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HBR's 10 Must Reads on Managing Yourself

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The path to your own professional success starts with a critical look in the mirror. What you see there--your greatest strengths and deepest values--are the foundations you must build on. We've combed through hundreds of Harvard Business Review articles on managing yourself and selected the most important ones to help you stay engaged and productive throughout your working life.

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We live in an age of unprecedented opportunity: If you've got ambition and smarts, you can rise to the top of your chosen profession, regardless of where you started out.

But with opportunity comes responsibility. Companies today aren't managing their employees' careers; knowledge workers must, effectively, be their own chief executive officers. It's up to you to carve out your place, to know when to change course, and to keep yourself engaged and productive during a work life that may span some 50 years. To do those things well, you'll need to cultivate a deep understanding of yourself – not only what your strengths and weaknesses are but also how you learn, how you work with others, what your values are, and where you can make the greatest contribution. Because only when you operate from strengths can you achieve true excellence.

Managing Oneself

by Peter F. Drucker

Success in the knowledge economy comes to those who know themselves – their strengths, their values, and how they best perform.

History's great achievers – a Napoléon, a da Vinci, a Mozart – have always managed themselves. That, in large measure, is what makes them great achievers. But they are rare exceptions, so unusual both in their talents and their accomplishments as to be considered outside the boundaries of ordinary human existence. Now, most of us, even those of us with modest endowments, will have to learn to manage ourselves. We will have to learn to develop ourselves. We will have to place ourselves where we can make the greatest contribution. And we will have to stay mentally alert and engaged during a 50-year working life, which means knowing how and when to change the work we do.

What Are My Strengths?

Most people think they know what they are good at. They are usually wrong. More often, people know what they are not good at – and even then more people are wrong than right. And yet, a person can perform only from strength. One cannot build performance on weaknesses, let alone on something one cannot do at all.

Throughout history, people had little need to know their strengths. A person was born into a position and a line of work: The peasant's son would also be a peasant; the artisan's daughter, an artisan's wife; and so on. But now people have choices. We need to know our strengths in order to know where we belong.

The only way to discover your strengths is through feedback analysis. Whenever you make a key decision or take a key action, write down what you expect will happen. Nine or 12 months later, compare the actual results with your expectations. I have been practicing this method for 15 to 20 years now, and every time I do it, I am surprised. The feedback analysis showed me, for instance—and to my great surprise—that I have an intuitive understanding of technical people, whether they are engineers or accountants or market researchers. It also showed me that I don't really resonate with generalists.

Feedback analysis is by no means new. It was invented sometime in the fourteenth century by an otherwise totally obscure German theologian and picked up quite independently, some 150 years later, by John Calvin and Ignatius of Loyola, each of whom incorporated it into the practice of his followers. In fact, the steadfast focus on performance and results that this habit produces explains why the institutions these two men founded, the Calvinist church and the Jesuit order, came to dominate Europe within 30 years.

Practiced consistently, this simple method will show you within a fairly short period of time, maybe two or three years, where your strengths lie—and this is the most important thing to know. The method will show you what you are doing or failing to do that deprives you of the full benefits of your strengths. It will show you where you are not particularly competent. And finally, it will show you where you have no strengths and cannot perform.

Several implications for action follow from feedback analysis. First and foremost, concentrate on your strengths. Put yourself where your strengths can produce results.

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Second, work on improving your strengths. Analysis will rapidly show where you need to improve skills or acquire new ones. It will also show the gaps in your knowledge—and those can usually be filled. Mathematicians are born, but everyone can learn trigonometry.

Third, discover where your intellectual arrogance is causing disabling ignorance and overcome it. Far too many people—especially people with great

manners. Manners are the lubricating oil of an organization. It is a law of nature that two moving bodies in contact with each other create friction. This is as true for human beings as it is for inanimate objects. Manners—simple things like saying “please” and “thank you” and knowing a person’s name or asking after her family—enable two people to work together whether they like each other or not. Bright people, especially

It takes far more energy to improve from incompetence to mediocrity than to improve from first-rate performance to excellence.

expertise in one area—are contemptuous of knowledge in other areas or believe that being bright is a substitute for knowledge. First-rate engineers, for instance, tend to take pride in not knowing anything about people. Human beings, they believe, are much too disorderly for the good engineering mind. Human resources professionals, by contrast, often pride themselves on their ignorance of elementary accounting or of quantitative methods altogether. But taking pride in such ignorance is self-defeating. Go to work on acquiring the skills and knowledge you need to fully realize your strengths.

It is equally essential to remedy your bad habits—the things you do or fail to do that inhibit your effectiveness and performance. Such habits will quickly show up in the feedback. For example, a planner may find that his beautiful plans fail because he does not follow through on them. Like so many brilliant people, he believes that ideas move mountains. But bulldozers move mountains; ideas show where the bulldozers should go to work. This planner will have to learn that the work does not stop when the plan is completed. He must find people to carry out the plan and explain it to them. He must adapt and change it as he puts it into action. And finally, he must decide when to stop pushing the plan.

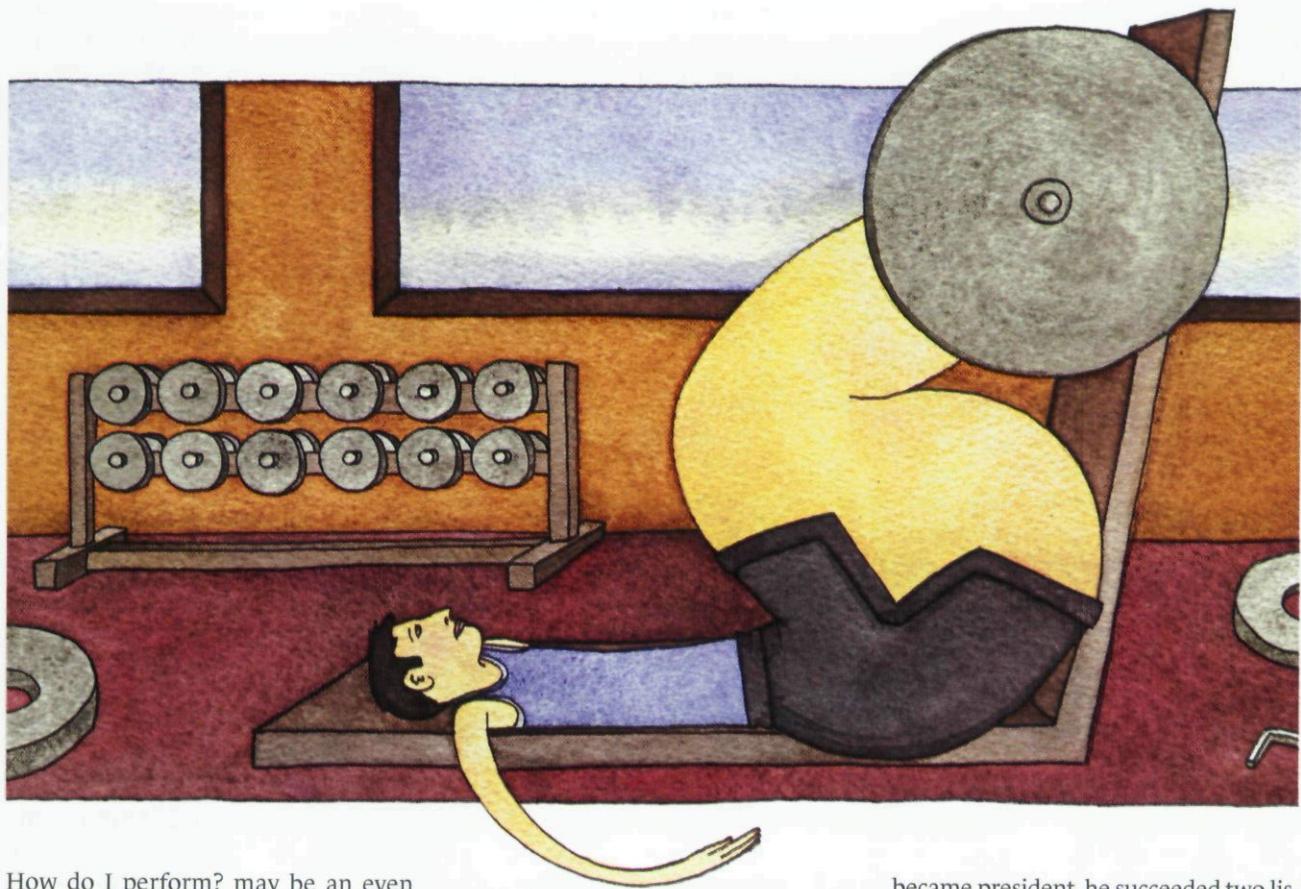
At the same time, feedback will also reveal when the problem is a lack of

bright young people, often do not understand this. If analysis shows that someone’s brilliant work fails again and again as soon as cooperation from others is required, it probably indicates a lack of courtesy—that is, a lack of manners.

Comparing your expectations with your results also indicates what not to do. We all have a vast number of areas in which we have no talent or skill and little chance of becoming even mediocre. In those areas a person—and especially a knowledge worker—should not take on work, jobs, and assignments. One should waste as little effort as possible on improving areas of low competence. It takes far more energy and work to improve from incompetence to mediocrity than it takes to improve from first-rate performance to excellence. And yet most people—especially most teachers and most organizations—concentrate on making incompetent performers into mediocre ones. Energy, resources, and time should go instead to making a competent person into a star performer.

How Do I Perform?

Amazingly few people know how they get things done. Indeed, most of us do not even know that different people work and perform differently. Too many people work in ways that are not their ways, and that almost guarantees non-performance. For knowledge workers,



How do I perform? may be an even more important question than What are my strengths?

Like one's strengths, how one performs is unique. It is a matter of personality. Whether personality be a matter of nature or nurture, it surely is formed long before a person goes to work. And how a person performs is a given, just as what a person is good at or not good at is a given. A person's way of performing can be slightly modified, but it is unlikely to be completely changed—and certainly not easily. Just as people achieve results by doing what they are good at, they also achieve results by working in ways that they best perform. A few common personality traits usually determine how a person performs.

Am I a reader or a listener? The first thing to know is whether you are a reader or a listener. Far too few people even know that there are readers and listeners and that people are rarely both. Even fewer know which of the two they themselves are. But some examples will show how damaging such ignorance can be.

When Dwight Eisenhower was Supreme Commander of the Allied forces in Europe, he was the darling of the press. His press conferences were famous for their style—General Eisenhower showed total command of whatever question he was asked, and he was able to describe a situation and explain a policy in two or three beautifully polished and elegant sentences. Ten years later, the same journalists who had been his admirers held President Eisenhower in open contempt. He never addressed the questions, they complained, but rambled on endlessly about something else. And they constantly ridiculed him for butchering the King's English in incoherent and ungrammatical answers.

Eisenhower apparently did not know that he was a reader, not a listener. When he was Supreme Commander in Europe, his aides made sure that every question from the press was presented in writing at least half an hour before a conference was to begin. And then Eisenhower was in total command. When he

became president, he succeeded two listeners, Franklin D. Roosevelt and Harry Truman. Both men knew themselves to be listeners and both enjoyed free-for-all press conferences. Eisenhower may have felt that he had to do what his two predecessors had done. As a result, he never even heard the questions journalists asked. And Eisenhower is not even an extreme case of a nonlistener.

A few years later, Lyndon Johnson destroyed his presidency, in large measure, by not knowing that he was a listener. His predecessor, John Kennedy, was a reader who had assembled a brilliant group of writers as his assistants, making sure that they wrote to him before discussing their memos in person. Johnson kept these people on his staff—and they kept on writing. He never, apparently, understood one word of what they wrote. Yet as a senator, Johnson had been superb; for parliamentarians have to be, above all, listeners.

Few listeners can be made, or can make themselves, into competent readers—and vice versa. The listener who tries to be a reader will, therefore, suffer

the fate of Lyndon Johnson, whereas the reader who tries to be a listener will suffer the fate of Dwight Eisenhower. They will not perform or achieve.

How do I learn? The second thing to know about how one performs is to know how one learns. Many first-class writers – Winston Churchill is but one example – do poorly in school. They tend to remember their schooling as pure torture. Yet few of their classmates remember it the same way. They may not have enjoyed the school very much, but the worst they suffered was boredom. The explanation is that writers do not, as a rule, learn by listening and reading. They learn by writing. Because schools do not allow them to learn this way, they get poor grades.

Schools everywhere are organized on the assumption that there is only one right way to learn and that it is the same way for everybody. But to be forced to learn the way a school teaches is sheer hell for students who learn differently.

ferent positions on each one. He rarely asked his associates for comments or questions; he simply needed an audience to hear himself talk. That's how he learned. And although he is a fairly extreme case, learning through talking is by no means an unusual method. Successful trial lawyers learn the same way, as do many medical diagnosticians (and so do I).

Of all the important pieces of self-knowledge, understanding how you learn is the easiest to acquire. When I ask people, "How do you learn?" most of them know the answer. But when I ask, "Do you act on this knowledge?" few answer yes. And yet, acting on this knowledge is the key to performance; or rather, *not* acting on this knowledge condemns one to nonperformance.

Am I a reader or a listener? and How do I learn? are the first questions to ask. But they are by no means the only ones. To manage yourself effectively, you also have to ask, Do I work well with people,

form best as advisers but cannot take the burden and pressure of making the decision. A good many other people, by contrast, need an adviser to force themselves to think; then they can make decisions and act on them with speed, self-confidence, and courage.

This is a reason, by the way, that the number two person in an organization often fails when promoted to the number one position. The top spot requires a decision maker. Strong decision makers often put somebody they trust into the number two spot as their adviser – and in that position the person is outstanding. But in the number one spot, the same person fails. He or she knows what the decision should be but cannot accept the responsibility of actually making it.

Other important questions to ask include, Do I perform well under stress, or do I need a highly structured and predictable environment? Do I work best in a big organization or a small one? Few people work well in all kinds of environments. Again and again, I have seen people who were very successful in large organizations flounder miserably when they moved into smaller ones. And the reverse is equally true.

The conclusion bears repeating: Do not try to change yourself – you are unlikely to succeed. But work hard to improve the way you perform. And try not to take on work you cannot perform or will only perform poorly.

What Are My Values?

To be able to manage yourself, you finally have to ask, What are my values? This is not a question of ethics. With respect to ethics, the rules are the same for everybody, and the test is a simple one. I call it the "mirror test."

In the early years of this century, the most highly respected diplomat of all the great powers was the German ambassador in London. He was clearly destined for great things – to become his country's foreign minister, at least, if not its federal chancellor. Yet in 1906 he abruptly resigned rather than preside over a dinner given by the diplomatic corps for Edward VII. The king was a

Do not try to change yourself – you are unlikely to succeed. Work to improve the way you perform.

Indeed, there are probably half a dozen different ways to learn.

There are people, like Churchill, who learn by writing. Some people learn by taking copious notes. Beethoven, for example, left behind an enormous number of sketchbooks, yet he said he never actually looked at them when he composed. Asked why he kept them, he is reported to have replied, "If I don't write it down immediately, I forget it right away. If I put it into a sketchbook, I never forget it and I never have to look it up again." Some people learn by doing. Others learn by hearing themselves talk.

A chief executive I know who converted a small and mediocre family business into the leading company in its industry was one of those people who learn by talking. He was in the habit of calling his entire senior staff into his office once a week and then talking at them for two or three hours. He would raise policy issues and argue three dif-

or am I a loner? And if you do work well with people, you then must ask, In what relationship?

Some people work best as subordinates. General George Patton, the great American military hero of World War II, is a prime example. Patton was America's top troop commander. Yet when he was proposed for an independent command, General George Marshall, the U.S. chief of staff – and probably the most successful picker of men in U.S. history – said, "Patton is the best subordinate the American army has ever produced, but he would be the worst commander."

Some people work best as team members. Others work best alone. Some are exceptionally talented as coaches and mentors; others are simply incompetent as mentors.

Another crucial question is, Do I produce results as a decision maker or as an adviser? A great many people per-

notorious womanizer and made it clear what kind of dinner he wanted. The ambassador is reported to have said, "I refuse to see a pimp in the mirror in the morning when I shave."

That is the mirror test. Ethics requires that you ask yourself, What kind of person do I want to see in the mirror in the morning? What is ethical behavior in one kind of organization or situation is ethical behavior in another. But ethics is only part of a value system – especially of an organization's value system.

To work in an organization whose value system is unacceptable or incompatible with one's own condemns a person both to frustration and to nonperformance.

Consider the experience of a highly successful human resources executive whose company was acquired by a bigger organization. After the acquisition, she was promoted to do the kind of work she did best, which included selecting people for important positions. The executive deeply believed that a company should hire people for such positions from the outside only after exhausting all the inside possibilities. But her new company believed in first looking outside "to bring in fresh blood." There is something to be said for both approaches – in my experience, the proper one is to do some of both. They are, however, fundamentally incompatible – not as policies but as values. They bespeak different views of the relationship between organizations and people; different views of the responsibility of an organization to its people and their development; and different views of a person's most important contribution to an enterprise. After several years of frustration, the executive quit – at considerable financial loss. Her values and the values of the organization simply were not compatible.

Similarly, whether a pharmaceutical company tries to obtain results by making constant, small improvements or by achieving occasional, highly expensive, and risky "breakthroughs" is not primarily an economic question. The results of either strategy may be pretty

much the same. At bottom, there is a conflict between a value system that sees the company's contribution in terms of helping physicians do better what they already do and a value system that is oriented toward making scientific discoveries.

Whether a business should be run for short-term results or with a focus on

What one does well – even very well and successfully – may not fit with one's value system.

the long term is likewise a question of values. Financial analysts believe that businesses can be run for both simultaneously. Successful businesspeople know better. To be sure, every company has to produce short-term results. But in any conflict between short-term results and long-term growth, each company will determine its own priority. This is not primarily a disagreement about economics. It is fundamentally a value conflict regarding the function of a business and the responsibility of management.

Value conflicts are not limited to business organizations. One of the fastest-growing pastoral churches in the United States measures success by the number of new parishioners. Its leadership believes that what matters is how many newcomers join the congregation. The Good Lord will then minister to their spiritual needs or at least to the needs of a sufficient percentage. Another pastoral, evangelical church believes that what matters is people's spiritual growth. The church eases out newcomers who join but do not enter into its spiritual life.

Again, this is not a matter of numbers. At first glance, it appears that the second church grows more slowly. But it retains a far larger proportion of newcomers than the first one does. Its growth, in other words, is more solid. This is also not a theological problem, or only secondarily so. It is a problem about values. In a public debate, one

pastor argued, "Unless you first come to church, you will never find the gate to the Kingdom of Heaven."

"No," answered the other. "Until you first look for the gate to the Kingdom of Heaven, you don't belong in church."

Organizations, like people, have values. To be effective in an organization, a person's values must be compatible with the organization's values. They do not need to be the same, but they must be close enough to coexist. Otherwise, the person will not only be frustrated but also will not produce results.

A person's strengths and the way that person performs rarely conflict; the two are complementary. But there is sometimes a conflict between a person's values and his or her strengths. What one does well—even very well and successfully – may not fit with one's value system. In that case, the work may not appear to be worth devoting one's life to (or even a substantial portion thereof).

If I may, allow me to interject a personal note. Many years ago, I too had to decide between my values and what I was doing successfully. I was doing very well as a young investment banker in London in the mid-1930s, and the work clearly fit my strengths. Yet I did not see myself making a contribution as an asset manager. People, I realized, were what I valued, and I saw no point in being the richest man in the cemetery. I had no money and no other job prospects. Despite the continuing Depression, I quit—and it was the right thing to do. Values, in other words, are and should be the ultimate test.

Where Do I Belong?

A small number of people know very early where they belong. Mathematicians, musicians, and cooks, for instance, are usually mathematicians, musicians, and cooks by the time they are four or five years old. Physicians usually decide on their careers in their teens, if not earlier. But most people, especially highly gifted people, do not really know where they belong until they are well past their mid-twenties. By that time, however, they should know the answers to the

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three questions: What are my strengths? How do I perform? and, What are my values? And then they can and should decide where they belong.

Or rather, they should be able to decide where they do *not* belong. The person who has learned that he or she does not perform well in a big organization should have learned to say no to a position in one. The person who has learned that he or she is not a decision maker should have learned to say no to a decision-making assignment. A General Patton (who probably never learned this himself) should have learned to say no to an independent command.

Equally important, knowing the answer to these questions enables a person to say to an opportunity, an offer, or an assignment, "Yes, I will do that. But this is the way I should be doing it. This is the way it should be structured. This is the way the relationships should be. These are the kind of results you should expect from me, and in this time frame, because this is who I am."

Successful careers are not planned. They develop when people are prepared for opportunities because they know their strengths, their method of work, and their values. Knowing where one belongs can transform an ordinary person – hardworking and competent but otherwise mediocre – into an outstanding performer.

What Should I Contribute?

Throughout history, the great majority of people never had to ask the question, What should I contribute? They were told what to contribute, and their tasks were dictated either by the work itself – as it was for the peasant or artisan – or by a master or a mistress – as it was for domestic servants. And until very recently, it was taken for granted that most people were subordinates who did as they were told. Even in the 1950s and 1960s, the new knowledge workers (the so-called organization men) looked to their company's personnel department to plan their careers.

Then in the late 1960s, no one wanted to be told what to do any longer. Young men and women began to ask, What do



I want to do? And what they heard was that the way to contribute was to "do your own thing." But this solution was as wrong as the organization men's had been. Very few of the people who believed that doing one's own thing would lead to contribution, self-fulfillment, and success achieved any of the three.

But still, there is no return to the old answer of doing what you are told or assigned to do. Knowledge workers in particular have to learn to ask a question that has not been asked before: What *should* my contribution be? To answer it, they must address three distinct elements: What does the situation require? Given my strengths, my way of performing, and my values, how can I make the greatest contribution to what needs to be done? And finally, What results have to be achieved to make a difference?

Consider the experience of a newly appointed hospital administrator. The hospital was big and prestigious, but it had been coasting on its reputation for 30 years. The new administrator decided that his contribution should be to es-

tablish a standard of excellence in one important area within two years. He chose to focus on the emergency room, which was big, visible, and sloppy. He decided that every patient who came into the ER had to be seen by a qualified nurse within 60 seconds. Within 12 months, the hospital's emergency room had become a model for all hospitals in the United States, and within another two years, the whole hospital had been transformed.

As this example suggests, it is rarely possible – or even particularly fruitful – to look too far ahead. A plan can usually cover no more than 18 months and still be reasonably clear and specific. So the question in most cases should be, Where and how can I achieve results that will make a difference within the next year and a half? The answer must balance several things. First, the results should be hard to achieve – they should require "stretching," to use the current buzzword. But also, they should be within reach. To aim at results that cannot be achieved – or that can be only under the most unlikely circumstances – is not

being ambitious; it is being foolish. Second, the results should be meaningful. They should make a difference. Finally, results should be visible and, if at all possible, measurable. From this will come a course of action: what to do, where and how to start, and what goals and deadlines to set.

Responsibility for Relationships

Very few people work by themselves and achieve results by themselves – a few great artists, a few great scientists, a few great athletes. Most people work with others and are effective with other people. That is true whether they are members of an organization or independently employed. Managing yourself requires taking responsibility for relationships. This has two parts.

The first is to accept the fact that other people are as much individuals as you yourself are. They perversely insist on behaving like human beings. This means that they too have their strengths; they too have their ways of getting things done; they too have their values. To be effective, therefore, you have to know the strengths, the performance modes, and the values of your coworkers.

That sounds obvious, but few people pay attention to it. Typical is the person who was trained to write reports in his or her first assignment because that boss was a reader. Even if the next boss is a listener, the person goes on writing reports that, invariably, produce no results. Invariably the boss will think the employee is stupid, incompetent, and lazy, and he or she will fail. But that could have been avoided if the employee had only looked at the new boss and analyzed how *this* boss performs.

Bosses are neither a title on the organization chart nor a "function." They are individuals and are entitled to do their work in the way they do it best. It is incumbent on the people who work with them to observe them, to find out how they work, and to adapt themselves to what makes their bosses most effective. This, in fact, is the secret of "managing" the boss.

The same holds true for all your coworkers. Each works his or her way, not your way. And each is entitled to work in his or her way. What matters is whether they perform and what their values are. As for how they perform – each is likely to do it differently. The first secret of effectiveness is to understand the people you work with and depend on so that you can make use of their strengths, their ways of working, and their values. Working relationships are as much based on the people as they are on the work.

The second part of relationship responsibility is taking responsibility for communication. Whenever I, or any other consultant, start to work with an organization, the first thing I hear about are all the personality conflicts. Most of these arise from the fact that people do not know what other people are doing and how they do their work, or what

who do these things must make sure that the marketing vice president understands what they are trying to do, why they are trying to do it, how they are going to do it, and what results to expect.

If the marketing vice president does not understand what these high-grade knowledge specialists are doing, it is primarily their fault, not hers. They have not educated her. Conversely, it is the marketing vice president's responsibility to make sure that all of her coworkers understand how she looks at marketing: what her goals are, how she works, and what she expects of herself and of each one of them.

Even people who understand the importance of taking responsibility for relationships often do not communicate sufficiently with their associates. They are afraid of being thought presumptuous or inquisitive or stupid. They are

The first secret of effectiveness is to understand the people you work with so that you can make use of their strengths.

contribution the other people are concentrating on and what results they expect. And the reason they do not know is that they have not asked and therefore have not been told.

This failure to ask reflects human stupidity less than it reflects human history. Until recently, it was unnecessary to tell any of these things to anybody. In the medieval city, everyone in a district plied the same trade. In the countryside, everyone in a valley planted the same crop as soon as the frost was out of the ground. Even those few people who did things that were not "common" worked alone, so they did not have to tell anyone what they were doing.

Today the great majority of people work with others who have different tasks and responsibilities. The marketing vice president may have come out of sales and know everything about sales, but she knows nothing about the things she has never done – pricing, advertising, packaging, and the like. So the people

wrong. Whenever someone goes to his or her associates and says, "This is what I am good at. This is how I work. These are my values. This is the contribution I plan to concentrate on and the results I should be expected to deliver," the response is always, "This is most helpful. But why didn't you tell me earlier?"

And one gets the same reaction – without exception, in my experience – if one continues by asking, "And what do I need to know about your strengths, how you perform, your values, and your proposed contribution?" In fact, knowledge workers should request this of everyone with whom they work, whether as subordinate, superior, colleague, or team member. And again, whenever this is done, the reaction is always, "Thanks for asking me. But why didn't you ask me earlier?"

Organizations are no longer built on force but on trust. The existence of trust between people does not necessarily mean that they like one another. It



means that they understand one another. Taking responsibility for relationships is therefore an absolute necessity. It is a duty. Whether one is a member of the organization, a consultant to it, a supplier, or a distributor, one owes that responsibility to all one's coworkers: those whose work one depends on as well as those who depend on one's own work.

The Second Half of Your Life

When work for most people meant manual labor, there was no need to worry about the second half of your life. You simply kept on doing what you had always done. And if you were lucky enough to survive 40 years of hard work in the mill or on the railroad, you were quite happy to spend the rest of your life doing nothing. Today, however, most work is knowledge work, and knowledge workers are not "finished" after 40 years on the job, they are merely bored.

We hear a great deal of talk about the midlife crisis of the executive. It is mostly boredom. At 45, most executives have reached the peak of their busi-

ness careers, and they know it. After 20 years of doing very much the same kind of work, they are very good at their jobs. But they are not learning or contributing or deriving challenge and satisfaction from the job. And yet they are still likely to face another 20 if not 25 years of work. That is why managing oneself increasingly leads one to begin a second career.

There are three ways to develop a second career. The first is actually to start one. Often this takes nothing more than moving from one kind of organization to another: the divisional controller in a large corporation, for instance, becomes the controller of a medium-sized hospital. But there are also growing numbers of people who move into different lines of work altogether: the business executive or government official who enters the ministry at 45, for instance; or the midlevel manager who leaves corporate life after 20 years to attend law school and become a small-town attorney.

We will see many more second careers undertaken by people who have achieved modest success in their first

jobs. Such people have substantial skills, and they know how to work. They need a community—the house is empty with the children gone—and they need income as well. But above all, they need challenge.

The second way to prepare for the second half of your life is to develop a parallel career. Many people who are very successful in their first careers stay in the work they have been doing, either on a full-time or part-time or consulting basis. But in addition, they create a parallel job, usually in a nonprofit organization, that takes another ten hours of work a week. They might take over the administration of their church, for instance, or the presidency of the local Girl Scouts council. They might run the battered women's shelter, work as a children's librarian for the local public library, sit on the school board, and so on.

Finally, there are the social entrepreneurs. These are usually people who have been very successful in their first careers. They love their work, but it no longer challenges them. In many cases they keep on doing what they have been doing all along but spend less and less of their time on it. They also start another activity, usually a nonprofit. My friend Bob Buford, for example, built a very successful television company that he still runs. But he has also founded and built a successful nonprofit organization that works with Protestant churches, and he is building another to teach social entrepreneurs how to manage their own nonprofit ventures while still running their original businesses.

People who manage the second half of their lives may always be a minority. The majority may "retire on the job" and count the years until their actual retirement. But it is this minority, the men and women who see a long working-life expectancy as an opportunity both for themselves and for society, who will become leaders and models.

There is one prerequisite for managing the second half of your life: You must begin long before you enter it. When it first became clear 30 years ago that working-life expectancies were lengthening very fast, many observers

(including myself) believed that retired people would increasingly become volunteers for nonprofit institutions. That has not happened. If one does not begin to volunteer before one is 40 or so, one will not volunteer once past 60.

Similarly, all the social entrepreneurs I know began to work in their chosen second enterprise long before they reached their peak in their original business. Consider the example of a successful lawyer, the legal counsel to a large corporation, who has started a venture to establish model schools in his state.

There is one prerequisite for managing the second half of your life: You must begin doing so long before you enter it.

He began to do volunteer legal work for the schools when he was around 35. He was elected to the school board at age 40. At age 50, when he had amassed a fortune, he started his own enterprise to build and to run model schools. He is, however, still working nearly full-time as the lead counsel in the company he helped found as a young lawyer.

There is another reason to develop a second major interest, and to develop it early. No one can expect to live very long without experiencing a serious setback in his or her life or work. There is the competent engineer who is passed over for promotion at age 45. There is the competent college professor who realizes at age 42 that she will never get a professorship at a big university, even though she may be fully qualified for it. There are tragedies in one's family life: the breakup of one's marriage or the loss of a child. At such times, a second major interest—not just a hobby—may make all the difference. The engineer, for example, now knows that he has not been very successful in his job. But in his outside activity—as church treasurer, for example—he is a success. One's family may break up, but in that outside activity there is still a community.

In a society in which success has become so terribly important, having options will become increasingly vital. His-

torically, there was no such thing as "success." The overwhelming majority of people did not expect anything but to stay in their "proper station," as an old English prayer has it. The only mobility was downward mobility.

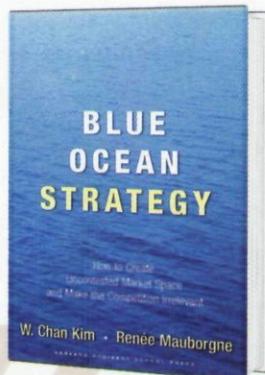
In a knowledge society, however, we expect everyone to be a success. This is clearly an impossibility. For a great many people, there is at best an absence of failure. Wherever there is success, there has to be failure. And then it is vitally important for the individual, and equally for the individual's family, to

have an area in which he or she can contribute, make a difference, and be *somebody*. That means finding a second area—whether in a second career, a parallel career, or a social venture—that offers an opportunity for being a leader, for being respected, for being a success.

The challenges of managing oneself may seem obvious, if not elementary. And the answers may seem self-evident to the point of appearing naïve. But managing oneself requires new and unprecedented things from the individual, and especially from the knowledge worker. In effect, managing oneself demands that each knowledge worker think and behave like a chief executive officer. Further, the shift from manual workers who do as they are told to knowledge workers who have to manage themselves profoundly challenges social structure. Every existing society, even the most individualistic one, takes two things for granted, if only subconsciously: that organizations outlive workers, and that most people stay put.

But today the opposite is true. Knowledge workers outlive organizations, and they are mobile. The need to manage oneself is therefore creating a revolution in human affairs.

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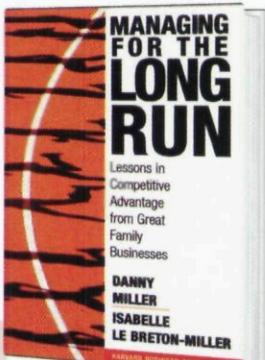
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HBR Retrospect



Excerpts from

Management time: Who's got the monkey?

William Oncken, Jr.
and Donald L. Wass

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Why is it that managers are typically running out of time while their subordinates are typically running out of work? The answer lies in the meaning of management time as it relates to the interaction between managers and their bosses, their peers, and their subordinates.

There are three different kinds of management time: boss-imposed time, which the boss requires and which managers cannot disregard without direct and swift penalty; system-imposed time, to accommodate those requests to managers for active support from their peers; and self-imposed time, to do those things that managers originate or agree to do themselves. A certain portion of this kind of time is taken by their subordinates and is called "subordinate-imposed time." The remaining portion is their own and is called "discretionary time."

Most managers spend much more subordinate-imposed time than they even faintly realize. Hence we shall use a monkey-on-the-back analogy to examine how subordinate-imposed time comes into being and what managers can do about it.

Let us imagine that a manager meets one of his subordinates coming up the hallway. The subordinate greets the manager with, "Good morning. By the way, we've got a problem. You see..." As she continues, the manager recognizes in this problem the same two characteristics common to all the problems his subordinates gratuitously bring to his attention. Namely, the manager knows (a) enough to get involved, but (b) not enough to make the on-the-spot decision expected of him. Eventually the manager says, "So

glad you brought this up. I'm in a rush right now. Meanwhile, let me think about it and I'll let you know." Then he and the subordinate part company.

Let us analyze what has just happened. Before the two of them met, on whose back was the "monkey"? The subordinate's. After they parted, on whose back was it? The manager's. Subordinate-imposed time begins the moment a monkey successfully executes a leap from the back of a subordinate to the back of the superior and does not end until the monkey is returned to its proper owner for care and feeding.

Why does all this happen? Because the manager and the subordinate assume at the outset, wittingly or unwittingly, that the matter under consideration is a joint problem. The monkey begins its career astride both their backs. All it has to do now is move the wrong leg, and—presto—the subordinate deftly disappears. The manager is thus left with another acquisition to his or her menagerie. Of course, monkeys can be trained not to move the wrong leg. But it is easier to prevent them from straddling backs in the first place.

Let's return to the manager in our example. He comes in bright and early one Saturday to catch up on his work, only to see a group of his subordinates on the golf course across from his office window. Now he knows who is really working for whom. Moreover, he now sees that if he actually accomplishes during this weekend what he came to accomplish, his subordinates' morale will go up so sharply that they will each raise the limit on the number of monkeys they will let jump from

their backs to his. In short, he now sees that the more he gets caught up, the more he will fall behind.

The only solution is to get rid of his subordinate-imposed time. With this in mind, the manager calls in his subordinates and explains the ground rules in words to this effect:

"At no time while I am helping you will your problem become my problem. The instant your problem becomes mine, you will no longer have a problem. I cannot help someone who hasn't got a problem. When this meeting is over, the problem will leave this office exactly the way it came in—on your back. You may ask my help at any appointed time, and we will make a joint determination of what the next move will be and who will make it."

What we have been driving at in this monkey-on-the-back analogy is to transfer initiative from managers to subordinates and keep it there. Before managers can develop initiative in their subordinates, they must see to it that the subordinates *have* the initiative. Once managers take it back, they can kiss their discretionary time goodbye. It will all revert to subordinate-imposed time.

The first order of business is for managers to enlarge their discretionary time by eliminating subordinate-imposed time. The second is for them to use a portion of their new-found discretionary time to see to it that their subordinates possess the initiative without which they cannot exercise initiative, and then to see to it that this initiative is in fact taken. The third is for them to use another portion of their increased discretionary time to get and keep control of the timing and content of both boss-imposed and system-imposed time.

The result of this is that managers will increase their leverage, which will in turn enable them to multiply, without theoretical limit, the value of each hour that they spend in managing management time.

Mr. Oncken is chairman of the board, The William Oncken Company of Texas, Inc., a management consulting firm. Mr. Wass is president of this company.

The article from which the foregoing was excerpted is one of HBR's ten best-selling reprints.

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*Confronted with life's hardships,
some people snap, and others snap back.*

HOW *Resilience* WORKS

by Diane L. Coutu

WHEN I BEGAN MY CAREER in journalism—I was a reporter at a national magazine in those days—there was a man I'll call Claus Schmidt. He was in his mid-fifties, and to my impressionable eyes, he was the quintessential newsman: cynical at times, but unrelentingly curious and full of life, and often hilariously funny in a sandpaper-dry kind of way. He churned out hard-hitting cover stories and features with a speed and elegance I could only dream of. It always astounded me that he was never promoted to managing editor.

But people who knew Claus better than I did thought of him not just as a great newsman but as a quintessential survivor, someone who had endured in an environment often hostile to talent. He had lived through at least three major changes in the magazine's leadership, losing most of his best friends and colleagues on the way. At home, two of his children succumbed to incurable

illnesses, and a third was killed in a traffic accident. Despite all this—or maybe because of it—he milled around the newsroom day after day, mentoring the cub reporters, talking about the novels he was writing—always looking forward to what the future held for him.

Why do some people suffer real hardships and not falter? Claus Schmidt could have reacted very differently. We've all seen that happen: One person cannot seem to get the confidence back after a layoff; another, persistently depressed, takes a few years off from life after her divorce. The question we would all like answered is, Why? What exactly is that quality of resilience that carries people through life?

It's a question that has fascinated me ever since I first learned of the Holocaust survivors in elementary school. In college, and later in my studies as an affiliate scholar at the Boston Psychoanalytic Society and Institute, I returned to the subject. For the past sev-

eral months, however, I have looked on it with a new urgency, for it seems to me that the terrorism, war, and recession of recent months have made understanding resilience more important than ever. I have considered both the nature of individual resilience and what makes some organizations as a whole more resilient than others. Why do some people and some companies buckle under pressure? And what makes others bend and ultimately bounce back?

My exploration has taught me much about resilience, although it's a subject none of us will ever understand fully. Indeed, resilience is one of the great puzzles of human nature, like creativity or the religious instinct. But in sifting through psychological research and in reflecting on the many stories of resilience I've heard, I have seen a little more deeply into the hearts and minds of people like Claus Schmidt and, in doing so, looked more deeply into the human psyche as well.





The Buzz About Resilience

Resilience is a hot topic in business these days. Not long ago, I was talking to a senior partner at a respected consulting firm about how to land the very best MBAs—the name of the game in that particular industry. The partner, Daniel Savageau (not his real name), ticked off a long list of qualities his firm sought in its hires: intelligence, ambition, integrity, analytic ability, and so on. “What about resilience?” I asked. “Well, that’s very popular right now,” he said. “It’s the new buzzword. Candidates even tell us they’re resilient; they volunteer the information. But frankly, they’re just too young to know that about themselves. Resilience is something you realize you have *after* the fact.”

“But if you could, would you test for it?” I asked. “Does it matter in business?”

Savageau paused. He’s a man in his late forties and a success personally and professionally. Yet it hadn’t been

a smooth ride to the top. He’d started his life as a poor French Canadian in Woonsocket, Rhode Island, and had lost his father at six. He lucked into a football scholarship but was kicked out of Boston University twice for drinking. He turned his life around in his twenties, married, divorced, remarried, and raised five children. Along the way, he made and lost two fortunes before helping to found the consulting firm he now runs. “Yes, it does matter,” he said at last. “In fact, it probably matters more than any of the usual things we look for.” In the course of reporting this article, I heard the same assertion time and again. As Dean Becker, the president and CEO of Adaptiv Learning Systems, a four-year-old company in King of Prussia, Pennsylvania, that develops and delivers programs about resilience training, puts it: “More than education, more than experience, more than training, a person’s level of resilience will determine who succeeds and who fails. That’s true in

the cancer ward, it’s true in the Olympics, and it’s true in the boardroom.”

Academic research into resilience started about 40 years ago with pioneering studies by Norman Garmezy, now a professor emeritus at the University of Minnesota in Minneapolis. After studying why many children of schizophrenic parents did not suffer psychological illness as a result of growing up with them, he concluded that a certain quality of resilience played a greater role in mental health than anyone had previously suspected.

Today, theories abound about what makes resilience. Looking at Holocaust victims, Maurice Vanderpol, a former president of the Boston Psychoanalytic Society and Institute, found that many of the healthy survivors of concentration camps had what he calls a “plastic shield.” The shield was comprised of several factors, including a sense of humor. Often the humor was black, but nonetheless it provided a critical sense

of perspective. Other core characteristics that helped included the ability to form attachments to others and the possession of an inner psychological space that protected the survivors from the intrusions of abusive others. Research about other groups uncovered different qualities associated with resilience. The Search Institute, a Minneapolis-based nonprofit organization that focuses on resilience and youth, found that the more resilient kids have an uncanny ability to get adults to help them out. Still other research showed that resilient inner-city youth often have talents such as athletic abilities that attract others to them.

Many of the early theories about resilience stressed the role of genetics. Some people are just born resilient, so the arguments went. There's some truth to that, of course, but an increasing body of empirical evidence shows that resilience—whether in children, survivors

life is meaningful; and an uncanny ability to improvise. You can bounce back from hardship with just one or two of these qualities, but you will only be truly resilient with all three. These three characteristics hold true for resilient organizations as well. Let's take a look at each of them in turn.

Facing Down Reality

A common belief about resilience is that it stems from an optimistic nature. That's true but only as long as such optimism doesn't distort your sense of reality. In extremely adverse situations, rose-colored thinking can actually spell disaster. This point was made poignantly to me by management researcher and writer Jim Collins, who happened upon this concept while researching *Good to Great*, his book on how companies transform themselves out of mediocrity. Collins had a hunch (an exactly wrong hunch) that resilient companies were

down-to-earth views of those parts of reality that matter for survival. That's not to say that optimism doesn't have its place: In turning around a demoralized sales force, for instance, conjuring a sense of possibility can be a very powerful tool. But for bigger challenges, a cool, almost pessimistic, sense of reality is far more important.

Perhaps you're asking yourself, "Do I truly understand—and accept—the reality of my situation? Does my organization?" Those are good questions, particularly because research suggests most people slip into denial as a coping mechanism. Facing reality, really facing it, is grueling work. Indeed, it can be unpleasant and often emotionally wrenching. Consider the following story of organizational resilience, and see what it means to confront reality.

Prior to September 11, 2001, Morgan Stanley, the famous investment bank, was the largest tenant in the World Trade Center. The company had some 2,700 employees working in the south tower on 22 floors between the 43rd and the 74th. On that horrible day, the first plane hit the north tower at 8:46 AM, and Morgan Stanley started evacuating just one minute later, at 8:47 AM. When the second plane crashed into the south tower 15 minutes after that, Morgan Stanley's offices were largely empty. All told, the company lost only seven employees despite receiving an almost direct hit.

Of course, the organization was just plain lucky to be in the second tower. Cantor Fitzgerald, whose offices were hit in the first attack, couldn't have done anything to save its employees. Still, it was Morgan Stanley's hard-nosed realism that enabled the company to benefit from its luck. Soon after the 1993 attack on the World Trade Center, senior management recognized that working in such a symbolic center of U.S. commercial power made the company vulnerable to attention from terrorists and possible attack.

With this grim realization, Morgan Stanley launched a program of pre-

"MORE THAN EDUCATION, more than experience, more than training, a person's level of resilience will determine who succeeds and who fails. That's true in the cancer ward, it's true in the Olympics, and it's true in the boardroom."

of concentration camps, or businesses back from the brink—can be learned. For example, George Vaillant, the director of the Study of Adult Development at Harvard Medical School in Boston, observes that within various groups studied during a 60-year period, some people became markedly more resilient over their lifetimes. Other psychologists claim that unresilient people more easily develop resiliency skills than those with head starts.

Most of the resilience theories I encountered in my research make good common sense. But I also observed that almost all the theories overlap in three ways. Resilient people, they posit, possess three characteristics: a staunch acceptance of reality; a deep belief, often buttressed by strongly held values, that

filled with optimistic people. He tried out that idea on Admiral Jim Stockdale, who was held prisoner and tortured by the Vietcong for eight years.

Collins recalls: "I asked Stockdale: 'Who didn't make it out of the camps?' And he said, 'Oh, that's easy. It was the optimists. They were the ones who said we were going to be out by Christmas. And then they said we'd be out by Easter and then out by Fourth of July and out by Thanksgiving, and then it was Christmas again.' Then Stockdale turned to me and said, 'You know, I think they all died of broken hearts.'"

In the business world, Collins found the same unblinking attitude shared by executives at all the most successful companies he studied. Like Stockdale, resilient people have very sober and

Diane L. Coutu is a senior editor at HBR specializing in psychology and business.

paredness at the micro level. Few companies take their fire drills seriously. Not so Morgan Stanley, whose VP of security for the Individual Investor Group, Rick Rescorla, brought a military discipline to the job. Rescorla, himself a highly resilient, decorated Vietnam vet, made sure that people were fully drilled about what to do in a catastrophe. When disaster struck on September 11, Rescorla was on a bullhorn telling Morgan Stanley employees to stay calm and follow their well-practiced drill, even though some building supervisors were telling occupants that all was well. Sadly, Rescorla himself, whose life story has been widely covered in recent months, was one of the seven who didn't make it out.

"When you're in financial services where so much depends on technology, contingency planning is a major part of your business," says President and COO Robert G. Scott. But Morgan Stanley was prepared for the very toughest reality. It had not just one, but three, recovery sites where employees could congregate and business could take place if work locales were ever disrupted. "Multiple backup sites seemed like an incredible extravagance on September 10," concedes Scott. "But on September 12, they seemed like genius."

Maybe it was genius; it was undoubtedly resilience at work. The fact is, when we truly stare down reality, we prepare ourselves to act in ways that allow us to endure and survive extraordinary hardship. We train ourselves how to survive before the fact.

The Search for Meaning

The ability to see reality is closely linked to the second building block of resilience, the propensity to make meaning of terrible times. We all know people who, under duress, throw up their hands and cry, "How can this be happening to me?" Such people see themselves as victims, and living through hardship carries no lessons for them. But resilient people devise constructs about their suffering to create some sort of meaning for themselves and others.

I have a friend I'll call Jackie Oiseaux who suffered repeated psychoses over



a ten-year period due to an undiagnosed bipolar disorder. Today, she holds down a big job in one of the top publishing companies in the country, has a family, and is a prominent member of her church community. When people ask her how she bounced back from her crises, she runs her hands through her hair. "People sometimes say, 'Why me?' But I've always said, 'Why *not* me?'" True, I lost many things during my illness," she says, "but I found many more— incredible friends who saw me through the bleakest times and who will give meaning to my life forever."

This dynamic of meaning making is, most researchers agree, the way resilient people build bridges from present-day hardships to a fuller, better constructed future. Those bridges make the present manageable, for lack of a better word, removing the sense that the present is overwhelming. This concept was beautifully articulated by Viktor E. Frankl, an Austrian psychiatrist and an Auschwitz survivor. In the midst of staggering suffering, Frankl invented "meaning therapy," a humanistic therapy technique that helps individuals make the kinds of decisions that will create significance in their lives.

In his book *Man's Search for Meaning*, Frankl described the pivotal moment in the camp when he developed meaning therapy. He was on his way to work one day, worrying whether he should trade his last cigarette for a bowl of soup. He wondered how he was going to work with a new foreman whom he knew to be particularly sadistic. Suddenly, he was disgusted by just how trivial and meaningless his life had become. He realized that to survive, he had to find some purpose. Frankl did so by imagining himself giving a lecture after the war on the psychology of the concentration camp, to help outsiders understand what he had been through. Although he wasn't even sure he would survive, Frankl created some concrete goals for himself. In doing so, he succeeded in rising above the sufferings of the moment. As he put it in his book: "We must never forget that we may also find meaning in life even when confronted with a hopeless situation, when facing a fate that cannot be changed."

Frankl's theory underlies most resilience coaching in business. Indeed, I was struck by how often businesspeople referred to his work. "Resilience training—what we call hardiness—is a way

for us to help people construct meaning in their everyday lives," explains Salvatore R. Maddi, a University of California, Irvine psychology professor and the director of the Hardiness Institute in Newport Beach, California. "When people realize the power of resilience training, they often say, 'Doc, is this what psychotherapy is?' But psychotherapy

RESILIENCE is neither ethically good nor bad. It is merely the skill and the capacity to be robust under conditions of enormous stress and change.

is for people whose lives have fallen apart badly and need repair. We see our work as showing people life skills and attitudes. Maybe those things should be taught at home, maybe they should be taught in schools, but they're not. So we end up doing it in business."

Yet the challenge confronting resilience trainers is often more difficult than we might imagine. Meaning can be elusive, and just because you found it once doesn't mean you'll keep it or find it again. Consider Aleksandr Solzhenitsyn, who survived the war against the Nazis, imprisonment in the gulag, and cancer. Yet when he moved to a farm in peaceful, safe Vermont, he could not cope with the "infantile West." He was unable to discern any real meaning in what he felt to be the destructive and irresponsible freedom of the West. Upset by his critics, he withdrew into his farmhouse, behind a locked fence, seldom to be seen in public. In 1994, a bitter man, Solzhenitsyn moved back to Russia.

Since finding meaning in one's environment is such an important aspect of resilience, it should come as no surprise that the most successful organizations and people possess strong value systems. Strong values infuse an environment with meaning because they offer ways to interpret and shape events. While it's popular these days to ridicule values, it's surely no coincidence that the most resilient organization in the world has been the Catholic Church, which has survived wars, corruption,

and schism for more than 2,000 years, thanks largely to its immutable set of values. Businesses that survive also have their creeds, which give them purposes beyond just making money. Strikingly, many companies describe their value systems in religious terms. Pharmaceutical giant Johnson & Johnson, for instance, calls its value system, set out in a

document given to every new employee at orientation, the Credo. Parcel company UPS talks constantly about its Noble Purpose.

Value systems at resilient companies change very little over the years and are used as scaffolding in times of trouble. UPS Chairman and CEO Mike Eskew believes that the Noble Purpose helped the company to rally after the agonizing strike in 1997. Says Eskew: "It was a hugely difficult time, like a family feud. Everyone had close friends on both sides of the fence, and it was tough for us to pick sides. But what saved us was our Noble Purpose. Whatever side people were on, they all shared a common set of values. Those values are core to us and never change; they frame most of our important decisions. Our strategy and our mission may change, but our values never do."

The religious connotations of words like "credo," "values," and "noble purpose," however, should not be confused with the actual content of the values. Companies can hold ethically questionable values and still be very resilient. Consider Phillip Morris, which has demonstrated impressive resilience in the face of increasing unpopularity. As Jim Collins points out, Phillip Morris has very strong values, although we might not agree with them—for instance, the value of "adult choice." But there's no doubt that Phillip Morris executives believe strongly in its values, and the strength of their beliefs sets the company apart

from most of the other tobacco companies. In this context, it is worth noting that resilience is neither ethically good nor bad. It is merely the skill and the capacity to be robust under conditions of enormous stress and change. As Viktor Frankl wrote: "On the average, only those prisoners could keep alive who, after years of trekking from camp to camp, had lost all scruples in their fight for existence; they were prepared to use every means, honest and otherwise, even brutal..., in order to save themselves. We who have come back...we know: The best of us did not return."

Values, positive or negative, are actually more important for organizational resilience than having resilient people on the payroll. If resilient employees are all interpreting reality in different ways, their decisions and actions may well conflict, calling into doubt the survival of their organization. And as the weakness of an organization becomes apparent, highly resilient individuals are more likely to jettison the organization than to imperil their own survival.

Ritualized Ingenuity

The third building block of resilience is the ability to make do with whatever is at hand. Psychologists follow the lead of French anthropologist Claude Levi-Strauss in calling this skill bricolage.¹ Intriguingly, the roots of that word are closely tied to the concept of resilience, which literally means "bouncing back." Says Levi-Strauss: "In its old sense, the verb *bricoler*...was always used with reference to some extraneous movement: a ball rebounding, a dog straying, or a horse swerving from its direct course to avoid an obstacle."

Bricolage in the modern sense can be defined as a kind of inventiveness, an ability to improvise a solution to a problem without proper or obvious tools or materials. *Bricoleurs* are always tinkering—building radios from household effects or fixing their own cars. They make the most of what they have, putting objects to unfamiliar uses. In the concentration camps, for example, resilient inmates knew to pocket pieces of string or wire whenever they found them. The

string or wire might later become useful—to fix a pair of shoes, perhaps, which in freezing conditions might make the difference between life and death.

When situations unravel, bricoleurs muddle through, imagining possibilities where others are confounded. I have two friends, whom I'll call Paul Shields and Mike Andrews, who were roommates throughout their college years. To no one's surprise, when they graduated, they set up a business together, selling educational materials to schools, businesses, and consulting firms. At first, the company was a great success, making both founders paper millionaires. But the recession of the early 1990s hit the company hard, and many core clients fell away. At the same time, Paul experienced a bitter divorce and a depression that made it impossible for him to work. Mike offered to buy Paul out but was instead slapped with a lawsuit claiming that Mike was trying to steal the business. At this point, a less resilient person might have just walked away from the mess. Not Mike. As the case wound through the courts, he kept the company going any way he could—constantly morphing the business until he found a model that worked: going into joint ventures to sell English-language training materials to Russian and Chinese companies. Later, he branched off into publishing newsletters for clients. At one point, he was even writing video scripts for his competitors. Thanks to all this bricolage, by the time the lawsuit was settled in his favor, Mike had an entirely different, and much more solid, business than the one he had started with.

Bricolage can be practiced on a higher level as well. Richard Feynman, winner of the 1965 Nobel Prize in physics, exemplified what I like to think of as intellectual bricolage. Out of pure curiosity, Feynman made himself an expert on cracking safes, not only looking at the mechanics of safecracking but also cobbling together psychological insights about people who used safes and set the locks. He cracked many of the safes at Los Alamos, for instance, because he guessed that theoretical physicists would not set the locks with random

code numbers they might forget but would instead use a sequence with mathematical significance. It turned out that the three safes containing all the secrets to the atomic bomb were set to the same mathematical constant, e , whose first six digits are 2.71828.

Resilient organizations are stuffed with bricoleurs, though not all of them, of course, are Richard Feynmans. Indeed, companies that survive regard improvisation as a core skill. Consider UPS, which empowers its drivers to do whatever it takes to deliver packages on time. Says CEO Eskew: "We tell our employees to get the job done. If that means they need to improvise, they improvise. Otherwise we just couldn't do what we do every day. Just think what can go wrong: a busted traffic light, a flat tire, a bridge washed out. If a snowstorm hits Louisville tonight, a group of people will sit together and discuss how to handle the problem. Nobody tells them to do that. They come together because it's our tradition to do so."

That tradition meant that the company was delivering parcels in southeast Florida just one day after Hurricane Andrew devastated the region in 1992, causing billions of dollars in damage. Many people were living in their cars because their homes had been destroyed, yet UPS drivers and managers sorted packages at a diversion site and made deliveries even to those who were stranded in their cars. It was largely UPS's improvisational skills that enabled it to keep functioning after the catastrophic hit. And the fact that the company continued on gave others a sense of purpose or meaning amid the chaos.

Improvisation of the sort practiced by UPS, however, is a far cry from unbridled creativity. Indeed, much like the military, UPS lives on rules and regulations. As Eskew says: "Drivers always put their keys in the same place. They close the doors the same way. They wear their uniforms the same way. We are a company of precision." He believes that although they may seem stifling, UPS's rules were what allowed the company to bounce back immediately after Hurricane Andrew, for they enabled peo-

ple to focus on the one or two fixes they needed to make in order to keep going.

Eskew's opinion is echoed by Karl E. Weick, a professor of organizational behavior at the University of Michigan Business School in Ann Arbor and one of the most respected thinkers on organizational psychology. "There is good evidence that when people are put under pressure, they regress to their most habituated ways of responding," Weick has written. "What we do not expect under life-threatening pressure is creativity." In other words, the rules and regulations that make some companies appear less creative may actually make them more resilient in times of real turbulence.

•••

Claus Schmidt, the newsman I mentioned earlier, died about five years ago, but I'm not sure I could have interviewed him about his own resilience even if he were alive. It would have felt strange, I think, to ask him, "Claus, did you really face down reality? Did you make meaning out of your hardships? Did you improvise your recovery after each professional and personal disaster?" He may not have been able to answer. In my experience, resilient people don't often describe themselves that way. They shrug off their survival stories and very often assign them to luck.

Obviously, luck does have a lot to do with surviving. It was luck that Morgan Stanley was situated in the south tower and could put its preparedness training to work. But being lucky is not the same as being resilient. Resilience is a reflex, a way of facing and understanding the world, that is deeply etched into a person's mind and soul. Resilient people and companies face reality with staunchness, make meaning of hardship instead of crying out in despair, and improvise solutions from thin air. Others do not. This is the nature of resilience, and we will never completely understand it. □

1. See, e.g., Karl E. Weick, "The Collapse of Sensemaking in Organizations: The Mann Gulch Disaster," *Administrative Science Quarterly*, December 1993.

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Manage Your Energy, Not Your Time

The science of stamina has advanced to the point where individuals, teams, and whole organizations can, with some straightforward interventions, significantly increase their capacity to get things done.

by Tony Schwartz

STEVE WANNER IS a highly respected 37-year-old partner at Ernst & Young, married with four young children. When I met him a year ago, he was working 12- to 14-hour days, felt perpetually exhausted, and found it difficult to fully engage with his family in the evenings, which left him feeling guilty and dissatisfied. He slept poorly, made no time to exercise, and seldom ate healthy meals, instead grabbing a bite to eat on the run or while working at his desk.

Wanner's experience is not uncommon. Most of us respond to rising demands in the workplace by putting in longer hours, which inevitably take a toll on us physically, mentally, and emotionally. That leads to declining levels of engagement, increasing levels of distraction, high turnover rates, and soaring medical costs among employees. My colleagues and I at the Energy

Project have worked with thousands of leaders and managers in the course of doing consulting and coaching at large organizations during the past five years. With remarkable consistency, these executives tell us they're pushing themselves harder than ever to keep up and increasingly feel they are at a breaking point.

The core problem with working longer hours is that time is a finite resource. Energy is a different story. Defined in physics as the capacity to work, energy comes from four main wellsprings in human beings: the body, emotions, mind, and spirit. In each, energy can be systematically expanded and regularly renewed by establishing specific rituals – behaviors that are intentionally practiced and precisely scheduled, with the goal of making them unconscious and automatic as quickly as possible.

To effectively reenergize their workforces, organizations need to shift their emphasis from getting more out of people to investing more in them, so they are motivated – and able – to bring more of themselves to work every day. To recharge themselves, individuals need to recognize the costs of energy-depleting behaviors and then take responsibility for changing them, regardless of the circumstances they're facing.

The rituals and behaviors Wanner established to better manage his energy transformed his life. He set an earlier bedtime and gave up drinking, which had disrupted his sleep. As a consequence, when he woke up he felt more rested and more motivated to exercise, which he now does almost every morning. In less than two months he lost 15 pounds. After working out he now sits down with his family for breakfast. Wanner still puts in long hours on the job, but he renews himself regularly

along the way. He leaves his desk for lunch and usually takes a morning and an afternoon walk outside. When he arrives at home in the evening, he's more relaxed and better able to connect with his wife and children.

Establishing simple rituals like these can lead to striking results across organizations. At Wachovia Bank, we took a group of employees through a pilot energy management program and then measured their performance against that of a control group. The participants outperformed the controls on a series of financial metrics, such as the value of loans they generated. They also reported substantial improvements in their customer relationships, their engagement with work, and their personal

more sustainability. Our experience at Wachovia bore this out.

In early 2006 we took 106 employees at 12 regional banks in southern New Jersey through a curriculum of four modules, each of which focused on specific strategies for strengthening one of the four main dimensions of energy. We delivered it at one-month intervals to groups of approximately 20 to 25, ranging from senior leaders to lower-level managers. We also assigned each attendee a fellow employee as a source of support between sessions. Using Wachovia's own key performance metrics, we evaluated how the participant group performed compared with a group of employees at similar levels at a nearby set of Wachovia banks who did not go through the training. To create a credible basis for comparison, we looked at year-over-year percentage changes in performance across several metrics.

On a measure called the "Big 3" – revenues from three kinds of loans – the participants showed a year-over-year increase that was 13 percentage points greater than the control group's in the first three months of our study. On revenues from deposits, the participants exceeded the control group's year-over-year gain by 20 percentage points during that same period. The precise gains varied month by month, but with only a handful of exceptions, the participants continued to significantly outperform the control group for a full year after completing the program. Although other variables undoubtedly influenced these outcomes, the participants' superior performance was notable in its consistency. (See the exhibit "How Energy Renewal Programs Boosted Productivity at Wachovia.")

We also asked participants how the program influenced them personally. Sixty-eight percent reported that it had a positive impact on their relationships with clients and customers. Seventy-one percent said that it had a noticeable or substantial positive im-

The core problem with working longer hours is that time is a finite resource. Energy is a different story.

satisfaction. In this article, I'll describe the Wachovia study in a little more detail. Then I'll explain what executives and managers can do to increase and regularly renew work capacity – the approach used by the Energy Project, which builds on, deepens, and extends several core concepts developed by my former partner Jim Loehr in his seminal work with athletes.

Linking Capacity and Performance at Wachovia

Most large organizations invest in developing employees' skills, knowledge, and competence. Very few help build and sustain their capacity – their energy – which is typically taken for granted. In fact, greater capacity makes it possible to get more done in less time at a higher level of engagement and with

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pact on their productivity and performance. These findings corroborated a raft of anecdotal evidence we've gathered about the effectiveness of this approach among leaders at other large companies such as Ernst & Young, Sony, Deutsche Bank, Nokia, ING Direct, Ford, and MasterCard.



The Body: Physical Energy

Our program begins by focusing on physical energy. It is scarcely news that inadequate nutrition, exercise, sleep, and rest diminish people's basic energy levels, as well as their ability to manage their emotions and focus their attention. Nonetheless, many executives don't find ways to practice consistently healthy behaviors, given all the other demands in their lives.

Before participants in our program begin to explore ways to increase their physical energy, they take an energy audit, which includes four questions in each energy dimension – body, emotions, mind, and spirit. (See the exhibit "Are You Headed for an Energy Crisis?") On average, participants get eight to ten of those 16 questions "wrong," meaning they're doing things such as skipping breakfast, failing to express appreciation to others, struggling to focus on one thing at a time, or spending too little time on activities that give them a sense of purpose. While most participants aren't surprised to learn these behaviors are counterproductive, having them all listed in one place is often uncomfortable, sobering, and galvanizing. The audit highlights employees' greatest energy deficits. Participants also

fill out charts designed to raise their awareness about how their exercise, diet, and sleep practices influence their energy levels.

The next step is to identify rituals for building and renewing physical energy. When Gary Faro, a vice president at Wachovia, began the program, he was significantly overweight, ate poorly, lacked a regular exercise routine, worked long hours, and typically slept no more than five or six hours a night. That is not an unusual profile among the leaders and managers we see. Over the course of the program, Faro began regular cardiovascular and strength training. He started going to bed at a designated time and sleeping longer. He changed his eating habits from two big meals a day ("Where I usually gorged myself," he says) to smaller meals and light snacks every three hours. The aim was to help him stabilize his glucose levels over the course of the day, avoiding peaks and valleys. He lost 50 pounds in the process, and his energy levels soared. "I used to schedule tough projects for the morning, when I knew that I would be more focused," Faro says. "I don't have to do that anymore because I find that I'm just as focused now at 5 PM as I am at 8 AM."

Another key ritual Faro adopted was to take brief but regular breaks at specific intervals throughout the workday – always leaving his desk. The value of such breaks is grounded in our physiology. "Ultradian rhythms" refer to 90- to 120-minute cycles during which our bodies slowly move from a high-energy state into a physiological trough. Toward the end of each cycle, the body begins to crave a period of recovery. The signals include physical restlessness, yawning, hunger, and difficulty concentrating, but many of us ignore them and keep working. The consequence is that our energy reservoir – our remaining capacity – burns down as the day wears on.

Intermittent breaks for renewal, we have found, result in higher and more sustainable performance. The length

of renewal is less important than the quality. It is possible to get a great deal of recovery in a short time – as little as several minutes – if it involves a ritual that allows you to disengage from work and truly change channels. That could range from getting up to talk to a colleague about something other than work, to listening to music on an iPod, to walking up and down stairs in an office building. While breaks are countercultural in most organizations and counterintuitive for many high achievers, their value is multifaceted.

Matthew Lang is a managing director for Sony in South Africa. He adopted some of the same rituals that Faro did, including a 20-minute walk in the afternoons. Lang's walk not only gives him a mental and emotional breather and some exercise but also has become the time when he gets his best creative ideas. That's because when he walks he is not actively thinking, which allows the dominant left hemisphere of his brain to give way to the right hemisphere with its greater capacity to see the big picture and make imaginative leaps.



The Emotions: Quality of Energy

When people are able to take more control of their emotions, they can improve the quality of their energy, regardless of the external pressures they're facing. To do this, they first must become more aware of how they feel at various points during the workday and of the impact these emotions have on their effectiveness. Most people realize that they tend to perform best when they're feeling positive energy. What they find

surprising is that they're not able to perform well or to lead effectively when they're feeling any other way.

Unfortunately, without intermittent recovery, we're not physiologically capable of sustaining highly positive emotions for long periods. Confronted with relentless demands and unexpected challenges, people tend to slip into negative emotions – the fight-or-flight mode – often multiple times in a day. They become irritable and impatient, or anxious and insecure. Such states of mind drain people's energy and cause friction in their relationships. Fight-or-flight emotions also make it impossible to think clearly, logically, and reflectively. When executives learn to recognize what kinds of events trigger their negative emotions, they gain greater capacity to take control of their reactions.

One simple but powerful ritual for defusing negative emotions is what we call "buying time." Deep abdominal breathing is one way to do that. Exhaling slowly for five or six seconds induces relaxation and recovery, and turns off the fight-or-flight response. When we began working with Fujio Nishida, president of Sony Europe, he had a habit of lighting up a cigarette each time something especially stressful occurred – at least two or three times a day. Otherwise, he didn't smoke. We taught him the breathing exercise

beneficial to the giver as to the receiver. It can take the form of a handwritten note, an e-mail, a call, or a conversation – and the more detailed and specific, the higher the impact. As with all rituals, setting aside a particular time to do it vastly increases the chances of success. Ben Jenkins, vice chairman and president of the General Bank at Wachovia in Charlotte, North Carolina, built his appreciation ritual into time set aside for mentoring. He began scheduling lunches or dinners regularly with people who worked for him. Previously, the only sit-downs he'd had with his direct reports were to hear monthly reports on their numbers or to give them yearly performance reviews. Now, over meals, he makes it a priority to recognize their accomplishments and also to talk with them about their lives and their aspirations rather than their immediate work responsibilities.

Finally, people can cultivate positive emotions by learning to change the stories they tell themselves about the events in their lives. Often, people in conflict cast themselves in the role of victim, blaming others or external circumstances for their problems. Becoming aware of the difference between the facts in a given situation and the way we interpret those facts can be powerful in itself. It's been a revelation for many of the people we work with to

People can cultivate positive energy by learning to change the stories they tell themselves about the events in their lives. We teach them to tell the most hopeful stories possible.

as an alternative, and it worked immediately: Nishida found he no longer had the desire for a cigarette. It wasn't the smoking that had given him relief from the stress, we concluded, but the relaxation prompted by the deep inhalation and exhalation.

A powerful ritual that fuels positive emotions is expressing appreciation to others, a practice that seems to be as

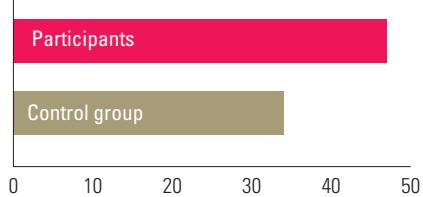
discover they have a choice about how to view a given event and to recognize how powerfully the story they tell influences the emotions they feel. We teach them to tell the most hopeful and personally empowering story possible in any given situation, without denying or minimizing the facts.

The most effective way people can change a story is to view it through any

How Energy Renewal Programs Boosted Productivity at Wachovia

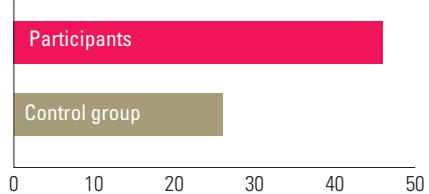
At Wachovia Bank, employees participating in an energy renewal program outperformed a control group of employees, demonstrating significantly greater improvements in year-over-year performance during the first quarter of 2006.

Percentage increase in loan revenues*



*From three critical kinds of loans

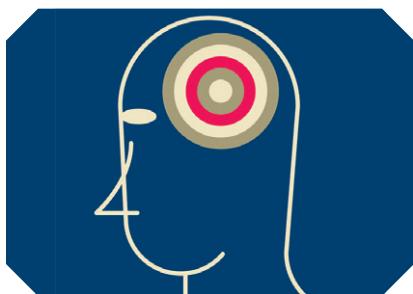
Percentage increase in deposit revenues



of three new lenses, which are all alternatives to seeing the world from the victim perspective. With the *reverse lens*, for example, people ask themselves, "What would the other person in this conflict say and in what ways might that be true?" With the *long lens* they ask, "How will I most likely view this situation in six months?" With the *wide lens* they ask themselves, "Regardless of the outcome of this issue, how can I grow and learn from it?" Each of these lenses can help people intentionally cultivate more positive emotions.

Nicolas Babin, director of corporate communications for Sony Europe, was the point person for calls from reporters when Sony went through several recalls of its batteries in 2006. Over time he found his work increasingly exhausting and dispiriting. After practicing the lens

exercises, he began finding ways to tell himself a more positive and empowering story about his role. "I realized," he explains, "that this was an opportunity for me to build stronger relationships with journalists by being accessible to them and to increase Sony's credibility by being straightforward and honest."



The Mind: Focus of Energy

Many executives view multitasking as a necessity in the face of all the demands they juggle, but it actually undermines productivity. Distractions are costly: A temporary shift in attention from one task to another – stopping to answer an e-mail or take a phone call, for instance – increases the amount of time necessary to finish the primary task by as much as 25%, a phenomenon known as "switching time." It's far more efficient to fully focus for 90 to 120 minutes, take a true break, and then fully focus on the next activity. We refer to these work periods as "ultradian sprints."

Once people see how much they struggle to concentrate, they can create rituals to reduce the relentless interruptions that technology has introduced in their lives. We start out with an exercise that forces them to face the impact of daily distractions. They attempt to complete a complex task and are regularly interrupted – an experience that, people report, ends up feeling much like everyday life.

Dan Cluna, a vice president at Wachovia, designed two rituals to better focus his attention. The first one is to leave his desk and go into a conference

room, away from phones and e-mail, whenever he has a task that requires concentration. He now finishes reports in a third of the time they used to require. Cluna built his second ritual around meetings at branches with the financial specialists who report to him. Previously, he would answer his phone whenever it rang during these meetings. As a consequence, the meetings he scheduled for an hour often stretched to two, and he rarely gave anyone his full attention. Now Cluna lets his phone go to voice mail, so that he can focus completely on the person in front of him. He now answers the accumulated voice-mail messages when he has downtime between meetings.

E&Y's hard-charging Wanner used to answer e-mail constantly throughout the day – whenever he heard a "ping." Then he created a ritual of checking his e-mail just twice a day – at 10:15 AM and 2:30 PM. Whereas previously he couldn't keep up with all his messages, he discovered he could clear his in-box each time he opened it – the reward of fully focusing his attention on e-mail for 45 minutes at a time. Wanner has also reset the expectations of all the people he regularly communicates with by e-mail. "I've told them if it's an emergency and they need an instant response, they can call me and I'll always pick up," he says. Nine months later he has yet to receive such a call.

Michael Henke, a senior manager at E&Y, sat his team down at the start of the busy season last winter and told them that at certain points during the day he was going to turn off his Same-time (an in-house instant-message system). The result, he said, was that he would be less available to them for questions. Like Wanner, he told his team to call him if any emergency arose, but they rarely did. He also encouraged the group to take regular breaks throughout the day and to eat more regularly. They finished the busy season under budget and more profitable than other teams that hadn't followed the energy renewal program. "We got the same

amount of work done in less time," says Henke. "It made for a win-win."

Another way to mobilize mental energy is to focus systematically on activities that have the most long-term leverage. Unless people intentionally schedule time for more challenging work, they tend not to get to it at all or rush through it at the last minute. Perhaps the most effective focus ritual the executives we work with have adopted is to identify each night the most important challenge for the next day and make it their very first priority when they arrive in the morning. Jean Luc Duquesne, a vice president for Sony Europe in Paris, used to answer his e-mail as soon as he got to the office, just as many people do. He now tries to concentrate the first hour of every day on the most important topic. He finds that he often emerges at 10 AM feeling as if he's already had a productive day.



The Human Spirit: Energy of Meaning and Purpose

People tap into the energy of the human spirit when their everyday work and activities are consistent with what they value most and with what gives them a sense of meaning and purpose. If the work they're doing really matters to them, they typically feel more positive energy, focus better, and demonstrate greater perseverance. Regrettably, the high demands and fast pace of corporate life don't leave much time to pay attention to these issues, and many people don't even recognize meaning and purpose as potential sources of energy. Indeed, if we tried to

Are You Headed for an Energy Crisis?

Please check the statements below that are true for you.

Body

- I don't regularly get at least seven to eight hours of sleep, and I often wake up feeling tired.
- I frequently skip breakfast, or I settle for something that isn't nutritious.
- I don't work out enough (meaning cardiovascular training at least three times a week and strength training at least once a week).
- I don't take regular breaks during the day to truly renew and recharge, or I often eat lunch at my desk, if I eat it at all.

Emotions

- I frequently find myself feeling irritable, impatient, or anxious at work, especially when work is demanding.
- I don't have enough time with my family and loved ones, and when I'm with them, I'm not always really with them.
- I have too little time for the activities that I most deeply enjoy.
- I don't stop frequently enough to express my appreciation to others or to savor my accomplishments and blessings.

Mind

- I have difficulty focusing on one thing at a time, and I am easily distracted during the day, especially by e-mail.
- I spend much of my day reacting to immediate crises and demands rather than focusing on activities with longer-term value and high leverage.
- I don't take enough time for reflection, strategizing, and creative thinking.
- I work in the evenings or on weekends, and I almost never take an e-mail-free vacation.

Spirit

- I don't spend enough time at work doing what I do best and enjoy most.
- There are significant gaps between what I say is most important to me in my life and how I actually allocate my time and energy.
- My decisions at work are more often influenced by external demands than by a strong, clear sense of my own purpose.
- I don't invest enough time and energy in making a positive difference to others or to the world.

How is your overall energy?

Total number of statements checked: _____

Guide to scores

- 0–3: Excellent energy management skills
- 4–6: Reasonable energy management skills
- 7–10: Significant energy management deficits
- 11–16: A full-fledged energy management crisis

What do you need to work on?

Number of checks in each category:

Body _____ Mind _____
Emotions _____ Spirit _____

Guide to category scores

- 0: Excellent energy management skills
- 1: Strong energy management skills
- 2: Significant deficits
- 3: Poor energy management skills
- 4: A full-fledged energy crisis

begin our program by focusing on the human spirit, it would likely have minimal impact. Only when participants have experienced the value of the rituals they establish in the other dimensions do they start to see that being attentive to their own deeper needs dramatically influences their effectiveness and satisfaction at work.

For E&Y partner Jonathan Ans-pacher, simply having the opportunity to ask himself a series of questions about what really mattered to him was both illuminating and energizing. "I think it's important to be a little introspective and say, 'What do you want to be remembered for?'" he told us. "You don't want to be remembered as the crazy partner who worked these long hours and had his people be miserable. When my kids call me and ask, 'Can you come to my band concert?' I want to say, 'Yes, I'll be there and I'll be in the front row.' I don't want to be the father that comes in and sits in the back and is on his Blackberry and has to step out to take a phone call."

To access the energy of the human spirit, people need to clarify priorities and establish accompanying rituals in three categories: doing what they do best and enjoy most at work; consciously allocating time and energy to the areas of their lives – work, family, health, service to others – they deem most important; and living their core values in their daily behaviors.

When you're attempting to discover what you do best and what you enjoy most, it's important to realize that these two things aren't necessarily mutually inclusive. You may get lots of positive feedback about something you're very good at but not truly enjoy it. Conversely, you can love doing something but have no gift for it, so that achieving success requires much more energy than it makes sense to invest.

To help program participants discover their areas of strength, we ask them to recall at least two work experiences in the past several months during which they found themselves in their “sweet spot”—feeling effective, effortlessly absorbed, inspired, and fulfilled. Then we have them deconstruct those experiences to understand precisely what energized them so positively and what specific talents they were drawing on. If leading strategy feels like a sweet spot, for example, is it being in charge that’s most invigorating or participating in a creative endeavor? Or is it using a skill that comes to you easily and so feels good to exercise? Finally, we have people establish a ritual that will encourage them to do more of exactly that kind of activity at work.

A senior leader we worked with realized that one of the activities he least liked was reading and summarizing detailed sales reports, whereas one of his favorites was brainstorming new

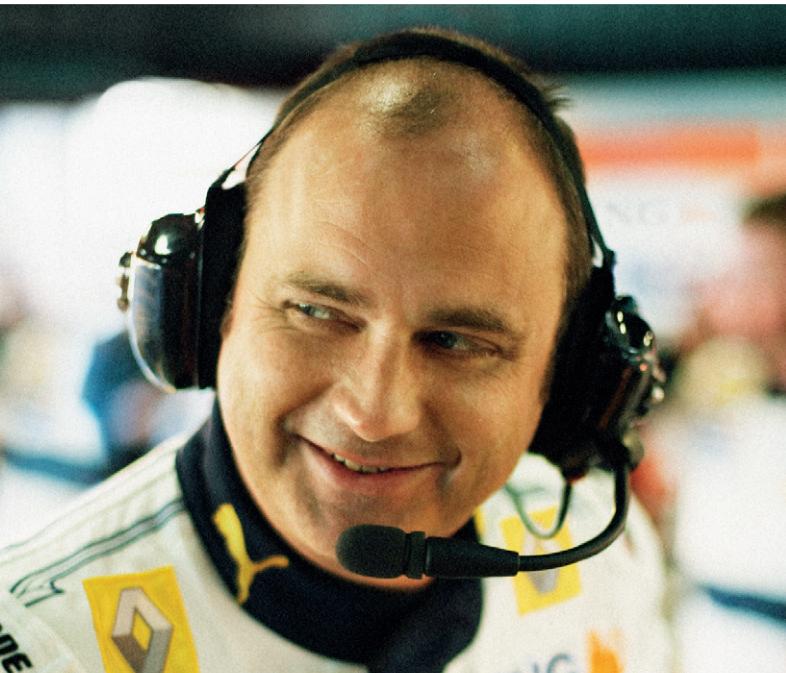
strategies. The leader found a direct report who loved immersing himself in numbers and delegated the sales report task to him—happily settling for brief oral summaries from him each day. The leader also began scheduling a free-form 90-minute strategy session every other week with the most creative people in his group.

In the second category, devoting time and energy to what’s important to you, there is often a similar divide between what people say is important and what they actually do. Rituals can help close this gap. When Jean Luc Duquesne, the Sony Europe vice president, thought hard about his personal priorities, he realized that spending time with his family was what mattered most to him, but it often got squeezed out of his day. So he instituted a ritual in which he switches off for at least three hours every evening when he gets home, so he can focus on his family. “I’m still not an expert on PlayStation,”

he told us, “but according to my youngest son, I’m learning and I’m a good student.” Steve Wanner, who used to talk on the cell phone all the way to his front door on his commute home, has chosen a specific spot 20 minutes from his house where he ends whatever call he’s on and puts away the phone. He spends the rest of his commute relaxing so that when he does arrive home, he’s less preoccupied with work and more available to his wife and children.

The third category, practicing your core values in your everyday behavior, is a challenge for many as well. Most people are living at such a furious pace that they rarely stop to ask themselves what they stand for and who they want to be. As a consequence, they let external demands dictate their actions.

We don’t suggest that people explicitly define their values, because the results are usually too predictable. Instead, we seek to uncover them, in part by asking questions that are inadvertently



Behind every success

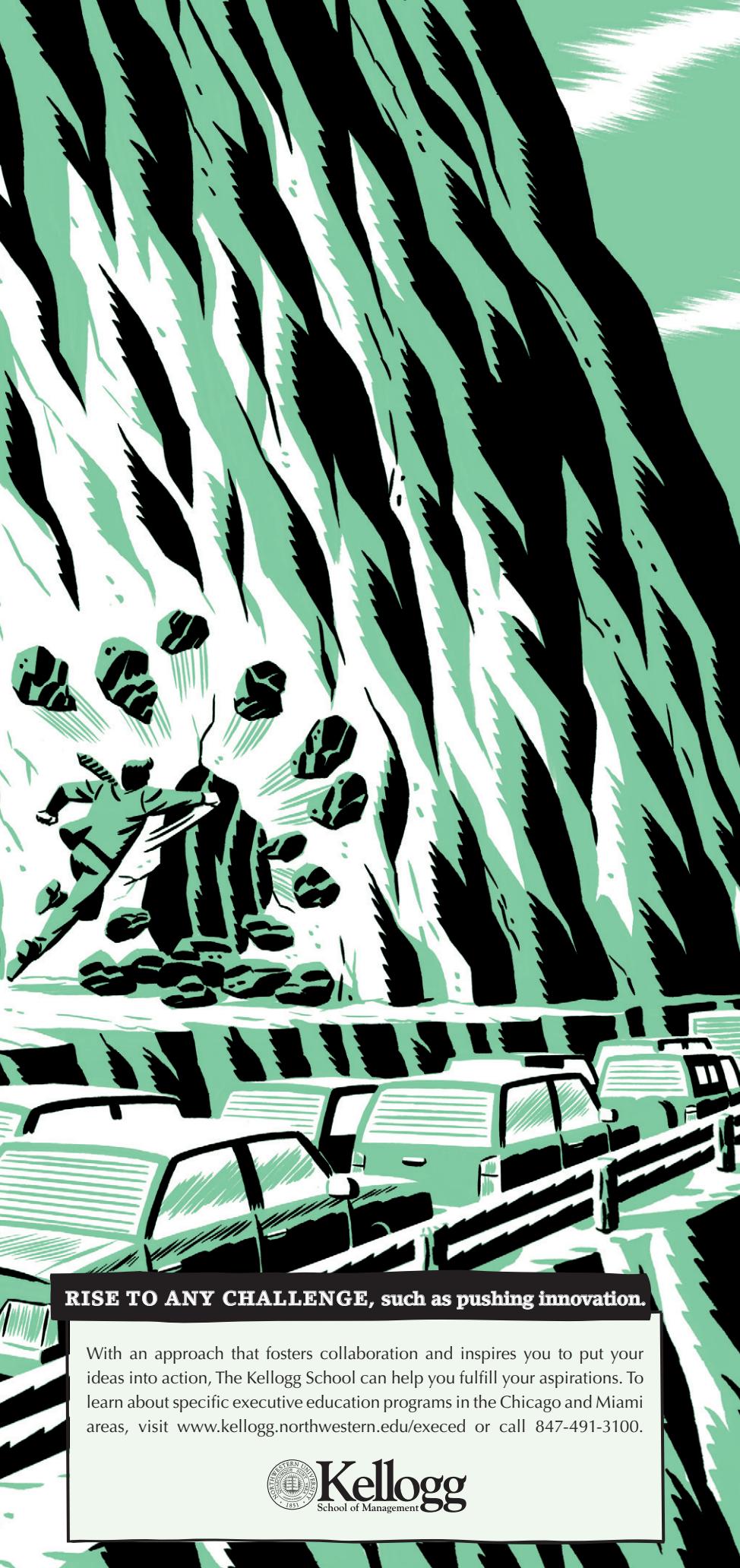
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revealing, such as, "What are the qualities that you find most off-putting when you see them in others?" By describing what they can't stand, people unintentionally divulge what they stand for. If you are very offended by stinginess, for example, generosity is probably one of your key values. If you are especially put off by rudeness in others, it's likely that consideration is a high value for you. As in the other categories, establishing rituals can help bridge the gap between the values you aspire to and how you currently behave. If you discover that consideration is a key value, but you are perpetually late for meetings, the ritual might be to end the meetings you run five minutes earlier than usual and intentionally show up five minutes early for the meeting that follows.

Addressing these three categories helps people go a long way toward achieving a greater sense of alignment, satisfaction, and well-being in their lives on and off the job. Those feelings are a source of positive energy in their own right and reinforce people's desire to persist at rituals in other energy dimensions as well.

...

This new way of working takes hold only to the degree that organizations support their people in adopting new behaviors. We have learned, sometimes painfully, that not all executives and companies are prepared to embrace the notion that personal renewal for employees will lead to better and more sustainable performance. To succeed, renewal efforts need solid support and commitment from senior management, beginning with the key decision maker.

At Wachovia, Susanne Svizeny, the president of the region in which we conducted our study, was the primary cheerleader for the program. She embraced the principles in her own life and made a series of personal changes, including a visible commitment to building more regular renewal rituals into her work life. Next, she took it upon herself to foster the excitement and commitment of her leadership

team. Finally, she regularly reached out by e-mail to all participants in the project to encourage them in their rituals and seek their feedback. It was clear to everyone that she took the work seriously. Her enthusiasm was infectious, and the results spoke for themselves.

At Sony Europe, several hundred leaders have embraced the principles of energy management. Over the next year, more than 2,000 of their direct reports will go through the energy renewal program. From Fujio Nishida on down, it has become increasingly culturally acceptable at Sony to take intermittent breaks, work out at midday, answer

of the CEO, the company was under intense pressure to grow rapidly, and the senior team couldn't tear themselves away from their focus on immediate survival – even though taking time out for renewal might have allowed them to be more productive at a more sustainable level.

By contrast, the group at Ernst & Young successfully went through the process at the height of tax season. With the permission of their leaders, they practiced defusing negative emotions by breathing or telling themselves different stories, and alternated highly focused periods of work with renewal breaks. Most people in the

A number of firms have built “renewal rooms” where people can regularly go to relax and refuel.

e-mail only at designated times, and even ask colleagues who seem irritable or impatient what stories they're telling themselves.

Organizational support also entails shifts in policies, practices, and cultural messages. A number of firms we worked with have built “renewal rooms” where people can regularly go to relax and refuel. Others offer subsidized gym memberships. In some cases, leaders themselves gather groups of employees for midday workouts. One company instituted a no-meeting zone between 8 and 9 AM to ensure that people had at least one hour absolutely free of meetings. At several companies, including Sony, senior leaders collectively agreed to stop checking e-mail during meetings as a way to make the meetings more focused and efficient.

One factor that can get in the way of success is a crisis mentality. The optimal candidates for energy renewal programs are organizations that are feeling enough pain to be eager for new solutions but not so much that they're completely overwhelmed. At one organization where we had the active support

group reported that this busy season was the least stressful they'd ever experienced.

The implicit contract between organizations and their employees today is that each will try to get as much from the other as they can, as quickly as possible, and then move on without looking back. We believe that is mutually self-defeating. Both individuals and the organizations they work for end up depleted rather than enriched. Employees feel increasingly beleaguered and burned out. Organizations are forced to settle for employees who are less than fully engaged and to constantly hire and train new people to replace those who choose to leave. We envision a new and explicit contract that benefits all parties: Organizations invest in their people across all dimensions of their lives to help them build and sustain their value. Individuals respond by bringing all their multidimensional energy wholeheartedly to work every day. Both grow in value as a result. □

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Overloaded Circuits

Why Smart People Underperform

Modern office life and an increasingly common condition called "attention deficit trait" are turning steady executives into frenzied underachievers.

by Edward M. Hallowell

David drums his fingers on his desk as he scans the e-mail on his computer screen. At the same time, he's talking on the phone to an executive halfway around the world. His knee bounces up and down like a jackhammer. He intermittently bites his lip and reaches for his constant companion, the coffee cup. He's so deeply involved in multitasking that he has forgotten the appointment his Outlook calendar reminded him of 15 minutes ago.

Jane, a senior vice president, and Mike, her CEO, have adjoining offices so they can communicate quickly, yet communication never seems to happen. "Whenever I go into Mike's office, his phone lights up, my cell phone goes off, someone knocks on the door, he suddenly turns to his screen and writes an e-mail, or he tells me about a new issue he wants me to address," Jane complains. "We're working flat out just to stay afloat, and we're not getting anything important accomplished. It's driving me crazy."

David, Jane, and Mike aren't crazy, but they're certainly crazed. Their experience is becoming the norm for overworked managers who suffer – like many of your colleagues, and possibly like you – from a very real but unrecognized neurological phenomenon that I call attention

deficit trait, or ADT. Caused by brain overload, ADT is now epidemic in organizations. The core symptoms are distractibility, inner frenzy, and impatience. People with ADT have difficulty staying organized, setting priorities, and managing time. These symptoms can undermine the work of an otherwise gifted executive. If David, Jane, Mike, and the millions like them understood themselves in neurological terms, they could actively manage their lives instead of reacting to problems as they happen.

As a psychiatrist who has diagnosed and treated thousands of people over the past 25 years for a medical condition called attention deficit disorder, or ADD (now known clinically as attention-deficit/hyperactivity disorder), I have observed firsthand how a rapidly growing segment of the adult population is developing this new, related condition. The number of people with ADT coming into my clinical practice has mushroomed by a factor of ten in the past decade. Unfortunately, most of the remedies for chronic overload proposed by time-management consultants and executive coaches do not address the underlying causes of ADT.

Unlike ADD, a neurological disorder that has a genetic component and can be aggravated by environmental and physical factors, ADT springs entirely from the environment. Like the traffic jam, ADT is an artifact of modern life. It is brought on by the demands on our time and

panic and guilt. Facing a tidal wave of tasks, the executive becomes increasingly hurried, curt, peremptory, and unfocused, while pretending that everything is fine.

To control ADT, we first have to recognize it. And control it we must, if we as individuals and organizational leaders are to be effective. In the following pages, I'll offer an analysis of the origins of ADT and provide some suggestions that may help you manage it.

Attention Deficit Cousins

To understand the nature and treatment of ADT, it's useful to know something of its cousin, ADD.

Usually seen as a learning disability in children, ADD also afflicts about 5% of the adult population. Researchers using MRI scans have found that people with ADD suffer a slightly diminished volume in four specific brain regions that have various functions such as modulating emotion (especially anger and frustration) and assisting in learning. One of the regions, made up of the frontal and prefrontal lobes, generates thoughts, makes decisions, sets priorities, and organizes activities. While the medications used to treat ADD don't change the anatomy of the brain, they alter brain chemistry, which in turn improves function in each of the four regions and so dramatically bolsters the performance of ADD sufferers.

>>**In survival mode, the manager is robbed of his flexibility, his sense of humor, his ability to deal with the unknown. He desperately wants to kill the metaphorical tiger.**

attention that have exploded over the past two decades. As our minds fill with noise—feckless synaptic events signifying nothing—the brain gradually loses its capacity to attend fully and thoroughly to anything.

The symptoms of ADT come upon a person gradually. The sufferer doesn't experience a single crisis but rather a series of minor emergencies while he or she tries harder and harder to keep up. Shouldering a responsibility to "suck it up" and not complain as the workload increases, executives with ADT do whatever they can to handle a load they simply cannot manage as well as they'd like. The ADT sufferer therefore feels a constant low level of

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ADD confers both disadvantages and advantages. The negative characteristics include a tendency to procrastinate and miss deadlines. People with ADD struggle with disorganization and tardiness; they can be forgetful and drift away mentally in the middle of a conversation or while reading. Their performance can be inconsistent: brilliant one moment and unsatisfactory the next. ADD sufferers also tend to demonstrate impatience and lose focus unless, oddly enough, they are under stress or handling multiple inputs. (This is because stress leads to the production of adrenaline, which is chemically similar to the medications we use to treat ADD.) Finally, people with ADD sometimes also self-medicate with excessive alcohol or other substances.

On the positive side, those with ADD usually possess rare talents and gifts. Those gifts often go unnoticed or undeveloped, however, because of the problems caused by the condition's negative symptoms. ADD sufferers can be remarkably creative and original. They are unusually



persistent under certain circumstances and often possess an entrepreneurial flair. They display ingenuity and encourage that trait in others. They tend to improvise well under pressure. Because they have the ability to field multiple inputs simultaneously, they can be strong leaders during times of change. They also tend to rebound quickly after setbacks and bring fresh energy to the company every day.

Executives with ADD typically achieve inconsistent results. Sometimes they fail miserably because they're disorganized and make mistakes. At other times, they perform brilliantly, offering original ideas and strategies that lead to performance at the highest level.

David Neeleman, the CEO of JetBlue Airways, has ADD. School was torture; unable to focus, he hated to study and procrastinated endlessly. "I felt like I should be out doing things, moving things along, but here I was, stuck studying statistics, which I knew had no application to my life," Neeleman told me. "I knew I had to have an education, but at the first opportunity to start a business, I just blew out of college." He climbed quickly in the corporate world, making use of his strengths—original thinking, high energy, an ability to draw out the best in people—and getting help with organization and time management.

Like most people with ADD, Neeleman could sometimes offend with his blunt words, but his ideas were good

enough to change the airline industry. For example, he invented the electronic ticket. "When I proposed that idea, people laughed at me, saying no one would go to the airport without a paper ticket," he says. "Now everyone does, and it has saved the industry millions of dollars." It seems fitting that someone with ADD would invent a way around having to remember to bring a paper ticket. Neeleman believes ADD is one of the keys to his success. Far from regretting having it, he celebrates it. But he understands that he must manage his ADD carefully.

Attention deficit trait is characterized by ADD's negative symptoms. Rather than being rooted in genetics, however, ADT is purely a response to the hyperkinetic environment in which we live. Indeed, modern culture all but requires many of us to develop ADT. Never in history has the human brain been asked to track so many data points. Everywhere, people rely on their cell phones, e-mail, and digital assistants in the race to gather and transmit data, plans, and ideas faster and faster. One could argue that the chief value of the modern era

is speed, which the novelist Milan Kundera described as "the form of ecstasy that technology has bestowed upon modern man." Addicted to speed, we demand it even when we can't possibly go faster. James Gleick wryly noted in *Faster: The Acceleration of Just About Everything* that the "close door" button in elevators is often the one with the paint worn off. As the human brain struggles to keep up, it falters and then falls into the world of ADT.

This Is Your Brain

While brain scans cannot display anatomical differences between people with "normal" brains and people suffering from ADT, studies have shown that as the human brain is asked to process dizzying amounts of data, its ability to solve problems flexibly and creatively declines and the number of mistakes increases. To find out why, let's go on a brief neurological journey.

Blessed with the largest cortex in all of nature, owners of this trillion-celled organ today put singular pressure on the frontal and prefrontal lobes, which I'll refer to in this article as simply the frontal lobes. This region governs what is called, aptly enough, executive functioning (EF). EF guides decision making and planning; the organization and prioritization of information and ideas; time management; and various other sophisticated, uniquely

>> MANAGING YOURSELF

human, managerial tasks. As long as our frontal lobes remain in charge, everything is fine.

Beneath the frontal lobes lie the parts of the brain devoted to survival. These deep centers govern basic functions like sleep, hunger, sexual desire, breathing, and heart rate, as well as crudely positive and negative emotions. When you are doing well and operating at peak level, the deep centers send up messages of excitement, satisfaction, and joy. They pump up your motivation, help you maintain attention, and don't interfere with working memory, the number of data points you can keep track of at once. But when you are confronted with the sixth decision after the fifth interruption in the midst of a search for the ninth missing piece of information on the day that the third deal has collapsed and the 12th impossible request has blipped unbidden across your computer screen, your brain begins to panic, reacting just as if that sixth decision were a bloodthirsty, man-eating tiger.

As a specialist in learning disabilities, I have found that the most dangerous disability is not any formally diagnosable condition like dyslexia or ADD. It is fear. Fear shifts us into survival mode and thus prevents fluid learning and nuanced understanding. Certainly, if a real tiger is about to attack you, survival is the mode you want to

be in. But if you're trying to deal intelligently with a subtle task, survival mode is highly unpleasant and counterproductive.

When the frontal lobes approach capacity and we begin to fear that we can't keep up, the relationship between the higher and lower regions of the brain takes an ominous turn. Thousands of years of evolution have taught the higher brain not to ignore the lower brain's distress signals. In survival mode, the deep areas of the brain assume control and begin to direct the higher regions. As a result, the whole brain gets caught in a neurological catch-22. The deep regions interpret the messages of overload they receive from the frontal lobes in the same way they interpret everything: primitively. They furiously fire signals of fear, anxiety, impatience, irritability, anger, or panic. These alarm signals shanghai the attention of the frontal lobes, forcing them to forfeit much of their power. Because survival signals are irresistible, the frontal lobes get stuck sending messages back to the deep centers saying, "Message received. Trying to work on it but without success." These messages further perturb the deep centers, which send even more powerful messages of distress back up to the frontal lobes.

Meanwhile, in response to what's going on in the brain, the rest of the body – particularly the endocrine, respiratory, cardiovascular, musculoskeletal, and peripheral nervous systems – has shifted into crisis mode and changed its baseline physiology from peace and quiet to red alert. The brain and body are locked in a reverberating circuit while the frontal lobes lose their sophistication, as if vinegar were added to wine. In this state, EF reverts to simpleminded black-and-white thinking; perspective and shades of gray disappear. Intelligence dims. In a futile attempt to do more than is possible, the brain paradoxically reduces its ability to think clearly.

This neurological event occurs when a manager is desperately trying to deal with more input than he possibly can. In survival mode, the manager makes impulsive judgments, angrily rushing to bring closure to whatever matter is at hand. He feels compelled to get the problem under control immediately, to extinguish the perceived danger lest it destroy him. He is robbed of his flexibility, his sense of humor, his ability to deal with the unknown. He forgets the big picture and the goals and values he stands for. He



loses his creativity and his ability to change plans. He desperately wants to kill the metaphorical tiger. At these moments he is prone to melting down, to throwing a tantrum, to blaming others, and to sabotaging himself. Or he may go in the opposite direction, falling into denial and total avoidance of the problems attacking him, only to be devoured. This is ADT at its worst.

Though ADT does not always reach such extreme proportions, it does wreak havoc among harried workers. Because no two brains are alike, some people deal with the condition better than others. Regardless of how well executives appear to function, however, no one has total control over his or her executive functioning.

Managing ADT

Unfortunately, top management has so far viewed the symptoms of ADT through the distorting lens of morality or character. Employees who seem unable to keep up the pace are seen as deficient or weak. Consider the case of an executive who came to see me when he was completely overloaded. I suggested he talk the situation over

There are neurological reasons why ADT occurs less in environments where people are in physical contact and where they trust and respect one another. When you comfortably connect with a colleague, even if you are dealing with an overwhelming problem, the deep centers of the brain send messages through the pleasure center to the area that assigns resources to the frontal lobes. Even when you're under extreme stress, this sense of human connection causes executive functioning to hum.

By contrast, people who work in physical isolation are more likely to suffer from ADT, for the more isolated we are, the more stressed we become. I witnessed a dramatic example of the danger of a disconnected environment and the healing power of a connected one when I consulted for one of the world's foremost university chemistry departments. In the department's formerly hard-driven culture, ADT was rampant, exacerbated by an ethic that forbade anyone to ask for help or even state that anything was wrong. People did not trust one another; they worked on projects alone, which led to more mistrust. Most people were in emotional pain, but implicit in the department's culture was the notion that great pain led to great gain.

>>The most important step in controlling ADT is to create an environment in which the brain can function at its best.

with his superior and ask for help. When my client did so, he was told that if he couldn't handle the work, he ought to think about resigning. Even though his performance assessments were stellar and he'd earned praise for being one of the most creative people in the organization, he was allowed to leave. Because the firm sought to preserve the myth that no straw would ever break its people's backs, it could not tolerate the manager's stating that his back was breaking. After he went out on his own, he flourished.

How can we control the rampaging effects of ADT, both in ourselves and in our organizations? While ADD often requires medication, the treatment of ADT certainly does not. ADT can be controlled only by creatively engineering one's environment and one's emotional and physical health. I have found that the following preventive measures go a long way toward helping executives control their symptoms of ADT.

Promote positive emotions. The most important step in controlling ADT is not to buy a superturbocharged BlackBerry and fill it up with to-dos but rather to create an environment in which the brain can function at its best. This means building a positive, fear-free emotional atmosphere, because emotion is the on/off switch for executive functioning.

In the late 1990s, one of the department's most gifted graduate students killed himself. His suicide note explicitly blamed the university for pushing him past his limit. The department's culture was literally lethal.

Instead of trying to sweep the tragedy under the rug, the chair of the department and his successor acted boldly and creatively. They immediately changed the structure of the supervisory system so that each graduate student and postdoc was assigned three supervisors, rather than a single one with a death grip on the trainee's career. The department set up informal biweekly buffets that allowed people to connect. (Even the most reclusive chemist came out of hiding for food, one of life's great connectors.) The department heads went as far as changing the architecture of the department's main building, taking down walls and adding common areas and an espresso bar complete with a grand piano. They provided lectures and written information to all students about the danger signs of mental wear and tear and offered confidential procedures for students who needed help. These steps, along with regular meetings that included senior faculty and university administrators, led to a more humane, productive culture in which the students and faculty felt fully engaged. The department's performance remained first-rate, and creative research blossomed.

>> MANAGING YOURSELF

The bottom line is this: Fostering connections and reducing fear promote brainpower. When you make time at least every four to six hours for a “human moment,” a face-to-face exchange with a person you like, you are giving your brain what it needs.

Take physical care of your brain. Sleep, a good diet, and exercise are critical for staving off ADT. Though this sounds like a no-brainer, too many of us abuse our brains by neglecting obvious principles of care.

You may try to cope with ADT by sleeping less, in the vain hope that you can get more done. This is the opposite of what you need to do, for ADT sets in when you don’t get enough sleep. There is ample documentation to suggest that sleep deprivation engenders a host of problems, from impaired decision making and reduced creativity to reckless behavior and paranoia. We vary in how much sleep we require; a good rule of thumb is that you’re getting enough sleep if you can wake up without an alarm clock.

Diet also plays a crucial role in brain health. Many hard-working people habitually inhale carbohydrates, which cause blood glucose levels to yo-yo. This leads to a vicious cycle: Rapid fluctuations in insulin levels further increase the craving for carbohydrates. The brain, which relies on glucose for energy, is left either gluttoned or gasping, neither of which makes for optimal cognitive functioning.

The brain does much better if the blood glucose level can be held relatively stable. To do this, avoid simple carbohydrates containing sugar and white flour (pastries, white bread, and pasta, for example). Rely on the complex carbohydrates found in fruits, whole grains, and vegetables. Protein is important: Instead of starting your day with coffee and a Danish, try tea and an egg or a piece of smoked salmon on wheat toast. Take a multivitamin every day as well as supplementary omega-3 fatty acids, an excellent source of which is fish oil. The omega-3s and the E and B complex contained in multivitamins promote healthy brain function and may even stave off Alzheimer’s disease and inflammatory ills (which can be the starting point for major killers like heart disease, stroke, diabetes, and cancer). Moderate your intake of alcohol, too, because too much kills brain cells and accelerates the development of memory loss and even dementia. As you change your diet to promote optimal brain function and good general health, your body will also shed excess pounds.

If you think you can’t afford the time to exercise, think again. Sitting at a desk for hours on end decreases mental acuity, not only because of reduced blood flow to the brain but for other biochemical reasons as well. Physical exercise induces the body to produce an array of chemicals that the brain loves, including endorphins, serotonin, dopamine, epinephrine, and norepinephrine, as well as two recently discovered compounds, brain-derived neurotrophic factor (BDNF) and nerve growth factor (NGF).

Both BDNF and NGF promote cell health and development in the brain, stave off the ravages of aging and stress, and keep the brain in tip-top condition. Nothing stimulates the production of BDNF and NGF as robustly as physical exercise, which explains why those who exercise regularly talk about the letdown and sluggishness they experience if they miss their exercise for a few days. You will more than compensate for the time you invest on the treadmill with improved productivity and efficiency. To fend off the symptoms of ADT while you’re at work, get up from your desk and go up and down a flight of stairs a few times or walk briskly down a hallway. These quick, simple efforts will push your brain’s reset button.

Organize for ADT. It’s important to develop tactics for getting organized, but not in the sense of empty New Year’s resolutions. Rather, your goal is to order your work in a way that suits you, so that disorganization does not keep you from reaching your goals.

First, devise strategies to help your frontal lobes stay in control. These might include breaking down large tasks into smaller ones and keeping a section of your work space or desk clear at all times. (You do not need to have a neat office, just a neat section of your office.) Similarly, you might try keeping a portion of your day free of appointments, e-mail, and other distractions so that you have time to think and plan. Because e-mail is a wonderful way to procrastinate and set yourself up for ADT at the same time, you might consider holding specific “e-mail hours,” since it isn’t necessary to reply to every e-mail right away.

When you start your day, don’t allow yourself to get sucked into vortices of e-mail or voice mail or into attending to minor tasks that eat up your time but don’t pack a punch. Attend to a critical task instead. Before you leave for the day, make a list of no more than five priority items that will require your attention tomorrow. Short lists force you to prioritize and complete your tasks. Additionally, keep torrents of documents at bay. One of my patients, an executive with ADD, uses the OHIO rule: Only handle it once. If he touches a document, he acts on it, files it, or throws it away. “I don’t put it in a pile,” he says. “Piles are like weeds. If you let them grow, they take over everything.”

Pay attention to the times of day when you feel that you perform at your best; do your most important work then and save the rote work for other times. Set up your office in a way that helps mental functioning. If you focus better with music, have music (if need be, use earphones). If you think best on your feet, work standing up or walk around frequently. If doodling or drumming your fingers helps, figure out a way to do so without bothering anyone, or get a fidget toy to bring to meetings. These small strategies sound mundane, but they address the ADT devil that resides in distracting details.

Protect your frontal lobes. To stay out of survival mode and keep your lower brain from usurping control,

slow down. Take the time you need to comprehend what is going on, to listen, to ask questions, and to digest what's been said so that you don't get confused and send your brain into panic. Empower an assistant to ride herd on you; insist that he or she tell you to stop e-mailing, get off the telephone, or leave the office.

If you do begin to feel overwhelmed, try the following mind-clearing tricks. Do an easy rote task, such as resetting the calendar on your watch or writing a memo on a neutral topic. If you feel anxious about beginning a project, pull out a sheet of paper or fire up your word processor and write a paragraph about something unrelated to the project (a description of your house, your car, your shoes—anything you know well). You can also tackle the easiest part of the task; for example, write just the title of a memo about it. Open a dictionary and read a few definitions, or spend five minutes doing a crossword puzzle. Each of these little tasks quiets your lower brain by tricking it into shutting off alarmist messages and puts your frontal lobes back in full control.

Finally, be ready for the next attack of ADT by posting the sidebar "Control Your ADT" near your desk where you can see it. Knowing that you are prepared diminishes the likelihood of an attack, because you're not susceptible to panic.

What Leaders Can Do

All too often, companies induce and exacerbate ADT in their employees by demanding fast thinking rather than deep thinking. Firms also ask employees to work on multiple overlapping projects and initiatives, resulting in second-rate thinking. Worse, companies that ask their employees to do too much at once tend to reward those who say yes to overload while punishing those who choose to focus and say no.

Moreover, organizations make the mistake of forcing their employees to do more and more with less and less by eliminating support staff. Such companies end up losing money in the long run, for the more time a manager has to spend being his own administrative assistant and the less he is able to delegate, the less effective he will be in doing the important work of moving the organization forward. Additionally, firms that ignore the symptoms of ADT in their employees suffer its ill effects: Employees underachieve, create clutter, cut corners, make careless mistakes, and squander their brainpower. As demands continue to increase, a toxic, high-pressure environment leads to high rates of employee illness and turnover.

To counteract ADT and harness employee brainpower, firms should invest in amenities that contribute to a positive atmosphere. One company that has done an excellent job in this regard is SAS Institute, a major software company in North Carolina. The company famously offers its employees a long list of perks: a 36,000-square-foot,

Control Your ADT

In General

- » Get adequate sleep.
- » Watch what you eat. Avoid simple, sugary carbohydrates, moderate your intake of alcohol, add protein, stick to complex carbohydrates (vegetables, whole grains, fruit).
- » Exercise at least 30 minutes at least every other day.
- » Take a daily multivitamin and an omega-3 fatty acid supplement.

At Work

- » Do all you can to create a trusting, connected work environment.
- » Have a friendly, face-to-face talk with a person you like every four to six hours.
- » Break large tasks into smaller ones.
- » Keep a section of your work space or desk clear at all times.
- » Each day, reserve some "think time" that's free from appointments, e-mail, and phone calls.
- » Set aside e-mail until you've completed at least one or two more important tasks.
- » Before you leave work each day, create a short list of three to five items you will attend to the next day.
- » Try to act on, file, or toss every document you touch.
- » Don't let papers accumulate.
- » Pay attention to the times of day when you feel that you are at your best; do your most important work then, and save the rote work for other times.
- » Do whatever you need to do to work in a more focused way: Add background music, walk around, and so on.
- » Ask a colleague or an assistant to help you stop talking on the telephone, e-mailing, or working too late.

When You Feel Overwhelmed

- » Slow down.
- » Do an easy rote task: Reset your watch, write a note about a neutral topic (such as a description of your house), read a few dictionary definitions, do a short crossword puzzle.
- » Move around: Go up and down a flight of stairs or walk briskly.
- » Ask for help, delegate a task, or brainstorm with a colleague. In short, do not worry alone.

on-site gym; a seven-hour workday that ends at 5 PM; the largest on-site day care facility in North Carolina; a cafeteria that provides baby seats and high chairs so parents can eat lunch with their children; unlimited sick days; and much more. The atmosphere at SAS is warm, connected, and relaxed. The effect on the bottom line is profoundly positive; turnover is never higher than 5%. The company saves the millions other software companies spend on recruiting, training, and severance (estimated to be at least 1.5 times salary in the software industry). Employees return the favors with high productivity. The forces of ADT that shred other organizations never gain momentum at SAS.

Leaders can also help prevent ADT by matching employees' skills to tasks. When managers assign goals that stretch people too far or ask workers to focus on what they're not good at rather than what they do well, stress rises. By contrast, managers who understand the dangers of ADT can find ways of keeping themselves and their organizations on track. JetBlue's David Neeleman, for example, has shamelessly and publicly identified what he is not good at and found ways to deal with his shortcomings, either by delegating or by empowering his assistant to direct him. Neeleman also models this behavior for everyone else in the organization. His openness about the

challenges of his ADD gives others permission to speak about their own attention deficit difficulties and to garner the support they need. He also encourages his managers to match people with tasks that fit their cognitive and emotional styles, knowing that no one style is best. Neeleman believes that helping people work to their strengths is not just a mark of sophisticated management; it's also an excellent way to boost worker productivity and morale.

• • •

ADT is a very real threat to all of us. If we do not manage it, it manages us. But an understanding of ADT and its ravages allows us to apply practical methods to improve our work and our lives. In the end, the most critical step an enlightened leader can take to address the problem of ADT is to name it. Bringing ADT out of the closet and describing its symptoms removes the stigma and eliminates the moral condemnation companies have for so long mistakenly leveled at overburdened employees. By giving people permission to ask for help and remaining vigilant for signs of stress, organizations will go a long way toward fostering more productive, well-balanced, and intelligent work environments. □

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"If you'll recall, my résumé pointed out that I'm a self-starter and don't need supervision!"

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Be a Better Leader, Have a Richer Life

Traditional thinking pits work and the rest of our lives against each other. But taking smart steps to integrate work, home, community, and self will make you a more productive leader and a more fulfilled person.

by Stewart D. Friedman

► Article at a Glance

People can improve their performance in multiple domains of their lives – work, home, community, and self – by learning to lead more effectively in all of them, capturing the value that each part has for the others.

The trick is to design relatively simple experiments that will produce benefits in all four domains and try them out for a short period. This is part of a program called Total Leadership: “Total” because it’s about the whole person, and “Leadership” because it’s about creating sustainable change that benefits you and the most important people in your life.

People who go through the program report that they *perform better* according to the standards set by the most important people in their lives; *feel better* in all the domains of their lives; and have *greater harmony* among the domains because they have found new ways to fit the various parts together.

IN MY RESEARCH and coaching work over the past two decades, I have met many people who feel unfulfilled, overwhelmed, or stagnant because they are forsaking performance in one or more aspects of their lives. They aren’t bringing their leadership abilities to bear in all of life’s domains – work, home, community, and self (mind, body, and spirit). Of course, there will always be some tension among the different roles we play. But, contrary to the common wisdom, there’s no reason to assume that it’s a zero-sum game. It makes more sense to pursue excellent performance as a leader in all four domains – achieving what I call “four-way wins” – not trading off one for another but finding mutual value among them.

This is the main idea in a program called Total Leadership that I teach at the Wharton School and at companies and workshops around the world. “Total” because it’s about the whole person and “Leadership” because it’s about creating sustainable change to benefit not just you but the most important people around you.

Scoring four-way wins starts by taking a clear view of what you want from and can contribute to each domain of your life, now and in the future, with thoughtful consideration of the people who matter most to you and the expectations you have for one another. This is followed by systematically designing and implementing carefully crafted experiments – doing something new for a short period to see how it affects all four domains. If an experiment doesn’t work out, you stop or adjust, and little is lost. If it does work out, it’s a small win; over time these add up so that your overall efforts are focused increasingly on what and who matter most. Either way, you learn more about how to lead in all parts of your life.

This process doesn’t require inordinate risk. On the contrary, it works because it entails realistic expectations, short-term changes that are in your control, and the explicit support of those around you. Take, for instance, Kenneth Chen, a manager I met at a workshop in 2005. (All names in this article are pseudonyms.) His professional goal was to become CEO, but he



had other goals as well, which on the face of it might have appeared conflicting. He had recently moved to Philadelphia and wanted to get more involved with his community. He also wished to strengthen bonds with his family. To further all of these goals, he decided to join a city-based community board, which would not only allow him to hone his leadership skills (in support of his professional goal) but also have ben-

efits in the family domain. It would give him more in common with his sister, a teacher who gave back to the community every day, and he hoped his fiancée would participate as well, enabling them to do something together for the greater good. He would feel more spiritually alive and this, in turn, would increase his self-confidence at work.

Now, about three years later, he reports that he is not only on a com-

munity board with his fiancée but also on the formal succession track for CEO. He's a better leader in all aspects of his life because he is acting in ways that are more consistent with his values. He is creatively enhancing his performance in all domains of his life and leading others to improve their performance by encouraging them to better integrate the different parts of their lives, too.

Kenneth is not alone. Workshop participants assess themselves at the beginning and the end of the program, and they consistently report improvements in their effectiveness, as well as a greater sense of harmony among the once-competing domains of their lives. In a study over a four-month period of more than 300 business professionals (whose

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average age was about 35), their *satisfaction* increased by an average of 20% in their work lives, 28% in their home lives, and 31% in their community lives. Perhaps most significant, their satisfaction in the domain of the self – their physical and emotional health and their intellectual and spiritual growth – increased by 39%. But they also reported that their *performance* improved: at work (by 9%), at home (15%), in the community (12%), and personally (25%). Paradoxically, these gains were made even as participants spent less time on work and more on other aspects of their lives. They're working smarter – and they're more focused, passionate, and committed to what they're doing.

While hundreds of leaders at all levels go through this program every year, you don't need a workshop to identify worthwhile experiments. The process is pretty straightforward, though not simple. In the sections that follow, I will give you an overview of the process and

take you through the basics of designing and implementing experiments to produce four-way wins.

The Total Leadership Process

The Total Leadership concept rests on three principles:

- Be real: Act with authenticity by clarifying what's important.
- Be whole: Act with integrity by respecting the whole person.
- Be innovative: Act with creativity by experimenting with how things get done.

You begin the process by thinking, writing, and talking with peer coaches to identify your core values, your leadership vision, and the current alignment of your actions and values – clarifying what's important. Peer coaching is enormously valuable, at this stage and throughout, because an outside perspective provides a sounding board for your ideas, challenges you, gives you a fresh way to see the possibilities

for innovation, and helps hold you accountable to your commitments.

You then identify the most important people – “key stakeholders” – in all domains and the performance expectations you have of one another. Then you talk with them: If you're like most participants, you'll be surprised to find that what, and how much, your key stakeholders actually need from you is different from, and less than, what you thought beforehand.

These insights create opportunities for you to focus your attention more intelligently, spurring innovative action. Now, with a firmer grounding in what's most important, and a more complete picture of your inner circle, you begin to see new ways of making life better, not just for you but for the people around you.

The next step is to design experiments and then try them out during a controlled period of time. The best experiments are changes that your stake-

► How Can I Design an Experiment to Improve All Domains of My Life?

Our research has revealed that most successful experiments combine components of nine general categories.

Thinking about possibilities in this way will make it easier for you to conceive of the small changes you can make that will mutually benefit your work, your home, your community, and yourself. Most experiments are a hybrid of some combination of these categories.

Tracking and Reflecting

Keeping a record of activities, thoughts, and feelings (and perhaps distributing it to friends, family, and coworkers) to assess progress on personal and professional goals, thereby increasing self-awareness and maintaining priorities.

EXAMPLES

- ❑ Record visits to the gym along with changes in energy levels
- ❑ Track the times of day when you feel most engaged or most lethargic

Planning and Organizing

Taking actions designed to better use time and prepare and plan for the future.

EXAMPLES

- ❑ Use a PDA for all activities, not just work
- ❑ Share your schedule with someone else
- ❑ Prepare for the week on Sunday evening

Rejuvenating and Restoring

Attending to body, mind, and spirit so that the tasks of daily living and working are undertaken with renewed power, focus, and commitment.

EXAMPLES

- ❑ Quit unhealthy physical habits (smoking, drinking)
- ❑ Make time for reading a novel
- ❑ Engage in activities that improve emotional and spiritual health (yoga, meditation, etc.)

Appreciating and Caring

Having fun with people (typically, by doing things with coworkers outside work), caring for others, and appreciating relationships as a way of bonding at a basic human level to respect the whole person, which increases trust.

EXAMPLES

- ❑ Join a book group or health club with coworkers
- ❑ Help your son complete his homework
- ❑ Devote one day a month to community service

holders wish for as much as, if not more than, you do.

Designing Experiments

To pursue a four-way win means to produce a change intended to fulfill multiple goals that benefit each and every domain of your life. In the domain of work, typical goals for an experiment can be captured under these broad headings: taking advantage of new opportunities for increasing productivity, reducing hidden costs, and improving the work environment. Goals for home and community tend to revolve around improving relationships and contributing more to society. For the self, it's usually about improving health and finding greater meaning in life.

As you think through the goals for your experiment, keep in mind the interests and opinions of your key stakeholders and anyone else who might be affected by the changes you are envisioning. In exploring the idea of joining

a community board, for instance, Kenneth Chen sought advice from his boss, who had served on many boards, and also from the company's charitable director and the vice president of talent. In this way, he got their support. His employers could see how his participation on a board would benefit the company by developing Kenneth's leadership skills and his social network.

Some experiments benefit only a single domain directly while having indirect benefits in the others. For example, setting aside three mornings a week to exercise improves your health directly but may indirectly give you more energy for your work and raise your self-esteem, which in turn might make you a better father and friend. Other activities – such as running a half-marathon with your kids to raise funds for a charity sponsored by your company – occur in, and directly benefit, all four domains simultaneously. Whether the benefits are direct or indirect, achieving a four-way

win is the goal. That's what makes the changes sustainable: Everyone benefits. The expected gains need not accrue until sometime in the future, so keep in mind that some benefits may not be obvious – far-off career advancements, for instance, or a contact who might ultimately offer valuable connections.

Identify possibilities. Open your mind to what's possible and try to think of as many potential experiments as you can, describing in a sentence or two what you would do in each. This is a time to let your imagination run free. Don't worry about all the potential obstacles at this point.

At first blush, conceiving of experiments that produce benefits for all the different realms may seem a formidable task. After all, if it were easy, people wouldn't be feeling so much tension between work and the rest of their lives. But I've found that most people realize it's not that hard once they approach the challenge systematically. And, like

Focusing and Concentrating

Being physically present, psychologically present, or both when needed to pay attention to stakeholders who matter most. Sometimes this means saying no to opportunities or obligations. Includes attempts to show more respect to important people encountered in different domains and the need to be accessible to them.

EXAMPLES

- ❑ Turn off digital communication devices at a set time
- ❑ Set aside a specific time to focus on one thing or person
- ❑ Review e-mail at preset times during the day

Revealing and Engaging

Sharing more of yourself with others – and listening – so they can better support your values and the steps you want to take toward your leadership vision. By enhancing communication about different aspects of life, you demonstrate respect for the whole person.

EXAMPLES

- ❑ Have weekly conversations about religion with spouse
- ❑ Describe your vision to others
- ❑ Mentor a new employee

Time Shifting and "Re-Placing"

Working remotely or during different hours to increase flexibility and thus better fit in community, family, and personal activities while increasing efficiency; questioning traditional assumptions and trying new ways to get things done.

EXAMPLES

- ❑ Work from home
- ❑ Take music lessons during your lunch hour
- ❑ Do work during your commute

Delegating and Developing

Reallocating tasks in ways that increase trust, free up time, and develop skills in yourself and others; working smarter by reducing or eliminating low-priority activities.

EXAMPLES

- ❑ Hire a personal assistant
- ❑ Have a subordinate take on some of your responsibilities

Exploring and Venturing

Taking steps toward a new job, career, or other activity that better aligns your work, home, community, and self with your core values and aspirations.

EXAMPLES

- ❑ Take on new roles at work, such as a cross-functional assignment
- ❑ Try a new coaching style
- ❑ Join the board of your child's day care center

a puzzle, it can be fun, especially if you keep in mind that experiments must fit your particular circumstances. Experiments can and do take myriad forms. But having sifted through hundreds of experiment designs, my research team and I have found that they tend to fall into nine general types. Use the nine categories described in the exhibit "How Can I Design an Experiment to Improve All Domains of My Life?" to organize your thinking.

One category of experiment involves changes in where and when work gets done. One workshop participant, a sales director for a global cement producer,

tried working online from his local public library one day a week to free himself from his very long commute. This was a break from a company culture that didn't traditionally support employees working remotely, but the change benefited everyone. He had more time for outside interests, and he was more engaged and productive at work.

Another category has to do with regular self-reflection. As an example, you might keep a record of your activities, thoughts, and feelings over the course of a month to see how various actions influence your performance and quality of life. Still another category focuses

on planning and organizing your time – such as trying out a new technology that coordinates commitments at work with those in the other domains.

Conversations about work and the rest of life tend to emphasize segmentation: How do I shut out the office when I am with my family? How can I eliminate distractions and concentrate purely on work? But, in some cases, it might be better to make boundaries between domains more permeable, not thicker. The very technologies that make it hard for us to maintain healthy boundaries among domains also enable us to blend them in ways – unfathomable even a

► How Do I Know If My Experiment Is Working?

Using this tool, an executive I'll call Kenneth Chen systematically set out in detail his various goals, the metrics he would use to measure his progress, and the steps he would take in conducting an experiment that would further those goals – joining the board of a nonprofit organization. Kenneth's work sheet is merely an example: Every person's experiments, goals, and metrics are unique.

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A Sample Scorecard:

	EXPERIMENT'S GOALS	HOW I WILL MEASURE SUCCESS	IMPLEMENTATION STEPS
Work	<ul style="list-style-type: none"> ► To fulfill the expectation that executives will give back to the local community ► To establish networks with other officers in my company and other professionals in the area ► To learn leadership skills from other board members and from the organization I join 	<ul style="list-style-type: none"> ► Collect business cards from everyone I meet on the board and during board meetings, and keep track of the number of professionals I meet ► After each meeting, regularly record the leadership skills of those I would like to emulate 	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with my manager, who has sat on many boards and can provide support and advice
Home	<ul style="list-style-type: none"> ► To join a board that can involve my fiancée, Celine ► To have something to discuss with my sister (a special-education instructor) 	<ul style="list-style-type: none"> ► See whether Celine gets involved in the board ► Record the number of conversations my sister and I have about community service for the next three months and see whether they have brought us closer 	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with the director of my company's foundation to determine my real interests and to help assess what relationship our firm has with various community organizations
Community	<ul style="list-style-type: none"> ► To provide my leadership skills to a nonprofit organization ► To get more involved in giving back to the community 	<ul style="list-style-type: none"> ► Record what I learn about each nonprofit organization I research ► Record the number of times I attend board meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss my course of action with my fiancée and see whether joining a board interests her
Self	<ul style="list-style-type: none"> ► To feel good about contributing to others' welfare ► To see others grow as a result of my efforts ► To become more compassionate 	<ul style="list-style-type: none"> ► Assess how I feel about myself in a daily journal ► Assess the effect I have on others in terms of potential number of people affected ► Ask for feedback from others about whether I've become more compassionate 	<ul style="list-style-type: none"> <input type="checkbox"/> Sign up to attend the December 15 overview session of the Business on Board program <input type="checkbox"/> Assess different opportunities within the community and then reach out to organizations I'm interested in <input type="checkbox"/> Apply for membership to a community board

decade ago – that can render us more productive and more fulfilled. These tools give us choices. The challenge we all face is learning how to use them wisely, and smart experiments give you an opportunity to increase your skill in doing so. The main point is to identify possibilities that will work well in your unique situation.

All effective experiments require that you question traditional assumptions about how things get done, as the sales director did. It's easier to feel free to do this, and to take innovative action, when you know that your goal is to improve performance in all domains and that you'll be gathering data about the impact of your experiment to determine if indeed it is working – for your key stakeholders and for you.

Whatever type you choose, the most useful experiments feel like something of a stretch: not too easy, not too daunting. It might be something quite mundane for someone else, but that doesn't matter. What's critical is that *you* see it as a moderately difficult challenge.

Choose a few, get started, and adapt. Coming up with possibilities is an exercise in unbounded imagination. But when it comes time to take action, it's not practical to try out more than three experiments at once. Typically, two turn out to be relatively successful and one goes haywire, so you will earn some small wins, and learn something useful about leadership, without biting off more than you can chew. Now the priority is to narrow the list to the three most-promising candidates by reviewing which will:

- Give you the best overall return on your investment
- Be the most costly in regret and missed opportunities if you *don't* do it
- Allow you to practice the leadership skills you most want to develop
- Be the most fun by involving more of what you want to be doing
- Move you furthest toward your vision of how you want to lead your life

Once you choose and begin to move down the road with your experiment,

however, be prepared to adapt to the unforeseen. Don't become too wedded to the details of any one experiment's plan, because you will at some point be surprised and need to adjust. An executive I'll call Lim, for example, chose as one experiment to run the Chicago Marathon. He had been feeling out of shape, which in turn diminished his energy and focus both at work and at home. His wife, Joanne, was pregnant with their first child and initially supported the plan because she believed that the focus required by the training and the physical outlet it provided

Typically, two experiments turn out to be relatively successful and one goes haywire.

would make Lim a better father. The family also had a strong tradition of athleticism, and Joanne herself was an accomplished athlete. Lim was training with his boss and other colleagues, and all agreed that it would be a healthy endeavor that would improve professional communication (as they thought there would be plenty of time to bond during training).

But as her delivery date approached, Joanne became apprehensive, which she expressed to Lim as concern that he might get injured. Her real concern, though, was that he was spending so much time on an activity that might drain his energy at a point when the family needed him most. One adjustment that Lim made to reassure Joanne of his commitment to their family was to initiate another experiment in which he took the steps needed to allow him to work at home on Thursday afternoons. He had to set up some new technologies and agree to send a monthly memo to his boss summarizing what he was accomplishing on those afternoons. He also bought a baby sling, which would allow him

to keep his new son with him while at home.

In the end, not only were Joanne and their baby on hand to cheer Lim on while he ran the marathon, but she ended up joining him for the second half of the race to give him a boost when she saw his energy flagging. His business unit's numbers improved during the period when he was training and working at home. So did the unit's morale – people began to see the company as more flexible, and they were encouraged to be more creative in how they got their own work done – and word got around. Executives throughout the firm began to come up with their own ideas for ways to pay more attention to other sides of their employees' lives and so build a stronger sense of community at work.

The investment in a well-designed experiment almost always pays off because you learn how to lead in new and creative ways in all parts of your life. And if your experiments turn out well – as they usually, but not always, do – it will benefit everyone: you, your business, your family, and your community.

Measuring Progress

The only way to fail with an experiment is to fail to learn from it, and this makes useful metrics essential. No doubt it's better to achieve the results you are after than to fall short, but hitting targets does not in itself advance you toward becoming the leader you want to be. Failed experiments give you, and those around you, information that helps create better ones in the future.

The exhibit "How Do I Know If My Experiment Is Working?" shows how Kenneth Chen measured his progress. He used this simple chart to spell out the intended benefits of his experiment in each of the four domains and how he would assess whether he had realized these benefits. To set up your own scorecard, use a separate sheet for each experiment; at the top of the page, write a brief description of it. Then record your goals for each domain

in the first column. In the middle column, describe your results metrics: how you will measure whether the goals for each domain have been achieved. In the third column, describe your action metrics – the plan for the steps you will take to implement your experiment. As you begin to implement your plan, you may find that your initial indicators are too broad or too vague, so refine your scorecard as you go along to make it more useful for you. The main point is to have practical ways of measuring your outcomes and your progress toward them, and the approach you take only needs to work for you and your stakeholders.

Workshop participants have used all kinds of metrics: cost savings from reduced travel, number of e-mail misunderstandings averted, degree of satisfaction with family time, hours spent volunteering at a teen center, and so on. Metrics may be objective or subjective, qualitative or quantitative, reported by you or by others, and frequently or intermittently observed. When it comes to frequency, for instance, it helps to consider how long you'll be able to remember what you did. For example, if you were to go on a diet to get healthier, increase energy, and enhance key relationships, food intake would be an important metric. But would you be able to remember what you ate two days ago?

Small Wins for Big Change

Experiments shouldn't be massive, all-encompassing shifts in the way you live. Highly ambitious designs usually fail because they're too much to handle. The best experiments let you try something new while minimizing the inevitable risks associated with change. When the stakes are smaller, it's easier to overcome the fear of failure that inhibits innovation. You start to see results, and others take note, which both inspires you to go further and builds support from your key stakeholders.

Another benefit of the small-wins approach to experiments is that it opens

doors that would otherwise be closed. You can say to people invested in the decision, "Let's just try this. If it doesn't work, we'll go back to the old way or try something different." By framing an experiment as a trial, you reduce resistance because people are more likely to try something new if they know it's not permanent and if they have control over deciding whether the experiment is working according to *their* performance expectations.

But "small" is a relative term – what might look like a small step for you could seem like a giant leap to me, and vice versa. So don't get hung up on the word. What's more, this isn't about the scope or importance of the changes you eventually make. Large-scale change is grounded in small steps toward a big

**You can say to people:
"Let's just try this. If it
doesn't work, we'll go
back to the old way or
try something different."**

idea. So while the steps in an experiment might be small, the goals are not. Ismail, a successful 50-year-old entrepreneur and CEO of an engineering services company, described the goal for his first experiment this way: "Restructure my company and my role in it." There's nothing small about that. He felt he was missing a sense of purpose.

Ismail designed practical steps that would allow him to move toward his large goal over time. His first experiments were small and achievable. He introduced a new method that both his colleagues and his wife could use to communicate with him. He began to hold sacrosanct time for his family and his church. As he looked for ways to free up more time, he initiated delegation experiments that had the effect of flattening his organization's structure.

These small wins crossed over several domains, and eventually he did indeed transform his company and his own role in it. When I spoke with him 18 months after he'd started, he acknowledged that he'd had a hard time coping with the loss of control over tactical business matters, but he described his experiments as "a testament to the idea of winning the small battles and letting the war be won as a result." He and his leadership team both felt more confident about the firm's new organizational structure.

...

People try the Total Leadership program for a variety of reasons. Some feel unfulfilled because they're not doing what they love. Some don't feel genuine because they're not acting according to their values. Others feel disconnected, isolated from people who matter to them. They crave stronger relationships, built on trust, and yearn for enriched social networks. Still others are just in a rut. They want to tap into their creative energy but don't know how (and sometimes lack the courage) to do so. They feel out of control and unable to fit in all that's important to them.

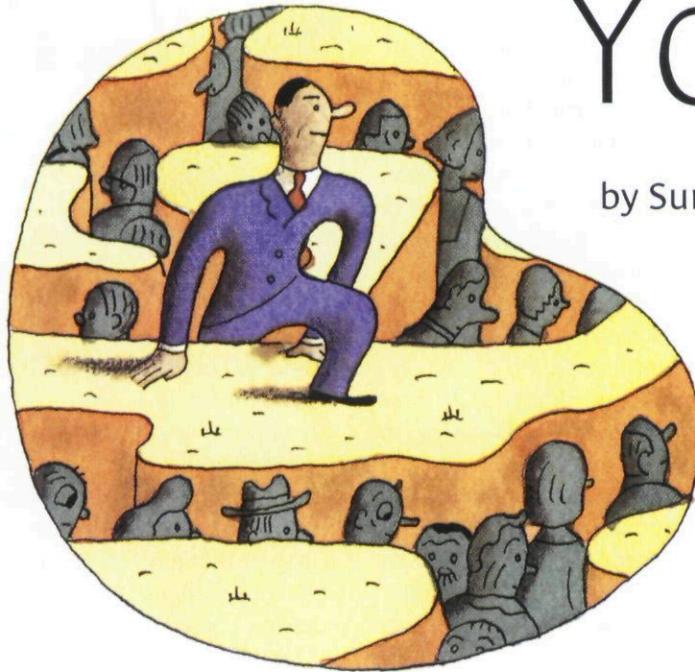
My hunch is that there are more four-way wins available to you than you'd think. They are there for the taking. You have to know how to look for them and then find the support and zeal to pursue them. By providing a blueprint for how you can be real, be whole, and be innovative as a leader in all parts of your life, this program helps you perform better according to the standards of the most important people in your life; feel better in all the domains of your life; and foster greater harmony among the domains by increasing the resources available to you to fit all the parts of your life together. No matter what your career stage or current position, you can be a better leader and have a richer life – if you are ready and willing to rise to the challenge. □

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When managers complain about lack of time and resources, they're really expressing their fear of taking action. To overcome busyness, managers must adopt three strategies that will help them to operate independently.

Reclaim Your Job

by Sumantra Ghoshal and Heike Bruch



ASK MOST MANAGERS what gets in the way of success at work, and you hear the familiar litany of complaints: Not enough time. Shrinking resources. Lack of opportunity. When you look more closely, you begin to see that these are, for the most part, excuses. What gets in the way of managers' success is something much more personal—a deep uncertainty about acting according to their own best judgment. Rather than doing what they really need to do to advance the company's fortunes—and their own careers—they spin their wheels doing what they presume everyone else wants them to do.

Over the past five years, we have studied hundreds of managers as they have gone about their daily work in a variety of settings, including a global airline and a large U.S. oil company. As we demonstrated in "Beware the Busy Manager" (HBR February 2002), fully 90% of the managers we observed wasted their time and frittered away their productivity, despite having well-defined projects, goals, and the knowledge necessary to get their jobs done. Such managers remain trapped in inefficiency because they simply assume that they do not have enough personal discretion or control. The ability to seize initiative is the

most essential quality of any truly successful manager.

In most instances, the demands that managers accept as givens are actually discretionary in nature. We have repeatedly confronted in our research a curious but pervasive reality of corporate life: Most managers complain about having too little freedom in their jobs, while their bosses complain about managers' failure to grasp opportunities. The truly effective managers we've observed are purposeful, trust in their own judgment, and adopt long-term, big-picture views to fulfill personal goals that tally with those of the organization as a whole. They break out of their perceived boxes, take control of their jobs, and become more productive by learning to do the following:

Manage Demands. Most managers feel overwhelmed by demands. They assume that the business will come to a crashing halt without them and so allow real or imagined day-to-day work demands to subsume their own judgment. Effective managers proactively control their tasks and the expectations of their major stakeholders, which allows them to meet strategic goals rather than fight fires.

Generate Resources. By following what they believe are strict orders from the top, many typical managers tend to concentrate on working within budget and resource constraints—thereby developing a boxed-in, “can’t do” mind-set. By contrast, effective managers develop inventive strategies for circumventing real or imagined limitations. They map out ways around constraints by developing and acting on long-term strategies, making trade-offs, and occasionally breaking rules to achieve their goals.

Recognize and Exploit Alternatives. Average managers don't have enough perspective on the company's overall

business strategy to present an alternative view. Effective managers, by contrast, develop and use deep expertise about an individual area that dovetails with the company's strategy. This tactic allows them to come up with a variety of innovative approaches to a given situation.¹

In short, truly effective managers don't operate in the context of individual tasks or jobs but in the much broader context of their organizations and careers. That approach sounds simple enough, but it is sometimes hard to act on because some organizational cultures that tout “empowerment” actually discourage volition among their managers. Young, high-tech companies, for example, sometimes hold their managers hostage to frenzy, thus inhibiting the reflective and persistent pursuit of long-term goals. Other cultures—particularly those of old and established corporations with command-and-control hierarchies—can encourage people to go along with the status quo, regardless of the level of organizational dysfunction. In both kinds of environments, managers tend to fall into a reactive state of mind, assuming that any initiative they show will be either ignored or discouraged.

In most cases, however, it is not the environment that inhibits managers from taking purposeful action. Rather, it is managers themselves. We have found that managers can learn to act on their own potential and make a difference. Here's how.

Dealing with Demands

Almost everyone complains about not having enough time to deal with all the demands on them, but, in reality, a highly fragmented day is also a very lazy day. It can seem easier to fight fires than to set priorities and stick to them. The truth is that managers who carefully



To beat the busy habit, managers must overcome the psychological desire to be indispensable.

set boundaries and priorities achieve far more than busy ones do.

To beat the busy habit, managers must overcome the psychological desire to be indispensable. Because their work is interactive and interdependent, most managers thrive on their sense of importance to others. When they are not worrying about meeting their superiors' (or their clients') expectations, they fret about their direct reports, often falling victim to the popular fallacy that good bosses always make themselves available. At first, managers—particularly novices—seem to thrive on all this clamoring for their time; the busier they are, the more valuable they feel. Inevitably, however, things start to slip. Eventually, many managers simply burn out and fail, not only because they find little time to pursue their own agendas but also because, in trying to please everyone, they typically end up pleasing no one.

Jessica Spungin found herself caught in this trap when she was promoted to associate principal in McKinsey's Lon-

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don office. As an AP, a consultant is expected to take on more responsibilities of the partnership group, juggle multiple projects, serve as a team leader, and play an active role in office life. Spungin dove in to all these tasks headfirst. While she was handling two major client projects, she was asked to jointly lead recruitment for U.K. universities and business schools, participate in an internal research initiative, serve as a senior coach for six business analysts, run an office party for 750 people, get involved in internal training, and help out on a new project for a health care company.

In her first round of feedback from the three project teams she oversaw, she was rated second from the bottom among her peers. Spungin realized that her desire to be indispensable sprang from a lack of confidence. "I never said no to people in case they thought I couldn't cope. I never said no to a client who wanted me to be present at a meeting," she told us. "I did what I thought was expected—regardless of what I was good at, what was important, or what I could physically do."

The first step in Spungin's transformation from a busy to an effective manager was to develop a vision of what she really wanted to achieve at McKinsey: to be named a partner. In developing a clear mental picture of herself in that role, she traded in her habit of thinking in short time spans of three to six months to thinking in strategic time spans of one to five years.

This longer-term planning allowed Spungin to develop a set of long-term goals and priorities. Soon, she took control of her own development. For example, it became clear to Spungin that corporate banking—which her colleagues believed to be her area of expertise based on her past experience—did not hold any real interest for her, even though she had accepted one banking project after another. Instead, she decided to shift her focus to the organizational practice, something she really enjoyed. (McKinsey, like many companies, allows its consultants significant flexibility in terms of choosing assign-

ments, but most managers do not avail themselves of this opportunity.) By claiming a personal agenda and integrating short-, medium-, and long-term responsibilities into her broader master plan, Spungin felt much more motivated and excited about her work than she had when she was merely responding to everyday demands.

Finally, Spungin took charge of her time. She realized that trying to be accessible to everyone made her inaccessible to those who really needed her. She began prioritizing the time she spent with clients and team members. With her personal assistant's help, she streamlined her work. Previously, her assistant would schedule meetings in an ad hoc manner. Now, Spungin drove the calendar, so she could make the calls about which meetings she needed to attend. She began to recognize patterns of work intensity according to the time of year; for example, she travelled less in the fall, so Spungin set aside half a day each week to work on her long-term projects then. In the end, Spungin realized the irony of effective management: To quickly achieve the goals that mattered, she had to slow down and take control. To her surprise, the people who reported to her, as well as her supervisors and clients, responded well to her saying no.

Spungin was better able to respond to and shape the demands she chose to meet once she stopped trying to please everyone. She became more proactive—presenting her own goals and ideas to influence what others expected of her. By focusing on the most important demands, she exceeded expectations. One year after having been rated second from the bottom in her peer group, she scored second from the top. In June 2003, Spungin was named a McKinsey partner.

Developing Resources

In addition to lack of time, many managers complain about a shortage of people, money, and equipment, and a surplus of rules and regulations. They struggle with limited resources. While some feel frustrated and keep beat-

ing their heads against a wall to no avail, others just give up. Managers who develop a long-term strategy and attack their goals slowly, steadily, and strategically, on the other hand, can eventually win the backing they want.

Thomas Sattelberger faced all kinds of impossible constraints in 1994 when he left Daimler-Benz to join Lufthansa as the head of corporate management and human resources development. At the time, Lufthansa was in the middle of a strategic cost-savings program that



Seeing his plan as a blueprint also helped Sattelberger separate the “must-haves” from the “nice-to-haves” and the “can-live-withouts.”

required every unit to reduce its total expenditures by 4% each year for the next five years. Employees generally interpreted the cost-cutting directive to mean that investing in anything other than what was necessary to keep the lights on was verboten. Additionally, Lufthansa's HR processes were a mess; responses to routine requests often took months, and contracts frequently contained typographical errors. These

kinds of operational problems had existed in the department for years.

For most managers in Sattelberger's position, the goals would have been simple: Get the HR department to a functional level without increasing costs, make sure it doesn't backslide, and collect a paycheck. But Sattelberger had much higher aspirations. He had come to Lufthansa with the dream of building Germany's most progressive corporate human resources organization, which would help transform the formerly state-operated company into a world-class airline. Specifically, he envisioned starting Germany's first corporate university, the Lufthansa School of Business, which would extend far beyond traditional approaches to training and

He understood that there was a limit to how far and how fast he could push: If he pressed too hard, a backlash would ensue.

development. The university would tighten the links between strategy and organizational and individual development. Its curricula, including master's and nondegree management programs, would be designed, run, and evaluated by academics and leaders from global companies, so Lufthansa's managers would learn from the best.

In pursuing his dream, Sattelberger chose a methodical, clever, and patient mode of attack. First, he created an imaginary blueprint depicting his university as a kind of leadership development temple. The architectural conceit—the temple being built brick by brick and pillar by pillar—helped Sattelberger develop a long-term, strategic implementation plan. Cleaning up basic HR processes, he reasoned, was analogous to laying the foundation. With that accomplished, he would erect a series of development programs, each acting as a pillar that would hold up the “roof” of Lufthansa's overall corporate strat-

egy. Seeing his plan as a blueprint also helped Sattelberger separate the “must-haves” from the “nice-to-haves” and the “can-live-withouts,” which enabled him to focus on only the most vital and achievable elements.

Sattelberger understood that he had to be flexible and that building his temple would demand years of methodical work. He never spoke about his vision as a whole because its overall cost would have frightened most of the stakeholders. Instead, he secured their commitment for individual projects and programs and implemented the initiatives sequentially.

Step two was to lay the foundation that he had imagined. Over the course of two years, Sattelberger reorganized HR processes so that requests were met in a timely manner and operations made more efficient. Given the dismal state of Lufthansa's HR systems, no one anticipated that Sattelberger could possibly meet, much less exceed, expectations. He showed them wrong.

Capitalizing on his new credibility, he next set to work on step three: building the individual pillars. One project, Explorer 21, was a comprehensive development initiative in which managers would learn from one another. A separate program, ProTeam, was designed for management trainees. And another large-scale program focused on emulating best practices from companies such as General Electric, Citibank, Deutsche Bank, Daimler-Benz, and SAS.

The spending cap was a significant hurdle. Sattelberger had persuaded top management to allow him to rent out some training rooms to other companies to raise money for these projects, but he needed more. He understood that there was a limit to how far and how fast he could push: If he pressed too hard, a backlash would ensue. So in petitioning for funds, Sattelberger made sure he was better prepared than his counterparts with arguments and facts. When the controller failed to give him the green light, he made his case directly to Jürgen Weber, the CEO. Weber agreed in principle that the corporate university project was worthwhile, although

the conversation was not an easy one. “For God's sake, do it,” he ended up telling Sattelberger, “but do it right and stick to your budget.”

Weber and the board eventually began to see how Sattelberger's development programs fit together. Then, in March 1998—when he learned that Daimler-Benz was about to beat Lufthansa to the punch with a corporate university of its own—Sattelberger made his final move. Determined not to let Daimler prevail, he wrote a memo requesting the creation of the Lufthansa School of Business to the board of directors. It approved the request without a moment's hesitation or debate, and Lufthansa opened Europe's first corporate university the following month.

The whole process took time, something purposeful managers, as we have shown previously, claim for themselves. Sattelberger coped with many setbacks and accepted significant delays and even cancellations of different aspects of his initiative. He delayed his plans for the corporate university for the first two years so he could focus solely on putting HR in order. Then, slowly and progressively, he worked to relax resource constraints. Although he started with much less than he expected, he never allowed his resolve to waver. Lufthansa has never measured the precise payback from its school of business, but the subjective judgment of top management is that the return has been much higher than the investment.

Exploiting Alternatives

When it comes to making decisions or pursuing initiatives, managers also fall victim to the trap of unexplored choices. Specifically, they either do not recognize that they have choices or do not take advantage of those they know they have. Because managers ignore their freedom to act, they surrender their options. Purposeful initiators, by contrast, hone their personal expertise, which confers confidence, a wide perspective of a particular arena, and greater credibility. These managers develop the ability to see, grasp, and fight for opportunities as they arise.

Dan Andersson was a midlevel manager who worked for the oil-refining company ConocoPhillips in Stockholm. As a native of Finland, he brought to Conoco a precious managerial commodity: deep knowledge of the Finnish market. This knowledge enabled him to convey information about specific regional conditions to senior managers, who did not speak the language or understand Finland's business issues. Because he had been mentored by the managing director of Conoco's Nordic operations, Andersson quickly grasped how the managerial invisibles—informal rules and norms, decision-making processes, interpersonal relationships, and social dynamics—influenced the reception of new ideas. He intuitively sensed the right way to present a proposal and the extent to which he could push at a particular point of time.

Andersson was assigned to a team charged with exploring Conoco's possible entrance into the Finnish market, which involved breaking a 50-year monopoly in the region. The first task was to set up storage facilities in Finland, an estimated \$1 million project that would allow Conoco to import its own petrol. After several months of intense searching, the team eventually found an existing tank terminal, located in the city of Turku, that Shell had abandoned decades previously. Built in the 1920s, the old tanks appeared to be clean and usable. The Conoco team thought the solution had been found. In the back of his mind, however, Andersson was already at work on contingency plans. Plan B was to build a new facility, plan C was to create a joint venture with a competitor, and plan D was to find an investor for the tanks.

After months of negotiation, Turku's officials approved Conoco's lease of the old tanks. Then came the fateful phone call from Conoco's laboratory: There was too much carbon in the steel; the tanks were unsuitable for storing petrol. Without its own storage facility, Conoco could not enter the Finnish market. There was no other facility in the country that Conoco could buy. Abandoning the project seemed the only choice.

Everyone on the team gave up except Andersson, who proposed putting plan B into action.

With the support of the local authorities, he persuaded the Conoco senior team to visit Finland for face-to-face discussions about the possibility of Conoco building its own tanks at the site. Once



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Andersson's boss saw the land and sensed the opportunity; he grew enthusiastic about a ground-up approach. As it happened, however, the land was contaminated; cleanup would have cost tens of millions of euros. Still, Andersson persisted. Working with city officials, he discovered the original contracts clearly showed that Shell was responsible for the cleanup of the land. Once the cleanup was complete, Conoco began work on the new tanks. When the first Conoco ship arrived at the harbor, three years after the project had begun, city representatives, hundreds of spectators, Finnish television crews, and

Conoco's top management were present to celebrate. Today, Conoco is the most efficient operator of automated self-service filling stations in Finland.

As a manager, Andersson's allegiance was not merely to a job but to accomplishing, one way or another, the strategic goals of his company. By scanning the environment for possible obstacles and searching for ways around them, he was able to expand his company's, and his own, scope of opportunity. Today, he is responsible for Conoco-Phillips' retail development in Europe.

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A bias for action is not a special gift of a few. Most managers can develop this capacity. Spungin's story demonstrates how focusing on a clear, long-term goal widened her horizon. Sattelberger and Andersson countered limitations with plans of their own and showed their companies what was possible.

In our studies of managers, we have found that the difference between those who take the initiative and those who do not becomes particularly evident during phases of major change, when managerial work becomes relatively chaotic and unstructured. Managers who fret about conforming to the explicit or imagined expectations of others respond to lack of structure by becoming disoriented and paralyzed. Effective managers, by contrast, seize the opportunity to extend the scope of their jobs, expand their choices, and pursue ambitious goals.

Once managers command their agendas and sense their own freedom of choice, they come to relish their roles. They begin to search for situations that go beyond their scope and enjoy seizing opportunities as they arise. Above all, effective managers with a bias for action aren't managed by their jobs; rather, the reverse is true. □

1. The framework of demands, constraints, and choices as a way to think about managerial jobs was first suggested by Rosemary Stewart in her book *Managers and Their Jobs* (Macmillan, 1967). See also Rosemary Stewart, *Choices for the Manager* (Prentice Hall, 1982).

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An Interview With Robert E. Quinn

Entering the Fundamental State of Leadership: Reflections on the Path to Transformational Teaching

Interview by JULIE M. ANDING
The Fielding Graduate University

"As teachers of the organization sciences, we should be able to create what we claim to understand. If we want to teach our students to become great leaders, we might consider embedding them in great organizations, meaning great courses. We might consider modeling patterns of transformational power. We could do that if we personally move from the normal state to the fundamental state of leadership. We can change our students by changing ourselves, by becoming transformational teachers. In the end it is a question of integrity."

—Robert Quinn (personal communication,
March 21, 2003)

When does the job of teaching become a calling of joy? What does it mean to be a transformational teacher? What does an extraordinary class look like? What does it mean for a teacher to call ordinary students to embrace their own greatness? What does it mean to transcend style? How is it done? How can teachers design their courses to be high performing organizations? What is the fundamental state of leadership? How does a teacher enter the fundamental state of leadership? What are the payoffs for doing so?

These are the kinds of issues I explored with Robert E. Quinn, the M.E. Tracy Collegiate Professor in Organization Behavior and Human Resource Management at the University of Michigan. A long-

I thank Dr. Robert Quinn, for his generous gift of time and thoughtfulness in our collaboration on this article. A special thanks to Dr. Robert Silverman, The Fielding Graduate University, for his encouragement and wise counsel throughout this project. Finally, appreciation and thanks to Roseann Mason, University of Wisconsin—Parkside, for assistance with editing.

time member of the Academy of Management, he is also one of the cofounders of the Center for Positive Organizational Scholarship. There he continues both his empirical and applied work on high performing people and systems.

Quinn's early work gave rise to the competing values framework. He has since maintained a long-term interest in the positive tensions associated with excellent performance. Among his more recent books, are a trilogy, *Deep Change: Discovering the Leader Within* (1996); *Change the World: How Ordinary People Can Accomplish Extraordinary Results* (2000); and *Building the Bridge as You Walk on It: A Guide for Leading Change* (2004). These were written to help people navigate the complexity and challenges of leading change. Professor Quinn suggests that the key to leadership development is not thinking, behavior, skills or techniques. It is about entering something he calls the "fundamental state of leadership." He suggests that it is also the key to transformational teaching. I sat down with Dr. Quinn to explore his thoughts about the relationship between teaching and the notion of entering the fundamental state of leadership:

Almost everything you write has to do with change. Why do you care so much about the topic?

If we want to make the world a better place, we need to understand change. My whole career has been about change. I have taught change, researched change, and consulted on change. It's been a highly integrated life. My work is a calling.

If you get that kind of personal clarification, and you are able to bring together your work and your

purpose, then you tend to have an incredibly, joyful life. Having such a life also allows you to live in a state of increased influence. It allows you to be a more effective leader and teacher.

How do you define effective teaching?

Years ago I taught on a university campus where the main building was constructed with long rows of classrooms and each one had a big window. As I walked along I could look in on each class. Each day I made it a practice to observe those rooms. As I passed the classes, I would ask myself what was happening in each one. I never had to look at what the teacher was doing. All I had to do was look at the body language of the students. In a few classes, the students were on the edge of their seats, deeply involved. In the majority of the classes, the students were draped over their desks, only half awake. I am sure the instructors would tell us those slumped students were not serious about education. In the end, we usually blame the victim.

In the majority of the classes, the students were draped over their desks, only half awake. I am sure the instructors would tell us those slumped students were not serious about education. In the end, we usually blame the victim.

When I reflect on the rows and rows of ordinary teachers at that university, I like to focus on the exceptions. I think about those few classrooms where the students were sitting on the edge of their chairs. Were those students in some way different? Were all the serious students somehow selected into those exceptional classes, or were they the very same kind of students simply having a very different experience? I believe the answer is the latter. It was the person in front of the room who was unusual. Those were the teachers who turned ordinary students into extraordinary students. Those teachers were transformational leaders.

Extraordinary means outside the ordinary. It means not normal. To be an extraordinary teacher is to be a positive deviant. A positive deviant is a person with the potential to transform ordinary people and groups into extraordinary people and groups. That is what I think great teachers do. Great teachers call ordinary students to embrace their own greatness.

That sounds pretty optimistic. The average professor is not going to have the charisma to do what you are talking about. What would you say to someone who might challenge you on this point?

I do not believe it is about charisma, at least as charisma is usually conceived. I do believe it is about charisma when charisma is defined to transcend style. Let me explain.

I used to attend the OB Teaching Conference. It was usually populated by people who love to teach. For the most part, they were a very right-brained group. Their shared paradigm of good teaching might be called a Theory Y or student-centric paradigm of good teaching. Their shared paradigm of bad teaching might be called a Theory X or teacher-centric paradigm of bad teaching. I would make them crazy by describing great teachers who approached their classes from a Theory X, teacher-centric perspective. Here is an illustration.

When I started my career one of my colleagues was John Rohrbaugh. John had a teacher-centric perspective. He believed that the teacher was the expert and needed to be in control. He managed every detail. His syllabus had the rigor and length of a journal article. Every moment of class was scripted. Every assignment was spelled out in detail. The course was a tightly run ship.

My course was the opposite. It was very student-centric. I believed that the teacher was a facilitator of emergent greatness. I designed the course to be a highly ambiguous experience. I gave the students objectives beyond their capacity. The sessions were unstructured. People came to class and discussed their frustrations while I listened and supported them in the exploration of alternative actions they might consider taking. I was seeking to create flow at the collective level.

When John looked at what I was doing, he would shake his head in dismay. When I looked at what he was doing, I would shake my head. Now, here is the interesting outcome. On the evaluations, John would get a perfect five, and I would get a perfect five. Students in both classes would claim that their lives had been changed. Our two courses had more demand than any of the other courses in the school.

How is this possible? The answer is that great teaching is not primarily about thinking, behavior, or techniques. It is not about style. It is about something more basic. It is about our being state. It is about the expression of who we are.

Charisma inspires. As normally defined, no one would accuse John of being charismatic. Yet I think

John was full of charisma. He cared about his teaching. It was a labor of love. He gave all he had to it, and he lifted his students far beyond their expectations for themselves. He did it with a teacher-centric approach, but he was transformational.

When we look only at the thinking, behaviors, and techniques, we are missing the most important thing, the being state. That is the origin of greatness. Is the teacher outside the normal state? Is the teacher fully committed and living in the creative state? John was fully committed, sacrificing for the outcome, creative in his rigor.

If what you are saying is true, then great teachers are born, not made. Do you agree?

No. I believe that teaching and leadership are the same process. Great teachers and great leaders use human influence to impact other people. Everyone can become better at the process. It has to do with what state we are in. We can be in a normal, reactive state or an extraordinary, creative state. Anyone can move from where they are now to a more reactive or more creative state.

How does a person begin to move in the direction of higher impact?

I recently completed a trilogy of books on this topic. In the first book, *Deep Change, Discovering the Leader Within*, I argue that every person and every organization is continually facing a core dilemma: deep change or slow death. Unless work is done to the contrary, all living systems move toward entropy or the loss of productive energy. This means that, unless work is done to the contrary the organization of self—think of the self as a living organization—is moving toward entropy. I must occasionally make deep change, or I am doomed. The problem is that I do not want to make deep change. Making deep change means letting go of control. I can think of no more terrifying thing to do. So I design my life to be comfortable. As I pursue comfort, I lose alignment with changing external reality, and I lose energy. This increases my pain and eventually forces me to make deep change. Once I do it, I then try to avoid it until I am again forced to do it. As leaders and teachers, we need to learn how to choose to make deep change; if we do, we become empowered and empowering to our students.

In the second book, *Change the World, How Ordinary People Can Accomplish Extraordinary Results*, I suggest that there are four general strategies for change. First, there is telling. We try to change others by using rational persuasion. Sec-

ond, there is forcing. When we tell others what to do, and they do not do it, we design systems that force them to change. Most organizational designs rest on these two sets of assumptions, and most courses are designed to rest on these two sets of assumptions. When we design our courses, we design organizations based on the need to control students.

The third strategy is participating. Here we try to establish win-win relationships. We engage in the mutual pursuit of a higher purpose. Some courses are designed on this assumption of change but very few.

Finally, there is the strategy of self-change. We become transformational by monitoring and reducing our own hypocrisy. We become transformational by increasing our moral power. Here, the effectiveness of the entire enterprise reduces to the one question. Is someone in the organization increasing their level of moral power? This is a radical theory of organizing, leading, or teaching. It suggests that the vitality of the enterprise is a function of integrity. Now what do I mean by this?

The third book, *Building the Bridge as You Walk on It: A Guide for Leading Change*, provides a radical and applied theory of leadership. It argues that we all spend most of our time in the normal state. In the normal state we tend to be comfort centered, externally driven, self-focused, and internally closed. We tend to be reactive problem solvers.

We can, however, enter an alternative state. I call it the fundamental state of leadership. It suggests that we can become results centered, internally driven, other focused and externally open. When we do, we transform, and we become transformational. We become a positive deviant. We become creators of the world in which we live. We attract others in the organization to join with us in the creative process of real-time learning. At such moments, the relationship or organization becomes a learning system.

This means that most of the time, most authority figures, the people we call leaders, are not in the fundamental state of leadership. They are in the ordinary state. On the other hand, anybody can be a leader. Anyone can choose to make deep change and become a more transformational influence. All they have to do is ask these four questions:

- What result do I want to create?
- Am I internally driven?
- Am I other focused?
- Am I externally open?

Asking and answering these questions tends to change the being state. New feelings, thoughts,

behaviors, and techniques then emerge. The person makes deep change and exerts new patterns of influence. Others are then affected. We become more transformational. Anybody can choose to do it. Few of us want to.

This sounds very idealistic but not very realistic. How do you expect the readers to respond to these ideas?

I expect most professors to react to these ideas on teaching like most MBAs and executives react to these ideas on leadership. They become uncomfortable. They say precisely what you just said, "This is unrealistic." They never say the ideas are wrong. They say the ideas are unrealistic, meaning that, for them, there is too much personal accountability. No one wants to leave their current zone of comfort. No one wants to make deep change. It requires giving up control, and that is terrifying.

How do you then deal with such resistance?

I show people that they have already been in the fundamental state of leadership. Once they make this connection, the resistance tends to disappear. It is a startling thought to them, but in it they find energy and hope.

Recently, I was doing a session with 25 Army generals. They were deeply interested, but you could read the discomfort on their faces. I was asking these battle-tested men to exercise more courage than they were used to showing in their professional roles. So I took the conversation to a very personal level. It required making the setting safer and more challenging. I did this by modeling increased personal vulnerability and then asking them to tell stories about their greatest life trials. As they did, the feeling in the room changed. We moved from profane space to sacred space. The conversation was now much more authentic.

When they finished telling their stories, I pointed out that in every story told, the story teller was in the fundamental state of leadership. It did not matter if the challenge was war, disease, or divorce. In their great trials, they entered the fundamental state of leadership.

When they made the association, the light bulbs went on, and the uneasiness disappeared. They suddenly understood what I was teaching. They could see what they could not see previously.

Interesting. However, I think I am still unsure how I would teach your concepts. Can you give another example?

An illustration may help. In *Building the Bridge*, I base the book on cases of ordinary people who read *Deep Change* and used it to make deep change. One such person was Larry Peters, who teaches at Texas Christian University. He was using *Deep Change* to teach deep change and was getting the very resistance you ask about. He tells of a critical moment when it occurred to him to ask his students to tell about the times they had made deep change. Here is his account:

We heard stories of a man who lost a child in a car accident (and who changed the seat belt law in Texas), another who had to sign papers authorizing surgery for newborn twins that were not yet named (wondering if he was signing a death or life certificate for them), a woman who was promoted to the toughest assignment in her company for which she had no prior skills and a visibly sexist employee group, and a man who was given the assignment of opening a market in China and found everything he knew about management didn't work. We heard stories of passion and focus and courage and commitment and perseverance and energy. We heard stories that produced results beyond anyone's expectations, and we saw the emotion and shared the feelings of pride these people had. We saw what was possible when people—our classmates—... experienced deep change. It was a profound class for my students, those who spoke and those who just listened. Nobody in that room will ever mistake true leadership for management again; everybody in that room understood what was expected of them to really lead. They raised the bar on themselves that afternoon—and on everyone else who presumes to lead.

That day Larry created sacred space in the classroom. In doing so the students were able to share something they would never normally dare to share. They shared themselves, their core stories. In those stories are their episodes of highest integrity, their episodes of greatest influence. Each of those students had already been in the fundamental state of leadership.

Teachers might ask similar questions. When I was a student, what were my greatest classes? What were the teachers like? When have I had my greatest moments as a teacher? When have I been

most authentic? What do I love about teaching? Answers to these questions move our focus from the ordinary to the extraordinary. Such images challenge us to reduce our hypocrisy and increase our integrity. When we exercise the courage to do so, we make deep change. When we transform ourselves, we have an increased capacity to transform others.

Your approach sounds very taxing. Where do you get the energy to take such an approach?

I see my approach as less and less taxing as time passes. I see it as a dance of creation that is highly energizing. It allows me to be free of the constraints of ordinary teaching. Let me illustrate.

One day, some doctoral students invited Karl Weick and me to meet with them to talk about teaching. The first question was directed toward Karl. They asked, "What do you do to prepare to teach?"

Karl responded, "I get up at four in the morning, I go through all the material, and I make sure it's tightly organized. I bring other things in, I review my presentation, and I try to make sure it's as clear as possible." And he went on to describe the many hours that he invested in the process of preparing for each class session. This went on for about 10 minutes. It was an awesome 10 minutes. There were many golden insights. The students were taking intense notes. The discussion left little doubt about why Karl is such a highly rated teacher, a great teacher. His extensive discipline is a reflection of the love he has for the task at hand. Like John Rohrbaugh, Karl changes the lives of his students because he loves what he is doing.

They then turned to me and asked the same question. I said, "Well, I never prepare." There was a heavy silence in the room, and they looked at me baffled, waiting for some punch line. I explained, "I never prepare in the fashion that Karl just described because there's never a time that I'm not preparing to teach and when I am actually teaching there is little need for the preparation of content."

Since they perceived no value in what I was saying, they asked me no more questions.

Two days later, there was a knock at my door. It was Karl. He said, "Can we talk about what you told those students?"

We had a great conversation. I explained that I put a great amount of time into designing my syllabus. In doing so, I am designing a context that has four characteristics. There is a stretch objective, there are clear values, there is high trust, and

there is a necessity to do what we do not know how to do. This creates an empowering environment.

In an empowering environment, people are more likely to choose to empower themselves. Empowerment is not something you give to people. You can not empower people by telling them they are empowered. It is a choice they make. What you can do is create a context in which they are more likely to make the choice. Once some of them make that choice, great things begin to happen.

You can not empower people by telling them they are empowered. It is a choice they make. What you can do is create a context in which they are more likely to make the choice.

Normally, we see the emergence of a productive learning community. My job is not to be the expert in control but to simply facilitate the unfolding of the productive community. I am thus designing my class to be a high-performance organization. In the process, we learn together. We educate one another. I leave having learned as much as they have learned. It is very energizing.

This is not easy material to comprehend. How do you get people to understand?

That is sometimes a challenge. Reconsider, for example, the above story. The students are novices. Karl is truly a master teacher. The students were put off by my statement. Information from outside their paradigm of teaching made them uncomfortable. Karl, who is at the very pinnacle of his profession, listened to my bizarre claim and then went out of his way to learn more about it. For the novice, the information was threatening. For the master, the information was an invitation to open up and explore.

Transformational teaching and transformational leadership are usually achieved by people who have learned to be externally open. Usually, the master has a commitment to explore outside the paradigm, to learn so as to make the world better. It is not a drive to survive through consumption but a drive to flourish through contribution. These are two very different systems of motivation.

In the process of maturation, not everyone makes the jump from the first orientation to the second. Some people, who seek only to survive as teachers, do only what they know how to do. In seeking to preserve the current self, they spend their lives neutralizing information from outside their para-

digm. They are not so interested in the work of exploration, change, and contribution.

It seems surprising that teachers in a university, of all places, would be closed to alternative perspectives, yet many are. Hence, what we see in universities is much hypocrisy. There are many people in front of rooms advocating the virtues of open exploration while they themselves are not practitioners of that which they advocate. That is one of many reasons why students end up slumping in their chairs.

You reference productive communities and high-performance organizations, what do you mean by these terms?

The executives who tell their stories in *Building the Bridge as You Walk on It* provide lots of examples. Consider Robert Yamamoto, director of the Junior Chamber of Commerce in Los Angeles. He went through deep change and entered the fundamental state of leadership. As soon as he did, he was amazed to see his organization transform. He writes,

I have a critical mass of individuals from both the staff and board that are willing to look at our challenges in a new way and work on solutions together. At our meetings new energy is present. What previously seemed unimaginable now seems to happen with ease. I sometimes wonder why it seems so easy, why we now have such a positive culture.

Robert then answers his own question. He says, "Yet I know it all happened because I confronted my own insecurity, selfishness, and lack of courage." Robert had made self-change. He had become results centered, internally driven, other focused, and externally open. In doing so, he created a productive community.

As teachers of the organization sciences, we should be able to create what we claim to understand. If we want to teach our students to become great leaders, we might consider embedding them in great organizations, meaning great courses. We might consider modeling patterns of transformational power. We could do that if we personally move from the normal state to the fundamental state of leadership. We can change our students by changing ourselves, by becoming transformational teachers. In the end, it is a question of integrity.

I would like to hear some concrete examples of when you have succeeded or failed when teaching to transform. Would you be comfortable sharing some actual experiences of transformational teaching?

In terms of successes, two cases immediately come to mind, one with executives and one with MBA students. Let me begin with the executive example, which could have gone either way but ended up a huge success.

Some years ago, I was working with three other professors on an intense intervention at a pharmaceutical company. The company was under great pressure at the time. They were going to bring in 400 top managers, 100 at a time, every other week for 8 weeks. We designed a week-long intervention. Over the first 2 days, we gave them a number of exercises in which they could vent their frustrations. On the third day, we helped them move toward a catharsis, and over the last 2 days, they did constructive work on the future. The four of us worked as a cohesive team. We would run an exercise or teach some content, and then we would quickly huddle before the next session and give each other advice. This often led to small adjustments in what we would do. The first 2 weeks were both highly successful.

As we prepared for the third week, company people warned us that it would not go well. They told us there would be a person present who was very powerful. No one trusted him. They said the people would not express how they really felt. However, we were so confident in our design that we moved forward without concern.

From the outset, the third week was a disaster. By Thursday, they were not even close to a catharsis. We were getting terrified. At midmorning, I was to make a presentation. It had been a big success the two previous weeks. As we huddled just before my session, Blair Shepherd, from Duke, said, "We are in trouble; this is our last shot." I agreed with this assessment and felt considerable pressure. Then he said, "You cannot present your material; you have to go up there and do something you have never done before. You have to make it up in real time."

I stood there looking at him wanting to be furious. The problem was that he was telling me to do the very thing I most believe in, exactly what I have been advocating in this interview. Feeling completely naked, I walked in the direction of the stage.

On the stage, I recounted how the week was a failure. I told of the conversation that had just taken place with my colleagues. I spoke of my

nakedness. I then spoke of the greatness of the company and my amazement that 100 people would sacrifice their integrity and the company's future because of their fear of one person. I asked them to think about what that meant. Then in real time, I designed an exercise and asked them to go do it.

I walked off the stage exhausted. Blair said, "It worked." I was not so sure. Nonetheless, they returned from the exercise a different group. Blair was right. They were on fire. By Friday, the week was even more successful than the previous two.

Why do you think it worked so well?

As I walked toward that stage, I was in the normal state. Yet I had been in the fundamental state of leadership enough in the past that I knew I had to get into it at that moment. So, as I headed for the stage, I began asking myself the four questions: What result do I want to create? Am I internally directed? Am I other focused? Am I externally open? The questions changed me as they usually do. By the time I reached the microphone, I was centered. As I began to talk, the right words came. They came because I was more concerned about the people in the company than I was about me. At that moment, I was a transformational leader and a transformational teacher.

You also said you had an example of working with MBA students. Would you share that as well?

Yes. It was a course on leading change. I designed it around the analysis of Hollywood movies. Each week, we did a deep dive into the dynamics of transformation. These were very stimulating, but the key to the course was the term assignment. They had to watch the movie *Malcolm X* and then write a paper entitled, "The Life of Malcolm X as a Template for My Corporate Career."

This assignment made them crazy. They could not make sense of it. Each week they would accost me. At one point, a woman burst into an emotional discourse on how she had lived a life of privilege and had nothing to learn from Malcolm X. Her anger reflected the anger of many in the class.

It was difficult to hold the line, but I was confident they would eventually transcend their own racism and their own transactional bias. Eventually, I believed they would be able to see themselves fully in the transformational experiences of Malcolm X. By the last 2 weeks, they broke through. Their term papers were incredible. Afterward, one student came and told me she had taken herself off

the job market and was going to dedicate her life to changing educational policy in the United States. Another, a physician, said he was giving up his surgical practice and dedicating his life to changing the global medical system.

Those are two thought-provoking stories. Now, for my hardest question—have you ever had a failure?

Absolutely, one example comes immediately to mind. I was designing an MBA course. I met a professor in Information Sciences who does a lot of video work. We cooked up a design in which teams from my course had to produce content for teaching various leadership skills. Each MBA content team then had to join with a team from his course and collaborate on a video production.

The course started, and I got my students excited about the project. However, we struggled to come up with all the equipment we needed for the students to do the video production. Furthermore, the two cultures did not work well together. Almost every intergroup relationship was a problem. The course was 4 weeks old, and it was in crisis. I tried to turn it into an experience in intergroup conflict resolution. That failed. I tried several other things. They all failed. The entire course crashed, and I could not turn it around. It was a great lesson in humility.

I think experiences like that one are very valuable. The key is not to stop because of such a failure but to carefully assess it, learn from it and, then, to go on experimenting with new approaches. Failure is an important teacher in the transformational process. If you learn from it and go on experimenting, you become more unique; you gain the power to help people transform their lives.

Failure is an important teacher in the transformational process. If you learn from it and go on experimenting, you become more unique; you gain the power to help people transform their lives.

If what you say is true, why don't we see a lot more examples of transformational teaching?

First, normal means normal. Most of the time, we witness normal behavior. The choice to enter the fundamental state of leadership is a choice to move toward excellence. Excellence, by definition, is positive deviance. Excellence is exceptional, not

normal, not an imitation; it is a state of creation in which we are originating that which is freshly born. When others do it, we see them as rate busters and send implicit messages that they should stop being excellent.

Second, people who observe excellence from the normal state see only what their conceptual tools allow them to see. Trait theorists who observe a leader in the transformational state, for example, can look for nearly any positive trait and they are likely to find it. What they tend not to notice is that the positive opposite trait is also likely to be found. Normal thinking, based on the assumptions of transaction and analyses is going to capture the part and not the whole. Normal thinking lacks the requisite variety, the complexity to capture what is there.

Third, people do not stay in the fundamental state of leadership. It is a temporary state. They enter and then they fall victim to entropy. They are pulled toward slow death. If someone calls attention to the fact that they are not truly committed, that they are in the normal, reactive state, they practice denial. They even become resistant to the very concept. Unless you help them see that they have been there before, they deny the concept itself.

So, the short answer is that we do not see more examples because there are few examples. Excellence is rare. People in the normal state often seek to discourage excellence. When we see it, we tend to distort what it is. When we do enter it, we are quickly pulled out of it. It takes work to overcome entropy.

This suggests that we need to stay open when we most want to be closed. How do we discover to learn in the manner you are suggesting here?

There's an exercise that I read in a workbook one time. It asked the reader to list the ten best and worst personal things that ever happened and then put them on a time line. I did all of that, and then there was a question that I thought was revolutionary and transformational. The question simply read, "Now, given all the bad things and all the good things that have happened to you, what has the universe prepared you to do that nobody else can do?"

That is a spectacular, transformational question. It changes how I see my history and alters how I see my future. It tells me that both my good and my bad experiences are great jewels. If I stay open to them, pay attention to them, they will become great teachers, elevating me to heights I could never have imagined.

The universe is preparing each one of us to fulfill a unique mission. If we stay open when we want to close down, we get closer to understanding what that mission is. If we exercise the courage to pursue that mission, we increase in integrity, power, and influence. Soon our work becomes our calling. Our life becomes more joyous.

What I'm suggesting is that you and I have a great resource that is usually untapped. That resource is the transformational experiences that we have already had in our lives. Search that database for your most important moments, your transformational moments. Reflect on them. Then teach me what you know, not because you read it in a book, but because it happened in your life and illustrates what the book is trying to say.

You are suggesting that there is great power in reflection. Is that right?

What I'm saying is that, in each one of us, there's a bank account of experiences. Many of us allow that bank account to go to waste. If, instead of letting it go to waste, we surface all of those experiences and reflect on them from a transformational perspective, they become an incredible base of resources that allows us to leave the transactional equilibrium and go into a more creative state. There are eight transformational disciplines that I talk about in *Building the Bridge as You Walk on It*, and one is reflective action. Reflective action is something that can get us into the fundamental state of leadership. It can help us become transformational teachers.

What is the difference between reflection and reflective action?

Reflective action is a state of positive tension. People can be so mindful and reflective that they are seen as stagnant and inactive. On the other hand, people can be so active and energetic that they are seen as mindless and unreflective. The challenge is to be reflective and active. Reflective action is learning deeply from our own experiences by reflecting regularly on what is happening in our lives.

Reflective action is about the need to be in the world while regularly moving outside that world to reflect on what it is you are creating. Executives tend to resist the reflection; academics tend to resist the action. The key is to integrate both.

Reflective action is about the need to be in the world while regularly moving outside that world to reflect on what it is you are creating. Executives tend to resist the reflection; academics tend to resist the action. The key is to integrate both.

You have given us much to think about. Do you have a final thought on transformational teaching?

To be a professor is to hold a highly privileged role. The opportunity to teach is an opportunity to im-

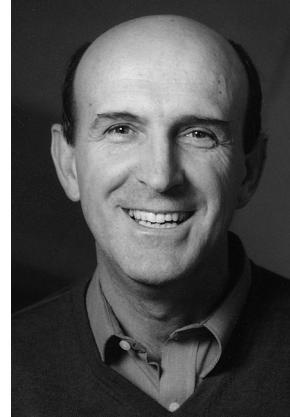
pact people in ways that will shape the world. I think we can try to inform our students, or we can try to transform them. Our ability to do that is a function of whether we are in the fundamental state of leadership. If we get into the fundamental state of leadership, our work will tend to become our calling.

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There comes a point in your career when the best way to figure out how you're doing is to step back and ask yourself a few questions. Having all the answers is less important than knowing what to ask.

What to Ask

the Person in the Mirror

by Robert S. Kaplan

IF YOU'RE LIKE MOST SUCCESSFUL LEADERS, you were, in the early stages of your career, given plenty of guidance and support. You were closely monitored, coached, and mentored. But as you moved up the ladder, the sources of honest and useful feedback became fewer, and after a certain point, you were pretty much on your own. Now, your boss – if you have one – is no longer giving much consideration to your day-to-day actions. By the time any mistakes come to light, it's probably too late to fix them – or your boss's perceptions of you. And by the time your management missteps negatively affect your business results, it's usually too late to make corrections that will get you back on course.



No matter how talented and successful you are, you will make mistakes. You will develop bad habits. The world will change subtly, without your even noticing, and behaviors that once worked will be rendered ineffective. Over a 22-year career at Goldman Sachs, I had the opportunity to run various businesses and to work with or coach numerous business leaders. I chaired the firm's senior leadership training efforts and cochaired its partnership committee, which focused on reviews, promotions, and development of managing direc-

were highly critical of several of his recent actions, were confused about the direction he wanted to take the business, and felt he no longer valued their input. Their feedback helped him see that he had been so immersed in the day-to-day business that he had failed to step back and think about what he was doing. This was a serious wake-up call. He immediately took steps to change his behavior and address these issues. His review the following year was dramatically better, he was finally promoted, and his business's performance improved.

The fact is, having 15 priorities is the same as having none at all.

tors. Through this experience and subsequent interviews with a large number of executives in a broad range of industries, I have observed that even outstanding leaders invariably struggle through stretches of their careers where they get off track for some period of time.

It's hard to see it when you're in the midst of it; changes in the environment, competitors, or even personal circumstances can quietly guide you off your game. I have learned that a key characteristic of highly successful leaders is not that they figure out how to always stay on course, but that they develop techniques to help them recognize a deteriorating situation and get back on track as quickly as possible. In my experience, the best way to do that is to step back regularly, say every three to six months (and certainly whenever things feel as though they aren't going well), and honestly ask yourself some questions about how you're doing and what you may need to do differently. As simple as this process sounds, people are often shocked by their own answers to basic management and leadership questions.

One manager in a large financial services company who had been passed over for promotion told me he was quite surprised by his year-end performance review, which highlighted several management issues that had not been previously brought to his attention. His boss read several comments from the review that faulted him for poor communication, failure to effectively articulate a strategy for the business, and a tendency to isolate himself from his team. He believed that the review was unfair. After 15 years at the company, he began to feel confused and misunderstood and wondered whether he still had a future there. He decided to seek feedback directly from five of his key contributors and longtime collaborators. In one-on-one meetings, he asked them for blunt feedback and advice. He was shocked to hear that they

The manager was lucky to have received this feedback in time to get his career back on track, although he regretted that he had waited for a negative review to ask basic questions about his leadership activities. He promised himself he would not make that mistake again.

In this article, I outline seven types of questions that leaders should ask themselves on some periodic basis. I am not suggesting that there is a "right" answer to any of them or that they all will resonate with a given executive at any point in time. I am suggesting that successful executives can regularly improve their performance and preempt serious business problems by stepping back and taking the time to ask themselves certain key questions.

Vision and Priorities

It's surprising how often business leaders fail to ask themselves: *How frequently do I communicate a vision and priorities for my business? Would my employees, if asked, be able to articulate the vision and priorities?* Many leaders have, on paper, a wealth of leadership talents: interpersonal, strategic, and analytic skills; a knack for team building; and certainly the ability to develop a vision. Unfortunately, in the press of day-to-day activities, they often don't adequately communicate the vision to the organization, and in particular, they don't convey it in a way that helps their people understand what they are supposed to be doing to drive the business. It is very difficult to lead people if they don't have a firm grasp of where they're heading and what's expected of them.

This was the problem at a large *Fortune* 200 company that had decided to invest in its 1,000 top managers by having them attend an intensive, two-day management-training program, 100 at a time. Before each session, the participants went through a 360-degree nonevaluative review in which critical elements of their individual performance were ranked by ten of their subordinates. The company's senior

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management looked at the results, focusing on the top five and bottom five traits for each group. Despite this being an extremely well-managed firm, the ability to articulate a vision ranked in the bottom five for almost every group. Managers at that company did articulate a vision, but the feedback from their subordinates strongly indicated that they were not communicating it frequently or clearly enough to meet their people's tremendous hunger for guidance.

Employees want to know where the business is going and what they need to focus on. As the world changes, they want to know how the business vision and priorities might change along with it. While managers are taught to actively communicate, many either unintentionally undercommunicate or fail to articulate specific priorities that would give meaning to their vision. However often you think you discuss vision and strategy, you may not be doing it frequently enough or in sufficient detail to suit the needs of your people. Look at the CEO of an emerging biotechnology company, who was quite frustrated with what he saw as a lack of alignment within his top management team. He strongly believed that the company needed to do a substantial equity financing within the next 18 months, but his senior managers wanted to wait a few years until two or three of the company's key drugs were further along in the FDA approval process. They preferred to tell their story to investors when the company was closer to generating revenue. When I asked him about the vision for the company, the CEO sheepishly realized that he had never actually written down a vision statement. He had a well-articulated tactical plan relating to each of the company's specific product efforts but no fully formed vision that would give further context to these efforts. He decided to organize an off-site meeting for his senior management team to discuss and specifically articulate a vision for the company.

After a vigorous debate, the group quickly agreed on a vision and strategic priorities. They realized that in order to achieve their shared goals, the business would in fact require substantial financing sooner rather than later—or they would need to scale back some of the initiatives that were central to their vision for the company. Once they fully appreciated this trade-off, they understood what the CEO was trying to accomplish and left the meeting united about their financing strategy. The CEO was quite surprised at how easy it had been to bring the members of his leadership team together. Because they agreed on where they were going as a company, specific issues were much easier to resolve.



A common pitfall in articulating a vision is a failure to boil it down to a manageable list of initiatives. Culling the list involves thinking through and then making difficult choices and trade-off decisions. These choices communicate volumes to your people about how they should be spending their time. I spoke with the manager of a national sales force who felt frustrated that his direct reports were not focusing on the tasks necessary to achieve their respective regional sales goals. As a result, sales were growing at a slower rate than budgeted at the beginning of the year. When I asked him to enumerate the three to five key priorities he expected his salespeople to focus on, he paused and then explained that there were 15 and it would be very difficult to narrow the list down to five.

Even as he spoke, a light went on in his head. He realized why there might be a disconnect between him and his people: They didn't know precisely what he wanted because he had not told them in a prioritized, and therefore actionable, manner. He reflected on this issue for the next two weeks,

thinking at length about his own experience as a regional manager and consulting with various colleagues. He then picked three priorities that he felt were crucial to achieving sales growth. The most important of these involved a major new-business targeting exercise followed by a substantial new-prospect calling effort. The regional managers immediately understood and began focusing on these initiatives. The fact is that having 15 priorities is the same as having none at all. Managers have a responsibility to translate their vision into a manageable number of priorities that their subordinates can understand and act on.

Failing to communicate your vision and priorities has direct costs to you in terms of time and business effectiveness. It's hard to delegate if your people don't have a good sense of the big picture; hence you end up doing more work yourself. This issue can cascade through the organization if your direct reports are, in turn, unable to communicate a vision and effectively leverage their own subordinates.

Managing Time

The second area to question is painfully simple and closely relates to the first: *How am I spending my time?* Once you

know your priorities, you need to determine whether you're spending your time – your most precious asset – in a way that will allow you to achieve them. For example, if your two major priorities are senior talent development and global expansion but you're spending the majority of your time on domestic operational and administrative matters that could be delegated, then you need to recognize there is a disconnect and you'd better make some changes.

It's such a simple question, yet many leaders, myself included, just can't accurately answer at times. When leaders finally do track their time, they're often surprised by what they find. Most of us go through periods where unexpected events and day-to-day chaos cause us to be reactive rather than acting on a proscribed plan. Crises, surprises, personnel issues, and interruptions make the workweek seem like a blur. I have recommended to many leaders that they track how they spend each hour of each day for one week, then categorize the hours into types of activities: business development, people management, and strategic planning, for example. For most executives, the results of this exercise are startling – even horrifying – with obvious disconnects between what their top priorities are and how they are spending their time.

TESTING YOURSELF

To assess your performance and stay on track, you should step back and ask yourself certain key questions.

VISION AND PRIORITIES

In the press of day-to-day activities, leaders often fail to adequately communicate their vision to the organization, and in particular, they don't communicate it in a way that helps their subordinates determine where to focus their own efforts.

How often do I communicate a vision for my business?

Have I identified and communicated three to five key priorities to achieve that vision?

If asked, would my employees be able to articulate the vision and priorities?

MANAGING TIME

Leaders need to know how they're spending their time. They also need to ensure that their time allocation (and that of their subordinates) matches their key priorities.

How am I spending my time? Does it match my key priorities?

How are my subordinates spending their time? Does that match the key priorities for the business?

FEEDBACK

Leaders often fail to coach employees in a direct and timely fashion and, instead, wait until the year-end review. This approach may lead to unpleasant surprises and can undermine effective professional development. Just as important, leaders need to cultivate subordinates who can give them advice and feedback during the year.

Do I give people timely and direct feedback that they can act on?

Do I have five or six junior subordinates who will tell me things I may not want to hear but need to hear?

For example, the CEO of a midsize manufacturing company was frustrated because he was working 70 hours a week and never seemed to catch up. His family life suffered, and, at work, he was constantly unavailable for his people and major customers. I suggested he step back and review how he was managing his time hour-by-hour over the course of a week. We sat down to examine the results and noticed that he was spending a substantial amount of time approving company expenditures, some for as little as \$500 – this in a business with \$500 million in sales. Sitting in my office, he struggled to explain why he had not delegated some portion of this responsibility; it turned out that the activity was a holdover from a time when the company was much smaller. By delegating authority to approve recurring operating expenses below \$25,000, he realized he could save as much as 15 hours per week. He was amazed that he had not recognized this issue and made this simple change much earlier.

How you spend your time is an important question not only for you but for your team. People tend to take their cues from the leader when it comes to time management—therefore, you want to make sure there's a match between your actions, your business priorities, and your team's activities. The CEO of a rapidly growing, 300-person professional services

firm felt that, to build the business, senior managers needed to develop stronger and more substantive relationships with clients. This meant that senior professionals would need to spend significantly more time out of their offices in meetings with clients. When asked how his own time was being spent, the CEO was unable to answer. After tracking it for a week, he was shocked to find that he was devoting a tremendous amount of his time to administrative activities related to managing the firm. He realized that the amount of attention he was paying to these matters did not reflect the business's priorities and was sending a confusing message to his people. He immediately began pushing himself to delegate a number of these administrative tasks and increase the amount of time he spent on the road with customers, setting a powerful example for his people. He directed each of his senior managers to do a similar time-allocation exercise to ensure they were dedicating sufficient time to clients.

Of course, the way a leader spends his or her time must be tailored to the needs of the business, which may vary depending on time of year, personnel changes, and external factors. The key here is, whatever you decide, time allocation needs to be a conscious decision that fits your vision and priorities for the business. Given the pressure of running a

SUCCESSION PLANNING

When leaders fail to actively plan for succession, they do not delegate sufficiently and may become decision-making bottlenecks. Key employees may leave if they are not actively groomed and challenged.

Have I, at least in my own mind, picked one or more potential successors?

Am I coaching them and giving them challenging assignments?

Am I delegating sufficiently? Have I become a decision-making bottleneck?

EVALUATION AND ALIGNMENT

The world is constantly changing, and leaders need to be able to adapt their businesses accordingly.

Is the design of my company still aligned with the key success factors for the business?

If I had to design my business with a clean sheet of paper, how would I design it? How would it differ from the current design?

Should I create a task force of subordinates to answer these questions and make recommendations to me?

LEADING UNDER PRESSURE

A leader's actions in times of stress are watched closely by subordinates and have a profound impact on the culture of the firm and employees' behavior. Successful leaders need to be aware of their own stress triggers and consciously modulate their behavior during these periods to make sure they are acting in ways that are consistent with their beliefs and core values.

What types of events create pressure for me?

How do I behave under pressure?

What signals am I sending my subordinates? Are these signals helpful, or are they undermining the success of my business?

STAYING TRUE TO YOURSELF

Successful executives develop leadership styles that fit the needs of their business but also fit their own beliefs and personality.

Is my leadership style comfortable? Does it reflect who I truly am?

Do I assert myself sufficiently, or have I become tentative?

Am I too politically correct?

Does worry about my next promotion or bonus cause me to pull punches or hesitate to express my views?

business, it is easy to lose focus, so it's important to ask yourself this question periodically. Just as you would step back and review a major investment decision, you need to dispassionately review the manner in which you invest your time.

Feedback

When you think about the ways you approach feedback, you should first ask: *Do I give people timely, direct, and constructive feedback?* And second: *Do I have five or six junior people who will tell me things I don't want to hear but need to hear?*

If they're like most ambitious employees, your subordinates want to be coached and developed in a truthful and direct manner. They want to get feedback while there's still an opportunity to act on it; if you've waited until the year-end review, it's often too late. In my experience, well-intentioned managers typically fail to give blunt, direct, and timely feedback to their subordinates.

One reason for this failure is that managers are often afraid that constructive feedback and criticism will demoralize their employees. In addition, critiquing a professional in a frank and timely manner may be perceived as overly confrontational. Lastly, many managers fear that this type of feedback will cause employees not to like them. Consequently, leaders often wait until year-end performance reviews. The year-end review is evaluative (that is, the verdict on the year) and therefore is not conducive to constructive coaching. The

lenged to do better – unless it's too late. On the contrary, I would argue that people are more likely to stay if they understand what issues they need to address and they trust you to bring those issues to their attention in a straightforward and prompt fashion. They gain confidence that you will work with them to develop their skills and that they won't be blindsided at the end of the year. Employees who don't land a hoped-for promotion will be much more likely to forgive you if you've told them all along what they need to do better, even if they haven't gotten there yet. They may well redouble their efforts to prove to you that they can overcome these issues.

During my career at Goldman Sachs, I consistently found that professional development was far more effective when coaching and direct feedback were given to employees throughout the year – well in advance of the annual performance review process. Internal surveys of managing directors showed that, in cases where feedback was confined to the year-end review, satisfaction with career development was dramatically lower than when it was offered throughout the year.

As hard as it is to give effective and timely feedback, many leaders find it much more challenging to get feedback from their employees. Once you reach a certain stage of your career, junior people are in a much better position than your boss to tell you how you're doing. They see you in your day-to-day activities, and they experience your decisions directly.

While your direct reports know what you are doing wrong, most of them are not dying to tell you. It takes a concerted effort to cultivate subordinates who will advise and coach you.

subordinate is typically on the defensive and not as open to criticism. This approach creates surprises, often unpleasant ones, which undermine trust and dramatically reduce the confidence of the subordinate in the manager.

The reality is that managers who don't give immediate and direct feedback often are "liked" until year-end – at which time they wind up being strongly disliked. If employees have fallen short of expectations, the failing is reflected in bonuses, raises, and promotions. The feeling of injustice can be enormous. What's worse is the knowledge that if an employee had received feedback earlier in the year, it is likely that he or she would have made meaningful efforts to improve and address the issues.

While people do like to hear positive feedback, ultimately, they desperately want to know the truth, and I have rarely seen someone quit over hearing the truth or being chal-

Your boss, at this stage, is much more removed and, as a result, typically needs to talk to your subordinates to assess your performance at the end of the year. In order to avoid your own year-end surprises, you need to develop a network of junior professionals who are willing to give you constructive feedback. The problem is that, while your direct reports know what you are doing wrong, most of them are not dying to tell you. With good reason – there's very little upside and a tremendous amount of downside. The more senior and the more important you become, the less your subordinates will tell you the "awful truth" – things that are difficult to hear but that you need to know.

It takes a concerted effort to cultivate subordinates who will advise and coach you. It also takes patience and some relentlessness. When I ask subordinates for constructive feedback, they will typically and predictably tell me that I'm

doing “very well.” When I follow up and ask “What should I do differently?” they respond, “Nothing that I can think of.” If I challenge them by saying, “There must be something!” still they say, “Nothing comes to mind.” I then ask them to sit back and think – we have plenty of time. By this time, beads of sweat begin to become visible on their foreheads. After an awkward silence, they will eventually come up with something – and it’s often devastating to hear. It’s devastating because it’s a damning criticism and because you know it’s true.

What you do with this feedback is critical. If you act on it, you will improve your performance. Equally important, you will take a big step in building trust and laying the groundwork for a channel of honest feedback. When subordinates see that you respond positively to suggestions, they will often feel more ownership in the business and in your success. They’ll learn to give you criticisms on their own initiative because they know you will actually appreciate it and do something with it. Developing a network of “coaching” subordinates will help you take action to identify your own leadership issues and meaningfully improve your performance.

Succession Planning

Another question that managers know is important yet struggle to answer affirmatively is: *Have I, at least in my own mind, picked one or more potential successors?* This issue is critical because if you aren’t identifying potential successors, you are probably not delegating as extensively as you should and you may well be a decision-making bottleneck. Being a bottleneck invariably means that you are not spending enough time on vital leadership priorities and are failing to develop your key subordinates. Ironically, when leaders believe they are so talented that they can perform tasks far better than any of their subordinates and therefore insist on doing the tasks themselves, they will typically cause their businesses to underperform, and, ultimately, their careers will suffer as well.

The succession question also has significant implications that cascade through an organization: If leaders do not develop successors, then the organization may lack a sufficient number of leaders to successfully grow the business. Worse, if junior employees are not developed, they may leave the firm for better opportunities elsewhere. For these reasons, many well-managed companies will hesitate to promote executives who have failed to develop successors.

It is sufficient to identify possible successors without actually telling them you’ve done so – as long as this identification causes you to manage them differently. In particular, you will want to delegate more of your major responsibilities to these professionals. This will speed their maturation and prepare them to step up to the next level. By giving demanding assignments to these subordinates, you strongly signal an interest in their development and career progression – which will encourage them to turn down offers from competitors. Leaders who do this are much better able to keep their teams together and avoid losing up-and-coming stars to competitors.

A loss of talent is highly damaging to a company. It is particularly painful if you could have retained key employees by simply challenging them more intensively. I spoke with a division head of a large company who was concerned about what he perceived to be a talent deficit in his organization. He felt that he could not use his time to the fullest because he viewed his direct reports as incapable of assuming some of his major responsibilities. He believed this talent deficit was keeping him from launching several new product and market initiatives. In the midst of all this, he lost two essential subordinates over six months – each had left to take on increased responsibilities at major competitors. He had tried to persuade them to stay, emphasizing that he was actively considering them for significant new leadership assignments. Because they had not seen evidence of this previously, they were skeptical and left anyway. I asked him whether, prior to the defections, he had identified them (or anyone else) as potential successors, put increased responsibilities in their hands, or actively ratcheted up his coaching of these professionals. He answered that, in the chaos of daily events and in the effort to keep up with the business, he had not done so. He also admitted that he had underestimated the potential of these two employees and realized he was probably underestimating the abilities of several others in the company. He immediately sat down and made a list of potential stars and next to each name wrote out a career and responsibility game plan. He immediately got to work on this formative succession plan, although he suspected that he had probably waited too long already.

When you’re challenging and testing people, you delegate to them more often, which frees you to focus on the most critical strategic matters facing the business. This will make you more successful and a more attractive candidate for your own future promotion.

Evaluation and Alignment

The world is constantly changing. Your customers’ needs change; your business evolves (going, for instance, from high growth to mature); new products and distribution methods emerge as threats. When these changes happen, if you don’t change along with them, you can get seriously out of alignment. The types of people you hire, the way you organize them, the economic incentives you offer them, and even the nature of the tasks you delegate no longer create the culture and outcomes that are critical to the success of your business. It’s your job to make sure that the design of your organization is aligned with the key success factors for the business. Ask yourself: *Am I attuned to changes in the business*

environment that would require a change in the way we organize and run our business?

Such clear-sightedness is, of course, hard to achieve. As a leader, you may be too close to the business to see subtle changes that are continually occurring. Because you probably played a central role in building and designing the business, it may be emotionally very difficult to make meaningful changes. You may have to fire certain employees – people you recruited and hired. You may also have to acknowledge that you made some mistakes and be open to changing your own operating style in a way that is uncomfortable for some period of time.

Because of the difficulty in facing these issues, it's sometimes wise to call on high-potential subordinates to take a fresh look at the business. This approach can be quite effective because junior employees are often not as emotionally invested as you are and can see more objectively what needs to be done. This approach is also a good way to challenge your future leaders and give them a valuable development experience. You'll give them a chance to exercise their strategic skills; you'll get a glimpse of their potential (which relates to the earlier discussion of succession planning), and you might just get some terrific new ideas for how to run the business.

This approach worked for the CEO of a high technology business in northern California, whose company had been one of the early innovators in its product space but, in recent years, had begun to falter and lose market share. In its early days, the company's primary success factors had been product innovation and satisfying customer needs. It had aggressively hired innovative engineers and marketing personnel. As new competitors emerged, customers began to focus more on cost and service (in the form of more sophisticated applications development). Stepping back, the CEO sensed that he needed to redesign the company with a different mix of people, a new organization, and a revised incentive structure. Rather than try to come up with a new model himself, he asked a more junior group of executives to formulate a new company design as if they had a "clean sheet of paper." Their study took a number of weeks, but upon completion, it led to several recommendations that the CEO immediately began to implement. For example, they suggested colocating the engineering and sales departments and creating integrated account coverage teams. They also recommended that the company push more of its engineers to interact with customers and focus on this skill in recruiting. The CEO regretted that he had not asked the question – and conducted this assignment – 12 months earlier.

Even the most successful business is susceptible to new challenges posed by a changing world. Effective executives regularly look at their businesses with a clean sheet of paper – seeking advice and other perspectives from people who are less emotionally invested in the business – in order to determine whether key aspects of the way they run their organizations are still appropriate.

Leading Under Pressure

Pressure is a part of business. Changes in business conditions create urgent problems. New entrants in the market demand a competitive response. Valued employees quit, often at the most inopportune times. Leaders and their teams, no matter how smart they are, make mistakes.

The interesting thing about stressful events is that they affect each person differently – what causes you anxiety may not bother someone else, and vice versa. For some, extreme anxiety may be triggered by the prospect of a promotion; for others, by making a serious mistake; still others, by losing a piece of business to a competitor. Regardless of the source of stress, every leader experiences it, so a good question to ask yourself is: *How do I behave under pressure, and what signals am I sending my employees?*

As a leader, you're watched closely. During a crisis, your people watch you with a microscope, noting every move you make. In such times, your subordinates learn a great deal about you and what you really believe, as opposed to what you say. Do you accept responsibility for mistakes, or do you look for someone to blame? Do you support your employees, or do you turn on them? Are you cool and calm, or do you lose your temper? Do you stand up for what you believe, or do you take the expedient route and advocate what you think your seniors want to hear? You need to be self-aware enough to recognize the situations that create severe anxiety for you and manage your behavior to avoid sending unproductive messages to your people.

I've met a number of leaders who behave in a very composed and thoughtful manner the great majority of the time. Unfortunately, when they're under severe stress, they react in ways that set a very negative tone. They inadvertently train their employees to mimic that behavior and behave in a similar fashion. If your instinct is to shield yourself from blame, to take credit rather than sharing it with your subordinates, or to avoid admitting when you have made a mistake, you will give your employees license to do the same.

The CEO of a large asset-management firm was frustrated that he was unable to build a culture of accountability and teamwork in his growing business. At his request, I spoke to a number of his team members. I asked in particular about the actions of the CEO when investments they recommended declined in value. They recounted his frequent temper tantrums and accusatory diatribes, which led to an overwhelming atmosphere of blame and finger-pointing. The investment decisions had, in fact, been made jointly through a carefully constructed process involving portfolio managers, industry analysts, and the CEO. As a result of these episodes, employees learned that when investments went wrong it would be good to try to find someone else to blame. Hearing these stories, the CEO realized his actions under pressure were far more persuasive to employees than his speeches about teamwork and culture. He understood that he would

have to learn to moderate his behavior under stress and, subsequently, took steps to avoid reacting so angrily to negative investment results. He also became more aware that subordinates typically felt quite regretful and demoralized when their investments declined and were more likely to need a pat on the back and coaching than a kick in the pants.

It's extremely difficult to expect employees to alert you to looming problems when they fear your reaction – and even more so when they think it's better to distance themselves from potential problems. This can create an atmosphere where surprises are, in fact, more likely as the company's

sufficiently, or have I become tentative? Am I too politically correct? Does worry about my next promotion or my year-end bonus cause me to pull punches or hesitate to clearly express my views? In many companies, ambitious executives may try to avoid confronting sensitive issues or making waves. Worse than that, they may spend an inordinate amount of energy trying to ascertain what their boss thinks and then act like they think the same thing. If they're very skilled at this, they may even get a chance to make their comments before the boss has a chance to express his opinion – and feel the warm glow of approval from the boss.

If you aren't identifying potential successors, you are probably not delegating as extensively as you should.

natural early-warning system has been inadvertently disarmed. If you have created this kind of culture, it is quite unlikely that you will learn about problems from subordinates spontaneously – unless they want to commit career suicide.

Part of the process of maturing as a leader is learning to step back and think about what creates pressure for you, being self-aware in these situations, and disciplining your behavior to ensure that you act in a manner consistent with your core values.

Staying True to Yourself

Most business leaders ask themselves whether their leadership style fits the needs of their business. Fewer managers ask whether their style also fits their own beliefs and personality. The question here is: *Does my leadership style reflect who I truly am?*

A business career is a marathon, not a sprint, and if you aren't true to yourself, eventually you're going to wear down. As you are developing in your career, it is advisable to observe various leadership styles, and pick and choose elements that feel comfortable to you. Bear in mind, though, that observing and adopting aspects of other styles does not mean you should try to be someone else. During my career, I was fortunate to have had several superb bosses and colleagues with distinctive and unique leadership skills. While I tried to adopt some of their techniques, I also learned that I needed to develop an overall style that fit my unique skills and personality. Your style needs to fit you; even an unorthodox style can be enormously effective if it reflects your skills, values, and personality.

As you become more senior, you'll need to ask yourself an additional set of questions relating to style: *Do I assert myself*

The problem is that confrontation and disagreement are crucial to effective decision making. Some of the worst decisions I've been involved in were made after a group of intelligent people had unanimously agreed to the course of action – though, later, several participants admitted that they had misgivings but were hesitant to diverge from the apparent group consensus. Conversely, it's hard for me to recall a poor decision I was involved in that was made after a thorough debate in which opposing views were vigorously expressed (even if I disagreed with the ultimate decision). Companies need their leaders to express strongly held views rather than mimic what they believe to be the party line. As a leader, therefore, you must ask yourself whether you are expressing your views or holding back and being too politic. At the same time, leaders must encourage their own subordinates to express their unvarnished opinions, make waves as appropriate, and stop tiptoeing around significant issues.

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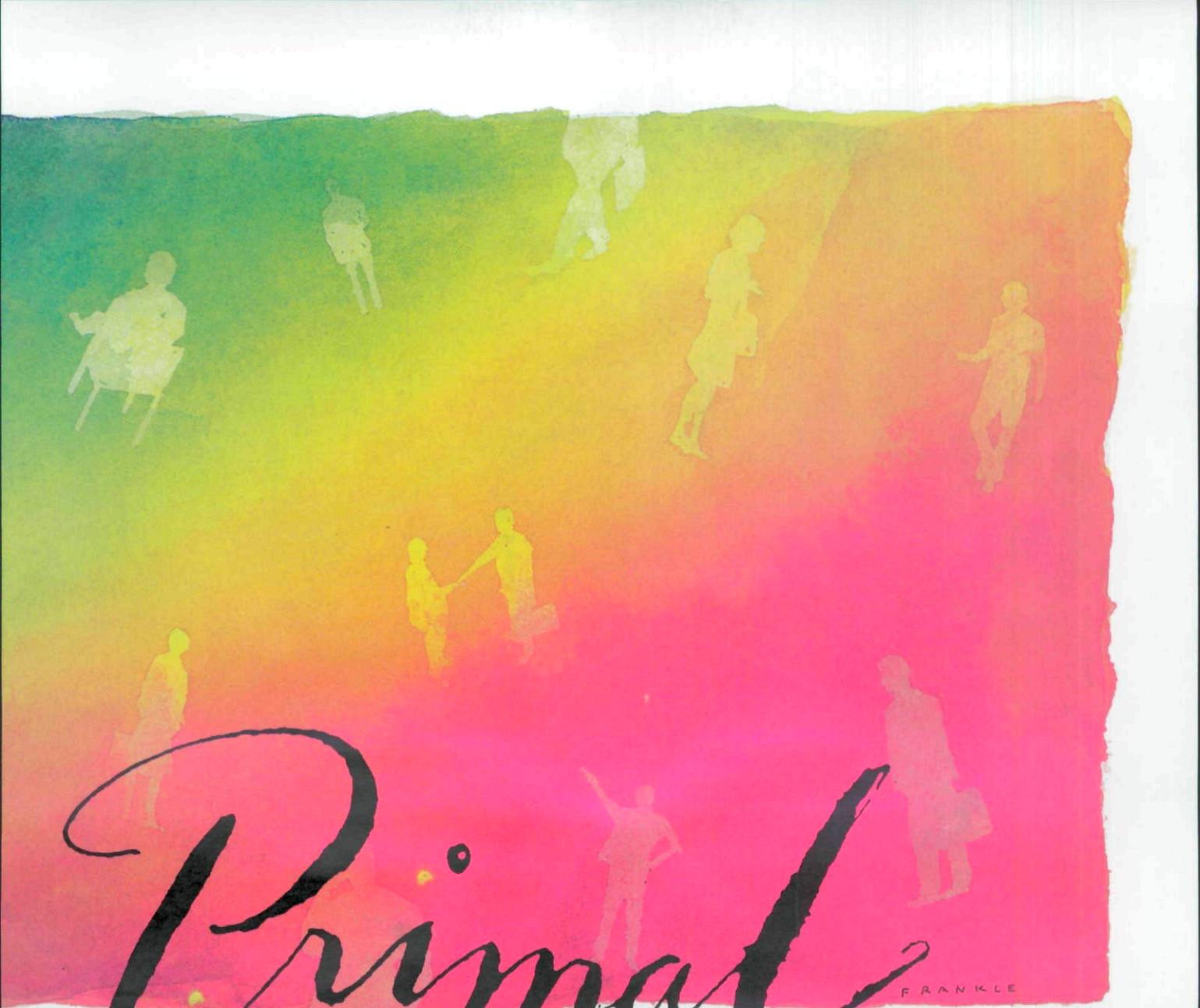
Successful leaders periodically struggle during stretches of their careers. To get back on track, they must devise techniques for stepping back, getting perspective, and developing a new game plan. In this process, having the answers is often far less important than taking time to ask yourself the right questions and gain key insights. The questions posed in this article are intended to spark your thinking. Only a subset of these may resonate with you, and you may find it more useful to come up with your own list. In either event, a self-questioning process conducted on a periodic basis will help you work through leadership challenges and issues that you invariably must tackle over the course of your career. □

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by **Daniel Goleman,
Richard Boyatzis,
and Annie McKee**

We've known for years that emotional intelligence improves results—often by an order of magnitude. Now, new research shows that a leader's mood plays a key role in that dynamic—a discovery that should redefine what leaders do first and best.



Primal Leadership

FRANKLE

*The Hidden Driver
of Great Performance*

How Leaders Drive Mood Contagion

HEEN THE THEORY of emotional intelligence at work began to receive widespread attention, we frequently heard executives say – in the same breath, mind you – “That’s incredible,” and, “Well, I’ve known that all along.” They were responding to our research that showed an incontrovertible link between an executive’s emotional maturity, exemplified by such capabilities as self-awareness and empathy, and his or her financial performance. Simply put, the research showed that “good guys” – that is, emotionally intelligent men and women – finish first.

We’ve recently compiled two years of new research that, we suspect, will elicit the same kind of reaction. People will first exclaim, “No way,” then quickly add, “But of course.” We found that of all the elements affecting bottom-line performance, the importance of the leader’s mood and its attendant behaviors are most surprising. That powerful pair set off a chain reaction: The leader’s mood and behaviors drive the moods and behaviors of everyone else. A cranky and ruthless boss creates a toxic organization filled with negative underachievers who ignore opportunities; an inspirational, inclusive leader spawns acolytes for whom any challenge is surmountable. The final link in the chain is performance: profit or loss.

Our observation about the overwhelming impact of the leader’s “emotional style,” as we call it, is not a wholesale departure from our research into emotional intelligence. It does, however, represent a deeper analysis of our earlier assertion that a leader’s emotional intelligence creates a certain culture or work environment. High levels of emotional intelligence, our research showed, create climates in which information sharing, trust, healthy risk-taking, and learning flourish. Low levels of emotional intelligence create climates rife with fear and anxiety. Because tense or terrified employees can be very productive in the short term, their organizations may post good results, but they never last.

Our investigation was designed in part to look at how emotional intelligence drives performance – in particular, at how it travels from the leader through the organiza-

tion to bottom-line results. “What mechanism,” we asked, “binds the chain together?” To answer that question, we turned to the latest neurological and psychological research. We also drew on our work with business leaders, observations by our colleagues of hundreds of leaders, and Hay Group data on the leadership styles of thousands of executives. From this body of research, we discovered that emotional intelligence is carried through an organization like electricity through wires. To be more specific, the leader’s mood is quite literally contagious, spreading quickly and inexorably throughout the business.

We’ll discuss the science of mood contagion in more depth later, but first let’s turn to the key implications of our finding. If a leader’s mood and accompanying behaviors are indeed such potent drivers of business success, then a leader’s premier task – we would even say his primal task – is emotional leadership. A leader needs to make sure that not only is he regularly in an optimistic, authentic, high-energy mood, but also that, through his chosen actions, his followers feel and act that way, too. Managing for financial results, then, begins with the leader managing his inner life so that the right emotional and behavioral chain reaction occurs.

Managing one’s inner life is not easy, of course. For many of us, it’s our most difficult challenge. And accurately gauging how one’s emotions affect others can be just as difficult. We know of one CEO, for example, who was certain that everyone saw him as upbeat and reliable; his direct reports told us they found his cheerfulness strained, even fake, and his decisions erratic. (We call this common disconnect “CEO disease.”) The implication is that primal leadership demands more than putting on a game face every day. It requires an executive to determine, through reflective analysis, how his emotional leadership drives the moods and actions of the organization, and then, with equal discipline, to adjust his behavior accordingly.

That’s not to say that leaders can’t have a bad day or week: Life happens. And our research doesn’t suggest that good moods have to be high-pitched or nonstop – optimistic, sincere, and realistic will do. But there is no escaping the conclusion that a leader must first attend to the impact of his mood and behaviors before moving on to his wide panoply of other critical responsibilities. In this article, we introduce a process that executives can follow to assess how others experience their leadership, and we

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discuss ways to calibrate that impact. But first, we'll look at why moods aren't often discussed in the workplace, how the brain works to make moods contagious, and what you need to know about CEO disease.

No Way! Yes Way

When we said earlier that people will likely respond to our new finding by saying "No way," we weren't joking. The fact is, the emotional impact of a leader is almost never discussed in the workplace, let alone in the literature on leadership and performance. For most people, "mood" feels too personal. Even though Americans can be shockingly candid about personal matters—witness the *Jerry Springer Show* and its ilk—we are also the most legally bound. We can't even ask the age of a job applicant. Thus, a conversation about an executive's mood or the moods he creates in his employees might be construed as an invasion of privacy.

We also might avoid talking about a leader's emotional style and its impact because, frankly, the topic feels soft. When was the last time you evaluated a subordinate's mood as part of her performance appraisal? You may have alluded to it—"Your work is hindered by an often negative perspective," or "Your enthusiasm is terrific"—but it is unlikely you mentioned mood outright, let alone discussed its impact on the organization's results.

And yet our research undoubtedly will elicit a "But of course" reaction, too. Everyone knows how much a leader's emotional state drives performance because everyone has had, at one time or another, the inspirational experience of working for an upbeat manager or the crushing experience of toiling for a sour-spirited boss. The former made everything feel possible, and as a result, stretch goals were achieved, competitors beaten, and new customers won. The latter made work grueling. In the shadow of the boss's dark mood, other parts of the

Those Wicked Bosses Who Win

EVERYONE KNOWS of a rude and coercive CEO who, by all appearances, epitomizes the antithesis of emotional intelligence yet seems to reap great business results. If a leader's mood matters so much, how can we explain those mean-spirited, successful SOBs?

First, let's take a closer look at them. Just because a particular executive is the most visible, he may not actually lead the company. A CEO who heads a conglomerate may have no followers to speak of; it's his division heads who actively lead people and affect profitability.

Second, sometimes an SOB leader has strengths that counterbalance his caustic behavior, but they don't attract as much attention in the business press. In his early days at GE, Jack Welch exhibited a strong hand at the helm as he undertook a radical company turnaround. At that time and in that situation, Welch's firm, top-down style was appropriate. What got less press was how Welch subsequently settled into a more emotionally intelligent leadership style, especially when he articulated a new vision for the company and mobilized people to follow it.

Those caveats aside, let's get back to those infamous corporate leaders who seem to have achieved sterling business results despite their brutish approaches to leadership.

Skeptics cite Bill Gates, for example, as a leader who gets away with a harsh style that should theoretically damage his company.

But our leadership model, which shows the effectiveness of specific leadership styles in specific situations, puts Gates's supposedly negative behaviors in a different light. (Our model is explained in detail in the HBR article "Leadership That Gets Results," which appeared in the March–April 2000 issue.) Gates is the achievement-driven leader par excellence, in an organization that has cherry-picked highly talented and motivated people. His apparently harsh leadership style—boldly challenging employees to surpass their past performance—can be quite effective when employees are competent, motivated, and need little direction—all characteristics of Microsoft's engineers.

In short, it's all too easy for a skeptic to argue against the importance of leaders who manage their moods by citing a "rough and tough" leader who achieved good business results despite his bad behavior. We contend that there are, of course, exceptions to the rule, and that in some specific business cases, an SOB boss resonates just fine. But in general, leaders who are jerks must reform or else their moods and actions will eventually catch up with them.

organization became “the enemy,” colleagues became suspicious of one another, and customers slipped away.

Our research, and research by other social scientists, confirms the verity of these experiences. (There are, of course, rare cases when a brutal boss produces terrific results. We explore that dynamic in the sidebar “Those Wicked Bosses Who Win.”) The studies are too numerous to mention here but, in aggregate, they show that when the leader is in a happy mood, the people around him view everything in a more positive light. That, in turn, makes them optimistic about achieving their goals, enhances their creativity and the efficiency of their decision making, and predisposes them to be helpful. Research conducted by Alice Isen at Cornell in 1999, for example, found that an upbeat environment fosters mental efficiency, making people better at taking in and understanding information, at using decision rules in complex judgments, and at being flexible in their thinking. Other research directly links mood and financial performance. In 1986, for instance, Martin Seligman and Peter Schulman of the University of Pennsylvania demonstrated that insurance agents who had a “glass half-full” outlook were far more able than their more pessimistic peers to persist despite rejections, and thus, they closed more sales. (For more information on these studies and a list of our research base, visit www.eiconsortium.org.)

Many leaders whose emotional styles create a dysfunctional environment are eventually fired. (Of course, that’s rarely the stated reason; poor results are.) But it doesn’t have to end that way. Just as a bad mood can be turned around, so can the spread of toxic feelings from an emotionally inept leader. A look inside the brain explains both why and how.

The Science of Moods

A growing body of research on the human brain proves that, for better or worse, leaders’ moods affect the emotions of the people around them. The reason for that lies in what scientists call the open-loop nature of the brain’s limbic system, our emotional center. A closed-loop system is self-regulating, whereas an open-loop system depends on external sources to manage itself. In other words, we rely on connections with other people to determine our moods. The open-loop limbic system was a winning design in evolution because it let people come to one another’s emotional rescue – enabling a mother, for example, to soothe her crying infant.

The open-loop design serves the same purpose today as it did thousands of years ago. Research in intensive care units has shown, for example, that

the comforting presence of another person not only lowers the patient’s blood pressure but also slows the secretion of fatty acids that block arteries. Another study found that three or more incidents of intense stress within a year (for example, serious financial trouble, being fired, or a divorce) triples the death rate in socially isolated middle-aged men, but it has no impact on the death rate of men with many close relationships.

Scientists describe the open loop as “interpersonal limbic regulation”; one person transmits signals that can alter hormone levels, cardiovascular functions, sleep rhythms, even immune functions, inside the body of another. That’s how couples are able to trigger surges of oxytocin in each other’s brains, creating a pleasant, affectionate feeling. But in all aspects of social life, our physiologies intermingle. Our limbic system’s open-loop design lets other people change our very physiology and hence, our emotions.

Even though the open loop is so much a part of our lives, we usually don’t notice the process. Scientists have

Smile and the World Smiles with You

REMEMBER THAT OLD CLICHÉ? It’s not too far from the truth. As we’ve shown, mood contagion is a real neurological phenomenon, but not all emotions spread with the same ease. A 1999 study conducted by Sigal Barsade at the Yale School of Management showed that, among working groups, cheerfulness and warmth spread easily, while irritability caught on less so, and depression least of all.

It should come as no surprise that laughter is the most contagious of all emotions. Hearing laughter, we find it almost impossible not to laugh or smile, too. That’s because some of our brain’s open-loop circuits are designed to detect smiles and laughter, making us respond in kind. Scientists theorize that this dynamic was hardwired into our brains ages ago because smiles and laughter had a way of cementing alliances, thus helping the species survive.

The main implication here for leaders undertaking the primal task of managing their moods and the moods of others is this: Humor hastens the spread of an upbeat climate. But like the leader’s mood in general, humor must resonate with the organization’s culture and its reality. Smiles and laughter, we would posit, are only contagious when they’re genuine.

captured the attunement of emotions in the laboratory by measuring the physiology—such as heart rate—of two people sharing a good conversation. As the interaction begins, their bodies operate at different rhythms. But after 15 minutes, the physiological profiles of their bodies look remarkably similar.

Researchers have seen again and again how emotions spread irresistibly in this way whenever people are near one another. As far back as 1981, psychologists Howard Friedman and Ronald Riggio found that even completely nonverbal expressiveness can affect other people. For example, when three strangers sit facing one another in silence for a minute or two, the most emotionally expressive of the three transmits his or her mood to the other two—without a single word being spoken.

The same holds true in the office, boardroom, or shop floor; group members inevitably “catch” feelings from one another. In 2000, Caroline Bartel at New York University and Richard Saavedra at the University of Michigan found that in 70 work teams across diverse industries, people in meetings together ended up sharing moods—both good and bad—within two hours. One study asked teams of nurses and accountants to monitor their moods over weeks; researchers discovered that their emotions tracked together, and they were largely independent of each team’s shared hassles. Groups, therefore, like individuals, ride emotional roller coasters, sharing everything from jealousy to angst to euphoria. (A good mood, incidentally, spreads most swiftly by the judicious use of humor. For more on this, see the sidebar “Smile and the World Smiles with You.”)

Moods that start at the top tend to move the fastest because everyone watches the boss. They take their emotional cues from him. Even when the boss isn’t highly visible—for example, the CEO who works behind closed doors on an upper floor—his attitude affects the moods of his direct reports, and a domino effect ripples throughout the company.

Call That CEO a Doctor

If the leader’s mood is so important, then he or she had better get into a good one, right? Yes, but the full answer is more complicated than that. A leader’s mood has the greatest impact on performance when it is upbeat. But it must also be in tune with those around him. We call this dynamic *resonance*. (For more on this, see the sidebar “Get Happy, Carefully.”)

We found that an alarming number of leaders do not really know if they have resonance with their organizations. Rather, they suffer from CEO disease; its one unpleasant symptom is the sufferer’s near-total ignorance about how his mood and actions appear to the organiza-

tion. It’s not that leaders don’t care how they are perceived; most do. But they incorrectly assume that they can decipher this information themselves. Worse, they think that if they are having a negative effect, someone will tell them. They’re wrong.

As one CEO in our research explains, “I so often feel I’m not getting the truth. I can never put my finger on it, because no one is actually lying to me. But I can sense that people are hiding information or camouflaging key facts. They aren’t lying, but neither are they telling me everything I need to know. I’m always second-guessing.”

People don’t tell leaders the whole truth about their emotional impact for many reasons. Sometimes they are scared of being the bearer of bad news—and getting shot. Others feel it isn’t their place to comment on such a personal topic. Still others don’t realize that what they really want to talk about is the effects of the leader’s emotional style—that feels too vague. Whatever the reason, the CEO can’t rely on his followers to spontaneously give him the full picture.

Taking Stock

The process we recommend for self-discovery and personal reinvention is neither newfangled nor born of pop psychology, like so many self-help programs offered to executives today. Rather, it is based on three streams of research into how executives can improve the emotional intelligence capabilities most closely linked to effective leadership. (Information on these research streams can also be found at www.eiconsortium.org). In 1989, one of us (Richard Boyatzis) began drawing on this body of research to design the five-step process itself, and since then, thousands of executives have used it successfully.

Unlike more traditional forms of coaching, our process is based on brain science. A person’s emotional skills—the attitude and abilities with which someone approaches life and work—are not genetically hardwired, like eye color and skin tone. But in some ways they might as well be, because they are so deeply embedded in our neurology.

A person’s emotional skills do, in fact, have a genetic component. Scientists have discovered, for instance, the gene for shyness—which is not a mood, per se, but it can certainly drive a person toward a persistently quiet demeanor, which may be read as a “down” mood. Other people are preternaturally jolly—that is, their relentless cheerfulness seems preternatural until you meet their peppy parents. As one executive explains, “All I know is that ever since I was a baby, I have always been happy. It drives some people crazy, but I couldn’t get blue if I tried. And my brother is the exact same way; he saw the bright side of life, even during his divorce.”

Even though emotional skills are partly inborn, experience plays a major role in how the genes are expressed. A happy baby whose parents die or who endures physical abuse may grow into a melancholy adult. A cranky toddler may turn into a cheerful adult after discovering a fulfilling avocation. Still, research suggests that our range of emotional skills is relatively set by our mid-20s and that our accompanying behaviors are, by that time, deep-seated habits. And therein lies the rub: The more we act a certain way—be it happy, depressed, or cranky—the more the behavior becomes ingrained in our brain circuitry, and the more we will continue to feel and act that way.

That's why emotional intelligence matters so much for a leader. An emotionally intelligent leader can monitor his or her moods through self-awareness, change them for the better through self-management, understand their impact through empathy, and act in ways that boost others' moods through relationship management.

The following five-part process is designed to rewire the brain toward more emotionally intelligent behaviors. The process begins with imagining your ideal self and then coming to terms with your real self, as others experience you. The next step is creating a tactical plan to bridge the gap between ideal and real, and after that, to practice those activities. It concludes with creating a community of colleagues and family—call them change enforcers—to keep the process alive. Let's look at the steps in more detail.

"Who do I want to be?" Sofia, a senior manager at a northern European telecommunications company, knew she needed to understand how her emotional leadership affected others. Whenever she felt stressed, she tended to communicate poorly and take over subordinates' work so that the job would be done "right." Attending leadership seminars hadn't changed her habits, and neither had reading management books or working with mentors.

When Sofia came to us, we asked her to imagine herself eight years from now as an effective leader and to write a description of a typical day. "What would she be doing?" we asked. "Where would she live? Who would be there? How would it feel?" We urged her to consider her deepest values and loftiest dreams and to explain how those ideals had become a part of her everyday life.

Sofia pictured herself leading her own tight-knit company staffed by ten colleagues. She was enjoying an open relationship with her daughter and had trusting relationships with her friends and coworkers. She saw herself as a relaxed and happy leader and parent and as loving and empowering to all those around her.

In general, Sofia had a low level of self-awareness: She was rarely able to pinpoint why she was struggling at work and at home. All she could say was, "Nothing is

working right." This exercise, which prompted her to picture what life would look like if everything were going right, opened her eyes to the missing elements in her emotional style. She was able to see the impact she had on people in her life.

"Who am I now?" In the next step of the discovery process, you come to see your leadership style as others do. This is both difficult and dangerous. Difficult, because few people have the guts to tell the boss or a colleague what he's really like. And dangerous, because such information can sting or even paralyze. A small bit of ignorance about yourself isn't always a bad thing: Ego-defense mechanisms have their advantages. Research by Martin Seligman shows that high-functioning people generally feel more optimistic about their prospects and possibilities than average performers. Their rose-colored lenses, in fact, fuel the enthusiasm and energy that make the unexpected and the extraordinary achievable. Playwright Henrik Ibsen called such self-delusions "vital lies," soothing mistruths we let ourselves believe in order to face a daunting world.

But self-delusion should come in very small doses. Executives should relentlessly seek the truth about themselves, especially since it is sure to be somewhat diluted when they hear it anyway. One way to get the truth is to keep an extremely open attitude toward critiques. Another is to seek out negative feedback, even cultivating a colleague or two to play devil's advocate.

We also highly recommend gathering feedback from as many people as possible—including bosses, peers, and subordinates. Feedback from subordinates and peers is especially helpful because it most accurately predicts a leader's effectiveness, two, four, and even seven years out, according to research by Glenn McEvoy at Utah State and Richard Beatty at Rutgers University.

Of course, 360-degree feedback doesn't specifically ask people to evaluate your moods, actions, and their impact. But it does reveal how people experience you. For instance, when people rate how well you listen, they are really reporting how well they think you hear them. Similarly, when 360-degree feedback elicits ratings about coaching effectiveness, the answers show whether or not people feel you understand and care about them. When the feedback uncovers low scores on, say, openness to new ideas, it means that people experience you as inaccessible or unapproachable or both. In sum, all you need to know about your emotional impact is in 360-degree feedback, if you look for it.

One last note on this second step. It is, of course, crucial to identify your areas of weakness. But focusing only on your weaknesses can be dispiriting. That's why it is just as important, maybe even more so, to understand your

strengths. Knowing where your real self overlaps with your ideal self will give you the positive energy you need to move forward to the next step in the process—bridging the gaps.

"How do I get from here to there?" Once you know who you want to be and have compared it with how people see you, you need to devise an action plan. For Sofia, this meant planning for a real improvement in her level of self-awareness. So she asked each member of her team at work to give her feedback—weekly, anonymously, and in written form—about her mood and performance and their affect on people. She also committed herself to three tough but achievable tasks: spending an hour each day reflecting on her behavior in a journal, taking a class on group dynamics at a local college, and enlisting the help of a trusted colleague as an informal coach.

Consider, too, how Juan, a marketing executive for the Latin American division of a major integrated energy company, completed this step. Juan was charged with growing the company in his home country of Venezuela as well as in the entire region—a job that would require him to be a coach and a visionary and to have an encouraging, optimistic outlook. Yet 360-degree feedback revealed that Juan was seen as intimidating and internally focused. Many of his direct reports saw him as a grouch—impossible to please at his worst, and emotionally draining at his best.

Identifying this gap allowed Juan to craft a plan with manageable steps toward improvement. He knew he needed to hone his powers of empathy if he wanted to develop a coaching style, so he committed to various activities that would let him practice that skill. For instance, Juan decided to get to know each of his subordinates better; if he understood more about who they were, he thought, he'd be more able to help them reach their goals. He made plans with each employee to meet outside of work, where they might be more comfortable revealing their feelings.

Juan also looked for areas outside of his job to forge his missing links—for example, coaching his daughter's soccer team and volunteering at a local crisis center. Both activities helped him to experiment with how well he understood others and to try out new behaviors.

Again, let's look at the brain science at work. Juan was trying to overcome ingrained behaviors—his approach to work had taken hold over time, without his realizing it. Bringing them into awareness was a crucial step toward changing them. As he paid more attention, the situations that arose—while listening

to a colleague, coaching soccer, or talking on the phone to someone who was distraught—all became cues that stimulated him to break old habits and try new responses.

This cueing for habit change is neural as well as perceptual. Researchers at the University of Pittsburgh and Carnegie Mellon University have shown that as we mentally prepare for a task, we activate the prefrontal cortex—the part of the brain that moves us into action. The greater the prior activation, the better we do at the task.

Such mental preparation becomes particularly important when we're trying to replace an old habit with a

Resonance in Times of Crisis

WHEN TALKING ABOUT LEADERS' MOODS, the importance of resonance cannot be overstated. While our research suggests that leaders should generally be upbeat, their behavior must be rooted in realism, especially when faced with a crisis.

Consider the response of Bob Mulholland, senior VP and head of the client relations group at Merrill Lynch, to the terrorist attacks in New York. On September 11, 2001, Mulholland and his staff in Two World Financial Center felt the building rock, then watched as smoke poured out of a gaping hole in the building directly across from theirs. People started panicking: Some ran frantically from window to window. Others were paralyzed with fear. Those with relatives working in the World Trade Center were terrified for their safety. Mulholland knew he had to act: "When there's a crisis, you've got to show people the way, step by step, and make sure you're taking care of their concerns."

He started by getting people the information they needed to "unfreeze." He found out, for instance, which floors employees' relatives worked on and assured them that they'd have enough time to escape. Then he calmed the panic-stricken, one at a time. "We're getting out of here now," he said quietly, "and you're coming with me. Not the elevator, take the stairs." He remained calm and decisive, yet he didn't minimize people's emotional responses. Thanks to him, everyone escaped before the towers collapsed.

Mulholland's leadership didn't end there. Recognizing that this event would touch each client personally, he and his team devised a way for financial consultants to connect with their clients on an emotional level. They called every client to ask, "How are you? Are your loved ones okay? How are you feeling?" As Mulholland explains, "There was no way to pick up and do business as usual. The first order of 'business' was letting our clients know we really do care."

Bob Mulholland courageously performed one of the most crucial emotional tasks of leadership: He helped himself and his people find meaning in the face of chaos and madness. To do so, he first attuned to and expressed the shared emotional reality. That's why the direction he eventually articulated resonated at the gut level. His words and his actions reflected what people were feeling in their hearts.

better one. As neuroscientist Cameron Carter at the University of Pittsburgh found, the prefrontal cortex becomes particularly active when a person prepares to overcome a habitual response. The aroused prefrontal cortex marks the brain's focus on what's about to happen. Without that arousal, a person will reenact tried-and-true but undesirable routines: The executive who just doesn't listen will once again cut off his subordinate, a ruthless leader will launch into yet another critical attack, and so on. That's why a learning agenda is so important. Without one, we literally do not have the brainpower to change.

"How do I make change stick?" In short, making change last requires practice. The reason, again, lies in the brain. It takes doing and redoing, over and over, to break old neural habits. A leader must rehearse a new behavior until it becomes automatic – that is, until he's mastered it at the level of implicit learning. Only then will the new wiring replace the old.

While it is best to practice new behaviors, as Juan did, sometimes just envisioning them will do. Take the case of Tom, an executive who wanted to close the gap between his real self (perceived by colleagues and subordinates to be cold and hard driving) and his ideal self (a visionary and a coach).

Tom's learning plan involved finding opportunities to step back and coach his employees rather than jumping down their throats when he sensed they were wrong. Tom also began to spend idle moments during his commute thinking through how to handle encounters he would have that day. One morning, while en route to a breakfast meeting with an employee who seemed to be bungling a project, Tom ran through a positive scenario in his mind. He asked questions and listened to be sure he fully understood the situation before trying to solve the problem. He anticipated feeling impatient, and he rehearsed how he would handle these feelings.

Studies on the brain affirm the benefits of Tom's visualization technique: Imagining something in vivid detail can fire the same brain cells actually involved in doing that activity. The new brain circuitry appears to go through its paces, strengthening connections, even when we merely repeat the sequence in our minds. So to alleviate the fears associated with trying out riskier ways of leading, we should first visualize some likely scenarios. Doing so will make us feel less awkward when we actually put the new skills into practice.

Experimenting with new behaviors and seizing opportunities inside and outside of work to practice them – as well as using such methods as mental rehearsal – eventually triggers in our brains the neural connections necessary for genuine change to occur. Even so, lasting change doesn't happen through experimentation and brain-

power alone. We need, as the song goes, a little help from our friends.

"Who can help me?" The fifth step in the self-discovery and reinvention process is creating a community of supporters. Take, for example, managers at Unilever who formed learning groups as part of their executive development process. At first, they gathered to discuss their careers and how to provide leadership. But because they were also charged with discussing their dreams and their learning goals, they soon realized that they were discussing both their work and their personal lives. They developed a strong mutual trust and began relying on one another for frank feedback as they worked on strengthening their leadership abilities. When this happens, the business benefits through stronger performance. Many professionals today have created similar groups, and for good reason. People we trust let us try out unfamiliar parts of our leadership repertoire without risk.

We cannot improve our emotional intelligence or change our leadership style without help from others. We not only practice with other people but also rely on them to create a safe environment in which to experiment. We need to get feedback about how our actions affect others and to assess our progress on our learning agenda.

In fact, perhaps paradoxically, in the self-directed learning process we draw on others every step of the way – from articulating and refining our ideal self and comparing it with the reality to the final assessment that affirms our progress. Our relationships offer us the very context in which we understand our progress and comprehend the usefulness of what we're learning.

Mood over Matter

When we say that managing your mood and the moods of your followers is the task of primal leadership, we certainly don't mean to suggest that mood is all that matters. As we've noted, your actions are critical, and mood and actions together must resonate with the organization and with reality. Similarly, we acknowledge all the other challenges leaders must conquer – from strategy to hiring to new product development. It's all in a long day's work.

But taken as a whole, the message sent by neurological, psychological, and organizational research is startling in its clarity. Emotional leadership is the spark that ignites a company's performance, creating a bonfire of success or a landscape of ashes. Moods matter that much. □

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