带着我的工具比如黑莓手机。

3.17

How much do you worry about looking good relative to actually being good?

你有多担心看上去好与实际上好。

Fourth:



第四

----- 基于第一结果做出决策
坏

----- 基于第二，第三结果做出决策
好

People who overweigh the first-order consequences of their decisions and ignore the effects that the second- and subsequent-order consequences will have on their goals rarely

reach their goals.³⁶ This is because first-order consequences often have opposite desirabilities from second-order consequences, resulting in big mistakes in decision-making. For example, the first-order consequences of exercise (pain and time-sink) are commonly considered undesirable, while the second-order consequences (better health and more attractive appearance) are desirable. Similarly, food that tastes good is often bad for you and vice versa, etc. If your goal is to get physically fit and you don't ignore the first-order consequences of exercise and good-tasting but unhealthy food and connect your decisions with their second- and third-order consequences, you will not reach your goal.

人们过分衡量他们决定的第一层级的后果并且忽略第二和第三层级的后果在他们目标上产生的效果的人很少达成他们的目标。这是因为第一层级经常从第二层级有相反的欲望，导致巨大的错误决策。例如，第一层级的后果的练习（痛苦和时间成本）一般被认为是不想要的，然而第二层第三层结果(更加健康和更有吸引力的外表)是想要的。同样的，好吃的食物，对你来说是有害的，反之亦然。如果你的目标是达到身体健康，并且你不去忽略第一层锻炼和结果和味道好但是不健康的食品，并且把你的决定与第二和第三层结果相连接，你将会不会达成你的目标。

Quite often the first-order consequences are the temptations that cost us what we really want, and sometimes they are barriers that stand in our way of getting what we want. It's almost as though the natural selection process sorts us by throwing us trick choices that have both types of consequences and penalizing the dummies who make their decisions just on the basis of the first-order consequences alone.

通常第一层结果是放弃我们真的想要的东西的一种倾向，并且有时他们是阻碍我们得到我们想要的东西的障碍。它几乎总是像自然选择的过程，通过扔给我们艰难的选择来，这些选择有几种类型的结果，并且惩罚我那些做出只基于第一层结果的选择的笨蛋。

By contrast, people who choose what they really want, and avoid the temptations and get over the pains that drive them away from what they really want, are much more likely to have successful lives.

通过对比，那些选择他们真正想要的东西的人，和避免倾向并且穿过将他们带到他们想要的东西的痛苦的人，更加可能拥有成功的生活。

36 Sometimes it can be difficult to anticipate the 2nd or 3rd order consequences of a decision, such as one that involves using complex technology like X-Rays or DDT, where either things are not what they seem to be or there are too many unknown variables to make a sound decision. For more on the probabilities of personal decision-making, please refer to the “To Make Decisions Effectively” section at the end of Part 3.

36有时预测一个决定的第二和第三层的后果是很难的。比如包含使用复杂的科技，比如X光线或DDT，任何一件事都不是他们看上去那样，或者有太多的未知的变量需要来做出一个有质

量的决定。对于更多的个人决策的概率，请参考“有效地做出决定”那一章，在第三部分的结尾处。

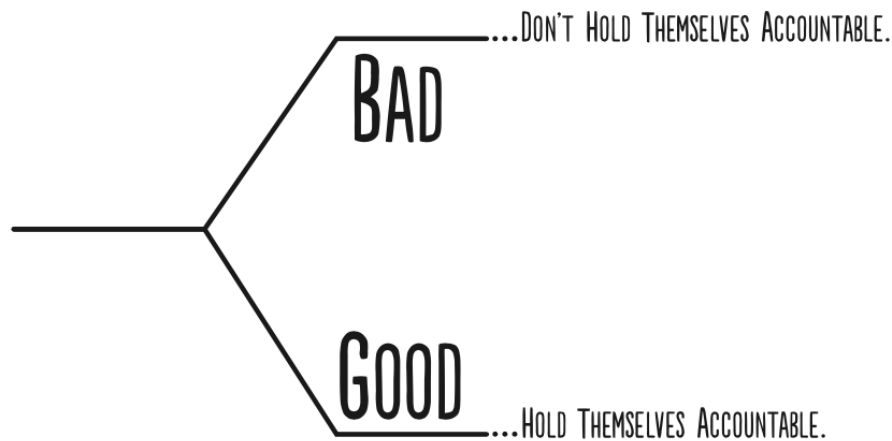
3.30

How much do you respond to 1st order consequences at the expense of 2nd and 3rd order consequences?

你如何回应以牺牲第2和第3层结果的代价来达成第1层结果的代价？

Fifth:

第五：



----- 不让他们自己负责
坏

---- 让他们自己负责
好

People who blame bad outcomes on anyone or anything other than themselves are behaving in a way that is at variance with reality and subversive to their progress.

那些责骂坏结果在任何人或任何事上而不是他们自己的人以一种方式来行动，这一行事方式与现实不一致且与阻碍他们的进步。

Blaming bad outcomes on anyone or anything other than one's self is essentially wishing that reality is different than it is, which is silly.³⁷ And it is subversive because it diverts one's attention away from mustering up the personal strength and other qualities that are required to produce the best possible outcomes.

在任何人或任何事上谴责坏的结果而不是某人自己实际上是希望现实与实际不一致，这是很傻的行为。³⁷ 并且它是有害的因为它把人的注意力分散，这些注意力可以提升人们的力量和其它的品质，这些力量和品质对于产生最好的可能结果是必须的。

Successful people understand that bad things come at everyone and that it is their responsibility to make their lives what they want them to be by successfully dealing with whatever challenges they face.³⁸ Successful people know that nature is testing them, and that it is not sympathetic.³⁹

成功的人们理解糟糕的事情每个人都会遇到，并且它们的责任，这个责任就是通过成功的应对他们遭遇到任何挑战，以让他们们的生活过成他们所向往的那样。

How much do you let yourself off the hook rather than hold yourself accountable for your success?

你多大程度上让自己脱离目标而不是让你为你的成功负责？

In summary, I believe that you can probably get what you want out of life if you can suspend your ego and take a no-excuses approach to achieving your goals with open-mindedness, determination, and courage, especially if you rely on the help of people who are strong in areas that you are weak.

总的来说，我相信你很可能从生命中得到你所想要的，如果你能暂时放下你的自尊并且采用一种没有借口的方式来达成你的目标，并且保持一种开放心态，决心和勇气，特别是如果你依靠其它人的帮助，这些人在是你弱点领域非常强悍。

If I had to pick just one quality that those who make the right choices have, it is character. Character is the ability to get one's self to do the difficult things that produce the desired results. In other words, I believe that for the most part, achieving success—whatever that is for you—is mostly a matter of personal choice and that, initially, making the right choices can be difficult. However, because of the law of nature that pushing your boundaries will make you stronger, which will lead to improved results that will motivate you, the more you operate in your “stretch zone,” the more you adapt and the less character it takes to operate at the higher level of performance. So, if you don't let up on yourself, i.e., if you operate with the same level of “pain,” you will naturally evolve at an accelerating pace. Because I believe this, I believe that whether or not I achieve my goals is a test of what I am made of. It is a game that I play, but this game is for real. In the next part, I explain how I go about playing it.

如果我不得不选择一个品质，这个品质就是这些做出正确选择的人所拥有的，那就是意志力。意志力是那样某人自己去做那些产生想要的结果的困难的事情。用另一句话来说，我相信大

多数程度上，取得成功——不论那是为你——大多数程度上是个人的选择并且，最初，做出正确的选择是困难的。然而，因为自然的法则推你到你的临界点会使你变得更强大，这将会引领至提升的结果，这个结果将会引导你，你越多的在“伸展区”活动，你越能适应并且在进行更高水平的任务时要花费的意志力就越少。所以，如果你不宽松的对待你自己，例如，如果你操作在同样水平的“痛苦”之上，你将自然以更快的速度进化。因为我相信这一点，我相信不论是否我取得我的目标是检验我到底是什么构成的。这是一个我玩的游戏，但这个游戏是真实的。在下一章节，我解释我是如何玩这游戏的。

37 Blaming others is NOT the same thing as holding others accountable, which we will discuss in my Management Principles.

37 谴责其它人与让其它人承担责任不是同一件事，这我将在我的管理原则中进行讨论。

38 Luck—both good and bad—is a reality. But it is not a reason for an excuse. In life, we have a large number of choices, and luck can play a dominant role in the outcomes of our choices. But if you have a large enough sample size—if you have a large number of decisions (if you are playing a lot of poker hands, for example)—over time, luck will cancel out and skill will have a dominant role in determining outcomes. A superior decision-maker will produce superior outcomes. That does not mean there won't be certain bad- (or good-) luck events that are life changing: a friend of mine dove into a swimming pool and became a quadriplegic. But he approached his situation well and became as happy as anybody else because there are many paths to happiness. What happens to a lot of people is that they don't take personal responsibility for their outcomes and, as a result, fail to make the best possible decisions.

38 运气—好运和坏运---是真实的。但是它不是找到一个借口的理由，在生命中，我们有大量的选择，并且运气在我们选择的结果中扮演了主要的角色。但是如果你有大量足够的样本空间—如果你有大量的决定（例如，如果你正在打许多的扑克牌）--随着时间的推移，幸运将会消失，技能将会在决定结果时占绝对的主角。一个高级的决策者将会产出高级的结果。那并不意味着那里不会有特定的坏运(或者好运)的事件会改变生命：我的一个朋友因在一个游戏池里潜水而变成了一个四肢瘫痪者。但是他很好的处理了他的情况并且成为一个像周围一样开心的人，因为有很多方式可以让他开心。发生在大多数人身上的是他们不会为结果归咎于个人的责任，并且因此而不去做最好的可能的选择。

39 As I mentioned in the first chapter, you don't have to know everything to get what you want. You just have to be honest with yourself about what you don't know and know who to ask for help.

39 像我在第一章里提到的，你不必知道一切事情来得到你想要的，你只要对你关于你不知道的东西和去问谁保持诚实。

In summary, I don't believe that limited abilities are an insurmountable barrier to achieving your goals, if you do the other things right.

总结，我不相信有限的能力是达成你的目标的不可超越的障碍，如果你能正确的做其它事情。

As always, it is up to you to ask yourself if what I am saying is true. As the next part delves into this concept more, you might want to reserve your judgment until after you have read it.

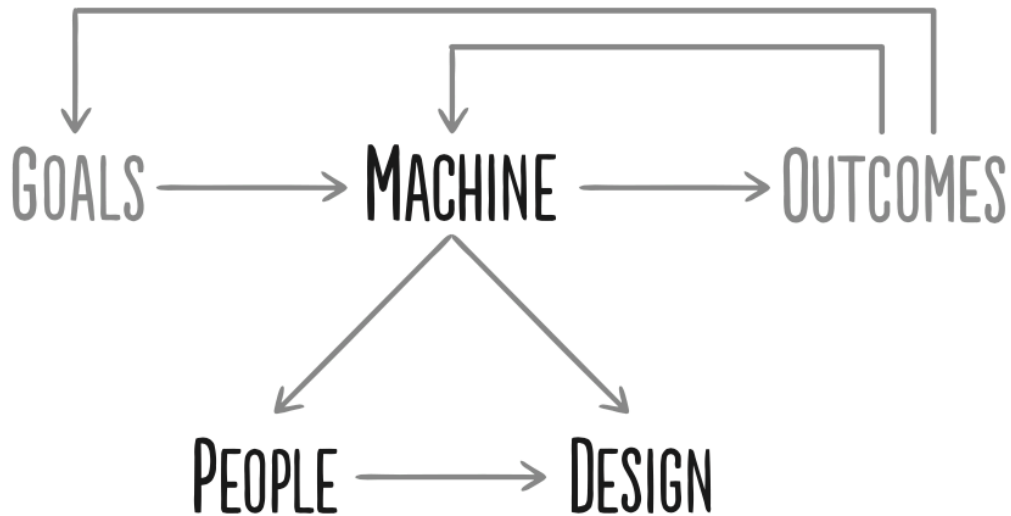
总是这样样，取决于你来问你自己，是否我说的是真实的。正如下一部分更深入挖掘这个概念，你可能想要去保留你的判断直到你已经读完它们。

Your Two Yous and Your Machine

两个你和你的机器

Those who are the most successful are capable of “higher level thinking”—i.e., they are able to step back and design a “machine” consisting of the right people doing the right things to get what they want. They are able to assess and improve how their “machine” works by comparing the outcomes that the machine is producing with their goals. Schematically, the process is as shown in the diagram below. It is a feedback loop.

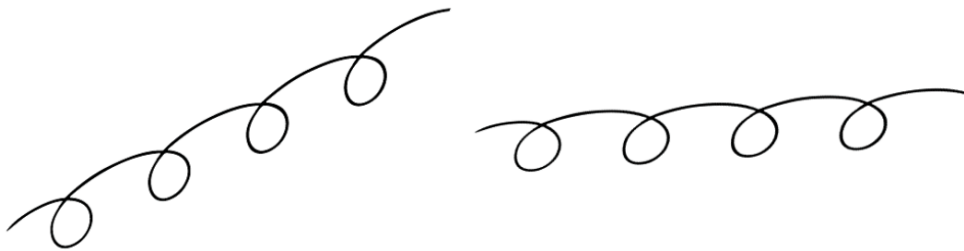
那些最成功的人有最能有更高水平思考—例如，他们能够并且设计一种“机器”，这种机器让正确的人做正确的事情来得到他们想要的。他们能够去访问并且提升他们的机器是如何运作的。他们能够通过将他们的目标与机器产生的结果进行对比来访问并且提升他的们“机器”工作的方式。这个过程显示在下表的图示之中。它是一个反馈环。



That schematic is meant to convey that your goals will determine the “machine” that you create to achieve them; that machine will produce outcomes that you should compare with your goals to judge how your machine is working. Your “machine” will consist of the design and people you choose to achieve the goals. For example, if you want to take a hill from an enemy you will need to figure out how to do that—e.g., your design might need two scouts, two snipers, four infantrymen, one person to deliver the food, etc. While having the right design is essential, it is only half the battle. It is equally important to put the right people in each of these positions. They need different qualities to play their positions well—e.g., the scouts must be fast runners, the snipers must be precise shots, etc. If your outcomes are inconsistent with your goals (e.g., if you are having problems), you need to modify your “machine,” which means that you either have to modify your design/culture or modify your people. Do this often and well and your improvement process will look like the one on the left and do it poorly and it will look like the one on the right, or worse:

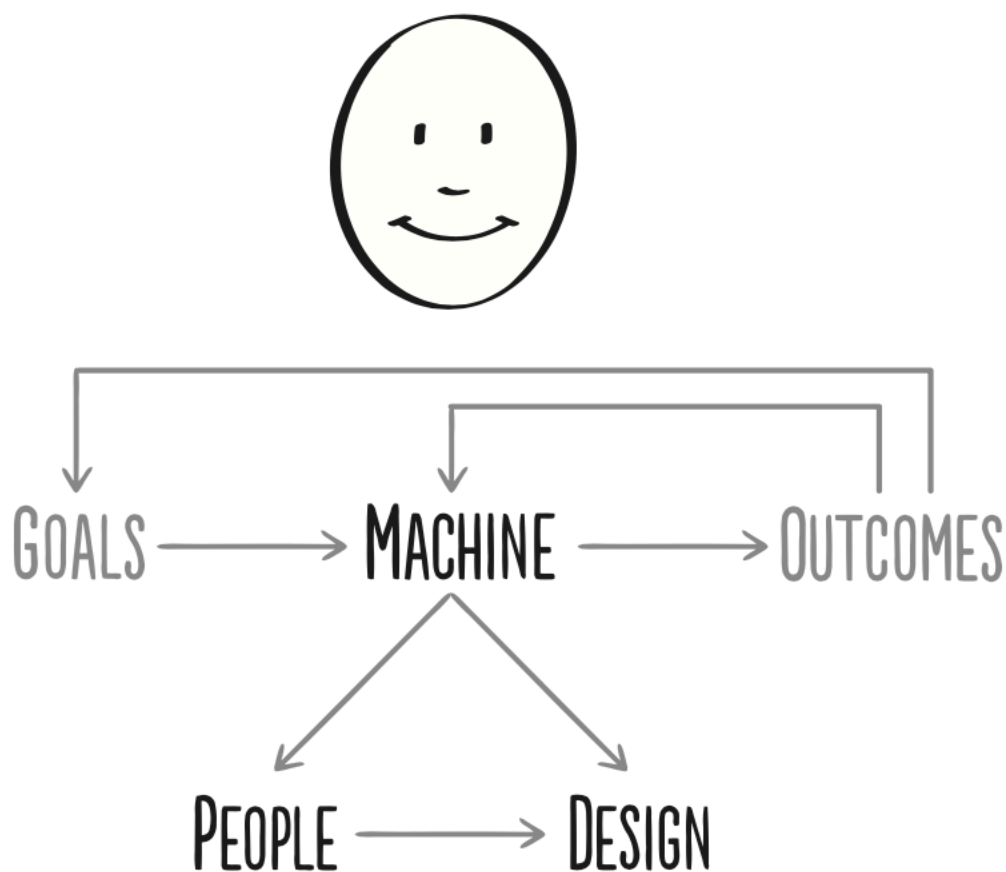
那个图示意味着去传达你的目标将会决定你所创造的“机器”来达到目标；那个机器将会产生结果，你应该将它与你的目标进行对比来判断你的机器是如何运作的。你的“机器”将会包

含设计和你选择来达成你目标的人。例如，如果你想要去从敌人手上拿下一个山头，你将需要去弄清楚如何做到那样—例如，你的设计将会需要两个侦察员，两个阻击手，四个步兵，一个分发食物的后勤人员等等。虽然拥有正确的设计是重要的，但是它只是战役的一半。同样重要的是把正确的人放在每个地方。他们需要不同的品质去胜任他们的岗位—例如，侦察员必须跑得快，阻击手必须是打得准等等，如果你的结果与你的目标不一致（例如，如果你有问題），你需要去修改你的“系统”，这意味着你要么不得不去修改你的设计/文化或者换掉你的人员。经常这样做并且做的很好并且你的进步过程将会像一个如左边那样的线，如果做的不好，则会像右的线，或者更糟糕。



I call it “higher level thinking” because your perspective is that of one who is looking down at your machine and yourself objectively, using the feedback loop as I previously described. In other words, your most important role is to step back and design, operate, and improve your “machine” to get what you want.

我把这个称为“更高水平的思考”因为你的观点是那个向下面客观的看待你的系统和你自己，使用反馈环，正如我开始描述的那样。换句话说，你最重要的角色是向回退并且设计，操作，并且提升你的“系统”来得到你想要的东西。



4.11

Think of it as though there are two yous—you as the designer and overseer of the plan to achieve your goals (let's call that one you (1)) and you as one of the participants in pursuing that mission (which we will call you (2)). You (2) is a resource that you (1) have to get what you (1) want, but by no means your only resource. To be successful you(1) have to be objective about you (2).

想一下，仿佛那里有两个你---你做为设计者和计划的监督者来取得你的目标（让我们称之为你（1））和你作为追逐你目标的参与者之一（我们会称之为你（2））.你（2）是你（1）不得

不得到你（1）想要的，但是绝对不是你唯一的资源。为了成功你（1）不得不对你（2）保持客观。

Let's imagine that your goal is to have a winning basketball team. Wouldn't it be silly to put yourself in a position that you don't play well? If you did, you wouldn't get what you want. Whatever your goals are, achieving them works the same way.

让我们想像一下你的目标是去有一个赢得比赛的篮球队。把你放在一个你打得不好的位置上难道不是很傻吗？如果你这样做了，你将不会得到你想要的。不论你的目标是什么，赢得目标是同样的方式来运作。

If you (1) see that you (2) are not capable of doing something, it is only sensible for you (1) to have someone else do it. In other words, you (1) should look down at you (2) and all the other resources at your (1) disposal and create a “machine” to achieve your (1) goals, remembering that you (1) don't necessarily need to do anything other than to design and manage the machine to get what you (1) want. If you (1) find that you (2) can't do something well, **fire yourself** (2) and get a good replacement! You shouldn't be upset that you found out that you(2) are bad at that—you (1) should be happy because you (1) have improved your (1) chances of getting what you (1) want. If you (1) are disappointed because you (2) can't be the best person to do everything, you (1) are terribly naïve because nobody can do everything well.

如果你（1）看到你（2）不能做某事，对你（1）去做其它事才有意义。换句话说，你(1)应该看着你(2)并且所有其它的资源在你(1)的控制之下并且创造一个”机器”去取得你(1)的目标，记得你(1)除了设计并且管理机器来得到你(1)想要的东西以外不必去做任何其它事情。如果你(1)发现你(2)不能很好的做某事，开除掉你(2)并且得到一个好的替补！你不应该伤心你发现你(2)做某事很糟糕并且得到一个很好的替补！你不应该生气，你发

现你(2)在那一点上很糟糕—你(1)应该开心因为你(1)已经提升了你(1)的机会得到你(1)所想要的东西。如果你(1)很rwyne因为你(2)不能成为最好的人做一些事情，你(1)非常的幼稚因为没有人可以做好一切事情。

The biggest mistake most people make is to not see themselves and others objectively. If they could just get around this, they could live up to their potential.

大多数人犯的最大的错误是不去客观的看他们自己和其它人。如果他们可以绕过这一占，他们能够实现他们的潜力。

How much do you intellectually agree with what I just said?

你理智上有多少程度上同意我刚刚说的？

How good are you in approaching life as a “higher level thinker” rather than as a doer?

你有多擅长处理生命为“更高层级的思考”而不是一个做事的人？

How much would you like to get better at this? How much do you think that reading this is a waste of time?

你有多想去把这一点做到更好？你有多大程度上认为读这一点是浪费时间？

My 5-Step Process to Getting What You⁴⁰ Want Out of Life

我的五个步骤去得到你想从生命中要的东西⁴⁰

40 The you I am referring to here is the strategic you—the one who is deciding on what you want and how best to get it, previously referred to as you(1).

40 我这里称的你是战略上的你—那个决定你想要什么和如何最好的去得到它的你，之前指的是你(1)

4.12

There are five things that you have to do to get what you want out of life. First, you have to **choose your goals**, which will determine your direction. Then you have to **design a plan** to achieve your goals. On the way to your goals, you will **encounter problems**. As I mentioned, these problems typically cause pain. The most common source of pain is in exploring your mistakes and weaknesses. You will either react badly to the pain or react like a master problem solver. That is your choice. To figure out how to get around these problems you must be calm and analytical to accurately **diagnose your problems**. Only after you have an accurate diagnosis of them can you **design a plan that will get you around your problems**. Then you have to do **the tasks** specified in the plan. Through this process of encountering problems and figuring out how to get around them, you will become progressively more capable and achieve your goals more easily. Then you will set bigger, more challenging goals, in the same way that someone who works with weights naturally increases the poundage. This is the process of personal evolution, which I call my 5-Step Process.

有五件事你不得不做以从生命中得到你想要得到的。第一,你必须去选择你的目标,这将决定你的方向。然后必须去设计一个计划去达成你的目标,在你通往目标的路上,你将会遇到问题。

正如我之前提到的，这些问题通常会导致痛苦。痛苦的最通常的来源是探索你的错误和缺点。你要么对痛苦的反应非常糟糕，要么是一个问题处理大师。这是你的选择。要弄清楚如何绕过这些问题。这是你的选择，要弄清楚如何绕过这些问题，你必须冷静并且分析来正确的诊断你的问题。只有你已经正确的诊断了你的问题你才能设计绕过你困难的计划。然后你必须做出计划中规则的任务。在这个遇到问题并且弄清楚如何绕过它们的过程中，你将会变得更加有能力并且更容易达成你的目标。然后你将会设置更大，更有挑战的目标，正如某些人自然增加举重时的磅数一样。这个个人进化的过程我称之为五步法。

4.13

In other words, “The Process” consists of five distinct steps:

Have clear goals. Identify and don't tolerate the problems that stand in the way of achieving your goals. Accurately diagnose these problems. Design plans that explicitly lay out tasks that will get you around your problems and on to your goals. Implement these plans—i.e., do these tasks.

换句话说，“过程”包含五个独特的步骤：

拥有清晰的目标。认清并且不妥协阻碍达成目标的问题。正确诊断这些问题。设计计划，计划可以清晰的展现任务，任务将会带你绕过问题并且达到你的目标。实施这些计划—比如，做这些任务。

You need to do all of these steps well in order to be successful. Before discussing these individual steps in more detail, I want to make a few general points about the process.

你需要很好的去做所有这些步骤以取得成功。在以更细节的方式讨论这些个体的步骤之前，我想要列出一些关于步骤的总的点。

1) **You must approach these as distinct steps rather than blur them together.** For example, when setting goals, just set goals (don't think how you will achieve them or the other steps); when diagnosing problems, just diagnose problems (don't think about how you will solve them or the other steps). Blurring the steps leads to suboptimal outcomes because it creates confusion and short-changes the individual steps. Doing each step thoroughly will provide information that will help you do the other steps well, **since the process is iterative.**

1) 你必须处理这些作为独特的步骤而不是把它们混在一起。例如，当设定目标时，只设定目标（不要思考你将如何达它们或者其它的步骤）；当诊断问题时，仅诊断问题（不要思考关于你将如何去解决它们或者其它步骤）。把这些步骤混合导致次优结果的出现，因为它创造困惑和短期地改变了单个的步骤。彻底的做每一个步骤将会提供信息，信息将会帮助你很好的做其它的步骤，因为过程是迭代的。

2) **Each of these five steps requires different talents and disciplines.** Most probably, you have lots of some of these and inadequate amounts of others. If you are missing any of the required talents and disciplines, that is not an insurmountable problem because you can acquire them, supplement them, or compensate for not having them, if you **recognize your weaknesses and design around them.** So you must be honestly self-reflective.

2)这五个步骤的每一步都要求不同的天才和纪律。最重要的是，你有这些东西中的一些，还有不充分的其它的东西。如果你失去了任何必要的才能和纪律，那并不是不可逾越的问题，因为如果你认清你的缺点并且设计绕过缺点，你就能够获得他们，补充他们，或者为没有它们而进行弥补。所以你必须诚实的自我反思。

3) **It is essential to approach this process in a very clear-headed, rational way rather than emotionally.** Figure out what techniques work best for you; e.g., if emotions are getting the better of you, take a timeout until you can reflect unemotionally, seek the guidance of calm, thoughtful others, etc.

去以一种清晰的头脑，理解的方式来处理这个过程而不是情感的方式是至关重要的。弄清楚什么技术对你来说最有效；例如，如果情感让你没那么好，花一些时间走到你能够不带情感的反思，追求冷静的，沉思方式来作为向导，等等。

4.14

To help you do these things well—and stay centered and effective rather than stressed and thrown off by your emotions—try this technique for reducing the pressure: **treat your life like a game** or a martial art. Your mission is to figure out how to get around your challenges to get to your goals. In the process of playing the game or practicing this martial art, you will become more skilled. As you get better, you will progress to ever-higher levels of the game that will require—and teach you—greater skills. I will explain what these skills are in the next section. However, **the big and really great news is that you don't need to have all of these skills to succeed!** You just have to 1) know they are needed; 2) know you don't have some of them; and 3) figure out how to get them (i.e., either learn them or work with others who have them).

为了帮助你很好的做这些事情—并且保持专注和高效而不是充满压力和被你的情感所抛弃—尝试这个技术来减少你的压力：对待你的生活像一个游戏或者一套武术。你的任务是去弄清楚如何绕过你的挑战来达成你的目标。在玩游戏或者练习这套武术的过程中，你将会变得更加有技能。当你变得更好之时，你将会变得更加有技能。当你变得更好之时，你将会处理更高水平的游戏，这些游戏将会要求—并且教你—更大的技能。我将

会在下一个章节解释这些游戏是什么。然而，大且好的消息是你并不拥有所有这些技能去成功！你只需要去1)知道这些技能是需要的；2)知道你没有某些技能；并且3)弄清楚如何去得到它们（例如：要么学会它们或者与拥有这些技能的人一起工作。）

This particular game—i.e., your life—will challenge you in ways that will be uncomfortable at times. But if you work through this discomfort and reflect on it in order to learn, you will significantly improve your chances of getting what you want out of life. **By and large, life will give you what you deserve and it doesn't give a damn what you "like."** So it is up to you to take full responsibility to connect what you want with what you need to do to get it, and then to do those things—which often are difficult but produce good results— so that you'll then deserve to get what you want.

这个特定的游戏—例如，你的生命—将会以有时不舒服的方式改变你。但如果你通过这些不舒服并且反思它去学习，你将极大的提升你从生命中得到你不想要的东西的机会。很大程度上，生命将会给你你值得拥有的并且它不会给你一点你“喜欢的”。所以这取决于你来负完全的责任来连接你想要的东西和你必须去做些什么以得到它，并且你之后去做这些事情—这通常是很困难的但是会产生好的结果—所以你会值得拥有你想要的东西。

4.15

That's just the way it is, so you might as well accept it. Once you accept that playing the game will be uncomfortable, and you do it for a while, it will become much easier (like it does when getting fit). When you excel at it, you will find your ability to get what you want thrilling. You'll see that excuses like "That's not easy" are of no value and that it pays to "push through it" at a pace you can

就是这种方式，所以你可能会接受。一旦你接受玩游戏将会是不舒服的，并且你做了一会儿，它将会变得更加容易(像它健身时做的一样)。当你擅长这一点时，你将发现你得到你想要的东西的能力令人激动。你将看到借口比如“那并不容易”是没有价值的并且以一种你能掌控的方式去“持续到底”是会有回报的。

handle. Like getting physically fit, the most important thing is that you keep moving forward at whatever pace you choose, recognizing the consequences of your actions. When you think that it's too hard, remember that in the long run, doing the things that will make you successful is a lot easier than being unsuccessful. The first-order consequences of escaping life's challenges may seem pleasurable in the moment, but the second- and third-order consequences of this approach are your life and, over time, will be painful. With practice, you will eventually play this game like a ninja, with skill and a calm centeredness in the face of adversity that will let you handle most of your numerous challenges well.

However, you will never handle them all well: mistakes are inevitable, and it's important to recognize and accept this fact of life. The good news, as I have mentioned, is that most learning comes through making mistakes—so there is no end to learning how to play the game better. You will have an enormous number of decisions to make, so no matter how many mistakes you make, there will be plenty of opportunities to build a track record of success.

正如让身体上减肥一样，最重要的事情是你以你选择的任何节奏持续身前运动，认识到你行动的结果。当你认为那太难了，记得在长期来看，做那些将让你成功的事情比不成功要容易的多。逃离生命的挑战的第一层级结果可能看上去在此时此刻是令人愉悦的，但是这一方式的第二和第三层级的结果是你的生活，并且随着时间的推移将会是痛苦的。伴随着练习，你将最

终像一个忍者一样玩这游戏，有技巧和面对挫折的自我内心的冷静，这些将让你很好的处理你的大多数的挑战。然而，你将永远不会很好的处理它们：错误是不可避免的，并且认识并且接受这个生命的事情是重要的。好的消息是，正如我之前提到的一学习如何去更好的玩游戏是没有止境的。你将会无数的决策要去做，所以不论你犯了多少错误，将会有大数的机会去建立成功的过往纪录。

4.16

That's basically the whole concept. Let's pause and reflect on this before moving on.

那基本就是全部概念了，让我们在这一点上停顿一下并且在前进之前反思一下。

Does what I am saying make sense to you? Do you agree that it is true? If not, why not?

我说的话对你来说有意义吗？你同意那是真的吗？如果不是，为什么不是呢？

If you can't work through your doubts alone, speak to me or to others about it, but PLEASE do not proceed until you agree with the basic logic behind the 5-Step Process. Either you will get comfortable with it and internalize it or you will point out something that is wrong and the process will get better.

如果你不能独自解释你的怀疑，你可以对我说或者对其它人说，但是除非你同意5步背后的基本的逻辑，否则请不要前进。要么你将会因这5步而变得舒服和内化它，要么你将会指出某件事是错误的并且过程将会变得更好。

What follows now is a closer examination of each of the five steps.

接下来的是更仔细的检查这五个步骤的每一步。

The 5 Steps Close-Up 1) Setting Goals

近距离的看5步

1) 设定目标

You can have virtually anything you want, but you can't have everything you want.

你能够拥有几乎你想要的任何东西，但是你不能拥有你想要的一切东西。

The first, most important, and typically most difficult step in the 5-Step Process is setting goals, because it forces you to decide what you really want and therefore what you can possibly get out of life. This is the step where you face the fundamental limit: life is like a giant smorgasbord of more delicious alternatives than you can ever hope to taste. So you have to reject having some things you want in order to get other things you want more.

第一步，最重要的，并且通常是最难的一步在这5步的过程中是设定目标，因为它迫使你决定你真正想要什么并且因此决定你可能从生命中得到什么。这是你面对基本限制的一步：人生像是一份自助大餐，这份大餐中有比你曾经盼望去尝试的美味要多得多的选择。所以你必须拒绝拥有一些你想要的东西，这样做是为了得到一些你更想要的东西。

Some people fail at this point, afraid to reject a good alternative for fear that the loss will deprive them of some essential ingredient to their personal happiness. As a result, they pursue too many goals at the same time, achieving few or none of them.

一些人在这一点上失败，担心去拒绝一个好的选择，因为害怕失去将会剥夺他们一些对他们个人幸福至关重要的成分。作为

结果，他们同一时间追求太多的目标，取得很少成就或者一个都没达成。

So it's important to remember: it doesn't really matter if some things are unavailable to you, because the selection of what IS available is so great. (That is why many people who had major losses—e.g., who lost their ability to walk, to see, etc.—and who didn't narrow-mindedly obsess about their loss but rather open-mindedly accepted and enjoyed what remained, had equally happy lives as those who didn't ever have these losses.)

所以记住这一点很重要：一些对你无用的东西真的是不重要的，因为选择什么是对你有用的东西是非常重要的。（那就是为什么许多人有重大的损失）--例如：那些失去了行走的能力，看东西的能力，等等。--并且那些不会狭隘的沉浸于他们失去的东西而是相当开放的接受并且享受剩下来的东西，与那些从来就没有失去这些东西的人一样的快乐生活。

In other words, you can have an enormous amount: much, much more than what you need to have for a happy life. So don't get discouraged by not being able to have everything you want, and for God's sake, don't be paralyzed by the choices. That's nonsensical and unproductive. Get on with making your choices.

换句话说，你能够有足够数量：比你需要的更多的东西来过上快乐的生活。所以不要被不能够拥有一切你想要的东西而打击，并且看在上帝的份上，不要因为太多选择而不知如何去选。那是无意义并且无结果的。继续做出你的选择。

Put another way, **to achieve your goals you have to prioritize, and that includes rejecting good alternatives** (so that you have the time and resources to pursue even better ones—time being probably your greatest limiting factor, though, through leverage, you can substantially reduce time's constraints).

换句话说，为了取得你的目标，你必须设定优先级，并且那包括拒绝好的选择（所以你拥有时间和资源去追求更好的一时间很可能是你最大的限制因素，但是，通过杠杆作用，你能够极大的减少你的时间的限制。）

It is important not to confuse “goals” and “desires.”

不被目标的欲望所迷惑是非常重要的。

4.17

Goals are the things that you really want to achieve, while desires are things you want that can prevent you from reaching your goals—as I previously explained, desires are typically first-order consequences. For example, a goal might be physical fitness, while a desire is the urge to eat good-tasting, unhealthy food (i.e., a first-order consequence) that could undermine you obtaining your fitness goal. So, in terms of the consequences they produce, goals are good and desires are bad.⁴¹

目标是你真正想去取得的事情，虽然欲望是阻碍你得到你取得你目标的事情—正如我之前解释的，欲望是典型的第一层级的结果。例如，一个目标可能是身体的健康，然而欲望却是去吃好吃的不健康的食物，（例如，第一层级的结果）吃这样的食物会阻碍你达成身体健康的目标。所以，根据他们产生的结果，目标是好的，欲望是坏的。

4.18

Don't get me wrong. I believe you can choose to pursue any goal you want as long as you consider the consequences. So, staying with this example, I think it is perfectly OK for you to make your goal to enjoy eating good-tasting, unhealthy food if that choice will bring you what you really want. As I said earlier, if you want to be a couch potato, that's fine with me—seriously. But if that's not

what you want, you better not open that bag of chips. In other words, failing to make the distinction between goals and desires will lead you in the wrong direction, because you will be inclined to pursue things you want that will undermine your ability to get things you want more. In short, you can pursue anything you desire—just make sure that you know the consequences of what you are doing.

不要错误理解我。我相信你能选择去追求任何你想要的目标，只要你考虑结果。所以，正如例子所示，我认为你认为你的享受味道好，不健康的食物会带给你你想要的东西，那你把设为目标是完全可以的。正如我之前说过的，如果你想要去成为一个看坐在沙发上看电视的人，真的，那对我来说可行的。但是如果那不是你想要的，你最好不要去打开那包薯片。换一句话，没有能够去做出目标和欲望的区别将会导致你去到错误的方向，因为你将会倾向于去追求你想要的事物，这将会破坏你的能力去追求你更想要的东西—确保你知道你正在做的事情的结果。

Another common reason people fail at this stage is that they lose sight of their goals, getting caught up in day-to-day tasks.

另一个通常的原因人们在这一阶段失落是因为他们失去了他们的目标，被一日复一日的任务所困扰。

Avoid setting goals based on what you think you can achieve.

避免基于你认为你能达成的目标来设定目标

As I said before, do each step separately and distinctly without regard to the others. In this case, that means don't rule out a goal due to a superficial assessment of its attainability. Once you commit to a goal, it might take lots of thinking and many revisions

to your plan over a considerable time period in order to finalize the design and do the tasks to achieve it. So you need to set goals without yet assessing whether or not you can achieve them.

正如我之前所说，不要管其它步骤，分开且具体的来做每一个步骤。在这个案例中，那意味着不要因为一个目标的达成可能的表层评估来决定一个目标。一旦你决定去致力于一个目标，它可能会花费很多的思考和对你的计划进行很多修改，在一段很长时间内为了最终达成你的设计，并且做到任务去达成。所以你需要在设定目标时不要评估你能否达成它们。

41 Some societies define evil to be the desires that can take you away from your goals, which I think is a good way of seeing the difference between goals and desires. That doesn't mean I think that there isn't room for a little "bad", but I do think that desires that fundamentally divert you from your goals should be avoided at all cost.

41 一些社会定义邪恶为把你从你的目标上拉开的欲望，这我认为是一个好的看待目标和欲望的方式。那并不意味着我认为那里没有空间有小的“坏”，但是我不认为那种根本上把你从你的目标上转移出来的欲望应该以一切代价去避免。

This requires some faith that you really can achieve virtually anything,⁴² even if you don't know how you will do it at that moment. Initially you have to have faith that this is true, but after following this process and succeeding at achieving your goals, you will gain confidence. If you like, you can start with more modest goals and, when you build up the track record to give you faith, increase your aspirations.

这要示一些信仰，这信仰就是你真的能够达成几乎任何事情。
42即使你不知道你在那一刻将会做什么。最初你不得不有信仰，

就是这是真实的，但在这个过程之后并且成功达成你的目标之后，你将会获得自信。如果你乐意，你能以更加适当的目标，当你建立起给你信仰的纪录后，增加你的欲望。

Every time I set goals, I don't yet have any idea how I am going to achieve them because I haven't yet gone through the process of thinking through them. But I have learned that I can achieve them if I think creatively and work hard.⁴³

每一次我设立目标后，我没有任何想法我如何去取得目标因为我还没有经过那些清晰思考它们的过程。但是我已经学会了我能达成它们如果我通过有创造性的思考并且努力工作。⁴³

I also know that I can “cheat.” Unlike in school, in life you don't have to come up with all the right answers. You can ask the people around you for help—or even ask them to do the things you don't do well.

我也知道我能够“欺骗”。不像在学校，在生命中你不用提出正确的答案。你能够问周围的人以得到帮助—或者甚至问他们来做一些你做不好的事情。

In other words, there is almost no reason you can't succeed if you take the attitude of 1) total flexibility—good answers can come from anyone or anywhere (and in fact, as I have mentioned, there are far more good answers “out there” than there are in you) and 2) total accountability: regardless of where the good answers come from, it's your job to find them.

换句话说，如果你有那样一个态度，几乎没有理解你不能成功。----好的答案可以来自于任何人或任何地方（并且实际上，正如我已经谈到的，那里有着比在你身上多得多的好答案“在那里”。并且2）完全的责任：不论好答案来自于哪里，找到他们都是你的工作。

4.19

This no-excuses approach helps me do whatever it takes to get whatever I want most. Not all goals are achievable, of course. There are some impossibilities or near-impossibilities, such as living forever, or flying with just the power of your arms. But it's been my experience that if I commit to bringing creativity, flexibility, and determination to the pursuit of my goals, I will figure out some way to get them, i.e., almost all goals are

attainable. And as I don't limit my goals to what seems attainable at the moment I set them, the goals I set tend to be higher than they would otherwise be. Since trying to achieve high goals makes me stronger, I become increasingly capable of achieving more. Great expectations create great capabilities, in other words. And if I fail to achieve my goal, it just tells me that I have not been creative or flexible or determined enough to do what it takes, and I circle back and figure out what I need to do about this situation.

这种没有借口的方式帮助我去做任何可以帮我得到我最想要的东西的事。并不是所有的目标可以达成的，当然。有一些不可能或者接近不可能的事，比如永生，或者只用你手臂的力量去飞翔。但是这是我的经验，如果我致力于带来创造性，灵活性并且决心要去追求我的目标，我将会弄清楚一个方式去得到他们。比如，几乎所有的目标都是可以达成的。并且当我没有限制我的目录为那些看上去在我设定目标的那一刻可以达成目标，那些设定的目标倾向于比限制时的可能性要高。因为尝试去取得高目标使我更强壮，我变得更加能够取得更多。换句话说，大的期待创造更多的能力。并且如果我没有能够达成目标，它只是告诉我我还不够有创造力或者有灵活性或者决心来做那些要做的事，并且我圈回来并且弄清楚我需要关于这个情形做些什么。

Achieving your goals isn't just about moving forward.

取得你的目标不仅是向前移动

Inevitably, you must deal with setbacks. So goals aren't just those things that you want and don't have. They might also be keeping what you do have, minimizing your rate of loss, or dealing with irrevocable loss. Life will throw you challenges, some of which will seem devastating at the time. Your goal is always to make the best possible choices, knowing that you will be rewarded if you do. It's like playing golf: sometimes you will be in the fairway and sometimes you will be in the rough, so you have to know how to play it as it lies.

你不可避免的必须要应对你的挫折。所以目标并不仅是这那些你想要但是并没有的东西。他们可能也是保留你确实有的东西，最小少你的损失每夜，或者应对那种不可挽回的损失。生命将会扔给你挑战，一些在当时可能看上去是毁灭性的。你的目标是总是做出最好的选择，知道如果你这样做，你将会被回馈。就像打高尔夫一样，有时你将会在平坦的球道上，有时你将会在碎石路上，所以你必须知道如何在球所在的地面怎么打。

4.20

Generally speaking, goal setting is best done by those who are good at big-picture conceptual thinking, synthesizing, visualizing, and prioritizing. But whatever your strengths and weaknesses are, don't forget the big and really great news here: it is not essential that you have all of these qualities yourself, because you can supplement them with the help of others.

一般来说，目标的设定最好是由这些擅长于大画面概念思考，整合，可视化和设定优先级的人来决定。但是无论你的优点和弱点是什么，不要忘记大且好的信息：你拥有所有这些品质不是必须的，因为你能够通过其它人的帮助来弥补。

In summary, in order to get what you want, the first step is to really know what you want, without confusing goals with desires, and without limiting yourself because of some imagined impediments that you haven't thoroughly analyzed.

总的来说，为了得到你想得到的，第一步是真正知道你想要什么，不要混淆目标和欲望，并且不要因为一些你想像出来的并且还没有完全分析的障碍来限制你自己。

42 This might sound inconsistent with the previous point that you can't have everything. It's not. I am saying that, at this stage of goal-setting, don't set your goals based on what you think you can achieve. In the process of doing the other four steps (especially designing) you will thoroughly think through what is possible. Then you will circle back and enter the goal-setting mode again. As I mentioned, this five-step process is iterative, but it must be pursued one step at a time in order to do each step excellently.

42 这可能听起来与之前的你不能拥有一切事情的点不一致。但不是这样的。我那样说，在设定目标的阶段，不要基于你认为你能够取得的事来设定你的目标。在做其它四步的过程中（特别是设计中）你将会彻底思考什么是可能的。然后你将会回去并且再一次进入目标设定阶段。正如我提及的，这五个步骤是反复的，但是五个步骤必须一次只追求一个，这样做是为了能够每一步都做的很好。

43 The more creative I am, the less hard I have to work.

43 我越有创造力，我工作时需要的努力就越少。

How well do you know what you want most out of life?

你有多大程度上知道你从生命中最想要的是什么？

What are your most important goals?

什么是你最重要的目标？

Are you good at setting your goals?

你是否擅长于设定你的目标？

How confident are you that your assessment of your ability to set goals is right?

你有多自信，你对你设定目标你能力的评估是正确的？

If you are confident of your self-assessment, why should you be confident (e.g., because you have a demonstrated track record, because many believable people have told you, etc.)?

如果你对你的自我评估是自信的，为什么你应该自信？（例如：因为你有一个示范性的过往记录，因为很多可信的人已经告诉过你，等等。）

2) Identifying and Not Tolerating Problems

2) 认清并且不要容忍问题

After you set your goals, you must come up with a plan or a design to achieve them and then you must execute that plan by doing the tasks. On the way to achieving your goals and executing your design, you will encounter problems that have to be diagnosed, so that the design can be modified to get around these obstacles. That's why you need to identify and not tolerate problems.

在你设定你的目标后，你必须提出一个计划或一个设计来达成他们并且之后你必须通过任务来执行那个计划。在取得你目标的过程和执行你设计的过程中，你将会遇到必须要去诊断的问题，以致于设计能够被修改以绕过障碍。那是为什么你需要去认清并且不容易困难。

Most problems are potential improvements screaming at you. Whenever a problem surfaces, you have in front of you an opportunity to improve. **The more painful the problem, the louder it is screaming.**⁴⁴ **In order to be successful, you have to 1) perceive problems and 2) not tolerate them.** If you don't identify your problems, you won't solve them, so you won't move forward toward achieving your goals.

大多数问题是潜在的提升空间，这些提升空间在向你吼叫。任何时候一个问题在表面呈现出来时，在你面前有一个提升的机会。问题越令你痛苦，提升空间朝你叫得就越响亮。⁴⁴ 为了成功，你必须**1)察觉问题并且2)不要去容忍他们**。如果你不去认清你的问题，你将不能去解决它们，所以你将不能朝前移动以取得你的目标。

As a result, **it is essential to bring problems to the surface.** Most people don't like to do this. But most successful people know that they have to do this.

因此，把问题带到表面是至关重要的。大多数人不喜欢去做这一点。但是大多数成功人士知道他们必须要做这一点。

The most common reasons people don't successfully identify their problems are generally rooted either in a lack of will or in a lack of talent or skill:

最通常的原因人们不能成功的认清他们的问题一般根植于要么是缺乏意愿或者缺管天赋或技能：

Problems can be **“harsh realities”** that are unpleasant to look at, so people often subconsciously put them “out of sight” so they will be “out of mind.”

问题可以是看上去令人不愉快的“残酷的现实”，所以人们经常会下意识地把问题放在“视线外”，因此这些问题将存在于“意识外”。

Thinking about problems that are difficult to solve can produce **anxiety** that stands in the way of progress.

认为问题很难解决可以产生焦虑，焦虑阻碍进步。

4.21

People often **worry more about appearing to not have problems** than about achieving their desired results, and therefore **avoid recognizing that their own mistakes and/or weaknesses** are causing the problems. This aversion to seeing one's own mistakes and weaknesses typically occurs because they're viewed as deficiencies you're stuck with rather than as essential parts of the personal evolution process.

比起取得他们向往的结果，人们经常更加担心表现出没有问题。并且因此避免认识到他们自己的错误或者缺点正在导致问题。这种对见到他们自己的错误和缺点的厌恶经常发生因为错误和缺点通常被认为是你被迫接受的缺陷，而不是个人进化过程的重要部分。

4.22

Sometimes people are simply **not perceptive enough** to see the problems.

有时人们仅仅是没有足够的感知来看到问题。

Some people are **unable to distinguish big problems from small ones**. Since nothing is perfect, it is possible to identify an infinite number of problems everywhere. If you are unable to distinguish the big problems from the little ones, you can't "successfully" (i.e., in a practical way) identify problems. Remember, you don't have to be good at any of the five steps (in this case, identifying problems) to be successful if you get help from others. **So push through the pain of facing your problems, knowing you will end up in a much better place.**

有些人不能够去区分大问题和小问题。因为没有什么完美的，所以认清各个地方无限量的问题。如果你不能区分大问题和小问题，你不能成功(例如：以一种实际的方式)区分问题。记住，如果你从其它人那里得到帮助，你不必擅长于所有的五步(在这这是认清问题这一步)去取得成功。所以穿越过你面对困难时的痛苦，知道你将会在更好的地方终止。

4.23

44 Though I've said it before, it's worth saying again: I understand that recognizing harsh realities can be extremely painful. But I've learned that if you can stare hard at your problems, they almost always shrink or disappear, because you almost always find a better way of dealing with them than if you don't face them head on. The more difficult the problem, the more important it is that you stare at it and deal with it. After seeing how effectively facing reality—especially your problems, mistakes and weaknesses—works, you will become comfortable with it and won't want to operate any

other way. I also believe that one of the best ways of getting at truth is reflecting with others who have opposing views and who share your interest in finding the truth rather than being proven right.

44 虽然我曾经说过，但是仍然值得再说一遍：我理解认清残酷的现实是极端痛苦的。但是我已经学会了如果你能盯着你的问题，他们几乎总是变小或者消失，因为你几乎总是能找到一种比不直面这些问题更好的方式来处理它们。问题越困难，你盯着它并且处理它就越重要。在看到直面事实，特别是直面你的问题有多高效之后（特别是你的问题，错误和缺点），你将会变得对现实变得适应并且不会想要另一种方式来操作。我也相信，一种最好的得到事实的方式是与其它有相反观点的人和对找到现实有与你有共同利益的人一起反思，而不是被证明是正确的。

When identifying problems, it is important to remain centered and logical.

当认清问题时，保持聚焦和逻辑是重要的。

While it can be tempting to react emotionally to problems and seek sympathy or blame others, this accomplishes nothing.⁴⁵ Whatever the reasons, you have to get over the impediments to succeed.

Remember that the pains you are feeling are “growing pains” that will test your character and reward you if you push through them.

Try to look at your problems as a detached observer would.

Remember that identifying problems is like finding gems embedded in puzzles: if you solve the puzzles you will get the gems that will make your life much better. Doing this continuously will lead to your rapid evolution. So, if you’re logical, you really should get excited about finding problems because identifying them will bring you closer to your goals.

虽然对问题做出情感上的反应和寻找同情或者责骂别人是人心所向，但是这取得不了任何成就。不论什么原因，你必须要去越过障碍去取得成功。记得你正在感觉到的痛苦是“成长的痛苦”，这些成“成长的痛苦”将会测试你的品格并且回馈你，如果你持续越过它们。尝试像一个无关的旁观者一样去看你的问题。记住认清问题就像找到嵌在谜题中的珍宝一样：如果你解开了谜题，你将会得到珍宝，珍宝将会让你的生命好得多。持续这样做将会引导你快速的进步。所以，如果你真是有理性的，你真的应该对找到问题感到兴奋，因为认清它们将会带你离你的目标更近。

How good are you at perceiving problems?

你有多擅长察觉你的问题？

How confident are you that your assessment of your ability to perceive problems is right?

你对你察觉问题的能力的能力是正确的有多自信？

If you are confident of your self-assessment, why should you be confident (e.g., because you have a demonstrated track record, because many believable people have told you, etc.)?

如果你对你的评估感到自信，为什么你应该感到自信？（例如：因为你有一个良好展示的过往记录，因为许多可信的人已经告诉过你了。等等。）

Be very precise in specifying your problems.

精确地指出你的具体问题

It is essential to identify your problems with precision, for different problems have different solutions. For example, if your impediments are due largely to issues of will—to your unwillingness to confront what is really happening—you have to

strengthen your will, for example, by starting small and building up your confidence.

精确地指出你的问题是至关重要的，因为不同的问题有不同的解决方案。例如，如果你的障碍主要是因为意愿的原因---你不愿意去面对真正发生的事情-----你不得不去增强你的意志力，例如，通过以很小的开心并且建立你的自信。

If your problems are related to lack of skill or innate talent, the most powerful antidote is to have others point things out to you and objectively consider whether what they identify is true. Problems due to inadequate skill might then be solved with training, whereas those arising from innate weaknesses might be overcome with assistance or role changes. It doesn't matter which is the case, it only matters that the true cause is identified and appropriately addressed.⁴⁶

如果你的问题与缺乏技能或者缺乏天生的才能有关，最有力量的解毒剂是让别人指出你的问题并且客观的考虑是否他们认清的是真实的。因缺乏足够技能的问题可能由培训而解决，而来自于天生的缺陷则可能由辅助和角色改变来克服。是哪种情况并不重要，真正的不足的原因被找到并且适当的解决才重要。

The more precise you are, the easier it will be to come up with accurate diagnoses and successful solutions. For example, rather than saying something like "People don't like me," it is better to specify which people don't like you and under what circumstances.

你越精确，提出正确的诊断和成功的解决方案才会越容易。例如，不是说一些事比如“人们不喜欢我”，具体说出哪些人不喜欢我并且在什么情况下不喜欢我才是更好的选择。

Don't confuse problems with causes.

不要混淆问题与原因。

“I can’t get enough sleep” is not a problem, it is a cause of some problem. What exactly is that problem? To avoid confusing the problem with its causes, try to identify the suboptimal outcome, e.g., “I am performing badly in my job because I am tired.”

“我没有足够的睡眠”不是一个问題，它是一些问题的原因。那个问題是什么？为为免弄混问題与它的原因，尝试去认清它的次级结果，例如：我在我的工作上表现很糟糕，因为我很累。”

Once you identify your problems, you must not tolerate them.

一旦你认清了你的问題，你必须不去忍受它们。

Tolerating problems has the same result as not identifying them (i.e., both stand in the way of getting past the problem), but the root causes are different. Tolerating problems might be due to not thinking that they can be solved, or not caring enough about solving them.⁴⁷ People who tolerate problems are the worse off because, without the motivation to move on, they cannot succeed. In other words, if you are motivated, you can succeed even if you don’t have the abilities (i.e., talents and skills) because you can get the help from others. But if you’re not motivated to succeed, if you don’t have the will to succeed, the situation is hopeless.

忍受问題与没认出问題有同样的结果。（例如：都阻碍解决问题），但是底层的原因是不同的。忍受问題可能是因为不去思考这些问題能够被解决，或者对去解决问题不够用心。⁴⁷ 那些忍受问題的人就更加糟糕了，因为他们没有动力去继续前进，所以他们不能成功。换句话说，如果你有动机去继续前行，即使你没有能力，你也能够成功（比如：天分和技能），因为你能够得到其它人的帮助。但是如果你没有动机去成功，如果你没有要去成功的意志，情况是无可救要的。

45 This is typically because they let their emotions control their behavior and/or they haven't learned how to deal with their problems e.g., the amygdala is “hijacking” decision making away from the pre-frontal cortex.

45这通常是因为他们让情感控制他们的行为和/或者他们没有学会如何处理他们的问题。例如：大脑杏仁核“绑架” 大脑前额的决策制定。

46 There are also other antidotes that we will delve into in my management principles.

46 也有其它的解毒剂,我们将在管理原则的章节深入挖掘这些解毒剂。

47 Not caring to solve problems often occurs when the expected reward is less than the expected cost. For example, when someone is working toward someone else's goals without being appropriately supervised, rewarded, or punished.

47 对解决问题不上心经常出现在期待的回报小于期待的成本时。例如，当有人在朝其它人的目标前进而没有适当的监督，回报或者惩罚的时候。

How much do you tolerate problems?

你多大程度上忍受问题？

How confident are you that your assessment of how much you tolerate problems is right?

你对你多大程度上忍受问题的评估有多自信？

If you are confident of your self-assessment, why should you be confident (e.g., because you have a demonstrated track record, because many believable people have told you, etc.)?

如果你对你的自我评估是自行的,为什么你应该自信?(例如,因为你已经展示了好的过往记录,因为许多可信的人已经告诉你,等等)?

People who are good at this step—identifying and not tolerating problems—tend to have strong abilities to **perceive** and **synthesize** a clear and accurate picture, as well as demonstrate a fierce **intolerance of badness** (regardless of the severity).

人们很擅长这一步---认清并且不去容忍问题---倾向于去有强能力去察觉和综合分析一个清楚并且正确的图画,比如展现出对糟糕(不论严重程度)的强烈的不容忍。

Remember that you need to do each step independently from the other steps before moving on.

记得在你朝前前进的时候,你需要去独立于其它步骤的去做每一步。

Can you comfortably identify your problems without thinking about how to solve them? It is a good exercise to just make a list of them, without possible solutions. Only after you have created a clear picture of your problems should you go to the next step.

你能对认出你的问题而不去思考如何解决它们感到轻松自如吗?仅仅只去列出一份关于这些问题的清单,而没有可能的解决方案,是对这个问题的一个很好的练习。只有在创立了一个清晰的你问题的图像之后,你才应该做下一步。

For a more detailed explanation of identifying and not tolerating problems, please read my management principles.

如果要一个关于认清问题和不去容忍问题的更加细节的解释，请读我的管理原则。

4.24

3) Diagnosing the Problems

3) 诊断问题

You will be much more effective if you focus on diagnosis and design rather than jumping to solutions.

如果你聚集于诊断和设计而不是直接跳到解决方案，你将会更加的高效。

It is a very common mistake for people to move directly from identifying a tough problem to a proposed solution in a nanosecond without spending the hours required to properly diagnose and design a solution. This typically yields bad decisions that don't alleviate the problem. Diagnosing and designing are what spark strategic thinking.

从认清一个艰难的问题到直接提出一个方案只花了几秒钟而没有经过所需要的几个小时来恰当的诊断解决方案是一个通常的错误。这通常产生坏的决定，这种坏的决定不会减轻问题。诊断和设计是用来激发策略性思考的。

You must be calm and logical.

你必须冷静并且合逻辑。

When diagnosing problems, as when identifying problems, reacting emotionally, though sometimes difficult to avoid, can undermine your effectiveness as a decision-maker. By contrast, staying rational will serve you well. So if you are finding yourself shaken by your problems, do what you can to get yourself centered before moving forward.

当诊断问题正如认清问题一样，虽然有时很难去避免，但是带着情感去反思会削弱你做为一个决策者的有效性。对比而言，保持理智将会带给你好处。所以如果你发现你被你的问题所困扰，在你继续向前行动之前，做你能做的事让你保持专注的事。

You must get at the root causes.

你必须知道底层的原因。

4.25

Root causes, like principles, are things that manifest themselves over and over again as the deep-seated reasons behind the actions that cause problems. So you will get many everlasting dividends if you can find them and properly deal with them.

作为行动背后导致问题的原因，底层原因就像原则一样总是一次又一次的展现它们自己。所以如果你能找到底层原因并且处理它们，你将会得到许多持续的分红。

It is important to distinguish root causes from proximate causes. Proximate causes typically are the actions or lack of actions that lead to problems—e.g., “I missed the train because I didn’t check the train schedule.” Proximate causes are typically described via verbs. Root causes are the deeper reasons behind the proximate cause—e.g., “I didn’t check the schedule because I am forgetful.” Root causes are typically described with adjectives, usually characteristics about what the person is like that lead them to an action or an inaction.

区分底层原因和表层原因是非常重要的。表层原因通常是行动或者缺乏导致问题的行动—例如：“我错过了火车因为我没有检查火车行程表。”表层原因通常是通过动词连接的。底层原因是在表层原因背后的深层原因。---例如：“我没有检查时刻

表因为我很健忘。” 底层原因通常用形容词描述，通常是导致某个人的行动或者不行动的个性描述。

Identifying the real root causes of your problems is essential because you can eliminate your problems only by removing their root causes. In other words, you must understand, accept, and successfully deal with reality in order to move toward your goals.

认出你问题真正的底层原因是至关重要的，因为你只能通过消除底层原因来消除你的问题。换句话说，为了朝你的目标前进，你必须理解，接受和成功地应对现实。

Recognizing and learning from one's mistakes and the mistakes of others who affect outcomes is critical to eliminating problems.

认识到错误并且从个人错误和影响到结果的人的错误中学习对于消除问题是至关重要的。

Many problems are caused by people's mistakes. But people often find it difficult to identify and accept their own mistakes.

Sometimes it's because they're blind to them, but more often it's because ego and shortsightedness make discovering their mistakes and weaknesses painful. Because people are often upset when their mistakes are pointed out to them, most people are reluctant to point out mistakes in others. As a result, an objective diagnosis of problems arising from people's mistakes is often missing and personal evolution is stunted. (As I mentioned in the last chapter, most learning comes from making mistakes and experiencing the pain of them—e.g., putting your hand on a hot stove—and adapting.) It is at this stage that most people fail to progress. **More than anything else, what differentiates people who live up to their potential from those who don't is a willingness to look at themselves and others objectively.**

许多错误是由人们的错误导致的。但是人们经常发现认清并且接受他们自己的错误是困难的。有时它是因为他们对错误是无视的，但是更通常的是因为自尊和短视导致发现他们的错误和缺点是痛苦的。因们人们经常因为自身问题被指出而感到生气，大多数人拒绝指出其它人的错误。结果是一个客观的针对别人错误的问题诊断经常错过并且个人的进化被阻碍了。（正如我在上一章所指出的，大多数的学习来自于犯错误并且体验到错误的痛苦并且做出改变。例如，把你的手放在一个火炉上。）就是在这一步大多数人没有能够去进步。 **最重要的事，那些能够实现他们潜能的人和不能实现潜能的人的区别取决于是否能够客观的看待他们自己和别人的意愿。**

I call the pain that comes from looking at yourself and others objectively “growing pains,” because it is the pain that accompanies personal growth. No pain, no gain. Of course, anyone who really understands that no one is perfect and that these discoveries are essential for personal growth finds that these discoveries elicit “growing pleasures.” But it seems to be in our nature to overly focus on short-term gratification rather than long-term satisfaction — on first-order rather than second- or third-order consequences — so the connection between this behavior and the rewards it brings doesn’t come naturally. However, if you can make this connection, such moments will begin to elicit pleasure rather than pain. It is similar to how exercise eventually becomes pleasurable for people who hardwire the connection between exercise and its benefits.

我称那些来自于客观看待你自己和其它人的痛苦是“成长的痛苦”，因为它是伴随着个人成长的痛苦。没有痛苦，就没有收获。当然，任何真的理解没有人是完美的并且理解这些对痛苦的发现对个人的成长是至关重要的人会发现这些痛苦的发现会导致“成长的快乐”。但是这似乎是我们的天性去过分聚焦于短期的满意而不是长期的满意。---在第一层级而不是第二或第

三层级的结果。----所以在这些行为和行为带来的奖励之间的联系不会天然产生。然而，如果你能制造这些联系，这些时刻将会导致快乐而不是痛苦。就如同对于那些把锻炼与它的益处紧密联系在一起的人最终觉得练习非常愉悦一样。

Remember that:

记住那一点：

Pain + Reflection = Progress

痛苦+反思=进步

4.26

Much as you might wish this were not so, this is a reality that you should just accept and deal with. There is no getting around the fact that achieving success requires getting at the root causes of all important problems, and people's mistakes and weaknesses are sometimes the root causes. **So to be successful, you must be willing to look at your own behavior and the behavior of others as possible causes of problems.**

正如你很大程度上可能希望不是这样，这是一个你应该接受并且处理的现实。没有办法来避开这一事实，那就是取得成功需要处理所有重要问题的底层原因，并且人们的错误和弱点有时候是底层原因。所以为了成功，你必须愿意把你自己的行为和其它人的行为作为问题的可能原因。

Of course, some problems aren't caused by people making mistakes. For example, if lightning strikes, it causes problems that have nothing to do with human error. All problems need to be well-diagnosed before you decide what to do about them.

当然，一些问不是被那些犯错误的人所导致的。例如，如果雷电闪击，它产生的问题与人类的错误没有任何关系。所有的问题都需要在你决定要去做什么之前好好的设定。

The most important qualities for successfully diagnosing problems are logic, the ability to see multiple possibilities, and the willingness to touch people's nerves to overcome the ego barriers that stand in the way of truth.

成功诊断问题的最重要的品质是逻辑，那种看到多重可能性的能力，和触及别人神经去克服阻碍真实的自尊的障碍

For a more detailed explanation of diagnosing problems, please read my management principles.

对诊断问题的要求更多的细节的解释，请读我的管理原则。

In diagnosing problems, how willing are you to “touch the nerve”(i.e., discuss your and others possible mistakes and weaknesses with them)?

在诊断问题时，你有多大程度上愿意去“触及神经？”（例如，与其它人一起讨论你的可能错误和其它人的可能错误。）

Are you willing to get at root causes, like what people are like?

你愿意去触及底层原因，比如人们是什么样的？

Are you good at seeing the patterns and synthesizing them into diagnoses of root causes?

你擅长于看到模型和综合这些模型以对底层原因进行诊断吗？

How confident are you that your assessment of your ability to diagnose is accurate?

你对你诊断的能力是正确的评估有多自信？

If you are confident of your self-assessment, why should you be confident (e.g., because you have a demonstrated track record, because many believable people have told you, etc.)?

如果你对自我的自我评估是自信的，为什么你应该是自信的（例如：因为你有一个良好的过往记录，因为许多可信的人之前告诉过你，等等。）

4) Designing the Plan (Determining the Solutions)

4) 设计计划（决定解决方案）

In some cases, you might go from setting goals to designing the plans that will get you to these goals; while in other cases, you will encounter problems on the way to your goals and have to design your way around them. So design will occur at both stages of the process, though it will occur much more often in figuring out how to get around problems. In other words, most of the movement toward your goals comes from designing how to remove the root causes of your problems. Problems are great because they are **very specific** impediments, so you know that you will move forward if you can identify and eliminate their root causes.

在一些情况下，你可能经历从设定目标到设计计划，这条路径将会让你得到这些目标；然后在其它的情况下，你将会在达到你的目标过程中遇到问题并且设计方案来绕过他们。所以设计将会发生在过程的两个阶段，但是它将会在弄清楚如何绕过问题时发生的更频繁。换句话说，大多数的朝你目标的运动来自于设计如何去移除问题的底层原因。问题是非常好的，因为它们是非常具体的障碍，所以你知道你如果能认清问题并且把它们从底层原因中消除 你将会朝前行进。

Creating a design is like writing a movie script in that you visualize who will do what through time in order to achieve the goal.

创建一个设计就像写一部电影剧本一样，因为你预先想像谁将会为了取得什么目标而在时间轴上做些什么。

Visualize the goal or problem standing in your way, and then visualize practical solutions. When designing solutions, the objective is to change how you do things so that problems don't recur—or recur so often. Think about each problem individually and as the product of root causes—like the outcomes produced by a machine. Then think about how the machine should be changed to produce good outcomes rather than bad ones. There are typically many paths toward achieving your goals, and you need to find only one of them that works, so it's almost always doable.

预先想像目标或者阻碍你的问题，并且之后想像实际的解决方案。当高计解决方案时，目标是改变你如何做事情以致于问题不会再次发生。---或者复发的如此频繁。单独的想每一个问题并且将它作为底层原因的产品—比如由一个组织(machine)产生的产品。然后想一下关于组织(machine)应该如何去改变以产生好产品而不是坏产品。有许多路径可以取得你的目标，你需要去找出现唯一有效的方法，所以这几乎总是可以做到的。

But an effective design requires thinking things through and visualizing how things will come together and unfold over time. It's essential to visualize the story of where you have been (or what you have done) that has led you to where you are now and what will happen sequentially in the future to lead you to your goals. You should visualize this plan through time, like watching a movie that connects your past, present, and future.

但是一个有效的设计要求彻底思考并且预想事情如何随着时间聚集和展开。预想你去过哪儿（或做过什么）导致你去到你现在的地方并且预想在未来会发生的事情以引导致你的目标是至关重要的。你应该通过时间来预想这个计划，就像看一场连接你过去，现在和未来的电影。

4.28

Then write down the plan so you don't lose sight of it, and include who needs to do what and when. The list of tasks falls out from this story (i.e., the plan), but they are not the same. The story, or plan, is what connects your goals to the tasks. For you to succeed, you must not lose sight of the goals or the story while focusing on the tasks; you must constantly refer back and forth. In *My Management Principles* (Part 3), you can see one such plan.

然后写下你的计划，所以你就不会失去对计划的视野，并且包括谁需要去做什么和什么时候做。任务的清单从这个故事中出来(例如，计划)，但是他们不是同样的。故事，或者计划，是把你的目标与任务联系起来的。为了让你成功，在你在专注于任务的时候，你一定不能不看见你的目标或者故事；你必须持续的来回参考。在我的管理原则中（第3章），你能看到这样一个计划。

When designing your plan, think about the timelines of various interconnected tasks. Sketch them out loosely and then refine them with the specific tasks. This is an iterative process, alternating between sketching out your broad steps (e.g., hire great people) and filling these in with more specific tasks with estimated timelines (e.g., in the next two weeks choose the headhunters to find the great people) that will have implications (e.g., costs, time, etc.). These will lead you to modify your design sketch until the design and tasks work well together. Being as specific as possible (e.g., specifying who will do what and when) allows you to

visualize how the design will work at both a big-picture level and in detail. It will also give you and others the to-do lists and target dates that will help direct you.

当设计你的计划时，想一想不同的互相连接的任务的时间表。松散地把它勾画出来，然后用具体的任务来填充它们。这是一个反复的过程，在勾画出你的广阔步骤(比如，雇佣伟大的员工)和给这些步骤填入以预估的时间表设定的具体任务(比如，在下两个星期让猎头找到伟大的员工)这两者间摇摆。时间表里有内涵(比如：成本，时间等等。)这些将会引导你去修改你的设计蓝图直到设计和任务完美的合作。尽可能的具体(例如：具体化谁将会做什么和何时做)允许你去预想设计将会如何在一个大画面的层面起作用和在细节方面起作用。它也将给你和其它人要去做事的清单和将会引导你的实现目标的日期。

4.29

Of course, not all plans will accomplish everything you want in the desired time frame. In such cases, it is essential that you look at what won't be accomplished and ask yourself if the consequences are acceptable or unacceptable. This is where perspective is required, and discussing it with others can be critical. If the plan will not achieve what's necessary in the required time, so that the consequences have an unacceptably high probability of preventing you from achieving your goal, you have to either think harder (probably with the advice of other believable people) to make the plan do what is required or reduce your goals.

当然，并不是所有的计划将会在希望的时间框架里完成你想要的一切事情。在这种情况下，看看什么东西将不能完成并且问你自己是否结果是可接受的还是不可接受的是至关重要的。这是观点所需要的，并且与其它人讨论它将是至关重要的。如果计划不能在规则的时间内取得需要的事情，那么结果有一个不可接受高的可能性，这个可能性会阻碍你达成你的目标，你要

么努力地思考(可能有其它可信的人的建议)来做出计划来做所需要做的事情或者减少你的目标。

5.1

It doesn't take much time to design a good plan—literally just hours spread out over days or weeks—and whatever amount of time you spend designing it will be only a small fraction of the time you spend executing it. But designing is very important because it determines what you will have to do to be effective. Most people make the very big mistake of spending virtually no time on this step because they are too preoccupied with execution. This process is explained in detail in my management principles.

设计一个好的计划并不需要太多的时间--- 一般只要几天或几星期里的几个小时--- 不论多少时间你花在设计上，它将会只是一小部分你花在执行上的时间。但是设计将会是非常重要的，因为它会决定为了高效你要去做些什么。大多数人犯的非常大的错误是几乎不花时间在这一点上，因为他们在执行上花太多的时间了。这个过程在我的管理原则那一章有详细的解释。

People successful with this stage have an **ability to visualize** and a **practical understanding** of how things really work. Remember, you don't have to possess all these qualities if you have someone to help you with the ones you are missing.

在这个阶段成功的人有能力去设想事情如何成功。并且有一个实际的理解关于事情如何成功。记住，你不必去拥有所有这些品质如果有某些人可以去帮助在你缺失的这些品质上。

How good is your ability to visualize?

你去设想的能力有多强？

How confident are you that your assessment of your ability to visualize is accurate?

你对设想是正确的评估的能力有多自信？

If you are confident of your self-assessment, why should you be confident (e.g., do you have an excellent track record of visualizing and making what you visualized happen, have other believable parties told you that you are good at this)?

如果你对自我评估充满自信，为什么你应该拥有自信？（例如：你是否有极好的设想和让你设想的事情发生的过往记录，有让其它的可信方告诉你你在这一点上做的很好。）

Remember: Designing precedes doing! The design will give you your to-do list (i.e., the tasks). 5) Doing the Tasks

记住：设计在做之前！设计将会给你要做事情的清单（例如：任务）5）做任务

5.2

Next, you and the others you need to rely on have to do the tasks that will get you to your goals. Great planners who don't carry out their plans go nowhere. You need to “push through” to accomplish the goals. This requires the self-discipline to follow the script that is your design. **I believe the importance of good work habits is vastly underrated.** There are lots of books written about good work habits, so I won't digress into what I believe is effective. However, **it is critical to know each day what you need to do and have the discipline to do it.** People with good work habits have to-do lists that are reasonably prioritized, and they make themselves do what needs to be done. By contrast, people with poor work habits almost randomly react to the stuff that comes at them, or they can't bring themselves to do the things they need to

do but don't like to do (or are unable to do). There are lots of tools that can help (e.g., thank God for my BlackBerry!)

下一步，你和其它你需要去依靠的人必须要去做那些帮你达到你目标的任务。伟大的计划者但不是执行他们的计划的人什么都实现不了。这需要自我约束来遵守你设计的计划。**我相信好的工作习惯的重要性被极大的低估了。**有关好的工作习惯的书有很多，所以我不用苦恼于我所相信的有效的事情。**然而，每天都**知道你要做什么和拥有去做这件事的纪律是**至关重要的**。有很好工作习惯的人有要做事情的清单，清单上的排序有合理的优先级，他们让他们自己去做必须要做的事情。对比而言，有糟糕工作习惯的人几乎是随机的应对朝它们而来的事情，或者他们不能让他们自己去做他们需要去做但不喜欢做的事情(或者不能做的事情)。有许多工具可以帮助(例如：感谢我黑莓手机!)

You need to know whether you (and others) are following the plan, so you should establish clear benchmarks. Ideally you should have someone other than yourself objectively measure if you (and others) are doing what you planned. If not, you need to diagnose why and resolve the problem.

你必须去知道是否你(和其它人)正在遵循计划，所以你应该建立清晰的标准。理想化的，你必须拥有一些不是你自己而是其它的人来客观的衡量是否你(和其它人)正在作你计划过的事。如果不是，你必须去诊断为什么没做并且解决问题。

People who are good at this stage can reliably execute a plan. They tend to be **self-disciplined** and **proactive** rather than reactive to the blizzard of daily tasks that can divert them from execution. They are **results-oriented: they love to push themselves over the finish line to achieve the goal**. If they see that daily tasks are taking them away from executing the plan (i.e., they identify this

problem), they diagnose it and design how they can deal with both the daily tasks and moving forward with the plan.

在这一步中，非常擅长的人能够可靠的执行一个计划。他们倾向于自律并且主动而不是被动应对每日的繁重工作，这些繁重任务将他们从执行的重要任务中引开。他们是结果为导向的：他们喜欢将他们推过完成线去取得目标。如果他们看到每日的任务将他们从执行任务中引开(例如：他们认清这个问题)，他们诊断它并且设计他们如何能够去处理每日的任务并且按照任务如何前行。

As with the other steps, if you aren't good at this step, get help. There are many successful, creative people who are good at the other steps but who would have failed because they aren't good at execution. But they succeeded nonetheless because of great symbiotic relationships with highly reliable task-doers.

正如其它步骤一样，如果你在这一步不擅长，寻找帮助。有许多成功和有创造力的人非常擅长于其它步骤但因为他们的不擅长做执行而可能失败，但是他们无论如何成功了，这是由于他们与非常可靠的任务执行者一起的共生合作。

For a more detailed explanation of doing what you set out to do, please see My Management Principles.

如果需要一个你做你设计要去做的事的详细解释，请参看我的管理原则。

How good are you at pushing through?

你有多擅长持续做到底？

How confident are you that your assessment of your ability to push through is accurate?

5.3

If you are confident of your self-assessment, why should you be confident (e.g., because you have a demonstrated track record, because many believable people have told you, etc.)?

如果你对自我的评估很自信，为什么你应该自信(例如：因为你有一个非常好的过往纪录，因为许多可信的人之前告诉过你，等等。)

The Relationships between These Steps

这些关系之间步骤

Designs and tasks have no purpose other than to achieve your goals. Said differently, goals are the sole purpose of designs and tasks. So you mustn't forget how they're related. Frequently I see people feel great about doing their tasks while forgetting the goals they were designed to achieve, resulting in the failure to achieve their goals. This doesn't make any sense, because the only purpose of tasks is to achieve goals. In order to be successful, your goals must be riveted in your mind: they are the things you **MUST** do. To remember the connections between the tasks and the goals that they are meant to achieve, you just have to ask, "Why?" It is good to connect tasks to goals this way (with the "Why?"), because losing sight of the connections will prevent you from succeeding.

除了达成你的目标，设计和任务没有目的。以不同的方式来说，目标是设计和任务的唯一目的，所以你一定不能忘记他们是如何关联的。我通常看到人们对做他们的任务感觉非常棒但是忘记去完成他们设计的目标。这没有任何意义，因为任务的唯一目的是去达成目标。为了成功，你的目标必须在印刻在你的脑

海中：他们是你**必须**做的事情。为了记得那些必须要去取得的任务与目标之间的联系，你只用问你自己：“为什么？”以这样的方法联系任务与目标是好的（带着“为什么？”）因为看不见这种联系将会阻碍你成功。

Again, this 5-Step Process is iterative. This means that after completing one of the steps you will probably have acquired relevant information that leads you to modify the other steps.

再一次，这5步是重复的。这意味着在做完一步之后，你将很可能已经获得了相关的信息，这些相关信息将会引导你去修改其它步骤。

If this process is working, goals will change much more slowly than designs, which will change more slowly than tasks. Designs and tasks can be modified or changed often (because you might want to reassess how to achieve the goal), but changing goals frequently is usually a problem because achieving them requires a consistent effort. I often find that people who have problems reaching their goals handle these steps backwards; that is, they stick too rigidly to specified tasks and are not committed enough to achieving their goals (often because they lose sight of them).

如果这个步骤是有效的，目标将会改变的比设计更慢，设计将会比任务更慢。设计和任务可以被经常的个和改变（因为你可能想去重新评估如何去达成你的目标），但是经常改变目标经常是一个问题，因为达成目标要求持续的努力。我经常发现有达成目标有问题的人朝后来处理这一步。那就是，他们太聚焦于具体的任务并且没有太多致力于达成他们的目标（经常是因为他们失去了对目标的视野。）

Weaknesses Don't Matter if You Find Solutions

如果你找到解决方案，缺点不重要。

To repeat, the best advice I can give you is to ask yourself what you want, then ask ‘what is true,’ and then ask yourself ‘what should be done about it.’ If you honestly ask and answer these questions you will move much faster toward what you want to get out of life than if you don’t!

重复一遍，我能给你的最好的建议就是问你自己你想要什么，然后问“什么是真实的。”并且然后问你自己“你应该对目标和现实做些什么？”如果你诚实地问和答这些问题，比起你不这样做，你将能更快的得到你想从生命中得到的东西。

5.4

Most importantly, **ask yourself what is your biggest weakness that stands in the way of what you want.** As I mentioned before, everyone has weaknesses. The main difference between unsuccessful and successful people is that unsuccessful people don’t find and address them, and successful people do. It is difficult to see one’s own blind spots for two reasons:

最重要的是，问你自己阻碍你得到你想得到的东西的最大的弱点是什么。正如我之前提到的，每个人都有弱点。成功的人和不成功的人的主要的不同之处在于不成功的人不去发现弱点和处理它们，但是成功的人这样做。让一个人看到自己的盲点是困难的，这基于二个原因：

- 1) Most people don’t go looking for their weaknesses because of “ego barriers”—they find having weaknesses painful because society has taught them that having weaknesses is bad. As I said early on, I believe that we would have a radically more effective and much happier society if we taught the truth, which is that everyone has weaknesses, and knowing about them and how to deal with them is how people learn and succeed.

1) 大多数人不去看他们的缺点是因为“自尊障碍”—他们发现拥有弱点是痛苦的，因为社会已经教会他们有弱点是坏事。正如我早期说的，我相信我们将会有一个非常有效和更加开心的社会，如果我们教他们真实，这就是每个人都有弱点，并且知道弱点和如何去处理他们是人们如何学习和成功的。

2) Having a weakness is like missing a sense—if you can't visualize what it is, it's hard to perceive not having it.

2) 有弱点就像缺乏了某种知觉----如果你不能意识到那是什么，意识到没有这种知觉是非常难的。

For these two reasons, having people show you what you are missing can be painful, though it's essential for your progress. When you encounter that pain, try to remember that **you can get what you want out of life if you can open-mindedly reflect, with the help of others, on what is standing in your way and then deal with it.**

因为这两个原因，让人指出你的缺点可以是痛苦的，但是对你的进步却是至关重要的。当你遇到那种痛苦的时候，尝试记得，如果你能对阻碍你的东西在其它的人的帮助的情况下以开放式心态去反思，然后去处理它，你能够从生命中得到你想得到的，

5.5

What do you think is the biggest weakness you have that stands in the way of what you want—the one that you repeatedly run into?

你认为阻碍你得到你想要的东西的最大障碍是什么----你重复遭遇的一样东西？

People who don't get what they want out of life fail at one or more of the five steps. But **being weak at any one of these steps is not a problem if you understand what you are weak at and successfully compensate for that weakness by seeking help.** For example, a good goal-setter who is bad at doing tasks might work well with a bad goal-setter who is great at doing tasks—i.e., they will be much more successful working together. It is easy to find out what weaknesses are standing in your way by 1) identifying which steps you are failing at and 2) getting the feedback of people who are successful at doing what you are having problems with.

不能够从生命得到他们想要的东西的人们在五步中的一步或几步中失败。但是如果你理解你在哪一步比较弱并且成功的在那一步寻求帮助，那么在这些步骤中任何一步中有弱点并不是一个问题。例如：一个目标设定能力强但执行力很糟糕的人可能与一个执行力很强但目标设定很糟的人合作非常好----例如：他们在一起工作的时候会更加开心。通过两种方法来找到你的弱点是很容易的：1) 认清你在哪一步失败和2) 获得成功解决你拥有的问题的人们的反馈。

5.6

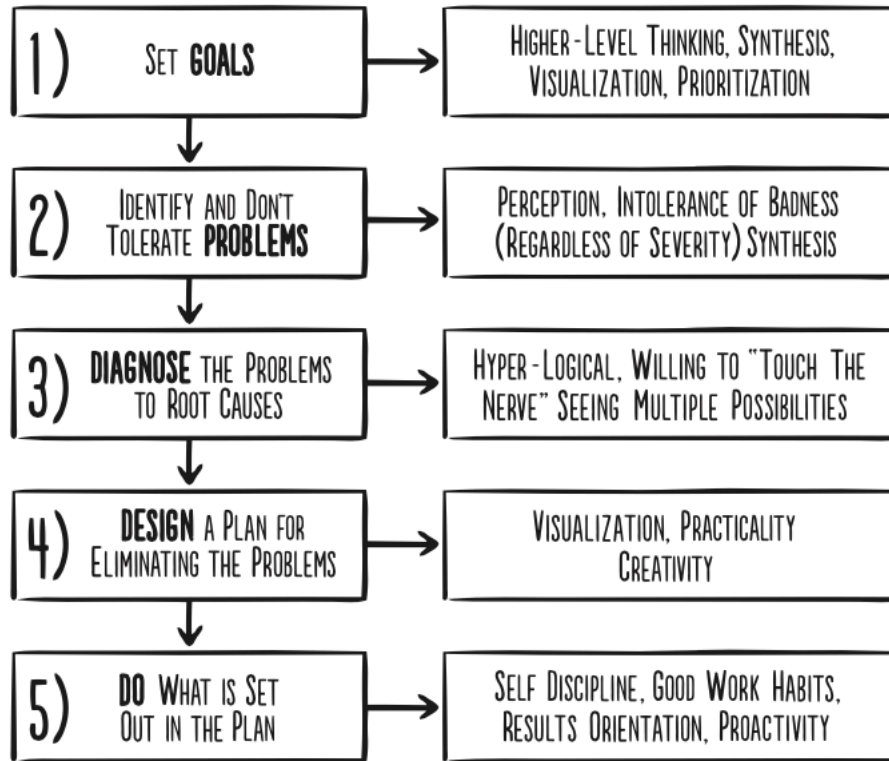
Because I believe that you will achieve your goals if you do these five steps well, it follows that if you are not achieving your goals you can use the 5-Step Process as a diagnostic tool. You would do this by 1) identifying the step(s) that you are failing at, 2) noting the qualities required to succeed at that step, and 3) identifying which of these qualities you are missing.

因为我相信，如果你能很好的做这五步，你将会达成你的目标。接下来，如果你没有达成你的目标，你可以使用5步法作为一个诊断工具。你将这样做通过1) 认清你在哪一步失败，2) 注意在哪一步所需要的品质。3) 认清哪些品质你有所缺失。

To repeat, the five steps and the qualities that I believe are required to be good at them are as follows.

为了重复，五步和我相信来达成优秀的品质如下所示。

5-STEP PROCESS: QUALITIES NEEDED



At which step do you have the most problems?

Which qualities needed do you wish you had more of?

你在哪一步你有最大的问题？

哪个所需的品质你希望你能拥有更多？

In a nutshell, my 5-Step process for achieving what you want is:

总而言之，我的让你取得你想得到的5步是：

Values 1) Goals 2) Problems 3) Diagnoses 4) Designs 5) Tasks

价值观1) 目标2) 问题3) 诊断4) 设计5) 任务

5.7

Your values determine what you want, i.e., your goals. In trying to achieve your goals, you will encounter problems that have to be diagnosed. Only after determining the real root causes of these problems can you design a plan to get around them. Once you have a good plan, you have to muster the self-discipline to do what is required to make the plan succeed. Note that this process starts with your values, but it requires that you succeed at all five steps. While these steps require different abilities, you don't have to be good at all of them. If you aren't good at all of them (which is true for almost everyone), you need to know what you are bad at and how to compensate for your weaknesses. This requires you to put your ego aside, objectively reflect on your strengths and weaknesses, and seek the help from others.

你的价值观决定你要什么，例如，你的目标。在尝试达成你的目标时，你将会遇到必须被诊断的问题。只有在决定真正导致这些问题的底层原因后，你才能设计一个计划去绕过它们。一旦你有一个好的计划，你需要去尝试自我纪律去做让计划成功所需要做的事情。注意这个过程起始于你的价值观，但是它需要你所有五步都成功。虽然这些步骤需要不同的能力，你不必擅长于所有的五步。如果你不是所有步骤都擅长（这同于每一个人都是适用的），你需要去知道你哪一方面不擅长，并且

如何去补偿你不擅长的部分。这需要你去把你的自尊放在一边，客观地反思你的优势和劣势，并且寻求其它人的帮助。

5.8

As you design and implement your plan to achieve your goals, you may find it helpful to consider that:

- Life is like a game where you seek to overcome the obstacles that stand in the way of achieving your goals.
- You get better at this game through practice.
- The game consists of a series of choices that have consequences.
- You can't stop the problems and choices from coming at you, so it's better to learn how to deal with them.
- You have the freedom to make whatever choices you want, though it's best to be mindful of their consequences.

当你在设计和执行你的计划去达成你的目标的时候，你可能发现考虑如下情况将有帮助：

- 生命就像是一个游戏，在游戏中你去追求克服阻碍你达成你目标的障碍。
- 通过练习，你在这个游戏中变得更好。
- 游戏包涵一系列拥有后果的选择。
- 你不能阻碍朝你而来的问题和选择，所以更好的是去学会如何处理它们。
- 你拥有去做你想要的任何选择的自由，但是意识到它们的结果是最好的。

5.9

The pain of problems is a call to find solutions rather than a reason for unhappiness and inaction, so it's silly, pointless, and harmful to be upset at the problems and choices that come at you though it's understandable.

问题的困难是对找到解决方案的呼唤而不是一个不幸福和不行动的理由。所以对于问题和选择感到沮丧是愚蠢，无意义和有害的，但是感到沮丧是可以理解的。

We all evolve at different paces, and it's up to you to decide the pace at which you want to evolve.⁴⁸

我们者以不同的速度来进化，并且由你来决定你想进化的速度。⁴⁸

⁴⁸ The organization Outward Bound has a concept that is helpful in thinking about the optimal pace of personal evolution. They speak of a comfort zone, a stretch zone, and a panic zone. It's best to spend most of your time in the stretch zone.

⁴⁸ 机构Outward Bound有一个概念，这个概念对于思考个人进化的最佳速度是有帮助的。他们说有一个舒适区，一个扩展区和一个恐慌区。花你最多的时间在扩展区是最好的。

5.11

The process goes better if you are as accurate as possible in all respects, including assessing your strengths and weaknesses and adapting to them. While all this may sound very theoretical, it is integral to how we operate every day. For example, my management principles, which are explained in the next section, are based on the principles that I described in this section. So, Bridgewater is based on the core belief that everyone here is evolving together. How well and how quickly we do that will have

a huge effect on our well-being and the well-being of all the people we have contact with (e.g., our clients, our families, etc.). These two things are inextricably linked. Bridgewater is also based on the belief that to be successful and happy, not only do we have to be excellent, we have to continue to improve at a surprisingly fast rate. Bridgewater operates consistently with the belief that to be excellent and improve at a fast rate, we must be hyper-realistic and hyper-truthful. We therefore need to overcome any impediments to being realistic and truthful, and the biggest impediment is people's reluctance to face their own mistakes and weaknesses and those of others. Bridgewater is based on the belief that both meaningful work and meaningful relationships are required to be happy and successful. So, our relationships, like our work, must be excellent; as a result, we expect people to be extremely considerate and caring with each other. This does not mean being soft on each other, especially if that means avoiding harsh realities to avoid causing discomfort. It means true caring, which requires recognizing and successfully dealing with our realities, whatever they are. The management principles that follow reflect these core values and the specific ways that they are lived out at Bridgewater.

如果你在所有的方面都能尽可能的准确，这个过程将会进行的更好，包括评估你的优势和劣势并且适应这些优势和劣势。虽然所有这些听上去有些理论化，但是它与我们每天如何操作是一致的。例如，我的下一章中进行解释的管理原则是基于我在这章描述的原则。所以，桥水公司是基于核心信仰，那就是每个在这里的人都是一块进化的。我们做的有多好和有多快将会对我们的幸福和我们接触的其它人(例如：我们的客户，我们的家庭等等)的幸福有一个巨大的影响。这两件事无法逃避的连在一起。桥水也是基于这样的信仰，为了成功和幸福，我们不但要优秀，而且要继续以令人惊讶的速度来提升。桥水公司的运作为了达成卓越和以非常快的速度提升这一信仰，我们必须极

度现实和极度真实。我们因此需要去克服任何变得现实和直实的障碍，并且最大的障碍就是人们不愿意面对他们的错误和缺点和其它人的错误和缺点。桥水公司建立于有意义的工作和有意义的关系都是开心和成功所必须这一信仰。所以，我们的关系，像我们的工作一样，必须卓越，作为结果，我们期待人们要非常善解人意并且关心彼此。这不意味着对彼此柔软，特别是是否那意味着避免糟糕的现实去避免造成不适。它意味着真正的关心，这要求认清和成功的处理现实，不论这些现实是什么。接下来的管理原则反应了这些核心价值观和他们特定在桥水公司存活下来的方式。

5.12

Part 3:My Management Principles

第3章：我的管理原则

In Part 1, I explained why I believe having principles is important and that I believe that it is up to each person to decide what principles are best for them. In Part 2, I explained my most fundamental principles. In this part I explain my management principles. Naturally, my management principles reflect the principles I believe are best throughout my life. But before I get into my particular management principles, I'd like to touch on management principles in general.

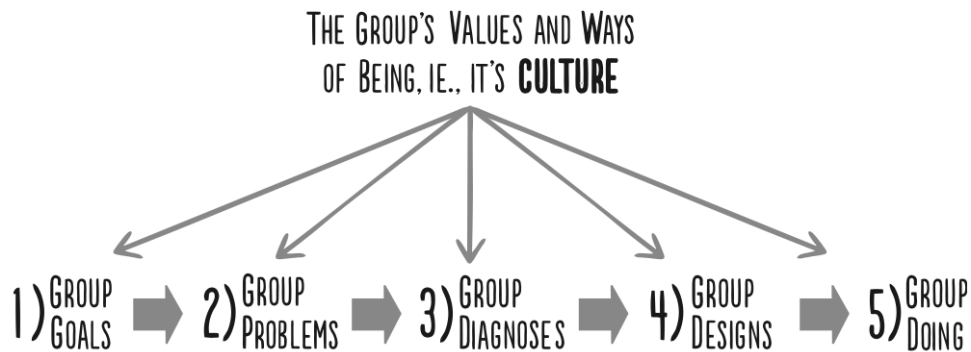
在第1章，我解释了为什么我相信拥有原则是重要和我相信取决于每一个人去决定什么原则对他们最好。在第2章，我解释了我

最重要的原则。在这一章我解释我的管理原则。在我的一生中，自然而然的，我的管理原则展现了我所相信的最佳原则。但是在我涉及具体的管理原则之前，我想要在总体上谈一谈管理原则。

5.13

If you read any of the earlier parts you know that I believe that having principles is essential for getting what you want out of life. That is as true for groups of people (e.g., companies, schools, governments, foundations, etc.) as it is for individuals. While individuals operating individually can choose whatever values and principles they like, **when working in a group the people must agree on the group's values and principles.** If the group is not clear about them, confusion and eventually gravitation toward the population's averages will result. If the group's values and principles are clear, their way of being (i.e., their culture) will permeate everything they do. **It will drive how the people in the group set goals, identify problems, diagnose problems, design solutions, and make sure that these designs are implemented. So I believe this relationship looks like this:**

如果你读任何早期的部分，你知道我相信拥有原则对于得到你想从生命中想要的东西是至关重要的。那对一群人是正确的，(例如，公司，学校，政府，基金，等等) 对个人也是正确的。虽然个人按照个人的方式来操作可以选择他们爱的任何价值观和原则，但是当以一群人的方式来工作的时候，人们必须同意群组的价值观和原则。如果群组并不清楚价值观，困惑和最终朝向平均水平的结果将出现。如果群组的价值观和原则是清晰的，他们的方式(比如，他们的文化)将会渗透到他们的做的一切事情。它将会驱动在群组中的个人如何设定目标，辨别问题，诊断问题，设计方案并且确保这些设计被执行。所以我相信这个关系看上去像这样：



While having a clearly conveyed **great culture** is important, that's only half of the magic formula. The other half is having **great people**—i.e., people who have the values, abilities, and skills that fit the organization's culture.

虽然有一个清楚传达的伟大的文化是重要的，那只是神秘配方的一半。另一半是拥有伟大的人——例如，那些有符合机构的文化的价值观，能力和技能的人。

5.14

In other words, I believe that to have a great company you have to make two things great—the **culture** and the **people**. If these two things are great your organization can navigate the twists and turns to get you where you want to go.

换句话说，我相信要有一个伟大的公司，你必须使得两件事伟大—文化和人。如果这两件事是伟大的，你的组织将会绕过困难以到达你想去的地方。

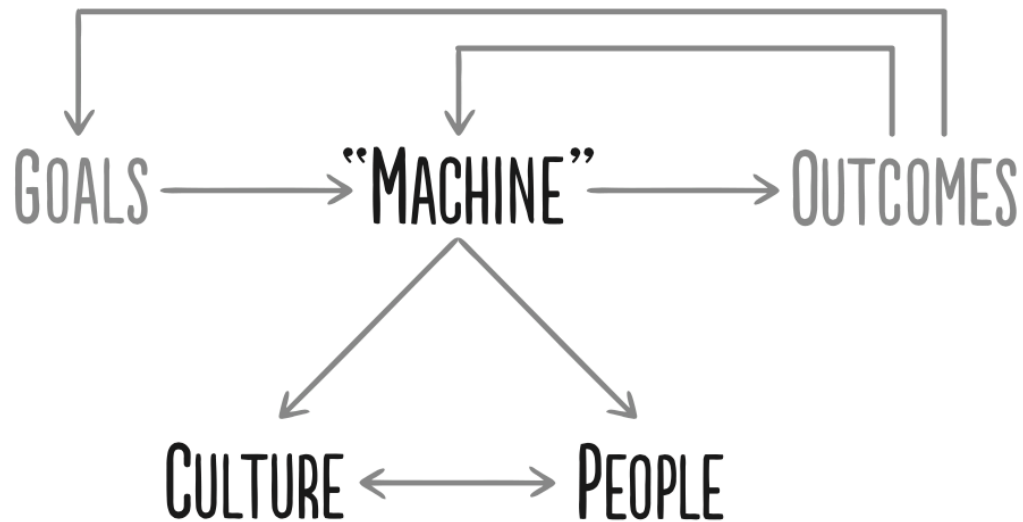
Of course, you have to know where you want to go. Organizations, like individuals, have to choose what they are going after (i.e., their goals), which influences their directions. As they move toward their goals, they encounter problems, make mistakes, and discover weaknesses. Above all else, how they choose to approach

these impediments determines how fast they move toward their goals.

当然，你必须知道你想去哪里。机构，就像个人一样，必须选择他们追逐的东西（例如：他们的目标），这影响他们的方向。当他们朝他们目标移动的时候，他们遇到问题，犯错误，并且发现弱点。所有这一些，他们选择如何应对这些障碍决定他们朝他们目标移动有多快。

Every organization works like a machine to achieve its goals. This machine produces outcomes. By comparing the outcomes to the goals, those running the machine can see how well the machine is working. This is the **feedback loop** that those who are responsible for the machine need to run well in order to improve the machine. Based on the feedback, the machine can be adjusted to improve. The machine consists of two big parts—the **culture** and the **people**. If the outcomes are inconsistent with the goals, something must be wrong with the machine, which means that something must be wrong with the culture and/or the people. By diagnosing what is wrong, designing improvements, and implementing those improvements, the machine will evolve. In short, the evolutionary process is as follows. Take a minute to look it over and see what you think.

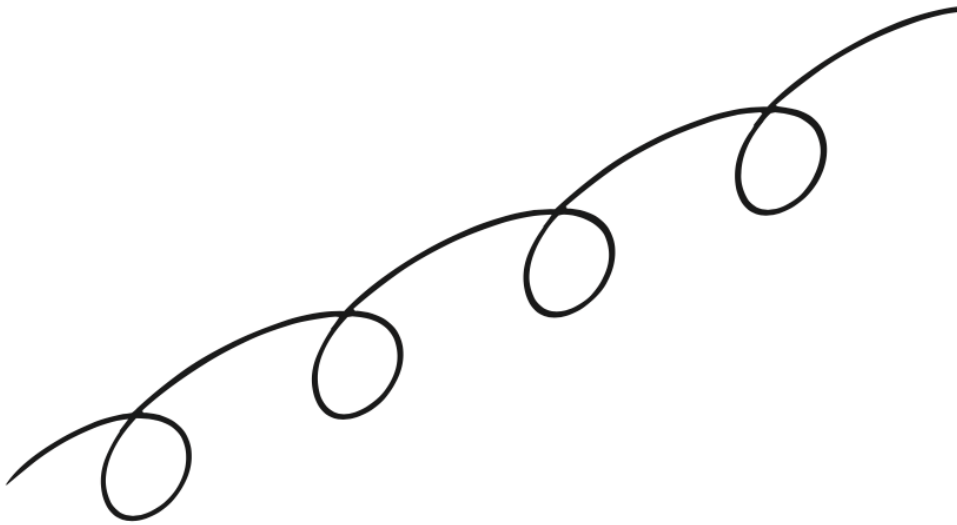
每一个机构像一个机器一样工作来达成它的目标。这个机器产生结果。通过对比结果与目标，这些运作机器的人能够感知到这台机器工作的有多好。这就那些为机器负责的人为了去提升机器时需要去很好的运营的反馈回路。基于反馈回路，机器可以被调整以去提长。机器包含二个大的部分—文化和人。如果结果与目标不一致，有些东西与机器一定有问题，这意味着有些文化和/或人上一定有些事情是错的。通过诊断错误的事情，设计提升，并且执行这些提升，机器将会进化。简而言之，进化过程如下。花一分钟去检查一下并且看看你想了什么。



5.16

The more frequently and effectively those in the machine go through this process, the more rapidly they and the machine will evolve. An effective evolutionary process looks like this—i.e., lots of quality feedback loops produces a steep upward trajectory.

这台机器的这些过程更频繁和更有铲，则这些过程和机器将会更快的演化。一个有效的进化过程看上去像这样—例如：许多高质量的反馈回路产生一条陡峭向上的进化曲线。



5.17

An ineffective evolutionary process—i.e., one in which mistakes are infrequently looked at and weaknesses are not well identified—looks like that shown below, i.e., fewer and/or less effective feedback loops produces a slower upward trajectory. In fact, if there are too few and/or bad quality feedback loops, there will be a decline because you won't identify and deal with the problems that will kill you.

一个低效的进化过程—例如，一个没有频繁看到错误和没有很好认清错误的过程。---看上去如下图所示。例如：更少有效的反馈环产生一个缓慢的向上的抛物线。实际上，如果有两个少的和/或坏的反馈环，那里将会有有一个下降，因为你将不会认出和处理那些会杀死你的问题。



5.18

I believe that this is equally true for individuals and organizations. I also believe that the most important difference between great organizations and bad ones is in how well they manage their feedback loops.

我相信这对个人和对组织是同样真实的。我也相信在伟大组织和糟糕组织之间最重要的不同之处在于他们如何处理它们的反馈环。

Bridgewater's Culture and People

桥水公司的文化和人

Naturally, the culture and people that I have chosen for Bridgewater are extensions of the principles that I believe work best, which I explained in Part 2. Most importantly, I value meaningful work and meaningful relationships that are obtained by striving for truth and excellence with great people. I am confident that through this constant striving, we will evolve rapidly together.

自然地，我为桥水公司选择的组织和人都是我相信最佳的原则的延伸，这一点我在第2章中已经解释过了。最重要的是，我珍视和伟大的员工一起为追求真实和卓越而获得的有意义的工作和有意义的关系。我很确信，通过这种持续的努力，我们将会更快的进化。

5.19

As you might have guessed from reading Part 2, I want Bridgewater to be a company in which people collectively:

1) work for what they want and not for what others want of them.

你可以已经在阅读第2部分时猜到，我想要桥水公司成为一家所有的人可以共同的遵守：

1) 为他们想要的东西工作，而不是为其它人想要他们做的而工作。

2) come up with the best independent opinions they can muster to

move toward their goals.

2)提出他们能够掌握的最好的独立的意见以朝他们的目标前进。

3) stress-test their opinions by having the smartest people they can find to challenge them so they can find out where they are wrong.

3) 通过让他们能够找到的最聪明的人来质疑他们这种方式来压力测试他们的观点，以致于他们能够找到他们的错误之处。

4) are wary about overconfidence, and good at not knowing.

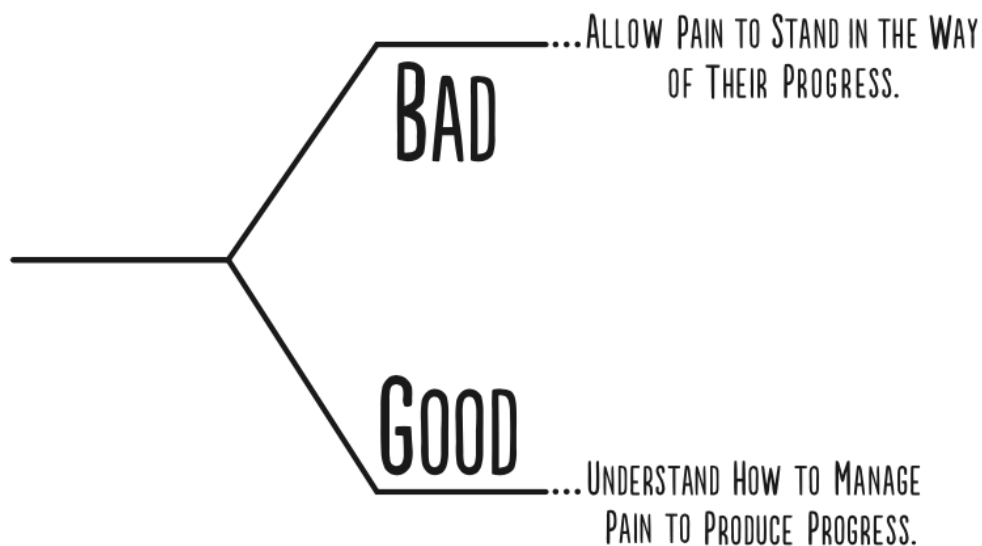
4) 对过度自信持谨慎态度，并且擅长于处理不知道的事。

5) wrestle with reality, experiencing the results of their decisions and reflecting on what they did to produce them so that they can improve.

5) 与现实进行战斗，体验他们决定的结果并且反思他们做过什么以导致这些结果，如此这般，他们便能够进步。

And when faced with difficult choices, I want them to see the choices as follows.

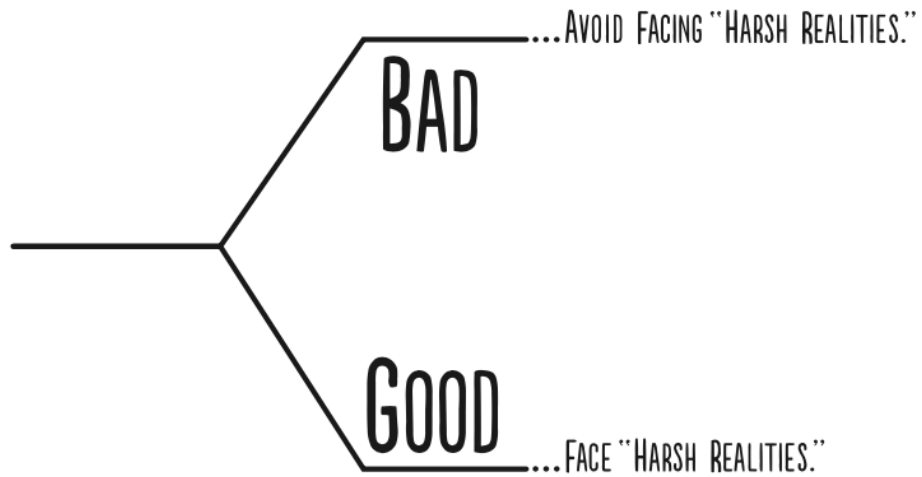
并且当面对困难选择时，我想要他们看到如下的选择。



----- 允许计划阻碍进步
坏

好

---- 理解如何管理痛苦去产生进步

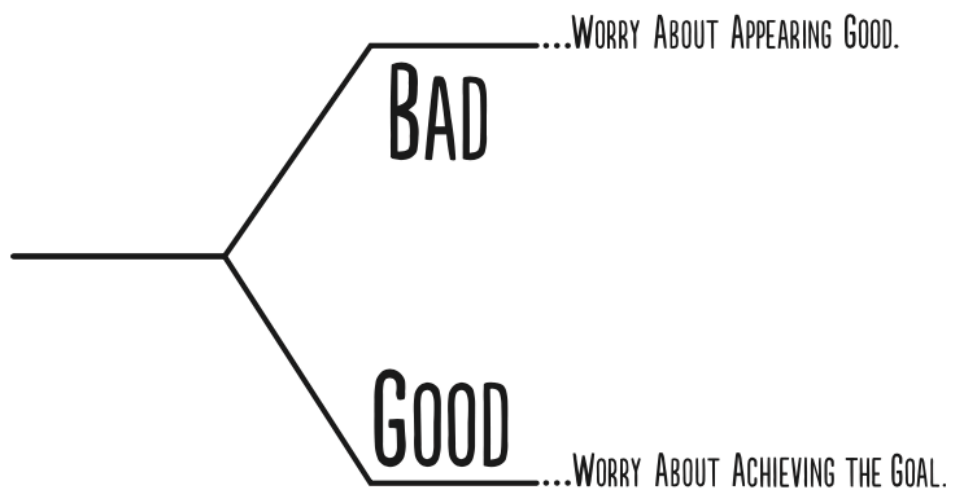


----- 避免遇见残酷的现实

坏

好

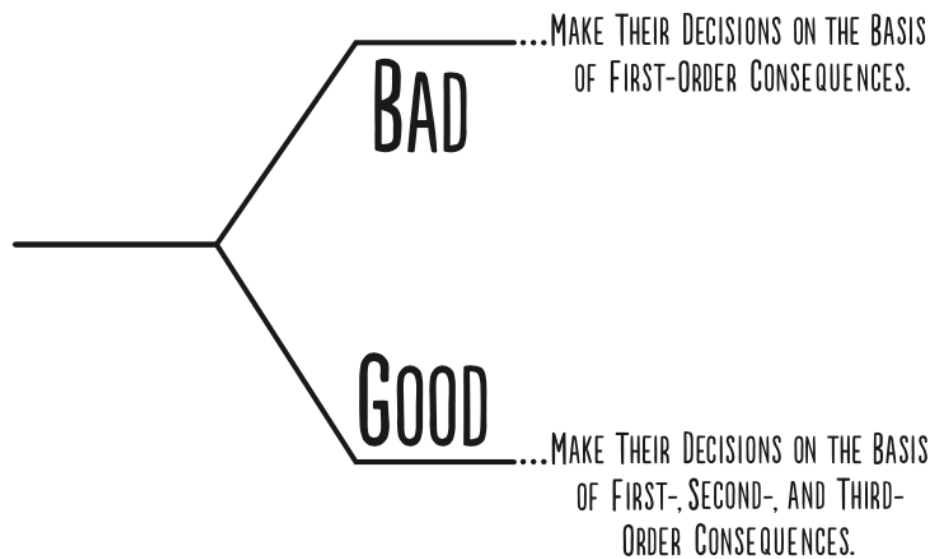
----- 面对残酷的现实



----- 担心表现好
坏

好

----- 担心达成目标

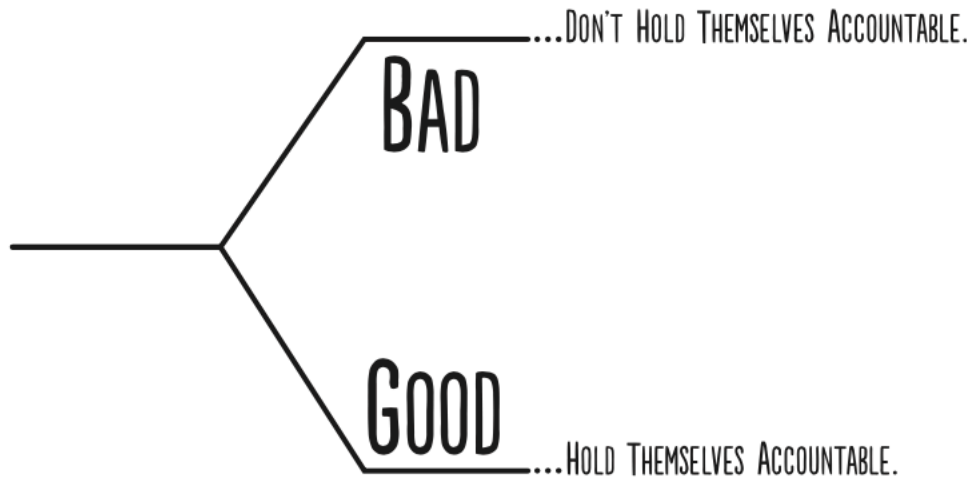


----- 基于第一层级结果做出他们的决定
坏

好

----- 基于第一，第二，第三层级结果做出他们

的决定



---- 不认为他们是可信的
坏

好

----- 认为他们是可信的

5.21

While I recognize that being this way is challenging, I am also confident that it is what is required to get the most out of out of life. I am confident for two reasons. First, it is logical that the cause-effect relationships are such that being this way produces good results. Second, this theory has been tested over the last 40 years and has worked. While 40 years ago being this way seemed logical, back then that was an untested theory. Now that we have 40 years of testing to look back on, we can see that the results verify the theory.

虽然我意识到这种方式是有挑战的，我也相信这是从生命中得到最想要的所需要的东西所需要的。我因为二个原因而自信。首先，因果关系是这样是合逻辑的，并且它产生好的结果。第二，这个理论已经被测试超过40年并且它都有效。虽然40年前

这样的方式看上去是合逻辑的，在那时它是一个没有被测试的理论。现在我们有40年测试往回看，我们能看到结果证实了理论。

Fleshing Out This Way of Being

具体化这种行动

The best advice I can give you is to ask yourself what do you want, then ask ‘what is true’—and then ask yourself ‘what should be done about it.’ I believe that if you do this you will move much faster toward what you want to get out of life than if you don’t!

我能给的最好的建议是去问你自己你想要什么，然后问“什么是真实的”——并且然后问你自己“什么应该被做？”我相信如果你做这件事，比起你不这么做来，你将会更快的朝你所想的方向发展，以得到你从生命中想要的。

5.22

Because what I have said is pretty abstract, I need to spell out exactly what it means to run a company this way. I need to get very specific. Over time, I have collected and refined my principles so that they now encompass almost all aspects of management. I believe that virtually all problems you might encounter are addressed by one or more of the principles that follow.

因为我所说是是非常抽象的，我需要去

There are too many principles to read this as a book. What follows is not a few rules to go by presented in an easily digestible form that’s easy to remember. That wouldn’t have been specific enough to be of much help to you. There are over 200 principles here that are well-explained and are meant to be used more as a reference book than a book that is read from cover to cover.

I've created an outline that serves the purposes of being both a summary of my management principles and a table of contents for a more complete explanation of them. Said differently, these principles are presented in a big picture way in this Summary and Table of Principles and in a more thoroughly explained way in the section that follows. If you want to understand the principles in brief, just read what's said in the summary below and if you want to delve into them, go to the individual principles after the outline.

Summary and Table of Principles To Get the Culture Right...

1) Trust in Truth

1) 相信事实

5.23

... 2) Realize that you have nothing to fear from truth....

2)意识到面对事实你没有什么好害怕的...

3) Create an environment in which everyone has the right to understand what makes sense and no one has the right to hold a critical opinion without speaking up about it.

3) 创造一个环境，在这个环境中每个人都有权利去理解什么是有意義的并且没有人有权力去抓住一个批评性的观点而没有直接说出来。

... 4) Be extremely open.

4) 思维要极度的开放

... 5) Have integrity and demand it from others.

5) 为人正直并且要求别人也正直。

5.24

a) Never say anything about a person you wouldn't say to them directly, and don't try people without accusing them to their face.

a) 如果你不愿直接跟一个人说，则永远不要说关于他任何事情，如果不去当面指责一个员工，则不要去指责他。

b) Don't let "loyalty" stand in the way of truth and openness.

b) 不要让“忠诚”阻碍了事实和公开。

... 6) Be radically transparent.

6) 要极度的透明

a) Record almost all meetings and share them with all relevant people.

a) 记录下所有的会议并且把会议记录与所有相关人分享。

... 7) Don't tolerate dishonesty.

...7) 不要容忍不诚实。

a) Don't believe it when someone caught being dishonest says they have seen the light and will never do that sort of thing again.

a) 不要相信，当某个人因不诚实被抓了现场时说他已经知道错了并且永远不会再做那样的事情。

5.26

8) Create a Culture in Which It Is OK to Make Mistakes but Unacceptable Not to Identify, Analyze, and Learn From Them

8) 创造一种文化，在这种文化中犯错误是可以接受的，但是不去认清，分析和从错误中学习是不被接受的。

... 9) Recognize that effective, innovative thinkers are going to make mistakes....

9) 认识到高效的，创新的思考者也会犯错误。

10) Do not feel bad about your mistakes or those of others. Love them!...

10) 不要对你和其它人的错误感到糟糕。要爱他们！

11) Observe the patterns of mistakes to see if they are a product of weaknesses....

11) 观察错误的类型，去观察是否他们是产品的缺陷。

12) Do not feel bad about your weaknesses or those of others....

12) 不要对你和其它人的缺点感到糟糕。

13) Don't worry about looking good—worry about achieving your goals....

13) 不要担心看上去是否好—担心能否达成你的目标。

14) Get over “blame” and “credit” and get on with “accurate” and “inaccurate.”...

14) 越过“批评”和“表扬”，要学会“正确”和“不正确”。

15) Don't depersonalize mistakes....

15) 要把错误归到个人。

16) Write down your weaknesses and the weaknesses of others to help remember and acknowledge them. ...

16) 写下你的缺点和其它人的缺点来帮助记忆和承认它们。

17) When you experience pain, remember to reflect.

17) 当你体验痛苦里，记得去反思。

18) Be self-reflective and make sure your people are self-reflective.

18) 要自我反思并且要确保你们员工也自我反思。

19) Teach and reinforce the merits of mistake-based learning.

19) 教并且强化基于错误的学习的优点。

a) The most valuable tool we have for this is the issues log (explained fully later), which is aimed at identifying and learning from mistakes.

A) 我们所有的最有价值的工具是日志（将在后面会解释），日志的目标是认清并从错误中学习。

20) Constantly Get in Synch

20) 持续的同步化

21) Constantly get in synch about what is true and what to do about it.

21) 持续的同步真真的和你能对真实做些什么。

22) Talk about “Is it true?” and “Does it make sense?”

22 谈论“它是真的吗？”和“它有意义吗？”

23) Fight for right.

23) 为正确而战

24) Be assertive and open-minded at the same time.

24) 同时保持坚定自信和思维开放

5.28

- a) Ask yourself whether you have earned the right to have an opinion.
 - a) 问你自己是否你已经赢得了足够的权力去拥有一个观点。
 - b) Recognize that you always have the right to have and ask questions.
 - b) 认识到你总是有权力去拥有并提出问题。
 - c) Distinguish open-minded people from closed-minded people.
 - c) 区分开放型思维的人和保守型思维的人。
 - d) Don't have anything to do with closed-minded, inexperienced people.
 - d) 不要与保守型思维和无经验的人有任何关联。
 - e) Be wary of the arrogant intellectual who comments from the stands without having played on the field.
 - e) 警惕傲慢且没有赛场上实战的经验的人在看台上发表评论。
 - f) Watch out for people who think it's embarrassing not to know.
 - f) 小心那些认为不去知道会让其难堪的人。
- 25) Make sure responsible parties are open-minded about the questions and comments of others.
- 25) 确认负责任方对问题和其它人的评论保持开放心态。

26) Recognize that conflicts are essential for great relationships because they are the means by which people determine whether their principles are aligned and resolve their differences.

26) 认识到冲突对于伟大的关系是至关重要的，因为冲突是人们决定是否他们的原则一致的方式，也是解决他们差异的方式。

a) Expect more open-minded disagreements at Bridgewater than at most other firms.

a) 比起大多数的其它公司，期待桥水公司有更多的开放性不同意见

b) There is giant untapped potential in disagreement, especially if the disagreement is between two or more thoughtful people.

b) 在不同意见之中有非常大的未经触碰的潜在价值，特别是如果不同意见存在于两个或更多的深思熟虑的人之间。

... 27) Know when to stop debating and move on to agreeing about what should be done.

27) 知道何时停下辩论，并且朝应该做什么的一致意见迈进。

a) However, when people disagree on the importance of debating something, it should be debated.

a) 然而，当人们有时不同意某些事物的辩论的重要性时，这些事物应该被辩论。

b) Recognize that “there are many good ways to skin a cat.”

b) 认识到 “有许多种方法去做一件事。”

c) For disagreements to have a positive effect, people evaluating an individual decision or decision-maker must view the issue within a broader context. d) Distinguish between 1) idle complaints and 2) complaints that are meant to lead to improvement.

c) 为了让不同意见有一个积极的效果，对个人决策进行评估的人或者决策者必须在一个更广大的范围内进行评估。

d) 区分1) 懒惰的抱怨和 2) 用以导致进步的报怨。

28) Appreciate that open debate is not meant to create rule by referendum.

28) 要知道公开的辩论并不意味着要去通过公投的方式创造规则。

29) Evaluate whether an issue calls for debate, discussion, or teaching.

29) 评估一个问题是要辩论，讨论还是说教。

a) To avoid confusion, make clear which kind of conversation (debate, discussion, or teaching) you are having

a) 为了避免困惑，弄清楚你正在进行的是什么类型的对话（辩论，讨论或者说教。）

b) Communication aimed at getting the best answer should involve the most relevant people.

b) 致力于得到最佳答案的交流应该包涵大多数相关人。

c) Communication aimed at educating or boosting cohesion should involve a broader set of people than would be needed if the aim were just getting the best answer.

c) 相比较于如果目标只是得到最佳的答案，致力于教育或者提升凝聚力的交流应该包涵一个更广范围内的人

d) Leverage your communication.

d) 通过杠杆方式加速你的交流

5.31

... 30) Don't treat all opinions as equally valuable.

a) A hierarchy of merit is not only consistent with a meritocracy of ideas but essential for it.

30) 不要认为所有的观点都同样的有价值。

a) 价值的层级制不仅与思想的精英制相一致，而且对思想的精英制是至关重要的。

31) Consider your own and others' "believabilities."

31) 考虑你自己和其它人的“可信度”。

6.1

a) Ask yourself whether you have earned the right to have an opinion.

a) 问你自己是否你已经赢拥有一个观点的权利。

6.2

b) People who have repeatedly and successfully accomplished the thing in question and have great explanations when probed are most believable.

b) 那些已经重复和成功完成有问题的事情的人并且当质疑时有非常棒的解释的人是最可信的。

6.3

c) If someone asks you a question, think first whether you're the responsible party/right person to be answering the question....

c) 如果有人问你一个问题，首先思考是否你是责任方/合适的人来回答这个问题。

32) Spend lavishly on the time and energy you devote to “getting in synch” because it’s the best investment you can make.

32) 花大量的时间在”同步化”上，因为这是你能做出的最好的投资。

33) If it is your meeting to run, manage the conversation.

33) 如果是你来主持的会议，管理对话。

a) Make it clear who the meeting is meant to serve and who is directing the meeting.

a) 要清楚的知道会议要去服务于谁并且谁在主持会议。

b) Make clear what type of communication you are going to have in light of the objectives and priorities.

b) 要根据目标和优先级而清楚的知道你要什么类型的交流。

c) Lead the discussion by being assertive and open-minded.

c)通过坚定自信和思维开放来引导讨论。

6.4

d) A small group (3 to 5) of smart, conceptual people seeking the right answers in an open-minded way will generally lead to the best answer.

d) 一群(3到5个)聪明,有概念的在开放心态下追求正确的答案的人通常情况下会得到最佳答案。

e) $1+1=3$.

e) $1+1=3$

f) Navigate the levels of the conversation clearly.

- f) 清晰地分清交流的层级。
- g) Watch out for “topic slip.”
- g) 小心 “话题滑动”
- h) Enforce the logic of conversations.
- h) 加强交流的逻辑。
- i) Worry about substance more than style.
- i) 比起类型，更担心实质
- j) Achieve completion in conversations.
- j) 在交流中取得完整。
- k) Have someone assigned to maintain notes in meetings and make sure follow-through happens.
- k) 安排一些人在会议中保持笔记并且确保接下来的事情发生。
- l) Be careful not to lose personal responsibility via group decision-making.
- l) 小心不要通过群级的决策时丢失个人的责任。

6.5

- 34) Make sure people don't confuse their right to complain, give advice, and debate with the right to make decisions.
- 34) 确保人们不会混淆他们去报怨，给建议，辩论与做决定的权利。
- 35) Recognize that getting in synch is a two-way responsibility.
- 35) 认识到同步化是一个双向的责任。

... 36) Escalate if you can't get in synch.

36) 如果不能信息同步化，则向上升级。

To Get the People Right...

为了得到正确的人

37) Recognize the Most Important Decisions You Make Are Who You Choose to Be Your Responsible Party

37) 认识到你做出的最重要的决策是谁做为你的责任方。

... 38) Remember that almost everything good comes from having great people operating in a great culture.

38) 认识到几乎任何一个好的东西都来自于拥有伟大的人在伟大的文化中工作。

... 39) First, match the person to the design.

39) 首先，把人与设计匹配起来。

6.6

a) Most importantly, find people who share your values.

b) Look for people who are willing to look at themselves objectively and have character.

c) Conceptual thinking and common sense are required in order to assign someone the responsibility for achieving goals (as distinct from tasks)

a) 最重要的是，找到与你有共同价值观的人。

b) 寻找那些愿意客观看待他们自己和拥有好人品的人。

- c) 为了分配某人任务来达成目标（与任务相区别的目标），概念化思考和常识是需要的。

6.6

... 40) Recognize that the inevitable responsible party is the person who bears the consequences of what is done.

40) 认识到不可避免的责任方是那个承担已经做过的事情后果的人。

... 41) By and large, you will get what you deserve over time.

41) 在很大程度上，你将在长期得到你所应得的。

... 42) The most important responsible parties are those who are most responsible for the goals, outcomes, and machines (they are those higher in the pyramid).

42) 最重要的责任方是这些对目标，结果和组织最负责的人(他们是在金字塔上有更高地位的人)

... 43) Choose those who understand the difference between goals and tasks to run things.

43) 选择这些理解目标与责任不同之处的人来动作事情。

6.7

44) Recognize that People Are Built Very Differently

44) 认识到人是以非常不同的方式被塑造出来的。

... 45) Think about their very different values, abilities, and skills....

45) 思考他们非常不同的价值观，能力和技能。

46) Understand what each person who works for you is like so that you know what to expect from them....

46) 理解每一个为你工作的人是什么样的，以至于你知道从他们那里期待什么。

47) Recognize that the type of person you fit in the job must match the requirements for that job.

47) 认识到那个适应那个工作类型的人必须与那个工作的要求相一致。

... 48) Use personality assessment tests and quality reflections on experiences to help you identify these differences.

48) 使用个性评估测试和在经历上的质量反馈来帮助你认清这些不同。

... 49) Understand that different ways of seeing and thinking make people suitable for different jobs.

49) 理解不同的看和思考的方式使得人们适合不同的工作。

6.8

a) People are best at the jobs that require what they do well.

a) 在要求他们能做好的工作上面能做好的人是最好的人选。

6.9

b) If you're not naturally good at one type of thinking, it doesn't mean you're precluded from paths that require that type of thinking.

b) 如果你天生不擅长一种思考方式，这并不意味着你被排除在那种思维方式之外。

50) Don't hide these differences. Explore them openly with the goal of figuring out how you and your people are built so you can put the right people in the right jobs and clearly assign responsibilities.

50) 不要隐藏这些不同之处。公开的探索他们，通过弄清楚你和你的员工如何塑造的，以致于你能把正确的员工放在正确的工作岗位上并且清楚的分配任务。

51) Remember that people who see things and think one way often have difficulty communicating and relating to people who see things and think another way.

51) 记住那些看见事情并且认为一种试经常有交流有困难并且向以用其它方式看事情和想问题的人来汇报。

52) Hire Right, Because the Penalties of Hiring Wrong Are Huge

52) 雇佣正确，因为雇佣错误的代价巨大。

6.10

... 53) Think through what values, abilities, and skills you are looking for.

53) 思考你在追求什么样的价值观，能力和技能。

... 54) Weigh values and abilities more heavily than skills in deciding whom to hire.

54) 在决定雇佣谁的时候，比起技能来，更多的衡量价值观和能力。

.. 55) Write the profile of the person you are looking for into the job description.

55) 在工作描述中写下你正在寻找的员工的简况。

6.11

56) Select the appropriate people and tests for assessing each of these qualities and compare the results of those assessments to what you've decided is needed for the job.

56) 选择合适的员工和测试卷来评估每个品质并且对把些评估的结果与你已经决定工作所需的品质相对比。

a) Remember that people tend to pick people like themselves, so pick interviewers who can identify what you are looking for.

a) 记得人们趋向于选择像他们的人，所以选择那些能够认出你所寻找的那些人的人作为面试官。

6.12

b) Understand how to use and interpret personality assessments.

b) 理解如何应用和解释个人评估。

c) Pay attention to people's track records.

c) 注意人们的过往纪录。

d) Dig deeply to discover why people did what they did.

d) 深入挖掘来发现为什么人们做你想做的事情。

e) Recognize that performance in school, while of some value in making assessments, doesn't tell you much about whether the person has the values and abilities you are looking for.

f) Ask for past reviews.g) Check references.

56) 选择合适的人和测试来评估每一个这样的品质并且与你决定好的工作所需的品质一起来对比这些评估的结果。

6.14

57) Look for people who have lots of great questions.

57) 寻找拥有伟大问题的员工。

58) Make sure candidates interview you and Bridgewater.

58) 确保员工经过你和桥水公司的面试。

59) Don't hire people just to fit the first job they will do at Bridgewater; hire people you want to share your life with. .

59) 不要雇佣仅仅会在桥水做第一份工作的适合的员工，雇佣那些你想与人共享生命的员工。

60) Look for people who sparkle, not just “another one of those.”

60) 寻找那些发光的员工，而不仅仅是“那些人中的一个”

61) Hear the click: Find the right fit between the role and the person.

61) 听到切合声：找到符合角色的切合的员工。

62) Pay for the person, not for the job.

62) 为人付钱，而不是为工作付钱。

63) Recognize that no matter how good you are at hiring, there is a high probability that the person you hire will not be the great person you need for the job.

63) 认识到不论你多擅长雇佣，有很高的可能性你雇佣的人不是你需要此工作的伟大的员工。

64) Manage as Someone Who Is Designing and Operating a Machine to Achieve the Goal

64) 像某个人设计和操作一个机器去达成一个目标一样的管理。

65) Understand the differences between managing, micromanaging, and not managing.

65) 理解管理，微管理和不管理之间的不同之处。

6.15

a) Managing the people who report to you should feel like “skiing together.”

a) 管理对你汇报的人应该感觉像“在一起滑雪”

b) An excellent skier is probably going to be more critical and a better critic of another skier than a novice skier.

b) 比起一个初级的滑雪者，一个卓越的滑雪者很可能会更加有批判性并且是一个更好的批判者。

66) Constantly compare your outcomes to your goals.

66) 持续的比较你的结果与你的目标。

67) Look down on your machine and yourself within it from the higher level.

67) 从更高的层面上俯视你的系统和你自己

68) Connect the case at hand to your principles for handling cases of that type.

68) 把手头的个案与你的原则相联系来处理那种类型的个案(复数)。

69) Conduct the discussion at two levels when a problem occurs:

69) 当一个问题发生时，在二个层面进行讨论。

1) the “machine” level discussion of why the machine produced that outcome and

1) “系统”层面的讨论关于为什么机器产生那样的结果

2) the “case at hand” discussion of what to do now about the problem.

2) “手头的个案”层面的讨论对于问题做些什么。

70) Don't try to be followed; try to be understood and to understand others.

70) 不要尝试被跟随，要尝试被理解和去理解其它人。

a) Don't try to control people by giving them orders.

a) 不要尝试通过给他们命令去控制其它人。

b) Communicate the logic and welcome feedback.

b) 沟通逻辑并且欢迎反馈。

71) Clearly assign responsibilities.

71) 清晰的分配任务。

6.16

72) Hold people accountable and appreciate them holding you accountable.

72)

a) Distinguish between failures where someone broke their “contract” from ones where there was no contract to begin with.

a) 区分那些破坏他们合同的失败和没有合同开始的失败。

73) Avoid the “sucked down” phenomenon.

73) 避免“倒吸”现象

a) Watch out for people who confuse goals and tasks, because you can't trust people with responsibilities if they don't understand the goals.

a) 小心混淆目标和任务的人，因为你不能相信不理解目标的人来承担责任。

74) Think like an owner, and expect the people you work with to do the same.

74) 像一个拥有者一样思考，并且期待你与之工作的人做同样的事情。

75) Force yourself and the people who work for you to do difficult things.

75) 强迫你自己和为你工作的人来做困难的事情。

a) Hold yourself and others accountable.

a) 让你自己和其它人担负负责。

6.17

76) Don't worry if your people like you; worry about whether you are helping your people and Bridgewater to be great.

76) 不要担心你的员工是否喜欢你；担心是否你在帮助你的员工和桥水公司变得伟大？

77) Know what you want and stick to it if you believe it's right, even if others want to take you in another direction.

77) 知道你想要的是什么并且盯着它如果你相信它是正确的。
即使其它人想把你带到另一个方向。

78) Communicate the plan clearly.

78)清晰的交流计划。

6.18

a) Have agreed-upon goals and tasks that everyone knows (from the people in the departments to the people outside the departments who oversee them).

a) 有每个人(从部门内部的人到监管部门内部的人的人)都知道的一致同意的目标和任务

b) Watch out for the unfocused and unproductive “we should (do something).”

b) 小心无聚焦的和无产量 “我们应该做一些事情。”

79) Constantly get in synch with your people.

79) 持续的与你的人保持同步。

80) Get a “threshold level of understanding”.

80) 要有一个 “非常好(threshold level)的理解”。

81) Avoid staying too distant.

81) 避免站得太远。

a) Tool: Use daily updates as a tool for staying on top of what your people are doing and thinking.

a)工具：使用每日更新作为一个工作来掌握在你的员工正在使用和思考的东西。

6.19

82) Learn confidence in your people—don't presume it.

82) 知道相信你的员工—不要假设这一点。

83) Vary your involvement based on your confidence.

83) 基于你的自信来改变你的参与程度。

84) Avoid the “theoretical should.”

84) 避免“理论上的应该”

85) Care about the people who work for you.

85) 关心为你工作的人。

86) Logic, reason, and common sense must trump everything else in decision-making.

86) 逻辑，理由和常识必须在做出决策时战胜一切。

87) While logic drives our decisions, feelings are very relevant.

87) 虽然逻辑驱动我们的决策，感觉是非常相关的。

88) Escalate when you can't adequately handle your responsibilities, and make sure that the people who work for you do the same.

88) 当你不能充足的负起你的责任时要向上级汇报，确保为你工作的人也同样这样做。

6.20

a) Make sure your people know to be proactive.

a) 确保你的员工知道要有前瞻性。

6.21

b) Tool: An escalation button.

b) 工作：一个向上级汇报的按钮。

89) Involve the person who is the point of the pyramid when encountering material cross-departmental or cross

sub-departmental issues.

89) 当遇到重要的跨部门或跨亚部门的问题时，要让在金字塔顶(跨部门的或跨亚部门的头)的人参与。

90) Probe Deep and Hard to Learn What to Expect from Your “Machine”

90) 深入的探索，以此来学会要从你的“系统”中学会什么。

91) Know what your people are like, and make sure they do their jobs excellently.

91)知道你的员工是什么样的，并且确保他们很好的做他们的工作。

92) Constantly probe the people who report to you, and encourage them to probe you.

92) 持续的询问向你汇报的人，并且鼓励他们向你询问。

a) Remind the people you are probing that problems and mistakes are fuel for improvement.

a) 提醒员工，你所探询的问题和错误是进步的原料。

93) Probe to the level below the people who work for you.

93) 探询到你工作的员工的下一层级。

94) Remember that few people see themselves objectively, so it's important to welcome probing and to probe others.

94) 记得很少有人客观的看待他们自己，所以欢迎别人探询你和去探询其它人是重要的。

95) Probe so that you have a good enough understanding of whether problems are likely to occur before they actually do.

95) 探询以至于你有足够的理解关于是否问题可能在他们实际上发生之前发生。

a) When a crisis appears to be brewing, contact should be so close that it's extremely unlikely that there will be any surprises.

a) 当一个危机看上去要发酵时，应该如此接进以至于它极度不可能那里将会有任何的惊讶发生。

b) Investigate and let people know you are going to investigate so there are no surprises and they don't take it personally.

b) 调查并且让人们知道你将会去调查，所以他们不会惊讶并且他们不会认为是针对他们个人。

96) Don't "pick your battles." Fight them all.

96) 不要”挑你的战场”，打所有的仗。

97) Don't let people off the hook.

97) 不要让员工逃脱责任。

98) Don't assume that people's answers are correct.

98) 不要假设员工的答案是正确的。

99) Make the probing transparent rather than private.

99) 让探询透明而不是私下进行。

100) Evaluate People Accurately, Not “Kindly”

100)正确的评估员工，而不是“仁慈的”

101) Make accurate assessments.

101) 做出正确的评估。

a) Use evaluation tools such as performance surveys, metrics, and formal reviews to document all aspects of a person’s performance. These will help clarify assessments and communication surrounding them.

a) 使用评估工作比如表现调查，量表和正式的回顾来纪录一个人表现的所有的方面。这些将会帮助澄清员工周围的评估和交流。

b) Maintain “baseball cards” and/or “believability matrixes” for your people.

b) 为你的员工保持“棒球卡”和/或者“可信模型”

102) Evaluate employees with the same rigor as you evaluate job candidates.

102) 以评估工作候选人同样的苛刻来评估员工。

103) Know what makes your people tick, because people are your most important resource.

103) 知道什么让你的员工运转，因为员工是你最重要的资源。

104) Recognize that while most people prefer compliments over criticisms, there is nothing more valuable than accurate criticisms.

104) 认识到虽然大多数人比起批评来说更喜欢表扬，但没有什么比正确的批评更有价值。

105) Make this discovery process open, evolutionary, and iterative.

105) 让这个发现的过程公开，进化和迭代。

106) Provide constant, clear, and honest feedback, and encourage discussion of this feedback.

106) 提供持续，清楚和诚实的回馈，并且鼓励对这种反馈的讨论。

a) Put your compliments and criticisms into perspective.

a) 理性分析你的表扬和批评。

b) Remember that convincing people of their strengths is generally much easier than convincing them of their weaknesses.

b) 记得说服人们的优势一般比说服人们的缺点容易的多。

c) Encourage objective reflection.

c) 喜欢客观的反馈。

d) Employee reviews:

d) 员工回顾。

107) Understand that you and the people you manage will go through a process of personal evolution.

107) 理解你和你管理的员工将会经历个人进化。

108) Recognize that your evolution at Bridgewater should be relatively rapid and a natural consequence of discovering your strengths and weaknesses; as a result, your career path is not planned at the outset.

108) 认识到你在桥水公司的进化应该相对来说快速并且是一个发现你优点和缺点的自然结果；作为结果，你的职业路程不是在一开始就计划好了。

109) Remember that the only purpose of looking at what people did is to learn what they are like.

109) 记得看员工过去做了什么的唯一的目的是去了解他们是什么样的。

a) Look at patterns of behaviors and don't read too much into any one event.

a) 看行为的模型并且不要去在任何事件上有太多解读。

b) Don't believe that being good or bad at some things means that the person is good or bad at everything.

b) 不要相信在某些事情上表现好或者不好意味着那个是在一切事情上都表现好或者不好。

110) If someone is doing their job poorly, consider whether this is due to inadequate learning (i.e., training/ experience) or inadequate ability.

110) 如果有人做某件事很糟糕，考虑是否这是因为不充足的学习(那就是，培训/经验)或不足够的能力。

111) Remember that when it comes to assessing people, the two biggest mistakes are being overconfident in your assessment and failing to get in synch on that assessment. Don't make those mistakes.

111) 记得当评估员工时，两个最大的错误是在你的评估过程中过于自信和没有能够在那个评估上达成一致。不要犯这些错误。

a) Get in synch in a non-hierarchical way regarding assessments.

a) 对于评估，以一种没有等级的方式进行同步化。

b) Learn about your people and have them learn about you with very frank conversations about mistakes and their root causes.

b) 学会关于你的员工并且让他们通过非常坦率的对话来了解你

6.24

112) Help people through the pain that comes with exploring their weaknesses.

112) 帮助人们通过那些探索他们弱点时引起的痛苦。

113) Recognize that when you are really in synch with people about weaknesses, whether yours or theirs, they are probably true.

113) 认识到当你真的就弱点达成一致，不论是你的还是他们的弱点，这些弱点很可能是真的。

114) Remember that you don't need to get to the point of "beyond a shadow of a doubt" when judging people.

114) 记得你不必在你评判人的时候达到“一点怀疑都没有”的程度。

115) Understand that you should be able to learn the most about what a person is like and whether they are a "click" for the job in their first year.

115) 理解你应该能够了解大部分程度上一个人是什么样的和是否他们在他们的第一年适合这个职位。

116) Continue assessing people throughout their time at Bridgewater.

116) 继续通过他们在桥水公司的时间评估人。

117) Train and Test People Through Experiences

117) 通过经历培训并且测试员工。

118) Understand that training is really guiding the process of personal evolution.

118) 理解培训是真的在引导个人进化的过程。

119) Know that experience creates internalization.

119) 知道体验创造内化。

120) Provide constant feedback to put the learning in perspective.

120) 提供持续的反馈以正确的对待（员工的）了解。

121) Remember that everything is a case study.

121) 记得一切都是一个案例学习。

122) Teach your people to fish rather than give them fish.

122) 教你的员工去钓鱼而不是给他们鱼。

123) Recognize that sometimes it is better to let people make mistakes so that they can learn from them rather than tell them the better decision.

123) 认识到有时更好的是让人们犯错误，以致于他们能够从错误中学习而不是告诉他们更好的决定。

a) When criticizing, try to make helpful suggestions.

b) Learn from success as well as from failure.

a) 当批评的时候，尝试去做出更有帮助的建议。

b) 从成功中学也从失败中学。

124) Know what types of mistakes are acceptable and unacceptable, and don't allow the people who work for you to make the unacceptable ones.

124) 知道什么类型的错误是可以接受的和不可接受的，并且不要允许为你工作的人去犯不可接受的错误。

125) Recognize that behavior modification typically takes about 18 months of constant reinforcement.

125) 认识到行为修正通常要花18个月的持续巩固。

126) Train people; don't rehabilitate them.

126) 培训员工，不要改造他们。

a) A common mistake: training and testing a poor performer to see if he or she can acquire the required skills without simultaneously trying to assess their abilities.

a) 一个通常的错误：培训并且测试一个糟糕的行动者来看是否他或她能够获得所需的技能而没有同时尝试去评估他们的能力。

127) After you decide "what's true" (i.e., after you figure out what your people are like), think carefully about "what to do about it."

127) 当你决定“什么是真实”之后（例如，在你弄清楚你的员工像什么样之后），仔细思考关于“对于它真实要做什么。”

128) Sort People into Other Jobs at Bridgewater, or Remove Them from Bridgewater

128) 把员工转移到桥水公司其它的工作机会，或者把他们移出桥水公司。

129) When you find that someone is not a good “click” for a job, get them out of it ASAP.

129) 当你发现某人对于一个工作不是一个合适人选，要尽可能快的把他们移除。

130) Know that it is much worse to keep someone in a job who is not suited for it than it is to fire someone.

130) 知道比起开除某人来说，把不适合的人选仍然放在工作岗位上更糟糕。

131) When people are “without a box,” consider whether there is an open box at Bridgewater that would be a better fit. If not, fire them.

131) 当人们“没有一个位置”的时候，考虑是否有一个更好的适合的空位置在桥水公司，如果没有，开除他们。

132) Do not lower the bar.

132) 不要放低标准。

To Perceive, Diagnose, and Solve Problems.

去观察，诊断并且解决问题。

133) Know How to Perceive Problems Effectively

133) 知道如何去高效地观察问题。

134) Keep in mind the 5-Step Process explained in Part 2.

134) 记住在第2章所解释的5步过程。

135) Recognize that perceiving problems is the first essential step toward great management.

135) 认识到观察到问题是朝伟大管理迈进的关键的第一步。

136) Understand that problems are the fuel for improvement.

136) 理解问题是进步的源泉。

137) You need to be able to perceive if things are above the bar (i.e., good enough) or below the bar (i.e., not good enough), and you need to make sure your people can as well.

137) 你需要能够去观察是否事情是在标准之上(例如,足够好)或者低于标准(例如,不够好),并且你需要去确保你的员工也能这样做。

138) Don't tolerate badness.

138) 不要忍受糟糕。

139) "Taste the soup."

139) “尝试汤。”

140) Have as many eyes looking for problems as possible.

140) 要让尽可能多的眼睛去寻找问题。

a) "Pop the cork."

a) “把软木塞拔出。”

b) Hold people accountable for raising their complaints.

b) 让员工负责提出他们的抱怨。+

c) The leader must encourage disagreement and be either impartial or open-minded.

c) 领导者必须鼓励不同的意见并且要么公正，要么思想开放。

d) The people closest to certain jobs probably know them best, or at least have perspectives you need to understand, so those people are essential for creating improvement.

c) 靠近特定工作的员工很可能最清楚这些工作，或者至少有你需要理解的观点，所以那些员工对于创造进步是至关重要的。

6.27

141) To perceive problems, compare how the movie is unfolding relative to your script.

141) 来观察问题，对比相比较你的剧本来看，你的电影是如何展开的。

142) Don't use the anonymous "we" and "they," because that masks personal responsibility—use specific names.

142) 不要使用同义词“我们”和“他们”，因为那掩盖了个人的责任—使用具体的名字。

143) Be very specific about problems; don't start with generalizations.

143) 对于问题要非常具体；不要以概括开始。

144) Tool: Use the following tools to catch problems: issues logs, metrics, surveys, checklists, outside consultants, and internal auditors.

144) 工具：使用下面的工作来抓住问题：问题日志，度量，调查，检查清单，外部的咨询，和内部的审计。

145) The most common reason problems aren't perceived is what I call the "frog in the boiling water" problem.

145)最通常的问题原因没有被观察到的是被叫做“温水煮青蛙”的问题。

146) In some cases, people accept unacceptable problems because they are perceived as being too difficult to fix.

146) 在一些问题上，人们接受不可接受的问题因为这些问题被认为太复杂而不能修复。

Yet fixing unacceptable problems is actually a lot easier than not fixing them, because not fixing them will make you miserable.

然而修复不可接受的问题比不修复他们容易的多，因为不修复他们将会让你更可怜。

a) Problems that have good, planned solutions are completely different from those that don't.

a) 问题拥有好的和计划的解决方案与没有好的和计划的解决方案完全不同。

147) Diagnose to Understand What the Problems Are Symptomatic Of

147) 诊断去理解问题的症状是什么。

148) Recognize that all problems are just manifestations of their root causes, so diagnose to understand what the problems are symptomatic of.

148) 认识到所有的问题都是它们的底层原因的表现，所以诊断去理解问题的症状是什么。

149) Understand that diagnosis is foundational both to progress and quality relationships.

149) 理解诊断既是进步也是高质量关系的基础。

150) Ask the following questions when diagnosing.

150) 当诊断的时候问下面的问题。

151) Remember that a root cause is not an action but a reason.

151) 记得底层原因不是一个动作而是一个原因。

152) Identify at which step failure occurred in the 5-Step Process.

152) 认清在5步中失败发生在哪哪一步。

153) Remember that a proper diagnosis requires a quality, collaborative, and honest discussion to get at the truth.

153) 记得一个合适的诊断要有一个高质量，合作和诚实的讨论来得到真实。

6.28

154) Keep in mind that diagnoses should produce outcomes.

154) 记得诊断应该产生结果。

155) Don't make too much out of one "dot"—synthesize a richer picture by squeezing lots of "dots" quickly and triangulating with others.

155) 不要从一点上得出太多—通过快速挤压许多点和与其它人三点

156) Maintain an emerging synthesis by diagnosing continuously.

156) 通过持续的诊断保持即时的整理理解。

6.28

157) To distinguish between a capacity issue and a capability issue, imagine how the person would perform at that particular function if they had ample capacity.

157) 去区分能力问题还是capability issue.想像一下如果他们有充足的能力，他们是否会那个特定情况下会如何行动。

158) The most common reasons managers fail to produce excellent results or escalate are:

158)最通常的经理们没有能够产生卓越结果或者向上级汇报的原因是：

159) Avoid “Monday morning quarterbacking.”

6.28

159) 避免 “事后诸葛亮。”

160) Identify the principles that were violated.

160) 认清被违反的原则。

161) Remember that if you have the same people doing the same things, you should expect the same results.

161) 记得如果你让同样的人做同样的事，你应该期待同样的结果。

162) Use the following “drilldown” technique to gain an 80/20 understanding of a department or sub-department that is having problems.

162) 使用接下来的 “钻研” 工具来获得80/20对部门和子部门的问题的理解。

163) Put Things in Perspective

163) 全面的看待事情。

164) Go back before going forward.

a) Tool: Have all new employees listen to tapes of “the story” to bring them up to date.

164) 在往前之后先后退。

a)工具：要让所有的员工在知道最新近状之前听“故事”的录音。

6.29

165) Understand “above the line” and “below the line” thinking and how to navigate between the two.

165) 理解“在合格线上”和“在合格线下”的思考并且如何在两者之间导航。

166) Design Your Machine to Achieve Your Goals

166) 设计你的系统去达到你的目标。

167) Remember: You are designing a “machine” or system that will produce outcomes.

167) 记得：你正在设计一个将要产生结果的“机器”或系统。

6.30

a) A short-term goal probably won’t require you to build a machine.

a) 一个短期的目标很可能将不需要你去建一个机器。

b) Beware of paying too much attention to what is coming at you and not enough attention to what your responsibilities are or how your machine should work to achieve your goals.

b) 意识到太过于关注朝你而来的事情而没有足够的关注你的责任是什么或你的机器应该如何工作以取得你的目标。

168) Don't act before thinking. Take the time to come up with a game plan.

168) 思考之前不要行动。花时间去提出一个游戏计划。

7.1

169) The organizational design you draw up should minimize problems and maximize capitalization on opportunities.

169) 你所起草的组织设计应该最小化问题和在机会最大化资本

170) Put yourself in the “position of pain” for a while so that you gain a richer understanding of what you're designing for.

170) 把你自己放在“痛苦的位置”上一段时间，以致于你获得对你在设计的东西的更深层次的理解。

171) Recognize that design is an iterative process; between a bad “now” and a good “then” is a “working through it” period.

171) 设计到设计是一个迭代过程；在一个糟糕的“现在”和一个好的“过去”之间是一个“努力穿越”的过程。

172) Visualize alternative machines and their outcomes, and then choose.

172) 设想可替换的机器和他们的结果，然后再选择。

173) Think about second- and third-order consequences as well as first-order consequences.

173) 思考第二和第三次序的结果和第一次序的结果。

174) Most importantly, build the organization around goals rather than tasks.

174) 最重要的是，围绕目标建立组织而不是任务。

7.2

a) First come up with the best workflow design, sketch it out in an organizational chart, visualize how the parts interact, specify what qualities are required for each job, and, only after that is done, choose the right people to fill the jobs.

a) 首先提出最好的工作设计，在一个组织框架内画出它的轮廓，设想部分是如何互动的，详细说明对每一个工作要什么品质，并且，只有在那个被做了之后，选择合适的人来匹配工作。

7.3

b) Organize departments and sub-departments around the most logical groupings.

b) 在最合理的部门周围组织部门和亚部门。

c) Make departments as self-sufficient as possible so that they have control over the resources they need to achieve the goals.

c) 使得部门尽可能自给自足以致于他们可以控制他们能够获得得他们目标的资源。

d) The efficiency of an organization decreases and the bureaucracy of an organization increases in direct relation to the increase in the number of people and/or the complexity of the organization.

d) 一个机构的效率下降和一个机构的官僚化增强与人员的数量和机构的复杂性有直接的关系。

175) Build your organization from the top down.

175) 从上到下建立你的机构。

a) Everyone must be overseen by a believable person who has high standards.

a) 每一个人必须被一个可信的高标准的人来监管。

b) The people at the top of each pyramid should have the skills and focus to manage their direct reports and a deep understanding of their jobs.

b) 在每一个金字塔的顶端的人应该有技能并且聚焦于管理他们的直接汇报人并且对他们的工作有一个很深的理解。

c) The ratio of senior managers to junior managers and to the number of people who work two levels below should be limited, to preserve quality communication and mutual understanding.

c) 高级经理对初级经理的比率和高级经理对二级以下的人的比率应该受到限制，以保持高质量的交流和互相理解。

7.4

d) The number of layers from top to bottom and the ratio of managers to their direct reports will limit the size of an effective organization.

d) 从顶层到底层的数目和经理与他们直接汇报人的比率应该受限，规模为一个高效组织的大小。

7.5

e) The larger the organization, the more important are

e) 组织越大，以下东西越重要

1) information technology expertise in management and

7.6

1) 在管理中的信息科技的专家和

2) cross-department communication (more on these later).

2) 跨部门的交流（后面会更多专注于这一点）

f) Do not build the organization to fit the people.

F) 不要建立机构与适应员工。

... 176) Have the clearest possible delineation of responsibilities and reporting lines.

176) 要有最清晰的责任线和汇报线。

a) Create an organizational chart to look like a pyramid, with straight lines down that don't cross.

a) 创造一个看上去像金字塔的组织架构,有线性并且不交叉。

177) Constantly think about how to produce leverage.

177) 持续的思考关于如何产生杠杆。

a) You should be able to delegate the details away.

a)你应该能够去抛开细节。

b) It is far better to find a few smart people and give them the best technology than to have a greater number of ordinary and less well-equipped people.

b) 找到聪明的员工并且给他们最好的科技支持比拥有很多平庸的和不那么好装备的员工要好的多。

c) Use “leveragers.”

c)使用 “杠杆” .

178) Understand the clover-leaf design.

178) 理解四叶草设计。

179) Don't do work for people in another department or grab people from another department to do work for you unless you speak to the boss.

179) 不要为更一个部分的人工作或者从另一个部门抓人来为你工作，除非你跟老板讲。

180) Watch out for “department slip.”

180) 小心”部门滑动”。

181) Assign responsibilities based on workflow design and people's abilities, not job titles.

181) 基于工作流程设计和人们的能力来分配责任，而不是工作头衔。

7.7

182) Watch out for consultant addiction.

182) 小心咨询上瘾。

183) Tool: Maintain a procedures manual.

183) 工具： 保持一个流程手册。

184) Tool: Use checklists.

184) 工具：使用检查清单

a) Don't confuse checklists with personal responsibility.

a)不要混淆清单与个人责任。

b) Remember that “systematic” doesn't necessarily mean computerized.

b) 记得”系统化”并不意味着“计算机控制化”。

7.8

c) Use “double-do” rather than “double-check” to make sure mission-critical tasks are done correctly.

c) 使用“双重做”而不是“双重检查”去确保关键使命的任务被正确的执行。

185) Watch out for “job slip.”

185) 小心”工作上的滑动”。

186) Think clearly how things should go, and when they aren't going that way, acknowledge it and investigate.

186) 清晰的思考事情应该如何做，并且当他们不是那种方式进行时，承认并且调查它。

7.9

187) Have good controls so that you are not exposed to the dishonesty of others and trust is never an issue.

187)要用好的控制以致于你不会暴露在其它人的不诚信中并且信任永远都不是一个问题。

a) People doing auditing should report to people outside the department being audited, and auditing procedures should not be made known to those being audited.

a) 做审计的人们应该给在部门外的被审计的人进行汇报，并且审计过程应该不让这些被审计的人知道。

b) Remember: There is no sense in having laws unless you have policemen (auditors).

b) 记得：除非你拥有警察(审计者)，否则拥有法律是没有意义的。

188) Do What You Set Out to Do

188) 做你设计好去做的事。

189) Push through!

189) 持续到底！

To Make Decisions Effectively.

高效的做决定

190) Recognize the Power of Knowing How to Deal with Not Knowing

190) 认识到知道如何去应对不知道的力量。

191) Recognize that your goal is to come up with the best answer, that the probability of your having it is small, and that even if you have it, you can't be confident that you do have it unless you have other believable people test you.

190) 认识到你的目标是提出最好的答案，你拥有最好的答案的机率很小，并且即使你拥有最好的答案，除非其它可信的人测试你，否则你不能确信你确实拥有最好的答案。

192) Understand that the ability to deal with not knowing is far more powerful than knowing.

192) 理解处理不知道事情的能力比处理知道事情的能力要重要的多。

a) Embrace the power of asking: “What don’t I know, and what should I do about it?”

a) 拥抱问的力量：“我不知道的是什麼，和我应该为之做什么？”

7.10

b) Finding the path to success is at least as dependent on coming up with the right questions as coming up with answers.

b) 找到成功的道路是至少取决于提出正确的问题和提出正确的答案。

193) Remember that your goal is to find the best answer, not to give the best one you have.

193) 记得你的目标是找到最佳的答案，而不是给出你拥有最好的答案。

194) While everyone has the right to have questions and theories, only believable people have the right to have opinions.

194) 虽然每个人都有权利去有问题和理论，只有可信任的人拥有权利去拥有观点。

195) Constantly worry about what you are missing.

195) 持续的担心你失去了什麼。

a) Successful people ask for the criticism of others and consider its merit.

a) 成功的员工寻问别人的批评并且考虑批评的价值。

b) Triangulate your view.

b) 三角测试你的观点。

196) Make All Decisions Logically, as Expected Value Calculations

196) 用逻辑做出所有的决策，正如期待的价值计算。

197) Considering both the probabilities and the payoffs of the consequences, make sure that the probability of the unacceptable (i.e., the risk of ruin) is nil.

197) 既要考虑后果的概率，也要考虑后果的回报，确保不可接受的结果的概率为零（例如：毁灭掉的风险）

7.11

a) The cost of a bad decision is equal to or greater than the reward of a good decision, so knowing what you don't know is at least as valuable as knowing.

a) 坏决策的成本相等或者远大于好决策的回报，所以知道你不知道的时候至少与知道是同样有价值的。

b) Recognize opportunities where there isn't much to lose and a lot to gain, even if the probability of the gain happening is low.

b) 认识到没有很多东西会失去机会与有很多去得到，甚至如果得到的机率的发生是低的。

c) Understand how valuable it is to raise the probability that your decision will be right by accurately assessing the probability of your being right.

c) 理解通过正确的评估你是正确的概率来提升你的决策将会是正确的概率的价值。

d) Don't bet too much on anything. Make 15 or more good, uncorrelated bets.

d) 不要在任何事情上赌太多，做15%或更多的无关的下注。

198) Remember the 80/20 Rule, and Know What the Key 20% Is

198) 记得八二法则，并且知道关键的20%是什么。

199) Distinguish the important things from the unimportant things and deal with the important things first.

199) 区分重要的事情与不重要的事情并且首先应对重要的事情。

a) Don't be a perfectionist.

a) 不要成为一个完美主义者。

b) Since 80% of the juice can be gotten with the first 20% of the squeezing, there are relatively few (typically less than five) important things to consider in making a decision.

b) 因为80%的果汁可以在最初20%的挤压中得到，有相

c) Watch out for "detail anxiety."

c) 小心“细节焦虑。”

d) Don't mistake small things for unimportant things, because some small things can be very important.

d) 不要认为小事情是不重要的事情，因为一些小事情可以非常重要

200) Think about the appropriate time to make a decision in light of the marginal gains made by acquiring additional information versus the marginal costs of postponing the decision.

200) 根据获得额外信息的额外收益和迟迟决定的额外的成本来思考合适的时间来做一些决策，

201) Make sure all the “must-do’s” are above the bar before you do anything else.

201) 在你做任何其它事情之前，确保所有的“必须做的事”都在标准之上。

202) Remember that the best choices are the ones with more pros than cons, not those that don’t have any cons.

202) 记得最好的选择是赞成票超过反对票，而不是这那些没有任何反对票的选择。

Watch out for people who tend to argue against something because they can find something wrong with it without properly weighing all the pros against the cons.

小心那些倾向于反对某事的人，因为他们能够在不能够合适的权衡所有的赞成与反对时找到此事的错误之处。

203) Watch out for unproductively identifying possibilities without assigning them probabilities, because it screws up prioritization.

203) 谨防无效的指认发展潜能而没有指出发展潜能的概率，因为它会弄糟优先级。

204) Understand the concept and use the phrase “by and large.”

204) 理解概念和使用短语“大部门程度上”。

a) When you ask someone whether something is true and they tell you that “It’s not totally true,” it’s probably true enough.

a) 当你问一些人是否一些事情是正确的并且他们告诉你“它并非完全真实”，“它很可能已经足够真实”

205) Synthesize

205) 合成

206) Understand and connect the dots.

206) 理解并且连接点

207) Understand what an acceptable rate of improvement is, and that it is the level and not the rate of change that matters most.

207) 理解一个可接受的进步的比率是多少，是进步的水平而不是变化率是最重要的。

208) If your best solution isn’t good enough, think harder or escalate that you can’t produce a solution that is good enough.

208) 如果你最佳的解决方案不够好，更努力的思考或者向上汇报你不能产生一个足够好的解决方案。

209) Avoid the temptation to compromise on that which is uncompromisable.

209) 防止在不可妥协的事情上妥协。

210) Don’t try to please everyone.

210) 不要尝试去取悦每一个人。

What Follows is the Meat...

接下来是干货。

To Get the Culture Right.

为了让文化正确

1) Trust in Truth So.

1) 相信事实，所以。

2) Realize that you have nothing to fear from truth.

2) 意识到你面对事实没有什么好害怕的。

Understanding, accepting, and knowing how to effectively deal with reality are crucial for achieving success. Having truth on your side is extremely powerful. While the truth itself may be scary—you have a weakness, you have a deadly disease, etc.—knowing the truth will allow you to deal with your situation better. Being truthful, and letting others be truthful with you, allows you to explore your own thoughts and exposes you to the feedback that is essential for your learning. Being truthful is an extension of your freedom to be you; people who are one way on the inside and another on the outside become conflicted and often lose touch with their own values. It's difficult for them to be happy, and almost impossible for them to be at their best. While the first-order effects of being radically truthful might not be desirable, the second- and third-order effects are great.

理解，接受和知道如何高效的处理现实对于获得成功是至关重要的。在你这边拥有事情是非常有力量的。虽然事情本身可能让人感到害怕—你拥有缺点，你有一个致命的疾病，等等—知道真实将会让你更好的处理你的情形。要保持真实，并且让其它人也对你保持真实，允许你去探索你自己的想法和把你暴露在对你的学习至关重要的反馈中。保持真实是做你自己的自由

的延伸；那些表里不一的人会变得内心冲突并且经常丢掉他们的价值观。让他们开心是很难的，并且让他们处于他们最好的状态是不可能的。虽然极度真实的第一层级效应可能并不是想要的，但是第二和第三层级的效应是非常棒的。

Do you agree with this?

你同意这一点吗？

3) Create an environment in which everyone has the right to understand what makes sense and no one has the right to hold a critical opinion without speaking up about it.

3) 创建一个环境，在这个环境中每个人都有权利去理解什么是有意义的并且没有人有权利去持有一个批评的观点而不说出来。

... 4) Be extremely open. Openness leads to truth and trust. Being open about what you dislike is especially important, because things you don't like need to be changed or resolved. Discuss your issues until you are in synch or until you understand each other's positions and can determine what should be done. As someone I worked with once explained, "It's simple—just don't filter." The main reason Bridgewater performs well is that all people here have the power to speak openly and equally and because their views are judged on the merits of what they are saying. Through that extreme openness and a meritocracy of thought, we identify and solve problems better. Since we know we can rely on honesty, we succeed more and we ultimately become closer, and since we

succeed and are close, we are more committed to this mission and to each other. It is a self-reinforcing, virtuous cycle.

Do you agree with this?

... 5) Have integrity and demand it from others. Integrity comes from the Latin word integer, meaning “one.” People who are one way on the inside and another way outside lack integrity; they have duality.

The second- and third-order effects of having integrity and avoiding duality are great. Thinking solely about what’s accurate instead of how it is perceived helps you to be more focused on important things. It helps you sort the people you are around and the environments you are in. It improves the organization’s efficiency and camaraderie because the secret things that people think and don’t say to each other drive resentment and key issues underground and don’t lead to improvement. Having nothing to hide relieves stress. It also builds trust. For these reasons:

5a) Never say anything about a person you wouldn’t say to them directly, and don’t try people without accusing them to

their face. Badmouthing people behind their backs shows a serious lack of integrity and is counterproductive. It doesn't yield any beneficial change, and it subverts both the people you are badmouthing and the environment as a whole. Next to being dishonest, it is the worst thing you can do at Bridgewater. Criticism is both welcomed and encouraged at Bridgewater, so there is no good reason to talk behind people's backs. You need to follow this policy to an extreme degree. For example, managers should not talk about people who work for them without those people being in the room. If you talk behind people's backs at Bridgewater, you are called a slimy weasel.

5b) Don't let "loyalty" stand in the way of truth and openness.

In some companies, employees hide their employer's mistakes, and employers do the same in return. In these places, openly expressing your concerns is considered disloyal, and is discouraged. Because it prevents people from bringing their mistakes and weaknesses to the surface and because it encourages deception and eliminates the subordinates' right of appeal, unhealthy loyalty stands in the way of improvement. I believe in a truer, healthier form of loyalty, which does the opposite. Healthy loyalty fosters improvement through openly addressing mistakes and weaknesses. The more people are open about their challenges, the more helpful others can be. In an environment in which mistakes and weaknesses are dealt with frankly, those who face their challenges have the most admirable character. By contrast, when mistakes and weaknesses are hidden, unhealthy character is legitimized.

... 6) Be radically transparent. Provide people with as much exposure as possible to what's going on around them. Allowing people direct access lets them form their own views and greatly enhances accuracy and the pursuit of truth. Winston Churchill said, "There is no worse course in leadership than to hold out false hopes soon to be swept away." The candid question-and-answer process allows people to probe your thinking. You can then modify

your thinking to get at the best possible answer, reinforcing your confidence that you're on the best possible path.

6a) Record almost all meetings and share them with all relevant people. Provide tapes of all meetings that don't contain confidential information to enhance transparency. Of course, there are some times when privacy is required. If someone gives you confidential information, keep it confidential until you have permission to disclose it.

... 7) Don't tolerate dishonesty. People typically aren't totally honest, which stands in the way of progress, so don't tolerate this. There's an adjustment process at Bridgewater in which one learns to be completely honest and expect the same from others. Increasingly you engage in logical, unemotional discussions in pursuit of truth in which criticisms are not viewed as attacks, but as explorations of possible sources of problems.

7a) Don't believe it when someone caught being dishonest says they have seen the light and will never do that sort of thing again. Chances are they will. The cost of keeping someone around who has been dishonest is likely to be higher than any benefits.

8) Create a Culture in Which It Is OK to Make Mistakes but Unacceptable Not to Identify, Analyze, and Learn From Them

So...

... 9) Recognize that effective, innovative thinkers are going to make mistakes⁴⁹ and learn from them because it is a natural part of the innovation process. For every mistake that you learn from you will save thousands of similar mistakes in the future, so, if you treat mistakes as learning opportunities that yield rapid improvements, you should be excited by them. But if you treat them as bad things, you will make yourself and others miserable, and you won't grow. Your work environment will be marked by

petty back-biting and malevolent barbs rather than by a healthy, honest search for truth that leads to evolution and improvement. Because of this, the more mistakes you make and the more quality, honest diagnoses you have, the more rapid your progress will be. That's not B.S. or just talk. That's the reality of learning.⁵⁰

... 10) Do not feel bad about your mistakes or those of others. Love them! Remember that 1) they are to be expected, 2) they're the first and most essential part of the learning process, and 3) feeling bad about them will prevent you from getting better. People typically feel bad about mistakes because they think in a short-sighted way that mistakes reflect their badness or because they're worried about being punished (or not being rewarded).

⁴⁹ Thomas Edison said about failure: "I have not failed. I've just found 10,000 ways that don't work." "I am not discouraged, because every wrong attempt discarded is another step forward." "Results! Why, man, I have gotten a lot of results. I know several thousand things that won't work." "When I have fully decided that a result is worth getting I go ahead of it and make trial after trial until it comes." "Many of life's failures are men who did not realize how close they were to success when they gave up."

⁵⁰ A good book about this is Einstein's Mistakes by Hans Ohanian.

People also tend to get angry at those who make mistakes because in a short-sighted way they focus on the bad outcome rather than the educational, evolutionary process they're a part of. That's a real tragedy.

I once had a ski instructor who had taught Michael Jordan, the greatest basketball player of all time, how to ski. He explained that

Jordan enjoyed his mistakes and got the most out of them. At the start of high school, Jordan was an unimpressive basketball player; he became a champion because he loved using his mistakes to improve. Yet despite Jordan's example and the example of countless other successful people, it is far more common for people to allow ego to stand in the way of learning. Perhaps it's because school learning overemphasizes the value of having the right answers and punishes wrong answers. Good school learners are often bad mistake-based learners because they are bothered by their mistakes. I particularly see this problem in recent graduates from the best colleges, who frequently shy away from exploring their own weaknesses. Remember that intelligent people who are open to recognizing and learning from their weaknesses substantially outperform people with the same abilities who aren't similarly open.

... 11) Observe the patterns of mistakes to see if they are a product of weaknesses. Connect the dots without ego barriers. If there is a pattern of mistakes, it probably signifies a weakness. Everyone has weaknesses. The fastest path to success is to know what they are and how to deal with them so that they don't stand in your way. Weaknesses are due to deficiencies in learning or deficiencies in abilities. Deficiencies in learning can be rectified over time, though usually not quickly, while deficiencies in abilities are virtually impossible to change. Neither is a meaningful impediment to getting what you want if you accept it as a problem that can be designed around.

... 12) Do not feel bad about your weaknesses or those of others. They are opportunities to improve. If you can solve the puzzle of what is causing them, you will get a gem—i.e., the ability to stop making them in the future. Everyone has weaknesses and can benefit from knowing about them. Don't view explorations of weaknesses as attacks. A person who receives

criticism—particularly if he tries to objectively consider if it’s true—is someone to be admired.

... 13) Don’t worry about looking good—worry about achieving your goals. Put your insecurities away and get on with achieving your goals.

To test if you are worrying too much about looking good, observe how you feel when you find out you’ve made a mistake or don’t know something. If you find yourself feeling bad, reflect—**remind yourself that the most valuable comments are accurate criticisms.** Imagine how silly and unproductive it would be if you thought your ski instructor was blaming you when he told you that you fell because you didn’t shift your weight properly. If a criticism is accurate, it is a good thing. You should appreciate it and try to learn from it.

... 14) Get over “blame” and “credit” and get on with “accurate” and “inaccurate.” When people hear, “You did XYZ wrong,” they have an instinctual reaction to figure out possible consequences or punishments rather than to try to understand how to improve. Remember that what has happened lies in the past and no longer matters, except as a method for learning how to be better in the future. Create an environment in which people understand that remarks such as “You handled that badly” are meant to be helpful (for the future) rather than punitive (for the past). While people typically feel unhappy about blame and good about credit, that attitude gets everything backwards and can cause major problems. Worrying about “blame” and “credit” or “positive” and “negative” feedback impedes the iterative process essential to learning.

... 15) Don’t depersonalize mistakes. Identifying who made mistakes is essential to learning. It is also a test of whether a person will put improvement ahead of ego and whether he will fit into the Bridgewater culture. A common error is to say, “We didn’t

handle this well,” rather than, “Harry didn’t handle this well.” This occurs when people are uncomfortable connecting specific mistakes to specific people because of ego sensitivities. This creates dysfunctional and dishonest organizations. Since individuals are the most important building blocks of any organization and since individuals are responsible for the ways things are done, the diagnosis must connect the mistake to the specific individual by name. Someone created the procedure that went wrong, or decided we should act according to that procedure, and ignoring that fact will slow our progress toward successfully dealing with the problem.

... 16) Write down your weaknesses and the weaknesses of others to help remember and acknowledge them.

It’s unhealthy to hide them because if you hide them, it will slow your progress toward successfully dealing with them. Conversely, if you confront and don’t tolerate them, you will inevitably evolve past them.

... 17) When you experience pain, remember to reflect. You can convert the “pain” of seeing your mistakes and weaknesses into pleasure. If there is only one piece of advice I can get you to remember it is this one. Calm yourself down and think about what is causing your psychological pain. Ask other objective, believable parties for their help to figure it out. Find out what is true. Don’t let ego barriers stand in your way. Remember that pains that come from seeing mistakes and weaknesses are “growing pains” that you learn from.⁵¹ Don’t rush through them. Stay in them and explore them because that will help build the foundation for improvement.

It is widely recognized that 1) changing your deep-seated, harmful behavior is very difficult yet necessary for improvement and 2) doing this generally requires a deeply felt recognition of the connection between your harmful behavior and the pain it causes. Psychologists call this “hitting bottom.” Embracing your failures is

the first step toward genuine improvement; it is also why “confession” precedes forgiveness in many societies.⁵² If you keep doing this, you will learn to improve and feel the pleasures of it.

... 18) Be self-reflective and make sure your people are self-reflective. This quality differentiates those who evolve fast from those who don’t. When there is pain, the animal instinct is “fight or flight” (i.e., to either strike back or run away) —reflect instead. When you can calm yourself down, thinking about the dilemma that is causing you pain will bring you to a higher level and enlighten you, leading to progress. That is because the pain you are feeling is due to something being at odds—maybe it’s you encountering reality, such as the death of a friend, and not being able to accept it. If when you are calm, you can think clearly about what things are at odds, you will learn more about what reality is like and how to better deal with it. It really will produce progress. If, on the other hand, the pain causes you to tense up, not think, feel sorry for yourself, and blame others, it will be a very bad experience. So, when you are in pain, try to remember: Pain + Reflection = Progress. It’s pretty easy to determine whether a person is reflective or deflective: self-reflective people openly and objectively look at themselves while deflective people don’t.

... 19) Teach and reinforce the merits of mistake-based learning. We must bring mistakes into the open and analyze them objectively, so managers need to foster a culture that makes this normal and penalizes suppressing or covering up mistakes. Probably the worst mistake anyone can make at Bridgewater is not facing up to mistakes—i.e., hiding rather than highlighting them. Highlighting them, diagnosing them, thinking about what should be done differently in the future, and then adding that new knowledge to the procedures manual are all essential to our improvement.

19a) The most valuable tool we have for this is the issues log (explained fully later), which is aimed at identifying and learning from mistakes. Using this tool is mandatory because we believe that enforcing this behavior is far better than leaving it optional.

20) Constantly Get in Synch

So...

... 21) Constantly get in synch about what is true and what to do about it. Getting in synch helps you achieve better answers through considering alternative viewpoints. It can take the forms of asking, debating, discussing, and teaching how things should be done. Sometimes it is to make our views on our strengths, weaknesses, and values transparent in order to reach the understanding that helps us move forward. Sometimes it is to be clear about who will do what and the game plan for handling responsibilities. So this process can be both a means of finding the best answers and pushing them ahead. Quality conversations about what is true and what should be done will produce better outcomes and many fewer misunderstandings in the future.

51 If you recognize short-term failure as a step toward long-term success, which it really is if you learn from it, you won't be afraid of it or made uncomfortable by it and you will approach all of your experiences as learning experiences, even the most difficult ones.

52 Ego often stands in the way of acknowledging your weaknesses (which is the essential first step in overcoming them), like being afraid to ask a question because people might think you're stupid because you don't know something. Yet acknowledging those weaknesses (e.g., "I know I'm a dumb shit, but I'd just like to

know...”) helps you move beyond ego toward learning and improving.

... 22) Talk about “Is it true?” and “Does it make sense?” In a culture that values both independent thinking and innovation, each individual has both the right and the obligation to ensure that what they do, and what we collectively do, in pursuit of excellence, makes sense to them. So, get in synch about these things.

... 23) Fight for right. Discuss or debate important issues with the right relevant parties in an open-minded way until the best answers are determined. This process will maximize learning and mutual understanding. Thrash it out to get to the best answer.

... 24) Be assertive and open-minded at the same time. Just try to find out what is true. Don’t try to “win” the argument. Finding out that you are wrong is even more valuable than being right, because you are learning.

24a) Ask yourself whether you have earned the right to have an opinion. Opinions are easy to produce, so bad ones abound. Knowing that you don’t know something is nearly as valuable as knowing it. The worst situation is thinking you know something when you don’t.

24b) Recognize that you always have the right to have and ask questions.

24c) Distinguish open-minded people from closed-minded people. Open-minded people seek to learn by asking questions; they realize that what they know is little in relation to what there is to know and recognize that they might be wrong. Closed-minded people always tell you what they know, even if they know hardly anything about the subject being discussed. They are typically made uncomfortable by being around those who know a lot more about a subject, unlike open-minded people who are thrilled by such company.

24d) Don't have anything to do with closed-minded, inexperienced people. They won't do you any good and there's no helping them until they open their minds, so they will waste your time in the meantime. If you must deal with them, the first thing you have to do is open their minds. Being open-minded is far more important than being bright or smart.

24e) Be wary of the arrogant intellectual who comments from the stands without having played on the field. And avoid that trap yourself.

24f) Watch out for people who think it's embarrassing not to know. They're dangerous.

... 25) Make sure responsible parties are open-minded about the questions and comments of others. They are required to explain the thinking behind a decision openly and transparently so that all can understand and assess it. Further, in the event of disagreement, an appeal should be made to either the manager's boss or an agreed-upon, knowledgeable group of others, generally including people more believable than and senior to the decision-maker. The person(s) resolving the dispute must do this objectively and fairly; otherwise our system will fail at maintaining its meritocracy of ideas.

... 26) Recognize that conflicts are essential for great relationships because they are the means by which people determine whether their principles are aligned and resolve their differences. I believe that in all relationships, including the most treasured ones, 1) there are principles and values each person has that must be in synch for the relationship to be successful and 2) there must be give and take. I believe there is always a kind of negotiation or debate between people based on principles and mutual consideration. What you learn about each other via that "negotiation" either draws you together or drives you apart. If your principles are aligned and you can work out your differences via a

process of give and take, you will draw closer together. If not, you will move apart. It is through such open discussion, especially when it comes to contentious issues, that people can make sure there are no misunderstandings. If that open discussion of differences doesn't happen on an ongoing basis, the gaps in perspectives will widen until inevitably there is a major clash. Ironically, people who suppress the mini-confrontations for fear of conflict tend to have huge conflicts later, which can lead to separation, precisely because they let minor problems fester. On the other hand, people who address the mini-conflicts head-on in order to straighten things out tend to have the great, long-lasting relationships. That's why I believe people should feel free to say whatever they really think.

26a) Expect more open-minded disagreements at Bridgewater than at most other firms. They fuel the learning that helps us be at our best. Sometimes when there are disagreements, people get angry. But you should remind them that the management at most other companies doesn't welcome disagreement or encourage open debate. As a result, there is less of both. So instead of getting angry, they should welcome the fact that disagreements and open debate are encouraged here.

26b) There is giant untapped potential in disagreement, especially if the disagreement is between two or more thoughtful people—yet most people either avoid it or they make it an unproductive fight. That's tragic.⁵³

... 27) Know when to stop debating and move on to agreeing about what should be done. I have seen people who agree on the major issues waste hours arguing over details. It's more important to do big things well than to do small things perfectly. Be wary of bogging down amid minor issues at the expense of time devoted to solidifying important agreements.

27a) However, when people disagree on the importance of debating something, it should be debated.

Operating otherwise would essentially give someone (typically the boss) a de facto veto right.

27b) Recognize that “there are many good ways to skin a cat.”

Your assessment of how responsible parties are doing their jobs should not be based on whether they’re doing it your way but whether they’re doing it in a good way.

27c) For disagreements to have a positive effect, people evaluating an individual decision or decision-maker must view the issue within a broader context. For example, if the responsible party being challenged has a vision, and the decision under disagreement involves a small detail, evaluate the decision within the context of the broader vision. The ensuing discussion resulting from challenging someone’s decision will help people understand all the considerations behind it.

27d) Distinguish between 1) idle complaints and 2) complaints that are meant to lead to improvement.

... 28) Appreciate that open debate is not meant to create rule by referendum. It is meant to provide the decision-maker with alternative perspectives in anticipation of a better answer. It can also be used to enhance understanding of others’ views and abilities and, over time, assess whether someone should be assigned a responsibility. It doesn’t mean there can’t be some designs in which a group oversees a person. But that’s designed and embedded in the organizational structure, specifying the people responsible for oversight who are chosen because of their knowledge and judgment.

... 29) Evaluate whether an issue calls for debate, discussion, or teaching. Debate, discussion, and teaching are all ways of getting in synch, but they work differently and the approach you choose

should reflect your goal and the relative believability of the people involved. Debate is generally among approximate equals; discussion is open-minded exploration among people of various levels of understanding; and teaching is between people of different levels of understanding.

29a) To avoid confusion, make clear which kind of conversation (debate, discussion, or teaching) you are having and recognize that the purpose is ultimately to get at truth, not to prove that someone is right or wrong.

29b) Communication aimed at getting the best answer should involve the most relevant people. Not everyone should randomly probe everyone else, because that's an unproductive waste of time. People should consider their own levels of believability and understanding to assess if the probing makes sense. As a guide, the most relevant people are your managers, direct reports, and/or agreed-upon experts. They are the most impacted by and most informed about the issues under discussion, and so they are the most important parties to be in synch with. If you can't get in synch, you should escalate the disagreement.

53 Most people have a tough time disagreeing about the most trivial things, like whether they like the same restaurant, yet are happy to confidently express their opinions, however badly they are formed, if they get them out first. As a result, there is an overabundance of confident bad opinions around and very few thoughtful conclusions arising from learning from each other. It is common for conversations to be exchanges of sentences that begin "I think..." followed by their conclusions, and both parties believing that they had a good conversation and feeling good about each other, even though nothing was accomplished. If most people did the opposite—i.e., if they sought out and open-mindedly

explored their disagreements—it would produce a radical increase in learning, and the world would be a much better place.

29c) Communication aimed at educating or boosting cohesion should involve a broader set of people than would be needed if the aim were just getting the best answer. Less experienced, less believable people will be included. They may not be necessary to decide an issue, but if you aren't in synch with them, that lack of understanding will likely undermine morale and the organization's efficiency. In cases where you have people who are both not believable and highly opinionated (the worst combination), you will drive their uninformed opinions underground if you don't get in synch. Conversely, if you are willing to be challenged, and others behave the same way, you can demand that all critical communication be done openly.

Imagine if a group of us were trying to learn how to play golf with Tiger Woods, and he and a new golfer were debating how to swing the club. Would it be helpful or harmful to our progress to ignore their different track records and experience? Of course it would be harmful and plain silly to treat their points of view equally, because they have different levels of believability. It is better to listen to what Tiger Woods has to say, without constant interruptions by some know-nothing arguing with him. While I believe this is true, it would be most productive if Tiger Woods gave his instructions and then answered questions. However, because I'm pretty extreme in believing that it is important to obtain understanding rather than accepting doctrine at face value, I also think the new golfer shouldn't accept what Tiger Woods has to say as right only because he has won loads of tournaments and has years of experience playing golf. In other words, I believe the new golfer shouldn't stop questioning Tiger until he is confident he has found truth. At the same time, I also think the new golfer would be pretty dumb and arrogant to believe he's probably right and the champion golfer is wrong. So he should approach his

questioning with that perspective rather than overblown confidence. It would be really bad for the group's learning if all the people in the group treated what the new golfer and Tiger Woods had to say as equally valuable. I feel exactly the same way about getting at truth at Bridgewater. While it's good to be open-minded and questioning, it's dumb to treat the views of people with great track records and experience the same as those without track records and experience.

29d) Leverage your communication. While open communication is very important, the challenge is figuring out how to do it in a time-efficient way. It is helpful to use leveraging techniques like open e-mails posted on a FAQ board. If the reporting ratios are organized as described in the principles on organizational design, there should be ample time for this. The challenges become greater the higher you go in the reporting hierarchy because the number of people affected by your actions and who have opinions and/ or questions grows larger than just two reporting levels down. In such cases, you will need even greater leverage and prioritization (e.g., having some of the questions answered by a well-equipped party who works for you, asking people to prioritize their questions by urgency or importance, etc.).

... 30) Don't treat all opinions as equally valuable. Almost everyone has an opinion, but many are worthless or harmful. The views of people without track records are not equal to the views of people with strong track records. Treating all people equally is more likely to lead away from truth than toward it. People without records of success who are nonetheless confident about how things should be done are either naïve or arrogant. In either case, they're potentially dangerous to themselves and others. However, all views should be considered in an open-minded way, albeit placed in the proper context of experience and track record. Ultimately, the proof is in the pudding: can you handle your responsibilities well?

As a general rule, if you can, then you can have an opinion of how to do it—if you can't, you can't.

30a) A hierarchy of merit is not only consistent with a meritocracy of ideas but essential for it. Not only is better decision-making enhanced, so is time management. It's not possible for everyone to debate everything all the time and still get work done effectively.

... 31) Consider your own and others' "believabilities." By believability, I mean the probability that a person's view will be right. While we can never know this precisely, we can roughly assess it according to the quality of a person's reasoning and their track record. Of course, different people will have different views of their own and other's believability, which is fine. Just recognize that this is a reality that is relevant in a number of ways. Ask, "Why should I believe you?" and "Why should I believe myself?"

31a) Ask yourself whether you have earned the right to have an opinion. As a general rule, if you have a demonstrated track record, then you can have an opinion of how to do it—if you don't, you can't, though you can have theories and questions.

31b) People who have repeatedly and successfully accomplished the thing in question and have great explanations when probed are most believable. Those with one of those two qualities are somewhat believable; people with neither are least believable.

At the same time, people's ideas should always be assessed on their merit in order to encourage them to always think in an open-minded way. I have seen that inexperienced people can have great ideas, sometimes far better than more experienced people, though often much worse. So we must be attuned to both the good and the bad and allow people to build their own track records and

their own levels of believability. Because of Bridgewater's radical openness, you can see how we make our assessments of that.

Someone new who doesn't know much, has little believability, or isn't confident in his views should ask questions. On the other hand, a highly believable person with experience and a good track record who is highly confident in his views should be assertive. Everyone should be upfront in expressing how confident they are in their thoughts. A suggestion should be called a suggestion; a firmly held conviction should be presented as such. Don't make the mistake of being a dumb shit with a confident opinion.

31c) If someone asks you a question, think first whether you're the responsible party/right person to be answering the question.

... 32) Spend lavishly on the time and energy you devote to "getting in synch" because it's the best investment you can make. You will inevitably need to prioritize because of time constraints, but beware of the tremendous price of skimping on quality communication.

... 33) If it is your meeting to run, manage the conversation. There are many reasons why meetings go poorly, but frequently it is because of a lack of clarity about the topic or the level at which things are being discussed (e.g., the principle/machine level, the case-at-hand level, or the specific-fact level). To manage the meetings well:

33a) Make it clear who the meeting is meant to serve and who is directing the meeting. Every meeting is for the purpose of meeting someone's goals; that person is the responsible party for the meeting and decides what s/he wants to get out of it and how s/he will do so. Meetings without a clear responsible party run a high risk of being directionless and unproductive.

33b) Make clear what type of communication you are going to have in light of the objectives and priorities. For example, if the goal of the meeting is to have people with different opinions work through their differences to try to get closer to what is true and what to do about it (i.e., open-minded debate), you will run it differently than if the meeting is meant to educate. Debating issues takes time. That time increases geometrically depending on the number of people participating in the discussion, so you have to carefully choose the right people in the right numbers to suit the decision that needs to be made. In any discussion try to limit the participation to those whom you value most in light of your objectives. The worst way to pick people is based on whether their conclusions align with yours.

33c) Lead the discussion by being assertive and open-minded. Group-think and solo-think are both dangerous.

33d) A small group (3 to 5) of smart, conceptual people seeking the right answers in an open-minded way will generally lead to the best answer. Next best is to have decisions made by a single smart, conceptual decision-maker, but this is a much worse choice than the former. The worst way to make decisions is via large groups without a smart, conceptual leader. Almost everyone thinks they're smart and conceptual, but only a small percentage of any group really is. Even when there is a large number of smart, conceptual leaders, more than five trying to make a decision is very inefficient and difficult. This is especially the case when people think they need to satisfy everyone.

33e) $1+1=3$. Two people who collaborate well will be about three times as effective as the two of them operating independently because they will see what the other might miss, they can leverage each other, and they can hold each other to higher standards. This symbiotic relationship of adding people to a group will have incremental benefits ($2+1=4.25$) up to a point at which there are no incremental gains and beyond which adding people produces

incremental losses in effectiveness. That is because 1) the marginal benefits diminish as the group gets larger—e.g., two or three people might be able to cover most of the important perspectives, so adding

more people doesn't bring much more, and 2) larger group interactions are less efficient than smaller group interactions. Of course, what's best in practice is a function of 1) the quality of the people and the differences of the perspectives that they bring and 2) how well the group is managed. As noted before, each group should have someone who is responsible for managing the flow to get out of the meeting the most possible.

33f) Navigate the levels of the conversation clearly. When considering an issue or situation, there should be two levels of discussion: the case at hand and the relevant principles that help you decide how the machine should work. Since the case at hand is a manifestation of one or more relevant principles, you need to clearly navigate between these levels in order to 1) handle the case well, 2) improve the machine so that cases like this will be handled better in the future, and 3) test the effectiveness of your principles.

33g) Watch out for “topic slip.” Topic slip is the random and inconclusive drifting from topic to topic without achieving completion. Tip: Avoid topic slip by tracking the conversation on a whiteboard so everyone can see where you are.

33h) Enforce the logic of conversations. There is a tendency for people's emotions to heat up when there is a disagreement, so focusing on the logic of your exchange will facilitate communication. If you are calm and analytical in listening to others' points of view, it is more difficult for them to shut down a logical exchange than if you get emotional or allow them to get emotional.

33i) Worry about substance more than style. This is not to say that some styles aren't more effective than others with different people and in different circumstances, but don't let style or tone prevent you from getting in synch. I often see people complain about the delivery of a criticism in order to deflect from its substance. If you think someone's style is an issue, box it as a separate issue to get in synch about (start by asking whether it's true and whether it's important).

33j) Achieve completion in conversations. The main purpose of discussion is to achieve completion and get in synch, which leads to decisions and/or actions. Conversations often fail to reach completion. This amounts to a waste of time because they don't result in conclusions or productive actions. When there is an exchange of ideas, especially if there is a disagreement, it is important to end it by stating the conclusions. If there is agreement, say it; if not, say that. Where further action has been decided, get those tasks on a to-do list, assign people to do them, and specify due dates. Write down your conclusions, working theories, and to-do's in places that will lead to their being used as foundations for continued progress.

33k) Have someone assigned to maintain notes in meetings and make sure follow-through happens. Generally speaking, to avoid distraction during the discussion itself, prioritizing follow-ups and assignments should be done afterwards.

33l) Be careful not to lose personal responsibility via group decision-making. Too often groups will make a decision to do something without assigning personal responsibilities, so it is not clear who is supposed to do what. Be clear in assigning personal responsibilities.

... 34) Make sure people don't confuse their right to complain, give advice, and debate with the right to make decisions. Discussion does not mean rule by referendum. While our culture is

marked by extreme openness, some people mistakenly assume we have group decision-making in which all views are treated equally and consensus rules. Since not all views are equally valuable, I don't believe in consensus decision-making or referendums. We operate not only by open debate but also by clearly assigning personal responsibility to specific people. While these two values might seem at odds, personal responsibility and open debate work together to synthesize effective decision-making at Bridgewater. Everyone does not report to everyone here. Instead,

responsibility and authority are assigned to individuals based on our assessment of their ability to handle them. I want the most capable individuals assigned to each job. We hold them accountable for their outcomes, but we also give them the authority to achieve those outcomes. It is perfectly OK for a responsible party to carry through a decision he thinks is best even when others who are knowledgeable disagree, although this disagreement should be considered and weighed seriously. We have, and should have, an explicit decision-making hierarchy, ideally based on merit.⁵⁴

... 35) Recognize that getting in synch is a two-way responsibility. In any conversation there is a responsibility to transmit and a responsibility to receive. Misinterpretations are going to take place. Often, difficulty in communication is due to people having different ways of thinking (e.g., left-brained thinkers talking to right-brained thinkers). The parties involved should 1) realize that what they might be transmitting or receiving might not be what was meant, 2) consider multiple possibilities, and 3) do a back and forth so that they can get in synch. People do the opposite—confidently thinking that they've communicated their intent clearly, not considering multiple possibilities and then blaming the other parties for the misunderstanding. Learn lessons from your problems in communications to improve.

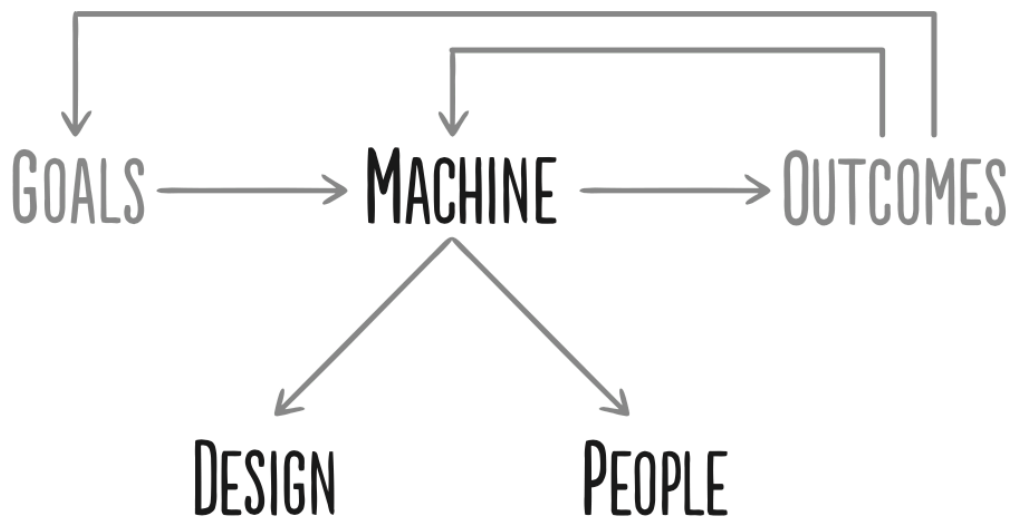
... 36) Escalate if you can't get in synch. If you can't understand or reconcile points of view with someone else, agree on a third party to provide guidance. This person could be your manager or another agreed-upon, believable person or group who can resolve the conflict objectively, fairly, and sensibly. This mechanism is a key element of our culture and crucial for maintaining a meritocracy of ideas.

54 In fact, I once toyed with the possibility of developing a voting system based on a believability matrix. Though that might not be possible for practical reasons, it suggests the merit-based decision-making we aspire toward with our current process. The challenging and probing we encourage are not meant to second-guess every decision but to help us assess the quality of our work over time.

To Get the People Right...37) The Most Important Decision You Can Make is Who You Choose as Your Responsible Party So...

... 38) Remember that almost everything good comes from having great people operating in a great culture.

I cannot emphasize strongly enough how important the selection, training, testing, evaluation, and sorting out of people is. If you put the goals and the tasks in the hands of people who can do them well, and if you make crystal clear that they are personally responsible for achieving the goals and doing the tasks, they should produce excellent results. This section is about the people part of the feedback loop process, diagramed below.



... **39) First, match the person to the design.** Understand what attributes matter most for a job, and then ascertain whether an individual has them. This matching process requires 1) visualizing the job and the qualities needed to do it well, and then 2) ascertaining if the individual has those qualities.

Look for believable responsible parties who love producing great results.⁵⁵ Remember that values are most important—e.g., if “work” is what people have to do to make money, I don’t want people to “work” here. I only want people at Bridgewater who are joining us on an important, shared mission to do great things.

39a) Most importantly, find people who share your values. At Bridgewater, those key values are a drive for excellence, truth at all costs, a high sense of ownership, and strong character (by character, I mean the willingness to do the good but difficult things).

39b) Look for people who are willing to look at themselves objectively and have character. These are not natural talents—they are qualities that anyone can acquire. They are also the qualities that have the biggest influence on whether or not I respect someone. They are essential for success.

39c) Conceptual thinking and common sense are required in order to assign someone the responsibility for achieving goals (as distinct from tasks).

... 40) Recognize that the inevitable responsible party (RP) is the person who bears the consequences of what is done.

Because of this, the RP must choose wisely when delegating responsibilities to others, and he must incentivize and manage them appropriately. There is no escaping that. For example, you are the inevitable RP for taking care of your health because you're the one who inevitably bears the consequences. If you're sick, you might choose to delegate the responsibility of figuring out what to do about it to a doctor. However, it is your

55 The thing that I like least (or dislike most) about my job is fighting to maintain standards, but it must be done. I know that the only way for me to succeed and to be happy is to have good people do it for me, which means that I have to hire, train, and sort out people. It is futile to give responsibilities to people who do not have the qualities required to succeed. It frustrates, and inevitably angers, all parties, which is subversive to the environment. So, hiring, training, and sorting out people so that responsibilities are placed in the hands of people who can be trusted to do an excellent job is the only viable path, and it is extremely satisfying.

responsibility to pick the right doctor because you will bear the consequences of that decision. While it is, of course, also the doctor's responsibility to handle the responsibilities that you delegate to him, you still need to make sure that his incentives are aligned with his responsibilities and that he is doing his job well. The inevitable responsible party can't delegate all his responsibilities away and expect good outcomes, even in cases in which he has no expertise. So you can't escape hiring and managing properly.

... 41) By and large, you will get what you deserve over time.

The results that you end up with will reflect how you and your people learn to handle things. So take control of your situation and hold yourself and others accountable for producing great results. People who wish for a great result but are unwilling to do what it takes to get there will fail.

... 42) The most important responsible parties are those who are most responsible for the goals, outcomes, and machines (they are those higher in the pyramid). Give me someone who can effectively be responsible for an area—i.e., who can design, hire, and sort to achieve the goal—and I can be comfortable about all that is in that area. Therefore, they are the most important people to choose and manage well.

... 43) Choose those who understand the difference between goals and tasks to run things. Otherwise you will have to do their jobs for them. The ability to see and value goals is largely innate, though it improves with experience. It can be tested for, though no tests are perfect.

44) Recognize that People Are Built Very Differently

So...

... 45) Think about their very different values, abilities, and skills. Values are the deep-seated beliefs that motivate behaviors; people will fight for their values, and values determine people's compatibility with others. Abilities are ways of thinking and behaving. Some people are great learners and fast processors; others possess common sense; still others think creatively or logically or with supreme organization, etc. Skills are learned tools, such as being able to speak a foreign language or write computer code.

While values and abilities are unlikely to change much, most skills can be acquired in a limited amount of time (e.g., most master's

degrees can be acquired in two years) and often change in worth (e.g., today's best programming language can be obsolete in a few years).

It is important for you to know what mix of qualities is important to fit each role and, more broadly, with whom you can have successful relationships. In picking people for long-term relationships, values are most important, abilities come next, and skills are the least important.

... 46) Understand what each person who works for you is like so that you know what to expect from them. ... 47) Recognize that the type of person you fit in the job must match the requirements for that job.

How People's Thinking Abilities Differ

In my many years of running Bridgewater, I have learned that people's thinking abilities differ and that it is important to understand these differences so that they are appropriately considered when assigning people to roles. I have tried to find experts who understand these differences to help me better understand and test for them. I have found a few truly insightful people amid a mass of mediocrity.⁵⁶ I have also found that there are all sorts of theories from all sorts of people about how people think and why, so very little should be treated as fact. It seems that "political correctness" and the reluctance to objectively discuss differences in innate abilities have stood in the way of forthright and thoughtful research on this important subject. While the search for good advice and tests has been challenging, it has also been invaluable. What follows is a mix of my theories based on my personal observations and a collection of valuable things I have learned from others.⁵⁷ I know I have only scratched the surface of learning about how people think, why they think differently, and

how to test for these different thinking abilities, so I am excited about the potential of learning more.

I believe, but am not certain about, the following:

• **There are two big differences in how people think that are due to the brain's coming in two big halves and different people relying differently on them.**⁵⁸ This was explained by Caltech Professor Roger Sperry, who won a Nobel Prize in medicine for attributing these two ways of thinking to different reliances on the two hemispheres. As a result of this discovery, these two ways of thinking are called “left- brained” and “right-brained.” Professor Sperry helped us understand that:

- . - The left hemisphere reasons sequentially, analyzes details, and excels at linear analysis. Left- brained thinkers do these things well. They are also called linear thinkers. When they excel at this type of thinking they are called “bright.”⁵⁹
- . - The right hemisphere reasons holistically, recognizes themes, and synthesizes the big picture. Right-brained thinkers do these things well. People who think this way are also called lateral thinkers. Those who excel at this kind of thinking are called “smart.”⁶⁰ Long before I knew that there was a Professor Sperry I saw these differences. I bet you’ve seen them too.

. *On a scale of -5 to +5—left-brained to right-brained— where do you think you fall? How confident are you that your self-assessment is right?*

- **Some people see details (trees), and others see big pictures (forests).** Those who “see trees” see the parts most vividly and don’t readily relate the parts to each other in order to see the big picture—e.g., they might prefer more literal, precise paintings. They are typically left-brained. Others connect the dots to pictures. In fact, they typically don’t even see the dots; they just see the pictures. They are typically right-brained. You can detect which type people are by observing what they focus on. Detailed thinkers can lose sight of the big picture and are more likely to focus in on a part than to go to the higher level and see the relationship between parts. For example, a person who focuses on details can be thrown off by word mistakes like “there” instead of “their,” while big-picture thinkers won’t even notice the mistake.

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- . 56 I have particularly valued psychologist Bob Eichinger. 57 I am convinced that we are just scratching the surface of understanding differences in how people think and how to test for it, so there is great potential for others to follow this path. Unfortunately, most of the world’s experts I have met are more theoretical than practical. 58 A good book on this is *A Whole New Mind*, by Daniel H. Pink, and a good article on the science of this is “A Wandering Mind Heads Straight Toward Insight” by Robert Lee Hotz from *The Wall Street Journal*. 59 “Bright” people have high IQs, are highly analytical thinkers, and can solve complex mental problems. 60 “Smart” people have common sense, are good at synthesizing, and can imagine what is possible.
- . Similarly, big-picture thinkers can often understand the meaning of sentences even when key words are reversed—e.g., when “up” is mistakenly used instead of “down,” they understand that the person speaking couldn’t

have meant “up” in that context. That is because their attention is focused on the context first and the details second. When describing the same meeting, these two different types will frequently focus on completely different things and disagree on their interpretations. In discussions, they can frustrate each other and discount what the other is saying. Similarly, a person of one type interviewing another type will usually yield an unsatisfactory result.

. *On a scale of -5 to +5—left-brained to right-brained— where do you think you fall? How confident are you that your self-assessment is right?*

• **Some people rely more on remembering what they were taught when making decisions, and others rely more on their independent reasoning.** Let’s call the first group memory-based learners and the second group reasoning-based thinkers. When using the word “learning” I intend to convey “acquiring knowledge by being taught,” and when using the word “thinking” I mean “figuring it out for oneself.” Memory-based learners approach decision-making by remembering what they were taught. They draw on their memory banks and follow the instructions stored there. They are typically left-brained. Reasoning-based thinkers pay more attention to the principles behind what happens. They are typically right-brained. You can tell the difference when what is learned (e.g., CAPM) conflicts with what is logical (e.g., All Weather). People who rely on memory-based learning will typically be more skeptical of unconventional ideas because their process is to more readily accept what they have been told and because they are less able to assess it for themselves. Those who rely on more on reasoning won’t care much about convention and

will assess ideas on their merits. Those who rely on memory-based learning also tend to align themselves with the consensus more than people who rely on reasoning. Memory-based learners are more willing to accept the status quo, while reasoning-based thinkers are less biased by it. They are more likely to be innovative, while those who rely on learning are likelier to be cautious. Performance in school will correlate well with the quality of one's learning-based thinking, but will not reliably correlate with one's reasoning-based thinking. The most able learners are easily found, since they are, or were, the best students from the best schools. The best thinkers are tougher to find, as there are no obvious funnels through which they pass, especially before they develop track records in the "real world."

. *On a scale of -5 to +5—left-brained to right-brained— where do you think you fall? How confident are you that your self-assessment is right?*

• **Some people are focused on daily tasks, and others are focused on their goals and how to achieve them.** Those who "visualize" best can see the pictures (rather than the dots) over time. They have a strong capacity to visualize and will be more likely to make meaningful changes and anticipate future events. They are the most suitable for creating new things (organizations, projects, etc.) and managing organizations that have

lots of change. We call them "creators." They are typically right-brained thinkers. By contrast, those who are focused on the daily tasks are better at managing things that don't change much or require repetitive processes done reliably, and are typically best at doing clearly specified tasks. They see things much more literally

and tend to make incremental changes that reference what already exists. They are slower to depart from the status quo and more likely to be blindsided by sudden events. They are typically left-brained thinkers.

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. *On a scale of -5 to +5—left-brained to right-brained— where do you think you fall? How confident are you that your self-assessment is right?*

• **Some people are “planners,” and others are “perceivers.”**

Planners like to focus on a plan and stick with it, while perceivers are prone to focus on what’s happening around them and more readily adapt to it. Perceivers see things happening and work backward to understand the cause and how to respond; they work from the outside in; they also see many more possibilities that they compare and choose from; often they see so many that they are confused by them. In contrast, planners work from the inside out, figuring out first what they want to achieve and then how things should unfold. Planners and perceivers have trouble appreciating each other. While a perceiver likes to see new things and change directions often, this is discomfoting to planners, who prefer to stick to a plan. Planners weigh precedent much more heavily in their decision-making, and assume that if it was done before in a certain way, it should be done again in the same way, while perceivers tend to optimize on the spot. Planners are typically left-brained, and perceivers are typically right-brained.

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. *On a scale of -5 to +5—left-brained to right-brained— where do you think you fall? How confident are you that your self-assessment is right?*

• **Some people are driven more by their emotions, and others are driven more by their intellect.** We all have emotions and intellect. When they conflict, some people will give in to their emotions, while others maintain control of their emotions and are driven by their intellect. I am told this is more due to relative reliance on the amygdala and the prefrontal cortex, but I'm not sure. Once again, these two different types typically can't understand and typically frustrate each other.

. *On a scale of -5 to +5—left-brained to right-brained— where do you think you fall? How confident are you that your self-assessment is right?*

• **Some people are, risk-averse and others are risk-takers.**

. *On a scale of -5 to +5—left-brained to right-brained— where do you think you fall? How confident are you that your self-assessment is right?*

• **Some people are introverts, and others are extroverts.** The most important difference between them is their willingness to

fight for truth. Introverts tend to find the necessary conflicts more difficult.

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. On a scale of -5 to +5—left-brained to right-brained— where do you think you fall? How confident are you that your self-assessment is right?

There are lots of important ways in which people think differently that I won't continue on about.

... 48) Use personality assessment tests and quality reflections on experiences to help you identify these differences. These should be done openly so that these important differences are embraced and considered in our interactions.

... 49) Understand that different ways of seeing and thinking make people suitable for different jobs. Since nature created different ways of thinking and since nature never creates anything without a purpose,⁶¹ each way of thinking has purposes. Often, thinking well for some purposes necessitates thinking poorly for others. It is highly desirable to understand one's own ways, and others' ways, of thinking, and their best applications. While there is no best quality, there are certainly some qualities that are more suitable for some jobs (e.g., being a math wiz is important for a job that requires a math wiz). So don't treat everyone the same.

Sometimes I see people dealing with each other, especially in groups, without regard for these differences. This is nonsensical. Both people expressing their own views and those considering others' views need to take into account their differences. These differences are real, so it's dumb to pretend they don't exist.

49a) People are best at the jobs that require what they do well.

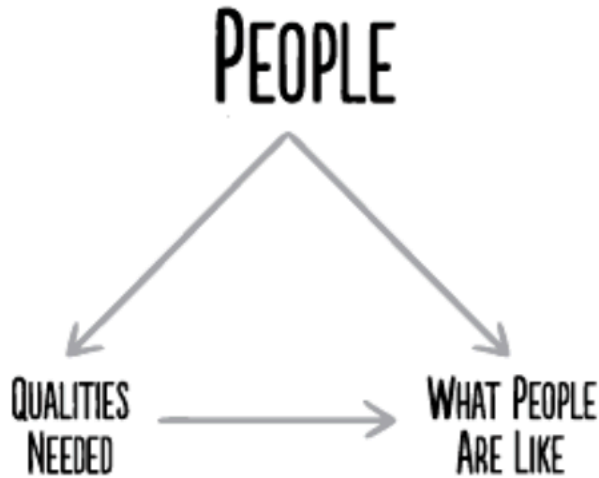
49b) If you're not naturally good at one type of thinking, it doesn't mean you're precluded from paths that require that type of thinking, but it does require that you either work with someone who has that required way of thinking (which works best) or learn to think differently (which is very difficult and sometimes impossible).

... 50) Don't hide these differences. Explore them openly with the goal of figuring out how you and your people are built so you can put the right people in the right jobs and clearly assign responsibilities. This is good for both your team and for Bridgewater as a whole.

... 51) Remember that people who see things and think one way often have difficulty communicating and relating to people who see things and think another way. Keep in mind how difficult it is to convey what it means to think in an alternative way for the same reason it would be difficult to convey what the sense of smell is to someone who doesn't have the ability to smell.

52) Hire Right, Because the Penalties of Hiring Wrong Are Huge
So...

... 53) Think through what values, abilities, and skills you are looking for. A lot of time and effort is put into hiring a person, and substantial time and resources are invested in new employees' development before finding out whether they are succeeding. Getting rid of employees who aren't succeeding is also difficult, so it pays to be as sure as possible in hiring. Refer to our diagram that shows how to achieve your goals by comparing them with the outcomes you're getting, and think of the people part as shown below. By constantly comparing the picture of what the people are like with the qualities needed, you will hire better and evolve faster.



61 Even the “mistakes” that nature makes have a purpose; they are essential for the evolutionary process.

... 54) Weigh values and abilities more heavily than skills in deciding whom to hire. Avoid the temptation to think narrowly about filling a job with a specific skill.⁶² While having that skill might be important, what’s most important is determining whether you and they are working toward the same goals and can work in the same ways and share the same values.

... 55) Write the profile of the person you are looking for into the job description.

... 56) Select the appropriate people and tests for assessing each of these qualities and compare the results of those assessments to what you’ve decided is needed for the job. Synthesize the results of those tests to see if there is a “click.”

56a) Remember that people tend to pick people like themselves, so pick interviewers who can identify what you are looking for. For example, if you’re looking for a visionary, pick a visionary to do the interview where you test for vision. If there is a mix of qualities you’re looking for, put together a group of interviewers who embody all of these qualities collectively. Don’t choose

interviewers whose judgment you don't trust (in other words, choose believable interviewers).

56b) Understand how to use and interpret personality assessments. These can be fantastic tools in your arsenal for quickly getting a picture of what people are like—abilities, preferences, and style. They are often much more objective and reliable than interviews.

56c) Pay attention to people's track records.

56d) Dig deeply to discover why people did what they did. Knowing what they did is valuable only in helping you figure out what they are like. Understanding the “why” behind people's actions will tell you about their qualities and, as a result, what you can probably expect from them.

56e) Recognize that performance in school, while of some value in making assessments, doesn't tell you much about whether the person has the values and abilities you are looking for.

Memory and processing speed tend to be the abilities that determine success in school (largely because they're easier to measure and grade) and are most valued, so school performance is an excellent gauge of these. School performance is also a good gauge for measuring willingness and ability to follow directions, as well as determination. However, school is of limited value for teaching and testing common sense, vision, creativity, or decision-making.⁶³ Since those traits all outweigh memory, processing speed, and the ability to follow directions in most jobs, you must look beyond school to ascertain whether the applicant has the qualities you're looking for.

56f) Ask for past reviews. Don't rely exclusively on the candidate for information about their track record; instead, talk to people who know them (believable people are best), and look for documented evidence.

56g) Check references.

... 57) Look for people who have lots of great questions. These are even more important than great answers.

... 58) Make sure candidates interview you and Bridgewater. Show them the real picture. For example, share these principles with them to show how we operate and why. Have them listen to the tapes to see the reality.

... 59) Don't hire people just to fit the first job they will do at Bridgewater; hire people you want to share your life with. The best relationships are long-term and based on shared missions and values. Also, turnover is generally inefficient because of the long time it requires for people to get to know each other and Bridgewater. Both the people you work with and the company itself will evolve in ways you can't anticipate. So hire the kind of people you want to be with on this long-term mission.

62 The importance of a skill will vary according to the job. The more knowledge-dependent and independent in nature the job is (e.g., a programmer or lawyer whose job isn't to think about the direction of the company), the more relevant the required skills are.

63 Consider how few important decisions you make as a student from first grade through college. Other than deciding which college to attend in the senior year of high school and which major to pursue in the sophomore year of college, most people normally just do what they are told to do.

... 60) Look for people who sparkle, not just "another one of those." I have too often seen people hired who don't sparkle, just because they have clearly demonstrated they were "one of those."

If you're looking for a plumber, you might be inclined to fill the job with someone who has years of experience, without confirming whether he has demonstrated the qualities of an outstanding plumber. Yet the difference between hiring an ordinary versus an extraordinary plumber (or any other expert) is huge. So when reviewing a candidate's background, you must identify how this person has demonstrated himself to be outstanding. The most obvious demonstration

is outstanding performance within an outstanding peer group. If you're less than excited to hire someone for a particular job, don't do it. The two of you will probably make each other miserable.

... 61) Hear the click: Find the right fit between the role and the person. Remember that your goal is to put the right people in the right design. First understand the responsibilities of the role, then what qualities are needed to fulfill them excellently, and then ascertain whether an individual has them. This matching process requires 1) visualizing the job and the qualities needed to do it well and 2) ascertaining if the individual has those qualities. I describe this process as "hearing the click," because that's the sound of finding the right fit between the role and the individual.

... 62) Pay for the person, not for the job. Look at what they were paid before and what people with comparable credentials get paid and pay some premium to that, but don't pay based on the job title.

... 63) Recognize that no matter how good you are at hiring, there is a high probability that the person you hire will not be the great person you need for the job. Continue the "interviewing" process as intensely after they are on the job as before, and don't settle.

64) Manage as Someone Who Is Designing and Operating a Machine to Achieve the Goal

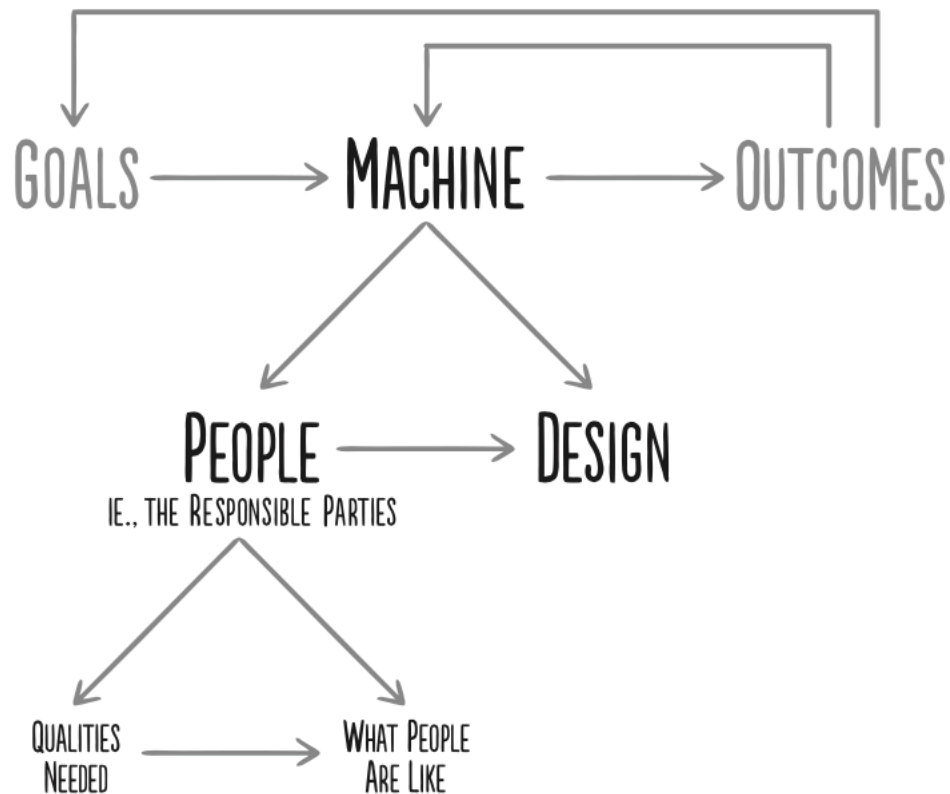
So...

... 65) Understand the differences between managing, micromanaging, and not managing. Micromanaging is telling the people who work for you exactly what tasks to do and/or doing their tasks for them. Not managing is having them do their jobs without your oversight and involvement. Managing means: 1) understanding how well your people and designs are operating to achieve your goals and 2) constantly improving them. To be successful, you need to manage.

65a) Managing the people who report to you should feel like “skiing together.” Like a ski instructor, you need to have close contact with your people on the slopes so that you can assess their strengths and weaknesses as they are doing their jobs. There should be a good back and forth with trial and error. With time, you will be able to decide what they can and can’t effectively handle on their own.

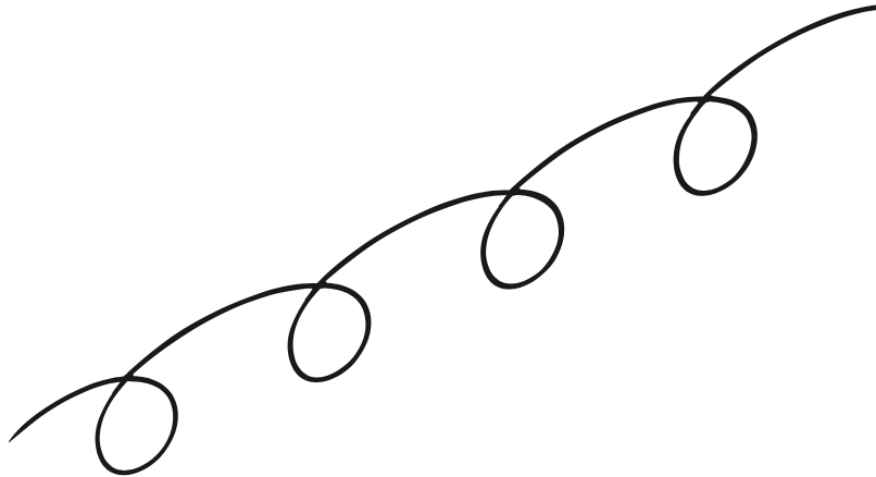
65b) An excellent skier is probably going to be more critical and a better critic of another skier than a novice skier. A student probably thinks his ski instructor is fabulous, while an Olympic skier looking at the same ski instructor would assess him to be at a much lower level.

... 66) Constantly compare your outcomes to your goals. Identify problems and diagnose whether the problems are with the way the organization is designed or with the way the people are handling their responsibilities. So remember how the following feedback loop to rapid improvement works.



And remember to do this constantly so you have a large sample size. You want to have a large sample size because 1) any one problem can either be a one-off imperfection or symptomatic of root causes that will show up as problems repeatedly; and 2) looking at a large sample size of problems will make clear which it is. Also, the larger your sample size, the clearer the root causes of your problems and the more obvious your solutions will be.

If you do this constantly in this way, your evolutionary process should look like this:



... 67) Look down on your machine and yourself within it from the higher level. Higher-level thinking doesn't mean the thinking done by higher-level beings. It means seeing things from a top-down perspective—like looking at a photo of Earth from outer space, which shows you the relationships between the continents, countries, and seas, and then going down to a photo of your country, then down to your neighborhood, then down to your family. If you just saw your family without the perspective of seeing that there are millions of other families, and there have been many millions of other families over thousands of years, and observing how your family compares and how families evolve, you would just be dealing with the items that are coming at you as they transpire without the perspective.

... 68) Connect the case at hand to your principles for handling cases of that type. Remember that every problem and task is just another “one of those”—i.e., another one of a certain type. Figuring out what type it is and reflecting on principles for handling that type of issue will help you do a better job. Whether or not you use the principles written here, you still must decide on a course of action and what guiding principles will be effective. Through this process, you will improve your principles as well as handle your issues better.

... 69) Conduct the discussion at two levels when a problem occurs: 1) the “machine” level discussion of why the machine produced that outcome and 2) the “case at hand” discussion of what to do now about the problem. Don’t make the mistake of just having the task-level discussion, because then you are micromanaging—i.e., you are doing your managee’s thinking for him and your managee will mistake your doing this as being OK, when that’s not OK (because you will be micromanaging). When having the machine-level discussion, think clearly how things should have gone and explore why they didn’t go that way. If you are in a rush to determine what to do and you have to tell the person who works for you what to do, point out that you are having to do this, make clear that you are having to do this and that is what you are doing, and make it a training experience—i.e., explain what you are doing and why.

... 70) Don’t try to be followed; try to be understood and to understand others. Your goal is to understand what is true and improve together. If you want to be followed, either for an egotistical reason or because you believe it more expedient to operate that way, you will pay a heavy price in the long run. If you are the only one thinking, the results will suffer.

70a) Don’t try to control people by giving them orders. They will likely resent the orders, and when you aren’t looking, defy them. An authoritarian approach also means you aren’t developing your employees, and over time they will become increasingly dependent on you, which damages all parties. Instead, the greatest power you have over intelligent people—and the greatest influence they will have on you—comes from constantly getting in synch about what is true and what is best so that they and you want the same things. People must desire to do the right things, and this desire must come from them. You can, however, show them the connection between fulfilling their responsibilities and their own well-being. Reaching agreement will come only from radically

open discussions in which you are fair, reasonable, and open-minded.

70b) Communicate the logic and welcome feedback. When making rules or changes, explain the principles behind the decision. We want reasonable thinkers to operate sensibly. We achieve this through principles that are sound and well understood, applied and tested through open discussion. It is each person's job to 1) evaluate whether he agrees with a decision, and if not, explain why; and 2) hold each other accountable for operating consistently within the organization's principles. We want people who understand the principles that allow our community to succeed and possess strong ethics that motivate them to work by our rules, rather than to sneak around them. We want people who know that if the community works well, it will be good for them. We don't want people who need to be ordered and threatened. We don't want people who just follow orders.

... 71) Clearly assign responsibilities. Eliminate any confusion about expectations and ensure that people view the failure to achieve their goals and do their tasks as personal failures.⁶⁴ The most important person is the one who is given the overall responsibility for accomplishing the mission and has both the vision to see what should be done and the discipline to make sure it's accomplished by the people who do the tasks.

... 72) Hold people accountable and appreciate them holding you accountable. It's better for them, for you, and for the community. Slacker standards don't do anyone any good. People can resent being held accountable, however, and you don't want to have to tell them what to do all the time. Instead, reason with them, so that they understand the value and importance of being held accountable. Hold them accountable on a daily basis. Constant examination of problems builds a sample size that helps point the way to a resolution and is a good way to detect problems early on

before they become critical. Avoiding these daily conflicts produces huge costs in the end.

64 You learn principles by experiencing the rewards and punishments of your actions interacting with reality. The clearer the relationship is between cause and effect, the better it is for learning and evolving. So clearly designated responsibilities enhance the feedback and learning process. For example, if you are in the woods and have to survive on your own, the connection between your actions and their results is clearer and is all that matters. Blame doesn't enter into it as it gets you nothing. All that you focus on are the interactions between your actions and their results.

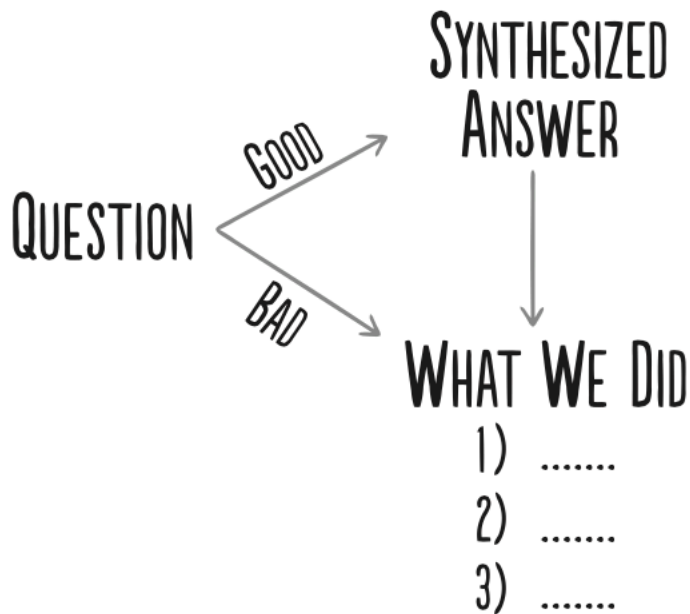
72a) Distinguish between failures where someone broke their “contract” from ones where there was no contract to begin with. If you didn't make the expectation clear, you generally can't hold people accountable for it being fulfilled (with the exception of common sense—which isn't all that common). If you find that a responsibility fell through the cracks because there was no contract, think about whether you need to edit the design of your machine.

... 73) Avoid the “sucked down” phenomenon. This occurs when a manager is pulled down to do the tasks of a subordinate without acknowledging the problem. The sucked down phenomenon bears some resemblance to job slip, since it involves the manager's responsibilities slipping into areas that should be left to others. Both situations represent the reality of a job diverging from the ideal of that job. However, the sucked down phenomenon is typically the manager's response to subordinates' inability to do certain tasks or the manager's failure to properly redesign how the responsibilities should be handled in light of changed

circumstances. You can tell this problem exists when the manager focuses more on getting tasks done than on operating his machine.

73a) Watch out for people who confuse goals and tasks, because you can't trust people with responsibilities if they don't understand the goals.

One way to test this: if you ask a high-level question (e.g., “How is goal XYZ going?”) a good answer will provide a synthesis upfront (e.g., of how XYZ is, in fact, going overall), and then support that assessment with the tasks done to achieve the goal. People who see the tasks and lose sight of the goals will just explain the tasks that were done and not make the connection to how those tasks relate to the machine that produces outcomes and achieves goals.



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... 76) Don't worry if your people like you; worry about whether you are helping your people and Bridgewater to be great. One of the most essential and difficult things you have to do is make sure the people who work for you do their jobs excellently. That requires constantly challenging them and doing things they don't like you to do, such as probing them. Even your best people, whom you regularly praise and reward, must be challenged and

probed. You shouldn't be a manager if you have problems confronting people or if you put being liked above ensuring your people succeed.

... 77) Know what you want and stick to it if you believe it's right, even if others want to take you in another direction.

... 78) Communicate the plan clearly. People should know the plans and designs within their departments. When you decide to divert from an agreed-upon path, be sure to communicate your thoughts to the relevant parties and get their views so that you are all clear about taking the new path.

78a) Have agreed-upon goals and tasks that everyone knows (from the people in the departments to the people outside the departments who oversee them). This is important to ensure clarity on what the goals are, what the plan is, and who is responsible to do what in order to achieve the goals. It allows people to buy into the plan or to express their lack of confidence and suggest changes. It also makes clear who is keeping up his end of the bargain and who is falling short. These stated goals, tasks, and assigned responsibilities should be shown at department meetings at least once a quarter, perhaps as often as once a month.

78b) Watch out for the unfocused and unproductive “we should...(do something).” Remember that to really accomplish things we need believable responsible parties who should determine, in an open-minded way, what should be done; so it is important to identify who these people are by their names rather than with a vague “we,” and to recognize that it is their responsibility to determine what should be done. So it is silly for a group of people who are not responsible to say things like “we should...” to each other. On the other hand, it can be desirable to speak to the responsible party about what should be done.

... 79) Constantly get in synch with your people. Being out of synch leads to confused and inefficient decision-making. It can also lead you in conflicting directions either because 1) you are not clear with each other, which often generates wildly differing assumptions, or 2) you have unresolved differences in your views of how things should proceed and why. Getting in synch by discussing who will do what and why is essential for mutual progress. It doesn't necessarily entail reaching a consensus. Often there will be irreconcilable differences about what should be done, but a decision still needs to be made, which is fine. The process of getting in synch will make it clear what is to be done and why, even if it cannot eliminate difference. One of the most difficult and most important things you must do, and have others do, is bring forth disagreement and work through it together to achieve a resolution. Recognize that this process takes time. It can happen any way people prefer: discussion, e-mail, etc. You must have a workable process for making decisions even when disagreements remain. I discuss such a process in the earlier section on getting in synch.

... 80) Get a “threshold level of understanding”—i.e., a rich enough understanding of the people, processes, and problems around you to make well-informed decisions.

... 81) Avoid staying too distant. You need to know your people extremely well, provide and receive regular feedback, and have quality discussions. Your job design needs to build in the time to do these things.

81a) Tool: Use daily updates as a tool for staying on top of what your people are doing and thinking.

Daily updates are brief descriptions of what the person did that day, what they are planning to do the next day, their problems, their questions, and their observations. They typically take about five minutes to write and do wonders for staying in touch.

... 82) Learn confidence in your people—don't presume it. It takes time to learn about people and what confidences can be placed in them. Sometimes new people are offended we don't yet have confidence in how they are handling their responsibilities. They think it's a criticism of their abilities when, in fact, it's a realistic recognition that we simply haven't had enough time or direct experience with them to form a point of view. No manager (including myself) should delegate responsibilities to people we don't yet know well enough to have confidence in. And new people shouldn't be offended if we haven't yet formed that confidence.

... 83) Vary your involvement based on your confidence. Management largely consists of scanning and probing everything for which you are responsible to identify suspicious signs. Based on what you see, you should vary your degree of digging, doing more of it for people and areas that look more suspicious, and less of it where probing instills you with confidence. With the right tools in place and performing well, your scanning will include both reviewing the output of these tools (e.g., “issues log,” “metrics,” “daily updates,” and “checklists”) and spot-checking.

... 84) Avoid the “theoretical should.” The theoretical should occurs when a manager theorizes that people should be able to do something when they can't or without actually knowing whether they can do it.

... 85) Care about the people who work for you. If you are not working with people you care about and respect, this whole thing ain't worth it. If you don't believe that, you probably shouldn't work at Bridgewater. While it's desirable to convey these feelings, having them is more important. It is good to share your lives together, but not required. Be there for weddings, births, and funerals. This is something that I try to do but fail to do enough because of the numbers, so I convey that I will be there for anyone

who really needs me. Personal contact at the time of personal difficulty is a must.

... 86) Logic, reason, and common sense must trump everything else in decision-making.

... 87) While logic drives our decisions, feelings are very relevant. A feeling is a reality—and a good reality—and it's up to management to deal with all realities sensibly. Good emotions are important. In fact, they are probably most important since they are the reasons behind the good things we do, e.g., satisfaction with a job wonderfully done and love of others. Emotions are bad only if they cloud judgment and take us away from what we want.

... 88) Escalate when you can't adequately handle your responsibilities, and make sure that the people who work for you do the same. Escalating means saying that you don't believe that you can successfully handle a situation and that you are passing the "responsible party" (RP) job to someone else. The person you are escalating to—the person to whom you report—can then decide whether to coach you through it, take control, have someone else handle it, or do something else. However, the boss should avoid being drawn into doing the job of the person who is failing without exploring why the job has not been done successfully without help. It's very important to get an accurate assessment of what each person can and can't do and why. If the boss just does the job for the person, even if it produces good results, we will lack the right attribution of success and failure. Remember that an important goal is to learn about what a person is like from testing, and that we want to get that information without crashing the car. So, the RP must either say that he can handle his job

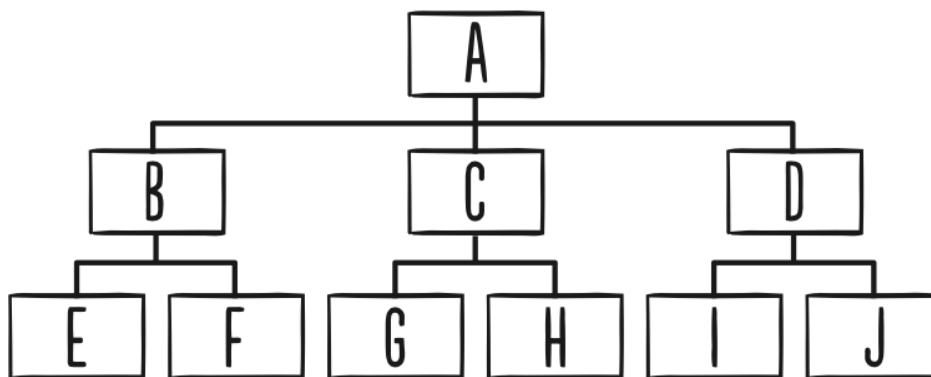
or that he cannot. And it is the responsibility of the boss to make the assessment of whether to remove the RP from the driver's seat because he might crash. We learn from mistakes by seeing our

failures, feeling the pain of them, and reflecting and gaining insight. If the boss and the RP don't recognize the RP's failures to fix things, and the RP lacks the ability to do the job, trouble will result. Remember that life is the best teacher— "the proof is in the pudding." So going through this process is essential to real learning.

88a) Make sure your people know to be proactive. Demand that they speak up when they won't meet agreed-upon deliverables or deadlines. This communication is essential to getting in synch on both a project level and on a personal level.

88b) Tool: An escalation button. Because there is confusion at times about whether responsible parties are conveying to their managers their problems or whether they are escalating, use an escalation button. This is a tool that makes clear to the manager that the managee is escalating.

... 89) Involve the person who is the point of the pyramid when encountering material cross-departmental or cross sub-departmental issues. Imagine an organizational chart as a pyramid that consists of numerous pyramids, so:



When issues involve parties that are not in the same part of the pyramid, it is generally desirable to involve the person who is at the point of the pyramid. The individual at the point has the

perspective and knowledge to weigh the trade-offs properly and make an informed decision. Not involving the person at the point of the pyramid will likely cause problems. In the diagram above, if persons G and H are having an issue, who is the point of the pyramid? If persons F and I are having an issue, who is the point of the pyramid?⁶⁵

90) Probe Deep and Hard to Learn What to Expect from Your “Machine”

So...

... 91) Know what your people are like, and make sure they do their jobs excellently. This requires constantly challenging them and probing them. That’s true even if your people are doing their jobs well, even though those people can be given more leeway.

... 92) Constantly probe the people who report to you, and encourage them to probe you. Managers are much less able to discover the right things to do than most people assume. I know that’s true for me. The people who work for you should constantly challenge you, in order for you to become as good as you can be. Also, inviting criticism brings to the surface any subterranean discontent and makes the people working for you responsible for helping to find solutions. It’s much easier for people to remain spectators offering unchallenged comments from the stands than to become players on the field. Forcing people onto the field strengthens the whole team. Communication is a two-way responsibility.

92a) Remind the people you are probing that problems and mistakes are fuel for improvement. They ought to understand that probing is good for them and everyone else. The main reason Bridgewater has improved at a much faster rate than most other companies over the past 30 years is that we seek out problems and

find systematic ways of eliminating them. This approach has given us an unlimited supply of practical ways to improve.

... 93) Probe to the level below the people who work for you.

You can't understand how the person who reports to you manages others unless you know their direct reports and can observe how they behave with them. Also encourage the people who work two levels below you to bring their disagreements with their bosses to you.

... 94) Remember that few people see themselves objectively, so it's important to welcome probing and to probe others.

... 95) Probe so that you have a good enough understanding of whether problems are likely to occur before they actually do. If problems take you by surprise, it is probably because you are either too far removed from your people and processes or you haven't adequately thought through how the people and processes might lead to various outcomes.

65 If you answered C and A, you understand the concept. If you didn't, think again.

95a) When a crisis appears to be brewing, contact should be so close that it's extremely unlikely that there will be any surprises.

95b) Investigate and let people know you are going to investigate so there are no surprises and they don't take it personally.

... 96) Don't "pick your battles." Fight them all. If you see something wrong, even something small, deal with it. Because 1) small badnesses can be symptomatic of serious underlying problems; 2) resolving small differences of perception may prevent more serious divergences of views; and 3) in trying to help to train

people, constant reinforcement of desired behavior is helpful. The more battles you fight, the more opportunities you will have to get to know each other and the faster the evolutionary process will occur.

... 97) Don't let people off the hook. Ask the important, difficult questions, and independently audit.

97) 不要让员工逃脱责任。问重要且难的问题，并且独立的审计。

... 98) Don't assume that people's answers are correct. They could be erroneous theories or “spin,” so you need to occasionally double-check them, especially when they sound questionable. Some managers are reluctant to do this, feeling as though it is the equivalent of saying they don't trust them. These managers need to understand and convey that trust in the accuracy of people's statements is gained or lost through this process. People will learn to be much more accurate in what they say to you if they understand this—and, increasingly, you will learn who and what you can rely on.

... 99) Make the probing transparent rather than private. That will help to assure the quality of the probing (because others can make their own assessments), and it will reinforce the culture of transparency and freedom to find truth.

100) Evaluate People Accurately, Not “Kindly”

So...

... 101) Make accurate assessments. Since truth is the foundation of excellence and people are your most important resource, make the most precise personnel evaluations possible. This accuracy takes time and considerable back-and-forth. Your assessment of how responsible parties are performing should be based not on whether they're doing it your way but on whether they're doing it

in a good way. Speak frankly, listen with an open mind, consider the views of other believable and honest people, and try to get in synch about what's going on with the person and why. Remember not to be overconfident in your assessments as it's possible you are wrong.

101a) Use evaluation tools such as performance surveys, metrics, and formal reviews to document all aspects of a person's performance. These will help clarify assessments and communication surrounding them.

101b) Maintain “baseball cards” and/or “believability matrixes” for your people. Imagine if you had baseball cards that showed all the performance stats for your people: batting averages, home runs, errors, ERAs, win/loss records. You could see what they did well and poorly and call on the right people to play the right positions in a very transparent way. These would also simplify discussions about compensation, incentives, moving players up to first string, or cutting them from the team. You can and should keep such records of your people. Create your baseball cards to achieve your goals of conveying what the person is like. I use ratings, forced rankings, metrics, results, and credentials. Baseball cards can be passed to potential new managers as they consider candidates for assignments.

... 102) Evaluate employees with the same rigor as you evaluate job candidates. Ask yourself: “Would I hire this person knowing what I now know about them?” I find it odd and silly that interviewers often freely and confidently criticize job candidates despite not knowing them well, yet they won't criticize employees for similar weaknesses even though they have more evidence. That is because some people view criticism as harmful and feel less protective of an outsider than they do of a fellow employee. If you believe accuracy is best for everyone, then you should see why this is a mistake and why frank evaluations must be ongoing.

... 103) Know what makes your people tick, because people are your most important resource. Develop a full profile of each person's values, abilities, and skills. These qualities are the real drivers of behavior, and knowing them in detail will tell you which jobs a person can and cannot do well, which ones they should avoid, and how the person should be trained. I have often seen people struggling in a job and their manager trying for months to find the right response because the manager overlooked the person's "package." These profiles should change as the people change.

... 104) Recognize that while most people prefer compliments over criticisms, there is nothing more valuable than accurate criticisms. While it is important to be clear about what people are doing well, there should not be a reluctance to profile people in a way that describes their weaknesses. It is vital that you be accurate.

... 105) Make this discovery process open, evolutionary, and iterative. Articulate your theory of a person's values, abilities, and skills upfront and share this with him; listen to his and others' response to your description; organize a plan for training and testing; and reassess your theory based on the performance you observe. Do this on an ongoing basis. After several months of discussions and real-world tests, you and he should have a pretty good idea of what he is like. Over time, this exercise will crystallize suitable roles and appropriate training, or it will reveal that it's time for the person to leave Bridgewater.

... 106) Provide constant, clear, and honest feedback, and encourage discussion of this feedback. Don't hesitate to be both critical and complimentary—and be sure to be open-minded. Training and assessing will be better if you frequently explain your observations. Providing this feedback constantly is the most effective way to train.⁶⁶

106a) Put your compliments and criticisms into perspective. I find that many people tend to blow evaluations out of proportion, so it helps to clarify that the weakness or mistake under discussion is not indicative of your total evaluation. Example: One day I told one of the new research people what a good job I thought he was doing and how strong his thinking was. It was a very positive initial evaluation. A few days later I heard him chatting away for hours about stuff that wasn't related to work, so I spoke

to him about the cost to his and our development if he regularly wasted time. Afterward I learned he took away from that encounter the idea that I thought he was doing a horrible job and that he was on the brink of being fired. But my comment about his need for focus had nothing to do with my overall evaluation of him. If I had explained myself when we sat down that second time, he could have better put my comments in perspective.

106b) Remember that convincing people of their strengths is generally much easier than convincing them of their weaknesses. People don't like to face their weaknesses. At Bridgewater, because we always seek excellence, more time is spent discussing weaknesses. Similarly, problems require more time than things that are going well. Problems must be figured out and worked on, while things that are running smoothly require less attention. So we spend a lot of time focusing on people's weaknesses and problems. This is great because we focus on improving, not celebrating how great we are, which is, in fact, how we get to be great. For people who don't understand this fact, the environment can

be difficult. It's therefore important to 1) clarify and draw attention to people's strengths and what's being done well; and 2) constantly remind them of the healthy motive behind this process of exploring weaknesses. Aim for complete accuracy in your assessments. Don't feel you have to find an equal number of "good and bad" qualities in a person. Just describe the person or the circumstances

as accurately as possible, celebrating what is good and noting what is bad.

106c) Encourage objective reflection—lots and lots of it.

106d) Employee reviews: While feedback should be constant, reviews are periodic. The purpose of a review is to review the employee's performance and to state what the person is like as it pertains to their doing their job.

66 Child psychologists, dog trainers, and other behavior modification specialists will tell you that constant, no-exception feedback is fundamental to good training.

A job review should have few surprises in it—this is because throughout the year, if you can't make sense of how the person is doing their job or if you think it's being done badly, you should probe them to seek understanding of root causes of their performance. Because it is very difficult for people to identify their own weaknesses, they need the appropriate probing (not nitpicking) of specific cases by others to get at the truth of what they are like and how they are fitting into their jobs.

From examining these specific cases and getting in synch about them, agreed-upon patterns will emerge. As successes and failures will occur in everyone (every batter strikes out a lot), in reviewing someone the goal is see the patterns and to understand the whole picture rather than to assume that one or a few failures or successes is representative of the person. You have to understand the person's modus operandi and that to be successful, they can't be successful in all ways—e.g., to be meticulous they might not be able to be fast (and vice versa). Steve Jobs has been criticized as being autocratic and impersonal, but his modus operandi might require him being that way, so the real choice in assessing his fit

for his job is to have him the way he is or not at all: that assessment must be made in the review, not just a theoretical assessment that he should do what he is doing and be less autocratic.

In some cases, it won't take long to see what a person is like—e.g., it doesn't take long to hear if a person can sing. In other cases, it takes a significant number of samples and time to reflect on them. Over time and with a large sample size, you should be able to see what people are like, and their track records (i.e., the level and the steepness up or down in the trajectories that they are responsible for, rather than the wiggles in these) will paint a very clear picture of what you can expect from them.

If there are performance problems, it is either because of design problems (e.g., the person has too many responsibilities) or fit/abilities problems. If the problems are due to the person's inabilities, these inabilities are either because of the person's innate weaknesses in doing that job (e.g., if you are 5-foot-2, you probably shouldn't be a center on the basketball team) or because of inadequate training to do the job. A good review, and getting in synch throughout the year, should get at these things.

The goal of a review is to be clear about what the person can and can't be trusted to do based on what the person is like. From there, "what to do about it" (i.e., how these qualities fit into the job requirement) can be determined.

... 107) Understand that you and the people you manage will go through a process of personal evolution.

Personal evolution occurs first by identifying your strengths and weaknesses, and then by changing your weaknesses (e.g., through training) or changing jobs to play to strengths and preferences. This process, while generally difficult for both managers and their subordinates, has made people happier and Bridgewater more

successful. Remember that most people are happiest when they are improving and doing things that help them advance most rapidly, so learning your people's weaknesses is just as valuable for them and for you as learning their strengths.

... 108) Recognize that your evolution at Bridgewater should be relatively rapid and a natural consequence of discovering your strengths and weaknesses; as a result, your career path is not planned at the outset. Your career path isn't planned because the evolutionary process is about discovering your likes and dislikes as well as your strengths and weaknesses. The best career path for anyone is based on this information. In other words, each person's career direction will evolve differently based on what we all learn. This process occurs by putting people into jobs that they are likely to succeed at, but that they have to stretch themselves to do well. They should be given enough freedom to learn and think for themselves while being coached

so they can be taught and prevented from making unacceptable mistakes. During this process they should receive constant feedback. They should reflect on whether their problems can be resolved by additional learning or stem from innate qualities that can't be changed. Typically it takes six to 12 months to get to know a person in a by-and-large sort of way and about 18 months to change behavior (depending on the job and

the person). During this time, there should be periodic mini-reviews and several major ones. Following each of these assessments, new assignments should be made to continue to train and test them. They should be tailored to what was learned about the person's likes and dislikes and strengths and weaknesses. This is an

iterative process in which these cumulative experiences of training, testing, and adjusting direct the person to ever more suitable roles and responsibilities. It benefits the individual by providing better self-understanding and greater familiarity with various jobs at Bridgewater. This is typically both a challenging and rewarding process. When it results in a parting of ways, it's usually because people find they cannot be excellent and happy in any job at Bridgewater or they refuse to go through this process.

... 109) Remember that the only purpose of looking at what people did is to learn what they are like. Knowing what they are like will tell you how you can expect them to handle their responsibilities in the future. Intent matters, and the same actions can stem from different causes.

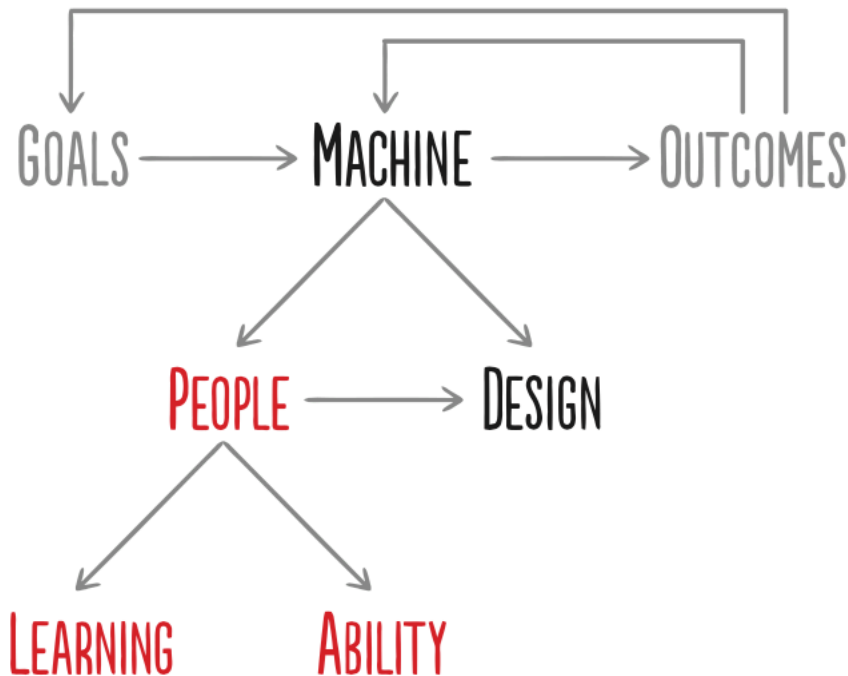
109a) Look at patterns of behaviors and don't read too much into any one event. Since there is no such thing as perfection, even excellent managers, companies, and decisions will have problems. It's easy, though often not worth much, to identify and dwell on tiny mistakes. In fact, this can be a problem if you get bogged down pinpointing and analyzing an infinite number of imperfections. At the same time, minor mistakes can sometimes be manifestations of serious root causes that could cause major mistakes down the road, so they can be quite valuable to diagnose. When assessing mistakes it is important to 1) ask whether these mistakes are manifestations of something serious or unimportant and 2) reflect on the frequency of them. An excellent decision-maker and a bad decision-maker will both make mistakes. The difference is what causes them to make mistakes and the frequency of their mistakes.

There is also a difference between "I believe you made a bad decision" and "I believe you are a bad decision-maker," which can be ascertained only by seeing the pattern. Any one event has many different possible explanations, whereas a pattern of behavior can tell you a lot about root causes. There are many qualities that make

up a person. To understand each requires 1) a reliable sample size and 2) getting in synch (i.e., asking the person why and giving feedback). Some qualities don't require a large sample size—e.g., it takes only one data point to know if a person can sing—and others take multiple observations (five to 10). The number of observations needed to detect a pattern largely depends on how well you get in synch after each observation. A quality discussion of how and why a person behaved a certain way should help you quickly understand the larger picture.

109b) Don't believe that being good or bad at some things means that the person is good or bad at everything. Realize that all people have strengths and weaknesses.

... 110) If someone is doing their job poorly, consider whether this is due to inadequate learning (i.e., training/ experience) or inadequate ability. A weakness due to a lack of experience or training or due to inadequate time can be fixed. A lack of inherent ability cannot. Failing to distinguish between these causes is a common mistake among managers, because managers are often reluctant to appear unkind or judgmental by saying someone lacks ability. They also know people assessed this way tend to push back hard against accepting a permanent weakness. Managers need to get beyond this reluctance. In our diagram of thinking through the machine that will produce outcomes, think about...



... 111) Remember that when it comes to assessing people, the two biggest mistakes are being overconfident in your assessment and failing to get in synch on that assessment. Don't make those mistakes.

111a) Get in synch in a non-hierarchical way regarding assessments. The greatest single discrepancy between a manager and a managee is how well each performs his job. In most organizations, evaluations run in only one direction, with the manager assessing the managee. The managee typically disagrees with the assessment, especially if it is worse than the employee's self-assessment, because most people believe themselves to be better than they really are. Managees also have opinions of managers that in most companies they wouldn't dare bring up, so misunderstandings and resentments fester. This perverse behavior undermines the effectiveness of the environment and the relationships between people. It can be avoided by getting in synch in a high-quality way.

111b) Learn about your people and have them learn about you with very frank conversations about mistakes and their root

causes. You need to be clear in conveying your assessments and be open- minded in listening to people's replies. This is so they can understand your thinking and you can open- mindedly consider their perspectives. So together you can work on setting their training and career paths. Recognizing and communicating people's weaknesses is one of the most difficult things managers have to do. Good managers recognize that while it is difficult in the short term, it actually makes things easier in the long term, because the costs of having people in jobs where they can't excel are huge. Most managers at other companies dodge being as open with assessments as we insist on; more typically, managers elsewhere tend to be less frank in conveying their views, which is neither fair nor effective.

... 112) Help people through the pain that comes with exploring their weaknesses. Emotions tend to heat up during most disagreements, especially about someone's possible weaknesses. Speak in a calm, slow, and analytical manner to facilitate communication. If you are calm and open to others' views, they are less likely to shut down logical exchanges than if you behave emotionally. Put things in perspective by reminding them that their pain is the pain that comes with learning and personal evolution—they're going to be in a much better place by getting to truth. Consider asking them to go away and reflect when they are calm, and have a follow-up conversation in a few days.

... 113) Recognize that when you are really in synch with people about weaknesses, whether yours or theirs, they are probably true. Getting to this point is a great achievement. When you reach an agreement, it's a good sign you're there. This is one of the main reasons why the person being evaluated needs to be an equal participant in the process of finding truth. So when you do agree, write it down on the relevant baseball card. This information will be a critical building block for future success.

... 114) Remember that you don't need to get to the point of "beyond a shadow of a doubt" when judging people. Instead, work toward developing a mutually agreed "by-and-large" understanding of someone that has a high level of confidence behind it. When necessary, take the time to enrich this understanding. That said, you should not aim for perfect understanding. Perfect understanding isn't possible, and trying to get it will waste time and stall progress.

... 115) Understand that you should be able to learn the most about what a person is like and whether they area "click" for the job in their first year. You should be able to roughly assess someone's abilities after six to 12 months of close contact and numerous tests and getting in synch about them. A more confident assessment so that you can make a more confident role assignment will probably take about 18 months. This timeline will, of course, depend on the job, the person, the amount of contact with that person, and how well you do it. As I will explain

in the section on design, the ratio of senior managers to junior managers, as well as the ratio of managers to the number of people who work two levels below them, should be small enough to ensure quality communication and mutual understanding. Generally, that ratio should not be more than 1:10, preferably more like 1:5.

... 116) Continue assessing people throughout their time at Bridgewater. You will get to know them better, it will help you train and direct them, and you won't be stuck with an obsolete picture. Most importantly, assess what your people's core values and abilities are and make sure they complement Bridgewater's. Since core values and abilities are more permanent than skills, they are more important to ascertain, especially at Bridgewater. As mentioned, you should be able to roughly assess people's abilities after six to 12 months of close contact and confidently assess them after 18 months.

Don't rest with that evaluation, however. Always ask yourself if you would have hired them for that job knowing what you now know. If not, get them out of the job.

117) Train and Test People Through Experiences

So...

... 118) Understand that training is really guiding the process of personal evolution. It requires the trainee to be open-minded, to suspend ego in order to find out what he is doing well and poorly, and to decide what to do about it. It also requires the trainer to be open-minded (and to do the other things previously mentioned). It would be best if at least two believable trainers work with each trainee in order to triangulate views about what the trainee is like. As previously explained, the training should be through shared experiences like that of a ski instructor skiing with his student—i.e., it should be an apprentice relationship.

... 119) Know that experience creates internalization. A huge difference exists between memory-based “book” learning and hands-on, internalized learning. A medical student who has “learned” to perform an operation in his medical school class has not learned it in the same way as a doctor who has already conducted several operations. In the first case, the learning is stored in the conscious mind, and the medical student draws on his memory bank to remember what he has learned. In the second case, what the doctor has learned through hands-on experience is stored in the subconscious mind and pops up without his consciously recalling it from the memory bank. People who excel at book learning tend to call up from memory what they have learned in order to follow stored instructions. Others who are better at internalized learning use the thoughts that flow from their subconscious. The experienced skier doesn't recite instructions on how to ski and then execute them; rather, he does it well “without thinking,” in the same way he breathes without thinking.

Understanding these differences is essential.⁶⁷ Remember that experience creates internalization. Doing things repeatedly leads to internalization, which produces a quality of understanding that is generally vastly superior to intellectualized learning.

... 120) Provide constant feedback to put the learning in perspective. Most training comes from doing and getting in synch about performance. Feedback should include reviews of what is succeeding and what is not in proportion to the actual situation rather than in an attempt to balance compliments and criticisms. You are a manager, and you want your machine to function as intended. For it to do so, employees must meet expectations, and only you can help them to understand where they are in relation to expectations. As strengths and weaknesses become clearer, responsibilities can be more appropriately tailored to make the machine work better and to facilitate personal evolution. The more intensely this is done, the more rapid the evolutionary process will be. So you must constantly get in synch about employee performance.

120) 提供持续的反馈以正确对待(员工)的了解。大多数的培训来自于做和并于表现的同步化。反馈应该包括对成功和不成功事情的回顾,并且这种回顾要与实际情况成比例,而不是尝试要去建立一种平衡的赞扬与批评.你是一个管理者,并且你想 要你的组织像你打算的那样运转良好. 为了让组织运转良好,员工们必须达到很多的预期,并且只有你能帮助你的员工们弄清他们与很多预期之间的关系中处于什么样的位置. 随着优势和 劣势变得更加清晰, 责任可能

更加合适的良身分配以使组织更 好的运转并且有助于个人成长. 这样做的程度越紧密, 进化的过程就会越快. 所以你必须不断地对员工的表现进行信息同步化.

... 121) Remember that everything is a case study. Think about what it is a case of and what principles apply.

121) 记住任何一件事情都是一个案例学习. 思想什么是一个命 案和什么样的多个原则可以适用且.

... 122) Teach your people to fish rather than give them fish. It is a bad sign when you tell people what they should do because that behavior typically reflects micromanagement or inability on the part of the person being managed. Instead, you should be training and testing. So give people your thoughts on how they might approach their decisions or how and why you would operate in their shoes, but don't dictate to them. Almost all that you will be doing is constantly getting in synch about how they are doing things and exploring why.

122) 教你的员工捕鱼的能力而不是给他们鱼. 当告诉你的员 们他们应该要做什么的时候, 这是一个坏的信号. 因为那种告诉 的行为典型地反应了微观管理或者是被管理的员工他们能力不足. 取而代之的是, 你应该去培训和测试(他

们).所以给予员们你 的各种想法,这些想法是关于他们可以达成各种决策的,或者是 你在他们处境下会如何操作和为什么这样操作,但是不要命令他们.几乎所有的你将会做的事都是在持续的同步化信息, 这些信息 包括关于他们如何做事情并且探索为什么.

67 I believe that school overrates the importance of intellectualized learning. People who were terrific in school and very good at this type of learning tend to overvalue it, or at least fail to distinguish it from the experiential/ internalized kind of learning. This lack of differentiation can become a great peril later in life. Many people who have had great academic success need to be mindful of this challenge, especially if their success has been in the “sciences,” such as math and engineering. I also believe this is why hands-on experience is particularly valuable for these types of people.

67. 我相信学校过分地强调了基于书本的记忆化学习的重要性. 那些在学校成绩非常好的人和非常擅长于本的记忆化学习的人 倾向于过度评价这种类型学习, 或至少没能区分这种类型学习 与经验/内化式的学习. 这种区分的缺乏在日后能演变成为一种极度的危险. 许多已经拥有极高学术成就的人需要意识到这种挑战, 特别是如果他们已 经在学科领域成功了,比如数

学和工程学. 我也相信这是为什么 一手经验对这些类型的人特别有价值.

... 123) Recognize that sometimes it is better to let people make mistakes so that they can learn from them rather than tell them the better decision. However, since the connections between cause and effect can be misunderstood, providing feedback for these people is essential to the learning process.

123) 认识到有时让员工去犯错误以使他们从错误中学习比告诉他们更好的决策要好. 然而, 因为在因果关系之间的联系可能被误读, 所以给这些人提供反馈对于学习的过程是至关重要的.

123a) When criticizing, try to make helpful suggestions. Your goal is to help your people understand and improve, so your suggestions are important. Offering suggestions also helps those being criticized to understand that your goal is to help them and Bridgewater, not to hurt them.

123a) 当批评的时间, 尝试去提供有帮助性的多个建议. 你有目标是帮助你的员工们理解和提升, 所以你的建议是至关重要的. 提供建议也帮助这些被批评的人去理解你的目标是去帮助他们 和桥水公司. 不是去伤害他们.

123b) Learn from success as well as from failure. Point out examples of jobs that are well done and the causes of success. This reinforces good behavior and creates role models for those who are learning.

123b) 从成功中学习,也从失败中学习. 指出多个案例,这些案例是关于工作做的好的和这些成功背后的多个原因. 这加强了 好的行为并且为这些学习的人创造了角色凯模.

... 124) Know what types of mistakes are acceptable and unacceptable, and don't allow the people who work for you to make the unacceptable ones. When considering what failures you are willing to allow in order to promote learning through trial and error, weigh the potential damage of a mistake against the benefit of incremental learning. In defining what latitude I'm willing to give people, I say, "I'm willing to let you scratch or dent the car, but I won't put you in a position where I think there's a significant risk you could total it."

124) 知道什么类型的错误是可以接受和什么类型的错误是不可以接受的, 并且允许为你工作的人去犯不可接受的错误. 当考虑为了通过试错的方式来提升学习, 你愿意接受什么样的失败时, 权衡一个错误可能的损害与它带来的增量学习的益处. 在定义我愿意给人们什么样的限度时, 我说:"我愿意让你去弄出 车印和车的

凹口”，但是我不会把你放在一个我认为你会把车 撞毁的位置上。

... 125) Recognize that behavior modification typically takes about 18 months of constant reinforcement. The first step is intellectualizing the best way of doing things. If you're out of shape you must understand that you are out of shape, you must want to get in shape, and you must understand the way to get in shape: "I want to be fit by eating well and exercising." Then the intellect will fight with desires and emotions. With determination, the intellect will overcome the impediments to doing what's necessary to achieve the goal, and the desired behavior will occur. After doing that consistently for 18 months, the new behavior will be internalized.

125) 认识到行为的修正通常需要 18 个月的持续强化。第一步是意识到做事情的最佳方式。如果你超重了，你必须 意识到你超重了，你必须想要去减重，并且你必须理解减肥的 方式：“我想要通过吃得好和合适的锻练来减肥”然后理解将会 战胜欲望和情感。伴随着决心，理智将会战胜做必须事情的障 碍来达成目标，并且想要的行为将会发生。在持续的做了18个月以后，新的行为方式将会内化(为你的一种能力。)

... 126) Train people; don't rehabilitate them. Training is part of the plan to develop people's skills and to help them evolve.

Rehabilitation is the process of trying to create significant change in people's values and/or abilities. Since values and abilities are difficult to change, rehabilitation typically takes too long and is too improbable to do at Bridgewater. If attempted, it is generally best directed by professionals over extended periods of time. People with inappropriate values and inadequate abilities to meet their job requirements have devastating impacts on the organization. They should be properly sorted (see the principles section on sorting).

126) 培训你的员工;不要去改造他们 培训是发展员工技能和帮助他们进化的计划的一部分。改造是一个尝试创造人们价值观和/或能力的巨大改变的过程。因为 价值格和能力是很难改变的, 改造通常要花很长时间并且它不 太可能在桥水公司实施。如果尝试去改造, 是一般最好在专业 人士指导下, 且要花很长的时间。拥有不合适价值观和达不到 工作要示的能力不足的员工对组织有毁灭性的影响。他们应该 被恰当的选出来(参见原则中选择的章节)

126a) A common mistake: training and testing a poor performer to see if he or she can acquire the required skills without simultaneously trying to assess their abilities. Skills are readily testable, so they should be easy to determine. Knowing them is less important than knowing people's abilities. That makes picking people with the right skills relatively easy. Abilities, especially right-brained abilities, are more difficult to assess. When thinking about why someone is a poor performer, openly consider

whether it is a problem with their abilities. Values are the toughest and take the longest to assess.

126a) 一个通常的错误:培训和测试糟糕的表现者去看是否他 /她能够获得所需的技能而不与此同时尝试去评估他们的能力。技能是很容易被测试的,因此他们应该很容易来确定。知道技能没有比知道员工的能力重要。那使得挑选有合适技能的员工 相对来说容易。能力,特别是右脑能力,更加难以评估。当思考为什么一些人是糟糕的表现者,开诚布公地考虑是否它是一个基于能力 的总是。价值观是最难的并且要花最长的时间去评估。

... 127) After you decide “what’s true” (i.e., after you figure out what your people are like), think carefully about “what to do about it.” As mentioned before, it’s important to separate thinking about “what’s true” and thinking about “what to do about it.”

Figuring out what’s true takes time—often several months filled with a large sample size. Figuring out what to do about it (i.e., designing) is much faster—typically hours or days—but it isn’t instantaneous. Too often people either jump to decisions or don’t make them.

127) 在你决定什么是“真实”(那就是说,在你弄清楚你的 员工是什么样的之后,仔细考虑“要为之做什么。”) 就像之前提到的, 区分

什么思考什么是“真实的”和思考“要为之做什么。”弄清楚什么是真实的要花时间——经常要花几个月时间。弄清楚为之做什么（那就是设计）要快得多。——通常几个小时或几天——但是它不是瞬间的。太通常的情况是人们要么跳到决策或者根本就不会做决策。

128) Sort People into Other Jobs at Bridgewater, or Remove Them from Bridgewater

128) 选出员工到桥水公司的其它岗位上去，或者把它们移出桥水公司。

So...

所以.....

... 129) When you find that someone is not a good “click” for a job, get them out of it ASAP. If you are expecting/wishing people to be much better in the near future than they have been in the past, you are making a serious mistake—instead, sort the people. People who repeatedly operated in a certain way probably will continue to operate that way because that behavior reflects what they’re like. Since people generally change slowly (at best), you should expect slow improvement (at best), so instead of hoping for improvement, you need to sort the people or change the design to supplement them. Since changing the design to accommodate people’s weaknesses is generally a bad idea, it is generally better to sort the people.

129) 当你发现有人不是一个工作上的“好人选”时，尽可能快地把他们移出岗位。如果你期待/希望员工能在近期时间内比他们过去已经做到的要能做得好得多，那你就犯了一个非常严重的错误—取而代之的是，去把员工换掉。那些总是以一种特定方式行动的人可能将会继续去按那样的方式来做，因为那种行为反应了他们是什么样的人。因为人们在最好的情况下也一般会改进缓慢，你在最好的情况下也只应该期待缓慢的进步，所以不是去希望他进步，你需要去换掉员工或者去改变设计来弥补员工的不足。因为改变设计去适应员工的缺点一般是一个糟糕的主意，所以一般更好的方式是去换掉员工。

Sometimes good people “lose their boxes” because they can’t evolve into responsible parties soon enough. Either there is a problem with their qualities or it will take too long to train them well. Some of these people might be good at another position within Bridgewater. Remember that identifying failure and learning from it are part of the evolutionary process. Make sure you record the reasons on the relevant “baseball card” and think about what a good next step would be for that individual.

有时好的员工“失去他们的岗位”因为他们不能足够快的方式进化到负责任方。要么那里存在一个他们品质的问题或者需要花很长的时间去把他们培训好。有一些这样的人可能擅长桥

水公司里其它的位置。记得认清失败并且从失败中去学习是进化过程中的一部分。确保你记录下相关的棒球卡片的原因并且思考对那个人来说，什么是一个好的下一步。

... 130) Know that it is much worse to keep someone in a job who is not suited for it than it is to fire someone.

Don't collect people. Firing people is not a big deal—certainly nowhere near as big a deal as keeping badly performing people, because keeping a person in a job they are not suited for is terrible both for the person (because it prevents personal evolution) and our community (because we all bear the consequences and it erodes meritocracy). Consider the enormous costs of not firing someone unsuited for a job: the costs of bad performance over a long time; the negative effect on the environment; the time and effort wasted trying to train the person; and the greater pain of separation involved with someone who's been here awhile (say, five years or more) compared with someone let go after just a year.

130) 知道让一个不合适的人呆在工作岗位上比开掉这个人更糟糕。不要留着员工。开掉员工不是一个很大的事—当然不会比留着一个人不适的员工在岗位上更大。因为留着一个人在一个他们不合适的岗位上是对个人(因为它阻碍了个人的成长)和我们的团队(因为我们都要承受后果和它腐蚀了精英统制)都是糟糕的事。考虑到开掉一个合适岗位员工的人的代价：长时期不

合适工作的代价;对环境的负面的影响;尝试去培训员工所浪费的时间和努力;与一个在这里呆了很长时间的人的分别的痛苦,比如5年或更长时间的员工与只呆了1年就让其离开时的痛苦。

... 131) When people are “without a box,” consider whether there is an open box at Bridgewater that would be a better fit. If not, fire them. Remember that we hire people not to fill their first job at Bridgewater nor primarily for their skills. We are trying to select people with whom we’d like to share our lives. We expect everyone to evolve here. Because managers have a better idea of people’s strengths and weaknesses and their fit within our culture than what emerges from the interview process, you have invaluable information for assessing them for another role at Bridgewater.

131) 当员工没有“工作岗位时”,考虑是否在桥水公司有一个空缺的岗位将更适合此员工。记住我们雇佣员工不是去填补他们在桥水公司的第一份工作,也主要不是为了他们的技能。我们尝试去选出那些我们想与他们共享我们生命的员工。我们希望每位员工都在这里进化。因为经理对员工的优点和缺点和他们对我们文化的切合度有比从面试过程中对他们的印象有

更好的观点，因此经理们有 无价的信息来评估员工对于桥水公司另一岗位的适应度。

... 132) Do not lower the bar. If a person can't operate consistently with our requirements of excellence and radical truth and can't get to the bar in an acceptable time frame, they have to leave. We want to neither lower the bar nor enter into a long-term rehabilitation program.

132) 不要降低标准 如果一名员工不能持续的在我们对优秀和极度真实要求之下来 操作，并且在时间范围之内员工无法达到目标要求，他们不得 不离开。我们既不想降低标准，也不想进入一个长期的改造程序之中。

To Perceive, Diagnose, and Solve Problems.

去观察，诊断，解决问题。

... 133) Know How to Perceive Problems Effectively So...

133) 知道如何去有效的观察问题, 所以.....

... 134) Keep in mind the 5-Step Process explained in Part 2.

134) 记住在第 2 部分解释的 5 个步骤

... 135) Recognize that perceiving problems is the first essential step toward great management. As in nature, if you can't see what's happening around you, you will deteriorate and eventually

die off. People who can 1) perceive problems, 2) decide what to do about them, and 3) get these things done can be great managers.

135) 意识到观察到问题是迈向卓越管理的至关重要的第一步。就像自然一样，如果你不能看到你周围发生了什么，你将会变糟并且最终死去。1) 那些能够察觉到问题，2. 决定对问题做些什么，并且3) 把这些事情做掉的人能够成为伟大的管理者。

... 136) Understand that problems are the fuel for improvement.

Problems are like wood thrown into a locomotive engine, because burning them up—i.e., inventing and implementing solutions—propels us forward. Problems are typically manifestations of root causes, so they provide clues for getting better. Most of the movement toward excellence comes from eliminating problems by getting at their root causes and making the changes that pay off repeatedly in the future. So finding problems should get you excited because you have found an opportunity to get better.

136) 理解问题是进步的燃料。问题就像扔进火车头引擎的木头，因为燃烧它们—那就是，发明并且实施解决方案—把我们向前推进。问题通常都是底层 原因的表现，所以他们为我们变得更好提供线索。大多数朝向卓越的运动来自于通过消除底层原因和做出 能够在将来可以不断得到

奖励的改变来解决问题。所以发现问题应该让你感到兴奋，因为你已经发现了变得更好的机会。

... 137) You need to be able to perceive if things are above the bar (i.e., good enough) or below the bar (i.e., not good enough), and you need to make sure your people can as well. That requires the ability to synthesize.

137) 你需要能够察觉是否事情比标准要好(那就是足够好) 或者是低于标准。(那就是，不够好)，并且你需要去确保你的员工也能察觉。

... 138) Don't tolerate badness. Too often I observe people who observe badness and tolerate it. Sometimes it is because they don't have the courage to make the needed changes, and sometimes it is because they don't know how to fix it. Both are very bad. If they're stuck, they need to seek the advice of believable people to make the needed changes, and if that doesn't work, they need to escalate.

138) 不要容忍糟糕. 太经常我观察到员工观察到糟糕并且容忍它。有时是因为他们没有勇气去做出所需的改变，并且有时它 是因为他们不知道如何去修补。两者都非常糟糕。如果他们被(问题)卡住了，他们需要去寻找可信任的人的建议以做出所需的改变，并且如果那没有效果，他们需要向上级汇报。

... 139) **“Taste the soup.”** A good restaurateur constantly tastes the food that is coming out of his kitchen and judges it against his vision of what is excellent. A good manager needs to do the same.

139) “尝试汤”

一个好的餐饮老板经常尝试从厨房里出来的食物并且用他所有的何为卓越的食物观点来进行评价。一个好的经理需要做同样的事情。

... 140) **Have as many eyes looking for problems as possible.**

Encourage people to bring problems to you and look into them carefully. If everyone in your area feels responsible for the well-being of that area and feels comfortable speaking up about problems, your risks of overlooking them will be much less than if you are the only one doing this. This will help you perceive problems, gain the best ideas, and keep you and your people in synch.

140) 让尽可能多的眼睛来寻找问题。

鼓励人们把问题带给你并且仔细的看那些问题。如果每个在你领域的人都感到对那个区域负责任并且感到在公开场合说出问题感到舒服，你忽略问题的风险将会比只有你一个人来盯着问题要小得多。这将会帮助你观察到问题，获得最

佳的思想，并且使得你和你的员工保持信息同步。

140a) “Pop the cork.” It’s your responsibility to make sure that communications from your people are flowing freely.

140a) “拔出瓶塞。”确保你的员工的交流是自由地是你的责任。

140b) Hold people accountable for raising their complaints.
Ask yourself: 1) Does someone think there’s something wrong? 2) Did this lead to a proper discussion?; and 3) If they felt raising the issue didn’t lead to the proper response, did they escalate it? That’s how it should be.

140b) 让你的员工对说了他们的报怨负责。

问你自己：) 有人认为那里有问题吗？2) 这会导致合适的讨论吗？并且3) 如果他们感觉到提出问题并不能导致合适的回应，他们会向上级汇报吗？向上级汇报是应该做的。

140c) The leader must encourage disagreement and be either impartial or open-minded.

140c) 领导必须鼓励不同意见, 并且要么是公正的, 要么是开诚布公的。

140d) The people closest to certain jobs probably know them best, or at least have perspectives you need to understand, so those people are essential for creating improvement.

140d) 与相关工作最接近的员工很可能最清楚这些工作, 或者至少拥有你需要去理解的观点, 所以这些员工对于创造提升是至关重要的。

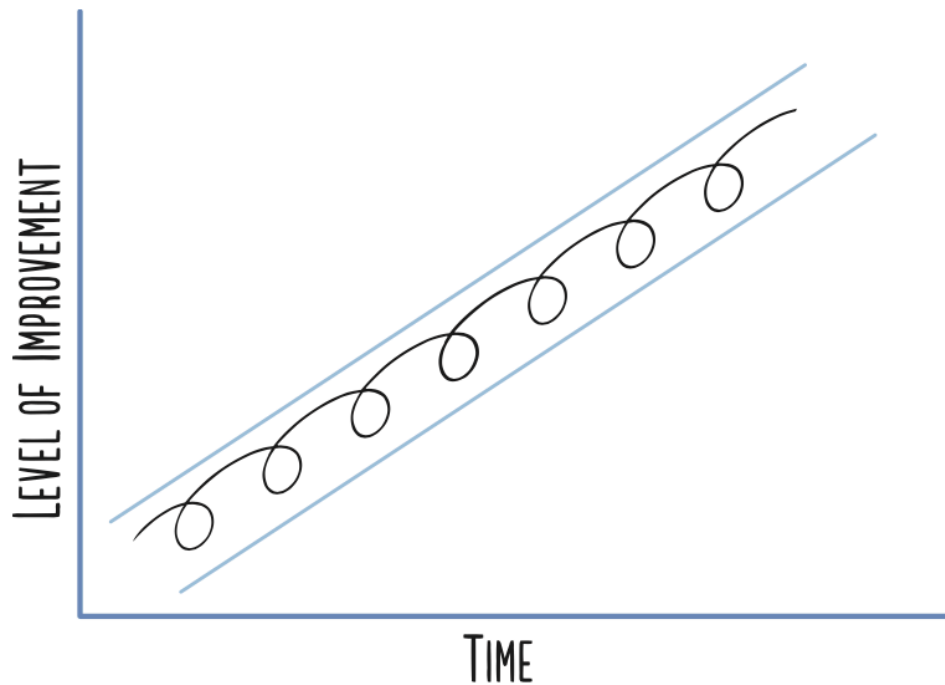
... 141) To perceive problems, compare how the movie is unfolding relative to your script—i.e., compare the actual operating of the machine and the outcomes it is producing to your visualization of how it should operate and the outcomes you expected. As long as you have the visualization of your expectations in mind to compare with the actual results, you will note the deviations so you can deal with them. For example, if you expect improvement to be within a specific range...

141) 观察总是, 并把电影的真实展开与你的电影剧本进行对比。

--那就是, 对比机器的实际操作, 机器所产生的结果和你预期中机器应该如何操作, 你所期待的结果。只要你对关于你预期中期待发生的

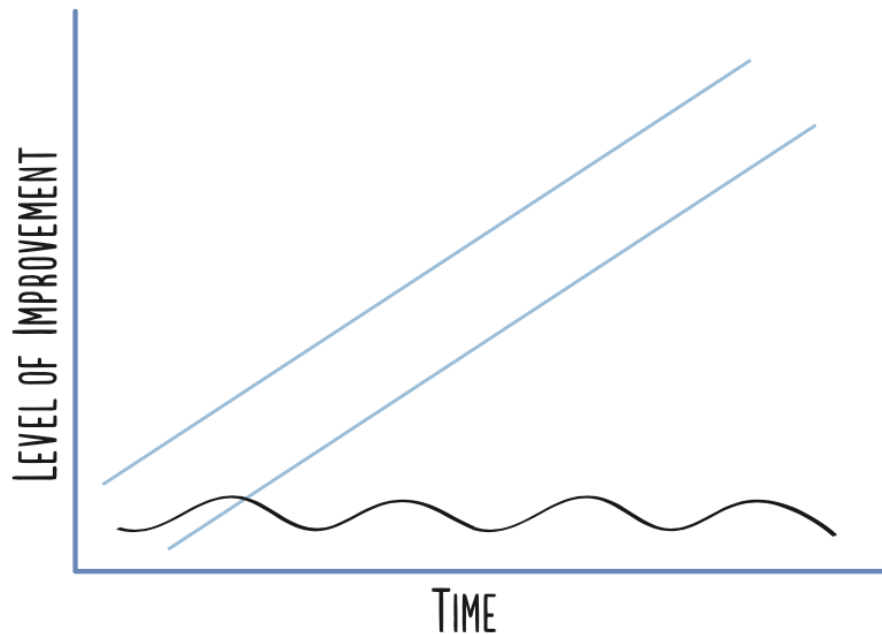
情况与实际结果进行对比，你将会发现偏差，所以就你能处理它们。

例如，如果你期待提升到一个具体的范围里



... and it ends up looking like this...

.....并且它的结果(看上去是这样)



... you will know you need to get at the root cause to deal with it. If you don't, the trajectory will probably continue.

你将会知道你需要去到底层原因来处理它，如果你不去这样做， 这根波浪线将很可能会继续。

... 142) Don't use the anonymous "we" and "they," because that masks personal responsibility—use specific names. For example, don't say "we" or "they" handled it badly. Also avoid: "We should..." or "We are..." Who is "we"? Exactly who should, who made a mistake, or who did a great job? Use specific names. Don't undermine personal accountability with vagueness. When naming names, it's also good to remind people of related principles like "mistakes are good if they result in learning."

142) 不要使用匿名的“我们”和“他们”，因为那遮住了个人的责任—使用具体的名字。

例如，不要说“我们”或“他们”处理这件事很糟糕。同样也避免“我们应该”和“我们是”谁是“我们”？究竟是谁应该，谁犯了错误，或者谁做得很棒？使用具体的名字。不要用模糊性破坏个人的责任。当指出姓名时，提醒人们相关于原则比如“错误如果导致学习则是好的”也是好的。

... 143) Be very specific about problems; don't start with generalizations. For example, don't say, "Client advisors aren't communicating well with the analysts." Be specific: name which client advisors aren't doing this well and in which ways. Start with the specifics and then observe patterns.

143) 对于问题要非常具体;不要一开始就概括化。例如，不要说“客户建议者没有很好与分析师交流”要非常具体:说出是哪一个客户咨询没有做好和以何种方式没有做好。要以具体情形开始，然后观察类型。

... 144) Tool: Use the following tools to catch problems: issues logs, metrics, surveys, checklists, outside consultants, and internal auditors.

144) 工具：使用如下工具来抓住问题：问题日志, 度量工具, 调查表, 检查清单, 外部顾问和内部审记.

- . 1) Issues log: A problem or “issue” that should be logged is easy to identify: anything that went wrong. The issues log acts like a water filter that catches garbage. By examining the garbage and determining where it came from, you can determine how to eliminate it at the source. You diagnose root causes for the issues log the same way as for a drilldown (explained below) in that the log must include a frank assessment of individual contributions to the problems alongside their strengths and weaknesses. As you come up with the changes that will reduce or eliminate the garbage, the water will become cleaner. In addition to using issues logs to catch problems, you can use them to measure the numbers and types of problems, and they can therefore be effective metrics of performance. A common challenge to getting people to use issues logs is that they are sometimes viewed as vehicles for blaming people. You have to encourage use by making clear how necessary they are, rewarding active usage, and punishing non-use. If, for example, something goes wrong and it’s not in the issues log, the relevant people should be in big trouble. But if something goes wrong and it’s there (and, ideally, properly diagnosed), the relevant people will probably be rewarded or praised. But there must be personal accountability.

- . 1) 问题日志 一个应该被记录问题或一个“事件”是很容易来发现的：即任何 一件进展错误的事。问题日志像一个水过滤器抓住垃

圾一样工作. 通过检测垃圾和确定垃圾从哪里来, 你能够决定如何去从 源头消除它. 你从问题日志中诊断出根本原因的方式与下面会 解释的深度挖掘方式一样,在尝试挖掘方式中,日志必须包括关 于个人对问题的贡献和他们的优缺点的坦率的评价.当你遇到了将会减少或者消除垃圾的改变时,水会变得更加清晰. 除了 使用问题日志来抓住问题, 你能使用问题日志来测量问题的数量和类型, 并且问题日志能够因此成为有效的行为度量仪. 一个让人们去使用问题日志的常见的挑战是问题日志有时被视为批评别人的工具. 你必须通过清晰指出有多么重要,并以奖励 积极使用和惩罚不使用来鼓励使用它们. 例如,如果有事情变糟 了并且这件事没有记录在问题日志中, 那么相关的人应该会有 大麻烦. 但是如果有某件事变糟了并且它记录在问题日志上,并 且,理想状态下,它们被合理的诊断了, 相关人员则很可能要得 到奖励和表扬. 但是那里必须有个人责任.

- . 2) Metrics: Detailed metrics measure individual, group, and system performance. Make sure these metrics aren't being "gamed" so that they cease to convey a real picture. If your metrics are good enough, you can gain such a complete and accurate view of what your people are doing and how well they are doing it that you can nearly manage via the metrics. However, don't even think of taking the use of metrics that far! Instead, use the metrics to ask questions and explore. Remember that any single metric can mislead. You need enough evidence to establish patterns. Metrics and 360 reviews reveal patterns that make it easier to achieve agreement on employees' strengths and weaknesses. Of course, the people providing the information for metrics must deliver accurate assessments. There are various ways to facilitate this accuracy. A reluctance to be critical can be detected by looking at the average grade each grader gives; those giving much higher average grades might be the easy graders. Similarly helpful are "forced rankings," in which people must rank coworker performance from best to worst. Forced rankings are essentially the same thing as "grading on a curve." Metrics that allow for independent grading across departments and/or groups are especially valuable.

- . 2) 度量工具：富含细节的度量工具测量个人的、团队和系统的表现。确保这些度量工具不被“儿戏化”以确保它们能够传递一个真实的图片。如果你的度量工具足够好，你能得到这样一个完整且正确的关于人们正在做什么和他们做得多好的观点，以致于你几乎可以通过度量工具来进行管理。

.

3) Surveys (of workers and of customers).

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... 145) The most common reason problems aren't perceived is what I call the "frog in the boiling water" problem. Supposedly, if you throw a frog in a pot of boiling water it will immediately jump out. But if you put a frog in room-temperature water and gradually bring the water to a boil, the frog will stay in place and boil to death. There is a strong tendency to get used to and accept very bad things that would be shocking if seen with fresh eyes.

... 146) In some cases, people accept unacceptable problems because they are perceived as being too difficult to fix. Yet fixing unacceptable problems is actually a lot easier than not fixing them, because not fixing them will make you miserable. They will lead to chronic unacceptable results, stress, more work, and possibly get you fired. So remember one of the first principles of management: you either have to fix problems or escalate them (if need be, over and over again) if you can't fix them. There is no other, or easier, alternative.

146a) Problems that have good, planned solutions are completely different from those that don't. The spectrum of badness versus goodness with problems looks like this:

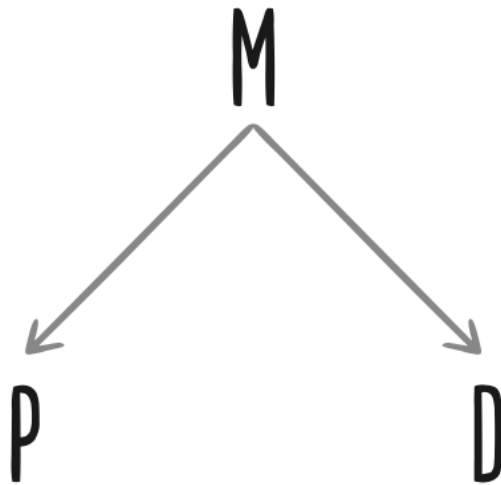
a) They're unidentified (worst) b) Identified but without a planned solution (better) c) Identified with a good, planned solution (good) d) Solved (best)

However, the worst situation for morale is the second case: identified but without a planned solution. So it's really important to identify which of these categories the problem belongs to.

147) Diagnose to Understand What the Problems Are Symptomatic Of

So...

... 148) Recognize that all problems are just manifestations of their root causes, so diagnose to understand what the problems are symptomatic of. Don't deal with your problems as one-offs. They are outcomes produced by your machine, which consists of design and people. If the design is excellent and the people are excellent, the outcomes will be excellent (though not perfect). So when you have problems, your diagnosis should look at the design and the people to determine what failed you and why.



... 149) Understand that diagnosis is foundational both to progress and quality relationships. An honest and collaborative exploration of problems with the people around you will give you a better understanding of why these problems occur so that they can be fixed. You will also get to know each other better, be yourself, and see whether the people around you are reasonable and/or enforce their reasonableness. Further, you will help your people grow and vice versa. So, this process is not only what good management is; it is also the basis for personal and organizational evolution, and the way to establish deep and meaningful

relationships. Because it starts and ends with how you approach mistakes, I hope that I have conveyed why I believe this attitude about and approach to dealing with mistakes is so important.

... 150) Ask the following questions when diagnosing. These questions are intended to look at the problem (i.e., the outcome that was inconsistent with the goal) as a manifestation of your “machine.” It does this first by examining how the responsible parties imagined that the machine would have worked, then examining how it did work, and then examining the inconsistencies. If you get adept at the process, it should take 10 to 20 minutes. As previously mentioned, it should be done constantly so that you have a large sample size and no one case is a big deal.

1) Ask the person who experienced the problem: What suboptimality did you experience?

2) Ask the manager of the area: Is there a clear responsible party for the machine as a whole who can describe the machine to you and answer your questions about how the machine performed compared with expectations? Who owns this responsibility?

• *Do not mask personal responsibility—use specific names.*

3) Ask the responsible party: What is the “mental map” of how it was supposed to work?• A “mental map” is essentially the visualization of what should have happened.• To be practical, “mental maps” (i.e., the designs that you would have expected would have worked

well) should account for the fact that people are imperfect. They should lead to success anyway.

4) Ask the owner of the responsibility: What, if anything, broke in this situation? Were there problems with the design (i.e., who is supposed to do what) or with how the people in the design behaved?

- Compare the mental map of “what should have happened” to “what did happen” in order to identify the gap.
 - If the machine steps were followed, ask, “Is the machine designed well?” If not, what’s wrong with the machine?
- . 5) Ask the people involved why they handled the issue the way they did. What are the proximate causes of the problem (e.g., “Did not do XYZ”)? They will be described using verbs—for example, “Harry did XYZ.” What are the root causes? They will be descriptions. For example: inadequate training/experience, lack of vision, lack of ability, lack of judgment, etc. In other words, root cause is not an action or a reaction—it is a reason. • Be willing to touch the nerve.
 - . 6) Ask the people involved: Is this broadly consistent with prior patterns (yes/no/unsure)? What is the systematic solution? How should the people/machines/responsibilities evolve as a result of this issue? • Confirm that the short-term resolution of the issue has been addressed. • Determine the steps to be taken for long-term solutions and who is responsible for those steps. Specifically: a. Are there responsibilities that need either assigning or greater clarification? b. Are there machine designs that need to be reworked? c. Are there people whose fit for their roles needs to be evaluated?

... 151) Remember that a root cause is not an action but a reason. It is described by using adjectives rather than verbs. Keep asking “why” to get at root causes, and don’t forget to examine problems with people. In fact, since most things are done or not done because someone decided to do them or not do them a certain way, most root causes can be traced to specific people, especially “the responsible party.” When the problem is attributable to a person, you have to ask why the person made the mistake to get at the real root cause, and you need to be as accurate in diagnosing a

fault in a person as you are in diagnosing a fault in a piece of equipment.

For example, a root cause discovery process might proceed like this:

- “The problem was due to bad programming.”
- “Why was there bad programming?”
- “Because Harry programmed it badly.”
- “Why did Harry program it badly?”
- “Because he wasn’t well trained and because he was in a rush.”
- “Why wasn’t he well trained? Did his manager know that he wasn’t well trained and let him do the job anyway, or did he not know?” Ultimately it will come down to what the people or the design is like. ... **152) Identify at which step failure occurred in the 5-Step Process.** If a person is chronically failing, it is due to either lack of training or lack of ability. Which was it? At which of the five steps did the person fail? Different steps require different abilities. 1. Setting goals: This requires big-picture thinking, vision, and values that are consistent with those of our community. (It is helpful to ask whether the responsible party lost sight of the goals or whether he or she set goals that are inconsistent with Bridgewater’s.) 2. Perceiving problems: This requires perception, the ability to synthesize, and an intolerance of badness (i.e., some people see badness but aren’t sufficiently bothered by it to push themselves to eliminate it). Of course, having perspective (typically gained via experience) helps at all steps.

3. Diagnosis: This requires logic, assertiveness, and open-mindedness. You must be willing to have open and/ or difficult discussions to get at the truth.
4. Design: This requires creativity and practical visualization.
5. Doing the tasks: This requires determination and self-discipline.

If you 1) identify at which of these steps the chronic failures are occurring and 2) see which, if any, of these abilities the person is short of, you will go a long way toward diagnosing the problem.

... 153) Remember that a proper diagnosis requires a quality, collaborative, and honest discussion to get at the truth.

Don't just give your verdict without exploring the mistake, because there's a reasonably high probability that you don't know the answer. Do not be arrogant. You might have a theory about what happened, and that theory should be explored with relevant others. If you and others are open-minded, you will almost certainly have a quality analysis that will give everyone working theories to explore or you will reach conclusions that can be used for the design phase. And if you do this whenever problems recur, you and others involved will eventually uncover the root causes.

... 154) Keep in mind that diagnoses should produce outcomes. Otherwise there's no purpose in them. The outcome might not take the form of an agreement, but at a minimum it should take the form of theories about root causes (which should be written down so you have a collection of synthesized dots to use for identifying patterns) and clarity about what should be done in the future to protect against them, or to gather information to find out.

- ... 155) Don't make too much out of one "dot"—synthesize a richer picture by squeezing lots of "dots" quickly and triangulating with others.** A dot is a particular outcome. When you diagnose to understand the reason it occurred, you are "squeezing" the dot. Don't try to squeeze too much out of a single dot—it can only tell you so much. Rather, try to collect and squeeze a bunch of dots in an 80/20 way, triangulating with the dots of others, so that you can synthesize a pointillist painting of what the person is like.
- ... 156) Maintain an emerging synthesis by diagnosing continuously—**You must be able to categorize, understand, and observe the evolution of the different parts of your machine/system through time, and synthesize this understanding into a picture of how your machine is working and how it should be modified to improve. But if you don't look into the significant bad outcomes as they occur, you won't really understand what they are symptomatic of, nor will you be able to understand how things are changing through time (e.g., if they are improving or worsening).
- ... 157) To distinguish between a capacity issue and a capability issue, imagine how the person would perform at that particular function if they had ample capacity.** Think back on how they performed in similar functions when they had ample capacity.
- ... 158) The most common reasons managers fail to produce excellent results or escalate are:**
- a. They are too removed.
 - b. They have problems discerning quality differences.
 - c. They have lost sight of how bad things have become because they have gradually gotten used to their

badness (the “frog in the boiling water” problem).d. They have such high pride in their work that they can’t bear to admit they are unable to solve their own

problems.e. They fear adverse consequences from admitting failure.

... **159) Avoid “Monday morning quarterbacking.”** That is, evaluate the merits of a past decision based on what you know now versus what you could have reasonably known at the time of the decision. Do this by asking yourself, “What should a quality person have known and done in that situation?” Also, have a deep understanding of the person who made the decision (how do they think, what type of person are they, did they learn from the situation, etc.).

... **160) Identify the principles that were violated.** Identify which of these principles apply to the case at hand, review them, and see if they would have helped. Think for yourself what principles are best for handling cases like this. This will help solve not only this problem, but it will also help you solve other problems like it.

... **161) Remember that if you have the same people doing the same things, you should expect the same results.**

... **162) Use the following “drilldown” technique to gain an 80/20 understanding of a department or sub- department that is having problems.** A drilldown is the process by which someone who wants to do so can gain a deep enough understanding of the problems in an area as well as the root causes, so that they can then go on to design a plan to make the department or sub-department excellent. It is not a “diagnosis,” which is done for each problem. A manager doing ongoing diagnosis will naturally understand his areas well and won’t have to do a drilldown. Drilling down is a

form of probing, though it is broader and deeper. Done well, it should get you almost all the information needed to turn a department around in about five hours of effort.

A drilldown takes place in two distinct steps: 1) listing problems and 2) listing causes/diagnosing. It is followed by 3) designing a plan. If done well, getting informed via the first two steps typically takes about four hours (give or take an hour or so), with the first step of listing the problems typically taking one to two hours and the second step of diagnosing them typically taking two to four hours, if done efficiently.

It's very important that these steps are done separately and independently. That's because going into two or three directions at the same time causes confusion and doesn't allow adequate discussion of each of the possible causes and solutions.

Having the people from the area under scrutiny actively participate in all three steps is critical. You need to hear their descriptions and allow them to argue with you when they think you are wrong. This way you are much more likely to come up with an accurate diagnosis and a good plan.

After the drilldown, you will create the plan or design, which typically takes two to three hours. So the whole process, from asking the first question to coming up with the detailed plan, typically takes about five to nine hours spread over three or four meetings. Then there is step four—the executing, monitoring, and modifying of the plan—which typically takes six to 12 months.

Here is more detail on each of the steps:

Step 1—List the problems. Don't confuse problems with possible solutions. Sometimes problems occur for rare or

insignificant reasons because nothing is perfect. Don't pay much attention to those. But more often than not, they are symptomatic of something malfunctioning in your machine, so it pays to investigate what that is. For example, not having enough capacity is not a "problem"; it might cause problems, but it's not a problem. Having people work so late that they might quit, getting out reports too late, etc., might be problems that are caused by a lack of capacity. But the lack of capacity itself is not a problem. To fix problems, you need to start with the specific problems and address them one by one and come up with very specific solutions. That's because there are lots of ways to solve problems. The problem of people working late at night might be solved by gaining capacity, or it might be solved by shifting work to another department, or by doing less, etc. To assume that lack of capacity is the problem could lead to inferior problem-solving. So unless you keep in mind the very specific problems, you will not be effective at solving them. In the process of solving problems, you will often see that several problems are due to the same cause (e.g., lack of capacity, a shortage of tech resources, bad management, etc.), but that is not the same thing as starting at the more general level (like saying that bad management or lack of capacity, etc., are problems), which is why I am saying you must start with very specific problems before making generalizations. For example, when you have a "people problem," be specific. Specify which people you are having what problems with and avoid the tendency of saying things like, "People in operations aren't..." Avoid the tendency not to name names for fear of offending.

Step 2—Identify root causes. Root causes are the deep-seated reasons behind the actions that caused the problems. It is important to distinguish between proximate causes, which are superficial reasons for what happened (e.g., "I missed the

train because I didn't check the train schedule"), and root causes (e.g., "I didn't check the schedule because I am forgetful"). Typically a proximate cause is the action that led to the problem while a root cause is the fundamental reason that action occurred. So, when diagnosing, if you are describing what happened or didn't happen to cause the problem, you are probably describing proximate causes. When you start describing the qualities that were behind these actions, you are probably getting at the root causes. To get at the root cause, keep asking why. For example, if the problem is that people are working late and the direct cause was that there wasn't enough capacity, then ask why there wasn't enough capacity. Then you will get closer to the root cause.

If your machine is producing outcomes that you don't want, either the design is flawed or the parts/people that you dropped into the design are malfunctioning. Most, but not all, problems happen because 1) it isn't clear who the "responsible party" is for making sure things go well⁶⁸ or 2) the responsible party isn't handling his or her responsibilities well (in other words, isn't operating according to the principles to eliminate

the problem). So first ask, "Is it clear who the responsible party is?" If not, specify that. If it is clear, then ask, "Why isn't he or she doing a good job?" There are two possible reasons for someone doing a poor job: insufficient training or insufficient ability.

Though it is essential to connect problems to the responsible parties, this can be difficult if the responsible parties don't acknowledge their mistakes and fail to diagnose why they made the mistakes. Still, clarity about responsibility and the problems' root causes must be achieved because otherwise

there is no hope for improvement. If the responsible parties do not explicitly take responsibility for ensuring that their areas operate smoothly, their areas will not operate smoothly. An important first step toward achieving clarity is to remove the mentality of blame and credit, because it stands in the way of accurately understanding problems, and that's a prerequisite for producing improvements. Also, it is important not to judge too quickly what the root causes are. Instead, you should observe the patterns of problems using the issues log as a tool and discuss with the responsible parties what the root causes might be each time a problem arises. You probably won't initially be able to come to conclusions with a high degree of confidence, because there are many possible reasons for any one problem. But over time, the problems' patterns and causes will become clear to everyone.

As mentioned, there are two possible reasons why the responsible party handled something badly: 1) the responsible party didn't encounter this problem enough times previously to learn from it and prevent it in the future (by using the principles) or 2) the responsible party is unsuited for that job. And there are also two possible reasons the person is not suited for that job: 1) not enough experience or training and 2) lack of values and/or abilities required to do the job well. So getting at the root causes is largely a matter of figuring out:

1. Who is the responsible party for what went wrong?
2. Did that person encounter the problem enough times that he or she should have either learned how not to repeat it or elevated it to someone who could have helped learn how to solve it? The conclusions could be the following: 1) If the person did encounter the problem enough times to have resolved or elevated it, then the person is not suitable for the

job;⁶⁹ 2) if the person did not encounter the problems enough times to resolve or elevate it, what are the probable root causes? The most common root causes are: 1) the person is not suitable for the job in some way (doesn't learn from mistakes, doesn't have a high sense of responsibility, is lazy, etc.); 2) the design of

the process is flawed (e.g., the person is doing things in a way that can be improved); or 3) there is no possible solution. If it's the first root cause, the person should have their job changed; if it's the second, you and the person need to properly diagnose the problem and come up with a different process that will work; and if it's the third, you won't know that until you have thoroughly explored whether the process can be remediated.

⁶⁸ Which would be because the manager—the responsible party for making it clear who is responsible for what—is failing to do that well.

⁶⁹ That doesn't mean that all people have to solve and prevent all repeating problems or they shouldn't be in their jobs. That might not be possible because smaller, repeating problems might be consciously accepted until they become high enough priorities to be fixed. However, it does mean that repeating problems should be recognized and, if not able to be resolved, they must be elevated.

That second alternative of trying to find a better process takes time and patience (involving you and the person properly diagnosing the problem and finding a different approach that works). Normally, this is the point at which most companies and people fail. That is because people often take the identification of a “mistake” as the equivalent of an accusation that they are flawed (dumb, lazy, etc.), so they become defensive. If instead they view the exercise as an

investigation into how the process might be flawed, it's easier to make progress. So when criticizing, it's sometimes helpful to convey explicitly the point of the exercise: mutually diagnosing the problem and exploring the pros and cons of alternative approaches. You both need to be mindful that doing this well typically takes time and patience. One of the purposes of the brainstorming session is to do this, ideally with an agreed diagnosis resulting from it.

Step 3—Create a plan (brief notes):

- . Look at each root cause and ask yourself what should be done about it.
- . Creating a plan is like writing a movie script in that you visualize who will do what through time in order to achieve the goal.
- . Step away from the group to reflect and work on the plan, then bring it back to the group to discuss and modify.
- . When developing the plan, iterate through multiple possibilities and play them out in time to help determine the best choice.
- . Make sure to assign who is supposed to do what with rough target dates for achieving individual tasks of the plan. Once the plan design is complete, make sure the tasks, responsible parties, and timelines are reasonable and doable.
- . While everyone does not need to agree with the plan, it is important that the key people agree that it will work.

Step 4—Implement the plan (brief notes):

Give each person a monthly to-do list to provide clarity and transparency around responsibilities and expectations for that month. Then plot the progress in open, monthly

meetings with all the relevant parties. Explicitly assess how the plan is working and deal with problems that aren't being resolved.

Make sure to hold responsible parties accountable for target dates and develop metrics around how they are meeting their commitments.

Regularly look at that list of assigned tasks to track progress and determine if any adjustments are needed. • Create transparency around the plan by posting it publicly and reviewing it regularly with the group. This helps people see the ways in which all of the problems are being addressed and reinforces accountability. Do not exclude any relevant people from the drilldown: besides losing the benefit of their ideas, you disenfranchise these people from the game plan and reduce their sense of ownership. Remember that people tell you things they want and tend not to be self-critical. **It is your job as a manager to get at truth and excellence, not to make people happy.** For example, the correct path might be to fire some people and replace them with better people, or to put people in jobs they might not want, etc. The brainstorming session must include a discussion of people's weaknesses and failings to get at truth and excellence. Everyone's objective must be to get at the best answer, not the answer that will make people happy. This is especially true for managers. In the long run, the best answers will be the ones that make the people we want to be at Bridgewater happiest.

- . 163) Put Things in Perspective
- . So...

- . **... 164) Go back before going forward.** Before moving forward, take the time to reflect on how the machine worked. By diagnosing what went right and what went wrong (especially what went wrong), you can see how the machine is operating and how it should be improved. People who are just focused on what they should do next are overly focused on the tasks at hand and not on how the machine is working; so they don't make sustainable progress.
- . Go back by “telling the story” to help put things in perspective. Sometimes people have problems putting current conditions into perspective or projecting into the future. Sometimes they disagree on cause-effect relationships, or focus on details rather than addressing the big picture. Sometimes they forget who or what caused things to go well or poorly. By asking them to “tell the story” of how we got here, or by “telling the story” yourself, you put where you are in perspective. Doing this highlights important items that were done well or poorly in relation to their consequences, draws attention to the overarching goals, and helps achieve agreement. By telling the story from the past to the present, it will help you continue it into the future (i.e., design a plan). Making a good plan involves sketching out the important events through time and thinking through the specifics in sequence so that when you are done, the final story is vivid and easy to visualize. Then other people can understand the plan, comment on it, and eventually believe in it. It's also required for specifying who should do what and when.
- . **164a) Tool: Have all new employees listen to tapes of “the story” to bring them up to date.** Listen to some of the associated tapes about Bridgewater's story. Imagine how much better informed you would be than a person who just joined Bridgewater and hadn't listened to these stories.

- 165) Understand “above the line” and “below the line” thinking and how to navigate between the two.
- . There are different levels and themes going on in any one conversation. It is important to know how to navigate them. If you imagine main points and subordinate points organized in outline form, an above-the-line discussion addresses the main points. That doesn’t mean you shouldn’t reference details, because some details might be necessary to the discussion. But reference details solely for the purpose of understanding major points rather than dissecting minor points.
- . For example, suppose your major point is: “Sally can do that job well.” In an above-the-line conversation, the discussion of her qualities would target the question of Sally’s capacity to do her job. As soon as agreement was reached on whether she could perform competently, you would pass to the next major point—such as what qualities are required for that job. In contrast, a below-the-line discussion would focus on Sally’s qualities for their own sake, without relating them to whether she can do her job well. The discussion might cover qualities that are irrelevant to the job. While both levels of discussion touch on minor points, “above the line” discourse will always move coherently from one major point to the next in much the same way as you can read an outline in order to fully understand the whole concept and reach a conclusion. You go “below the line” to the minor points only to illustrate something important about the major points and progress in
- . an orderly and accurate way to the conclusion. Your ability to do this is partially innate but can be improved with practice.⁷⁰

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- 70 Good conceptual thinkers naturally see things in this outline-like form and know how to navigate. They know whether they are having an above-the-line conversation and appropriately delving, and they know how to navigate between both levels. Poor conceptual thinkers tend to get confused because they see things as one big pile of information from which they pick data points almost at random.

A → B → C → D → E → F → G = SYNTHESIS

1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5

A BIGGER PICTURE SEQUENCE
THAT WORKS

A → B → C → D → E → F → G = SYNTHESIS

1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5

A LOGICAL SEQUENCE THAT
EXPLORES SPECIFICS AND WORKS

A	B	C	D	E	F	G
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5

NO SYNTHESIS

A RANDOM STORY THAT GETS DERAILED

A	B	C	D	E	F	G
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5

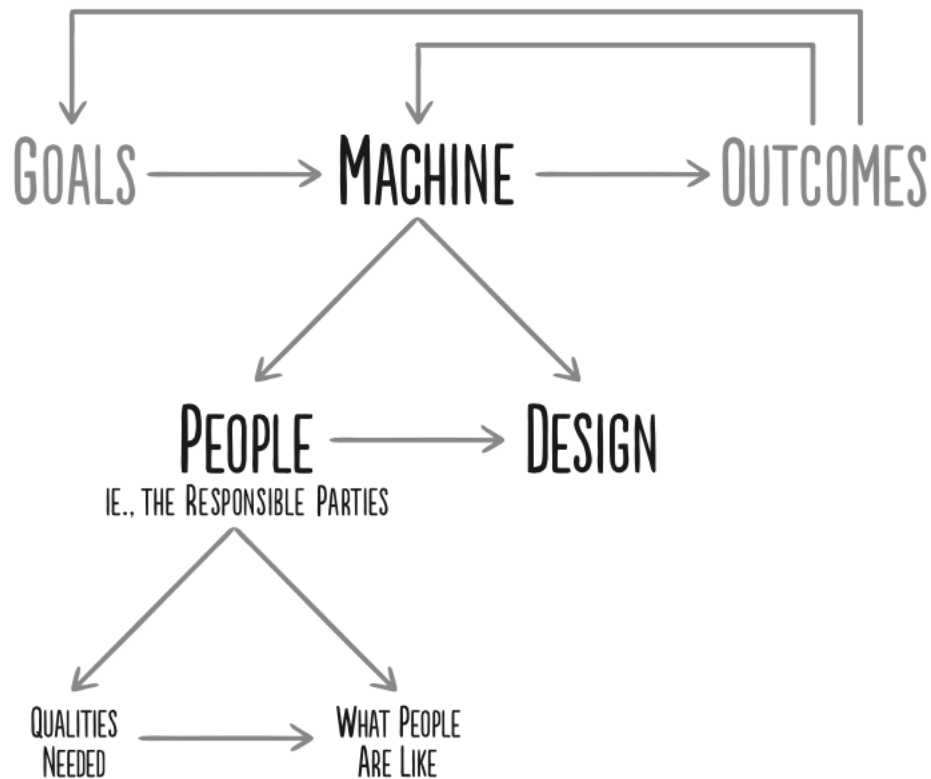
NO SYNTHESIS

A STORY THAT PLUNGES INTO THE WEEDS

166) Design Your Machine to Achieve Your Goals

So...

... 167) Remember: You are designing a “machine” or system that will produce outcomes. This machine will consist of distinct parts (i.e., people and other resources as well as the way they interact with each other).



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why clients were receiving relatively poor attention, the answer might be: “We have incentives to raise sales.” Asked why they weren’t making sales, the merged department might explain that they need to take care of their clients. Keeping the two areas separate gives each department a clear focus and the appropriate resources to achieve its goals, makes the diagnosis of resource allocations more straightforward, and reduces “job slip.” Of course, when building departments around goals, your goals have to be the right size to warrant these resources. An organization might not be big enough to warrant having a few salesmen and its own analytical group. Bridgewater has successfully evolved from a one-cell organization, in which most people were involved in everything, to the current multi-cell organization because we retained our ability to efficiently focus as the organization grew. Also, I want to make clear that temporarily sharing or rotating resources is OK, and is not the same thing as a merging of responsibilities. I will discuss merging later in this document, as well the coordination required to maintain focus in large organizations.

174a) First come up with the best workflow design, sketch it out in an organizational chart, visualize how the parts interact, specify what qualities are required for each job, and, only after that is done, choose the right people to fill the jobs (based on how their capabilities and desires match up with the requirements).

174b) Organize departments and sub-departments around the most logical groupings. Some groups naturally gravitate toward one another. Trying to impose your own structure without acknowledging these magnetic pulls is ineffective and likely will result in a bad outcome.

174c) Make departments as self-sufficient as possible so that they have control over the resources they need to achieve the goals. We do this because we don’t want to create a bureaucracy that forces departments to requisition resources from a pool that

lacks the focus to do the job. People sometimes argue that we should have a technology department, but I am against that because building technology is a task, not a goal in and of itself. You build technology to perform valuable tasks. If we kept the tech resources outside the department, we would have people from various departments arguing about whose project is most important in order to garner resources, which isn't good for efficiency. The tech people would be evaluated and managed by bureaucrats rather than the people they do the work for.

174d) The efficiency of an organization decreases and the bureaucracy of an organization increases in direct relation to the increase in the number of people and/or the complexity of the organization.

... 175) Build your organization from the top down. An organization is the opposite of a building—the foundation is at the top. The head of the organization is responsible for designing the organization and for choosing people to fill its boxes. Therefore, make sure you hire managers before their direct reports. Managers can then help design the machine and choose people who complement the machine.

175a) Everyone must be overseen by a believable person who has high standards. Without this strong oversight, there is potential for inadequate quality control, inadequate training, and inadequate appreciation of excellent work. Do not “just trust” people to do their jobs well.

175b) The people at the top of each pyramid should have the skills and focus to manage their direct reports and a deep understanding of their jobs. Here's an example of the confusion that can arise when that understanding is absent: It was proposed that the head of technology have the facilities group (the people who take care of facilities like the building, lunches, office supplies, etc.) report to him because both are, in a sense, “facilities”

and because they have some things in common, such as the electrical supply. But the head of technology didn't understand what the facilities people do. Having people who are responsible for the janitorial services and meals reporting to a technology manager is as inappropriate as having the technology people report to the person who is taking care of facilities. These functions, even if they're considered "facilities" in the broadest sense, are very different, as are the respective skill sets. Similarly, at another time, we talked about combining folks who work on client agreements with those who do counterparty agreements under one manager. That would have been a mistake because the skills required to reach agreements with clients are very different from the ones

required to reach agreements with counterparties. It was wrong to conflate both departments under the general heading of "agreements," because each kind called for specific knowledge and skills.

175c) The ratio of senior managers to junior managers and to the number of people who work two levels below should be limited, to preserve quality communication and mutual understanding. Generally, the ratio should not be more than 1:10, and preferably closer to 1:5. Of course, the appropriate ratio will vary depending on how many people your direct reports have reporting to them, the complexity of the jobs they're doing, and the manager's ability to handle several people or projects at once.

175d) The number of layers from top to bottom and the ratio of managers to their direct reports will limit the size of an effective organization.

175e) The larger the organization, the more important are 1) information technology expertise in management and 2) cross-department communication (more on these later).

175f) Do not build the organization to fit the people. Jobs are created based on the work that needs to be done, not what people want to do or what people are available. You can always search outside Bridgewater to find the people who “click” best for a particular role.

... 176) Have the clearest possible delineation of responsibilities and reporting lines. It’s required both within and between departments. Make sure reporting lines and designated responsibilities are clear. To avoid confusion, people should not report to two different departments. Dual reporting (reporting across department lines) causes confusion, complicates prioritization, diminishes focus on clear goals, and muddies the lines of supervision and accountability, especially when a person reports to two people in two different departments. When situations require dual reporting, managers need to be informed. Asking someone from another department to do a task without consulting with his or her manager is strictly prohibited (unless the request will take less than an hour or so). However, appointing co-heads of a department or a sub- department can work well if the managers are in synch and combine complementary and essential strengths to this area; dual reporting in that case can work fine if properly coordinated by the co-heads.

176a) Create an organizational chart to look like a pyramid, with straight lines down that don’t cross.

A series of descending pyramids make up the whole pyramid, but the number of layers should be limited to minimize hierarchy.

... 177) Constantly think about how to produce leverage. For example, to make training as easy to leverage as possible, document the most common questions and answers through audio, video, or written guidelines and then assign someone to regularly organize them into a manual. Technology can do most tasks, so

think creatively about how to design tools that will provide leverage for you and the people who work for you.

177a) You should be able to delegate the details away. If you can't, you either have problems with managing or training or you have the wrong people doing the job. The real sign of a master manager is that he doesn't have to "do" practically anything. Of course, a great manager has to hire and oversee the people who do things; but a "supreme master" manager can even hire a person or two to do this and has achieved such leverage that things are effortlessly running superbly. Of course, there is a continuum related to this. The main message I'm trying to convey is that managers should strive to hire, train, and oversee in a way in which others can superbly handle as much as possible on their own. Managers should view the need to get involved in the nitty-gritty themselves as a bad sign.

177b) It is far better to find a few smart people and give them the best technology than to have a greater number of ordinary and less well-equipped people. First of all, great people and great technology are almost always a great value because their effectiveness in enhancing the organization's productivity can be enormous. Second, it is desirable to have smart people have the widest possible span of understanding and control because fragmented understanding and control create inefficiencies and undermine organizational cohesion. Usually it is the person's capacity that limits the scope of his understanding and control. So the mix of really smart people operating with really great technology in a streamlined organization is optimal for organizational efficiency.

177c) Use "leveragers." Leveragers are capable of doing a lot to get your concepts implemented. Conceptualizing and managing are most important and take only about 10% of the time needed for implementing; so if you have good leveragers, you can accomplish a lot more with relative ease.

... 178) Understand the clover-leaf design. Find two or three responsible parties who have overlapping believabilities and responsibilities and who are willing to challenge and check each other. If you do this, and those people are willing to fight for what they believe is best by being open-minded and assertive at the same time, and if they escalate their disagreements and failures to you, this process will have a high probability of sorting issues that they can probably handle well from issues that you should examine and resolve with them.

... 179) Don't do work for people in another department or grab people from another department to do work for you unless you speak to the boss.

... 180) Watch out for "department slip." This happens when a support department, such as HR or facilities, mistakes its responsibilities to provide support with a responsibility to determine how the thing they are supporting should be done. An example of this sort of mistake is if those in the recruiting department think they should determine whom we should hire or if people in HR think they should determine what our employment policies should be. Another example would be if the Facilities group determined what facilities we should have. While support departments should know the goals of the people they're supporting and provide feedback regarding possible choices, they are not the ones to determine the vision.

... 181) Assign responsibilities based on workflow design and people's abilities, not job titles. What people do should primarily be a function of the job they have, and it should be pretty obvious who should do what (if they're suited for the job). For example, just because someone is responsible for "human resources," "recruiting," "legal," "programming," etc., doesn't necessarily mean they are the appropriate person to do everything associated with those functions. For example, though "human resources" people help with hiring, firing, and providing benefits, it would be

a mistake to give them the responsibility of determining who gets hired and fired and what benefits are provided to employees. When assigning responsibilities, think about both the workflow design and a person's abilities, not the job title.

... 182) Watch out for consultant addiction. Beware of the chronic use of consultants to do work that should be done by employees.

... 183) Tool: Maintain a procedures manual. This is the document in which you describe how all of the pieces of your machine work. There needs to be enough specificity so that operators of the different pieces of the machine can refer to the manual to help them do their job. The manual should be a living document that includes output from the issues log so that mistakes already identified and diagnosed aren't repeated. It prevents forgetting previous learning and facilitates communication.

... 184) Tool: Use checklists. When people are assigned tasks, it is generally desirable to have these captured on checklists so they can check off each item as it is done. If not, there is a risk that people will gradually not do the agreed tasks or there will be lack of clarity. Crossing items off a checklist will serve as a task reminder and confirmation of what has been done.

184a) Don't confuse checklists with personal responsibility. People should be expected to do their job well, not just what is on their checklists.

184b) Remember that "systematic" doesn't necessarily mean computerized. It might mean having people do specified tasks and indicate that they have done them with checklists.

184c) Use "double-do" rather than "double-check" to make sure mission-critical tasks are done correctly. When people double-check someone else's work, there is a much lower rate of catching errors than when two parties independently do the work

and the results are compared. Double-doing is having two different people do the same task on the same job so that two independent answers are derived. By comparing them you will not only assure better answers but you will see the differences in people's performances and make much more rapid improvement. I use double-dos in critical areas such as finance, where large amounts of money are involved.

... 185) Watch out for “job slip.” Job slip is when a job changes without being explicitly thought through and agreed to, generally because of changing circumstances or a temporary necessity. Job slip will generally cause bad job design. It often leads to the wrong people handling the wrong responsibilities and confusion over who is supposed to do what.

... 186) Think clearly how things should go, and when they aren't going that way, acknowledge it and investigate. First, decide which issue to address first: finding the reason the machine isn't working well or executing the tasks required to get past the problem (in which case you need to come back to the reasons later). Either way, don't pass the problem by without discussing the reasons. Otherwise, you will end up with job slip.

... 187) Have good controls so that you are not exposed to the dishonesty of others and so that trust is never an issue. A higher percentage of the population than you might imagine will cheat if given an opportunity, and most people who are given the choice of being “fair” with you and taking more for themselves will choose taking more for themselves. Even a tiny amount of cheating is intolerable, so your happiness

and success will depend on your controls. Security controls should be viewed as a necessary tool of our profession, not as a personal affront to an individual's integrity. Just as a bank teller doesn't view a check on the money in his drawer as an indication that the bank thinks he is dishonest, everyone here should understand the

need for our security controls. Explain this to your people so they see it in the proper context. Even the best controls will never be foolproof, and trustworthiness is a quality that should be appreciated.

187a) People doing auditing should report to people outside the department being audited, and auditing procedures should not be made known to those being audited.

187b) Remember: There is no sense in having laws unless you have policemen (auditors).

188) Do What You Set Out to Do

So...

... 189) Push through! You can make great things happen, but you must MAKE great things happen. Times will come when the choice will be to plod along normally or to push through to achieve the goal. The choice should be obvious.⁷¹

⁷¹ As Lee Ann Womack's country and western song says, when you have a choice between sitting it out or dancing, I hope you'll dance.

To Make Decisions Effectively...190) Recognize the Power of Knowing How to Deal with Not Knowing So...

... 191) Recognize that your goal is to come up with the best answer, that the probability of your having it is small, and that even if you have it, you can't be confident that you do have it unless you have other believable people test you.

... 192) Understand that the ability to deal with not knowing is far more powerful than knowing. That is because there's way more that we don't know than what we could possibly ever know.

192a) Embrace the power of asking: "What don't I know, and what should I do about it?" Generally you should find believable people and ask their advice, remembering that you are looking to understand their reasoning rather than get their conclusions.

192b) Finding the path to success is at least as dependent on coming up with the right questions as coming up with answers. Successful people are great at asking the important questions and then finding the answers. When faced with a problem, they first ask themselves if they know all the important questions about it; they are objective in assessing the probability that they have the answers; and they are good at open-mindedly seeking believable people to ask.

... 193) Remember that your goal is to find the best answer, not to give the best one you have. The answer doesn't have to be in your head; you can look outside of yourself. In life the goal is for you to do the right thing, considering the probability that you might be wrong. So it is invaluable to know what you don't know so that you can figure out a way to find out and/or to get help from others.

... 194) While everyone has the right to have questions and theories, only believable people have the right to have opinions. If you can't successfully ski down a difficult slope, you shouldn't tell others how to do it, though you can ask questions about it and even express your views about possible ways if you make clear that you are unsure.

... 195) Constantly worry about what you are missing. Even if you acknowledge you are a "dumb shit" and are following the principles and are designing around your weaknesses, understand

that you still might be missing things. You will get better and be safer this way.

195a) Successful people ask for the criticism of others and consider its merit.

195b) Triangulate your view. Never make any important decisions without asking at least three believable people. Don't ask them for their conclusions or just do what they tell you to do. Understand, visualize, and assess their reasoning to see if it makes sense to you. Ask them to probe your own reasoning. That's critical to your learning as well as to your successful handling of your responsibilities.

196) Make All Decisions Logically, as Expected Value Calculations

So...

... 197) Considering both the probabilities and the payoffs of the consequences, make sure that the probability of the unacceptable (i.e., the risk of ruin) is nil.

197a) The cost of a bad decision is equal to or greater than the reward of a good decision, so knowing what you don't know is at least as valuable as knowing.

. 197b) Recognize opportunities where there isn't much to lose and a lot to gain, even if the probability of the gain happening is low. It is a reality that there are always multiple possibilities and nothing is certain. All decisions are therefore risk/reward bets. Know how to pursue fabulous risk/reward ratios that have a huge upside and very little downside, albeit a small probability of happening. My life has been filled with these.

- . **197c) Understand how valuable it is to raise the probability that your decision will be right by accurately assessing the probability of your being right.** I often observe people giving opinions as soon as they have them, which seems at about the point that they think there's more than a 50% chance of them being right. Often they don't pay any attention to the value of raising the probability of being right (e.g., from 51% to 85%) by reflecting harder on whether the answer is right and doing the investigations and double-checking with others to make sure that the answer is right. Remember that, in an expected value sense, raising the probability of being right (e.g., from 51% to 85%) can be worth more than just going from probably being wrong (e.g., 45%) to probably being right (e.g., 51%) because we are all playing probabilities. Think about the effects of altering the probabilities of achieving must-do's: if you have a 51% probability of handling a "must-do" correctly, it means that only a bit more than half of your must-do's will be done appropriately, whereas an 85% probability of handling a decision well means that only 15% of the must-do's will be handled badly.

197d) Don't bet too much on anything. Make 15 or more good, uncorrelated bets.

198) Remember the 80/20 Rule, and Know What the Key 20% Is
So...

... 199) Distinguish the important things from the unimportant things and deal with the important things first.

199a) Don't be a perfectionist, because perfectionists often spend too much time on little differences at the margins at the expense of other big, important things. Be an effective imperfectionist. Solutions that broadly work well (e.g., how people should contact

each other in the event of crises) are generally better than highly specialized solutions (e.g., how each person should contact each other in the event of every conceivable crisis), especially in the early stages of a plan. There generally isn't much gained by lots of detail relative to a good broad solution. Complicated procedures are tough to remember, and it takes a lot of time to make such detailed plans (so they might not even be ready when needed).

199b) Since 80% of the juice can be gotten with the first 20% of the squeezing, there are relatively few (typically less than five) important things to consider in making a decision. For each of them, the marginal gains of studying them past a certain point are limited.

199c) Watch out for “detail anxiety,” i.e., worrying inappropriately about unimportant, small things. **199d) Don't mistake small things for unimportant things, because some small things can be very**

important (e.g., hugging a loved one).

... 200) Think about the appropriate time to make a decision in light of the marginal gains made by acquiring additional information versus the marginal costs of postponing the decision. There are some decisions that are best made after acquiring more information, and some that are best made sooner rather than later. The later a decision is made, the more informed it can be; however, making it later can also have adverse consequences (e.g., postponing progress). Understanding the trade-off between the marginal gains of acquiring the extra information against the marginal costs of postponing a decision is an important factor in the timing and preparation of decision-making.

... 201) Make sure all the “must-do's” are above the bar before you do anything else. First, distinguish between your “must-do's”

and your “like-to-do’s”. Don’t overlook any “must-do’s,” and don’t mistakenly slip the “like-to-do’s” onto the list. Then, get all the “must-do’s” above the bar. Then, get all the “must-do’s” excellent. If you have time, turn to the “like-to-do’s” and try to get them above the bar. Only if you have time (though you certainly will not if you are thinking broadly), turn toward making things perfect. Chances are, you won’t have to deal with the unimportant things, which is better than not having time to deal with the important things. I often hear people say, “Wouldn’t it be good to do this or that,” referring to nice-to-do’s rather than must-do’s that have to be above the bar. Chances are, they are being distracted from far more important things that need to be done well.

... 202) Remember that the best choices are the ones with more pros than cons, not those that don’t have any cons. Watch out for people who tend to argue against something because they can find something wrong with it without properly weighing all the pros against the cons. Such people tend to be poor decision-makers.

... 203) Watch out for unproductively identifying possibilities without assigning them probabilities, because it screws up prioritization. You can recognize this with phrases like “It’s possible that...” then going onto say something that’s improbable and/or unimportant, rather than something like, “I think there’s a good chance that...” followed by something that’s important or probable. Almost anything is possible. All possibilities must be looked at in terms of their likelihoods and prioritized.

... 204) Understand the concept and use the phrase “by and large.” Too often I hear discussions fail to progress when a statement is made and the person to whom it is made replies, “Not always,” leading to a discussion of the exceptions rather than the rule. For example, a statement like “The people in the XYZ Department are working too many hours” might lead to a response like “Not all of them are; Sally and Bill are working normal hours,”

which could lead to a discussion of whether Sally and Bill are working too long, which derails the discussion. Because nothing is 100% true, conversations can get off track if they turn to whether exceptions exist, which is especially foolish if both parties agree that the statement is by and large true.

To avoid this problem, the person making such statements might use the term “by and large,” like “By and large, the people in the XYZ Department are working too many hours.” People hearing that should consider whether it is a “by and large” statement and treat it accordingly.

204a) When you ask someone whether something is true and they tell you that “It’s not totally true,” it’s probably true enough.

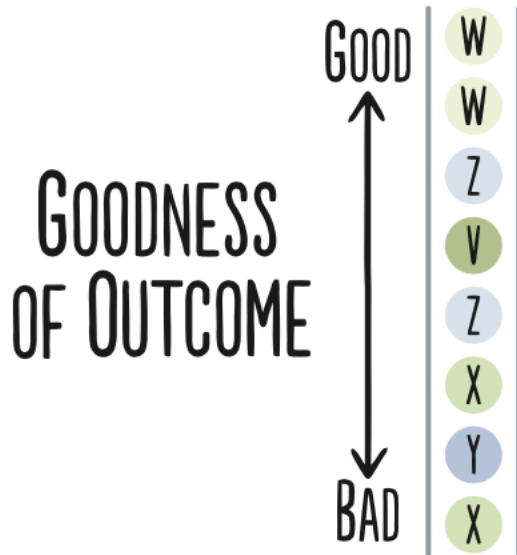
205) Synthesize

So...

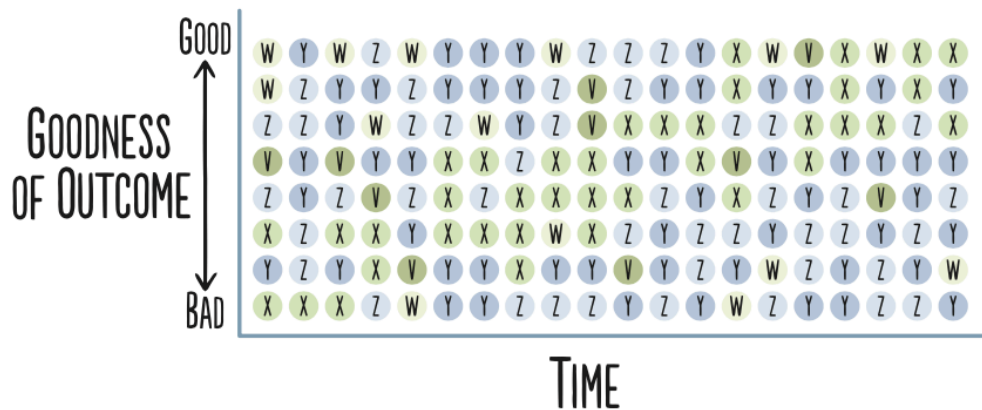
... 206) Understand and connect the dots. To do this well, you have to synthesize what is going on. Usually it takes diagnosing a few (e.g., five or so) dots of the same type to get at the true root cause so that you can see how the machine should be modified to produce better outcomes. For example, one type of outcome involves someone, let’s call him Harry, handling a type of responsibility (entering an order). You will need at least a few experiences to learn about Harry doing this. It will pay for you to understand Harry and his handling

of orders and have him understand you by looking objectively at the outcomes and by getting in synch, especially about the bad outcomes. The quality of your understanding of your machine and its constituent parts will depend on how well you diagnose and process the important outcomes. If you don’t do this continuously and you don’t synthesize well, you will fail. This isn’t easy.

See how the dots connect through time. This requires collecting, analyzing, and sorting lots of different types, and it ain't easy for most folks. Imagine a day in which eight outcomes occur. Some are good, some bad. Let's represent this day as follows, with each type of event represented by a letter and the quality of the outcome represented by its height.

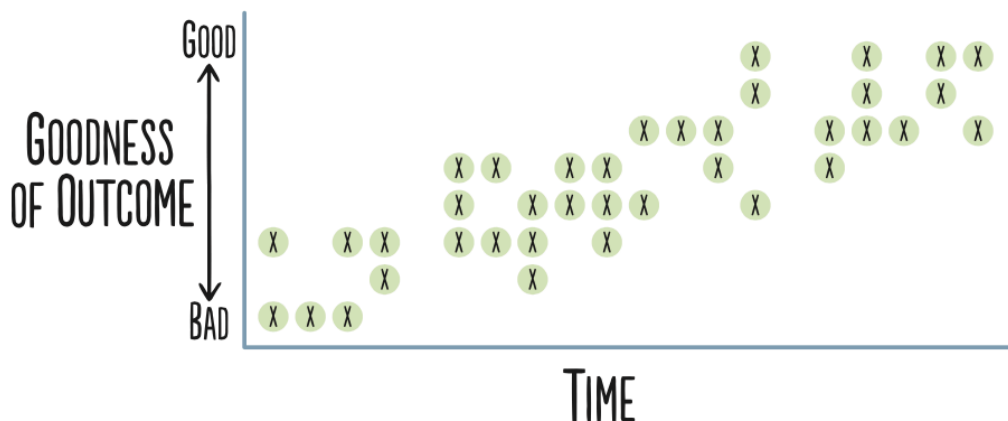


In order to see the day this way, you must categorize outcomes by type and quality, which will require synthesizing a “by and large” assessment of each. If you didn't examine the bad outcomes as they occurred, you couldn't understand what they are symptomatic of. Keep in mind our example is a relatively simple one: only eight occurrences over one day. Now let's look at what a month looks like.

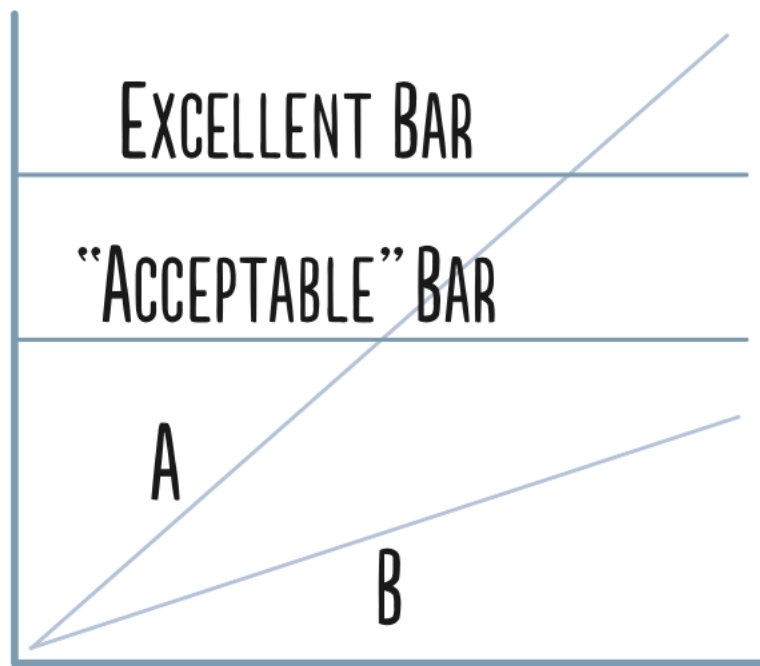


Confusing, eh? Some people are much better at this than others.

In order to understand how your machine is working to achieve your goals, you have to perceive changeover time, charting improvement versus deterioration. The chart below plots just the type X dots, which you can see improving. As mentioned in the section on diagnosis, you must categorize, understand, and observe the evolution of the different parts of your machine through time, and synthesize this understanding into a picture of how your machine is working and how it should be improved. People who do this well are rare and essential. As with most abilities, synthesizing well is partially innate and partially learned through practice.



... 207) Understand what an acceptable rate of improvement is, and that it is the level and not the rate of change that matters most. I often hear people say, “It’s getting better,” as though that is good enough when “it” is both below that bar and improving at an inadequate rate. That isn’t good enough. For example, if someone who has been getting 30s and 40s on tests raised his grade to the 50s, you could say he’s improving, but the level is still woefully inadequate. Everything important you manage has to be on a trajectory to be “above the bar” and headed for “excellent” at an acceptable pace. For example, in the chart below, the trajectory of A might be acceptable, but B’s trajectory is not. A gets us above the bar in an acceptable amount of time.



... 208) If your best solution isn’t good enough, think harder or escalate that you can’t produce a solution that is good enough. A common mistake is accepting your own best solution when it isn’t good enough.

... 209) Avoid the temptation to compromise on that which is uncompromisable. You must have and achieve high standards. This is particularly difficult when two uncompromisable things are at odds. At such times, there is a tendency to let one of them go. However, at such times, you have to allocate more time to figure out how to best handle this, be more creative, and ask for more input. But don't compromise on one of the things that shouldn't be compromised. For example, one of the uncompromisable things I regularly get pressure from people to compromise on is letting great people avoid exploring their mistakes and weaknesses because they find it painful. For reasons articulated throughout these principles, I believe we can't compromise on this because that process of exploration is healthy for Bridgewater, healthy for them, and key to our culture. I also believe that to allow opt-outs would legitimize two sets of rules and put our radically honest way of being in jeopardy. But I want great people.⁷²

... 210) Don't try to please everyone. Not everyone is going to be happy about every decision you make, especially the decisions that say they can't do something.