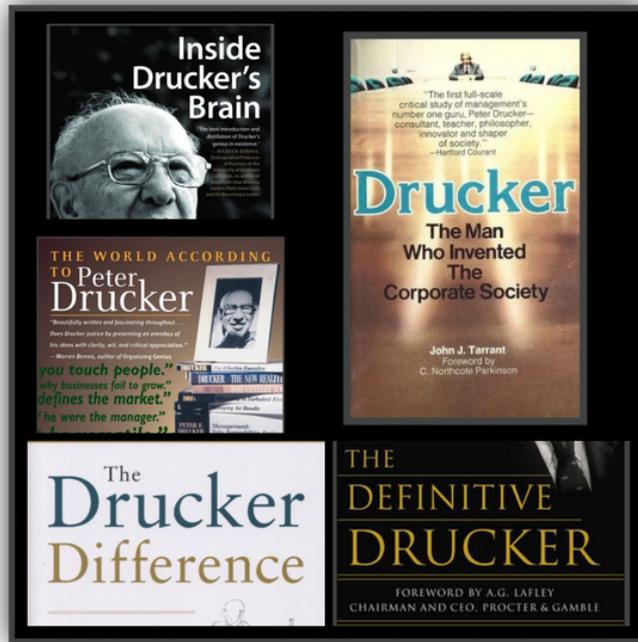


1 **Managing Oneself ([Amazon](#)) – an overview on steroids**

2 by Peter Drucker – [social/political ecologist](#) and the “[Über Mentor](#)”

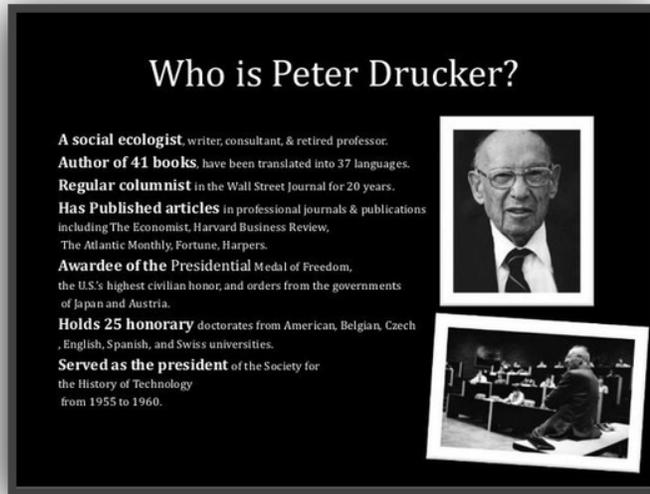


3
4 [Larger view](#) ↑

5
6 **Important brain-addresses**

- 7 1. Making a living is no longer enough, work also has to make a life ([jump](#))
- 8 2. There are things going on behind closed doors that don't have your best interest at heart ([jump](#))
- 9 3. Social or political ecology (the counter-point to disciplines and areas of study) ([jump](#))
- 10 4. At what point in your life were you exposed to someone with THE top of the food chain worldview? ([jump](#))
- 11 5. It is impossible to work toward unexpected horizons that aren't on your mental radar at the right point in time ([jump](#))
- 12 6. More and more people in the workforce will have to manage themselves ([jump](#))
- 13 7. Even organizations that normally are long lived will likely disappear or change fundamentally ([jump](#))
- 14 8. Now even people of modest endowments, that is, average mediocrities, will have to learn to manage themselves ([jump](#))
- 15 9. One can no longer expect that the organization which one works at age 30 will still be around when one reaches age 60 ([jump](#))
- 16 10. ... they deteriorate, get bored, and lose all joy in their work, retire on the job and become a burden to themselves and to everyone around them ([jump](#))
- 17 11. There is one requirement for managing the second half of one's life: to begin creating it long before one enters it ([jump](#))
- 18 12. There is another reason that managing yourself will increasingly mean that the knowledge worker develops a second major interest and develops it early ([jump](#))

- 19 13. Managing oneself is a revolution in human affairs ([jump](#))
- 20 14. The future of society ([jump](#))
- 21 15. One way or another, your life is going to be influenced by the management revolution and how people behave ([jump](#))
- 22 16. People of high effectiveness are conspicuous by their absence ([jump](#))
- 23 17. Knowledge and technology ([jump](#))
- 24 The paragraph numbers along the left edge of this document may be used as references in note-taking and action harvesting



25
26

[Larger view](#) ↑ [Social ecologist](#) ↑ [Broad](#)



27
28

Things going on behind closed doors – without your permission ↑



29
30

[Global Peter Drucker Forum](#) ::: [The Management Revolution](#)

31 At what point in your life were you exposed to someone with THE top-of-the-food-chain
worldview? How many top of the food chain organizations will seek your thoughts for
making their futureS? ↑ It's [in the news](#) :: [The memo THEY don't want you to see](#)

32 3 kinds of intelligence – Niccolò Machiavelli and 9 action behaviors – EDB ([here](#))

33 [The End of Economic Man: The Origins of Totalitarianism](#) :: [The Ecological Vision:
Reflections on the American Condition](#) :: [A Functioning Society: Selections from Sixty-
Five Years of Writing on Community, Society, and Polity](#) :: [Post-Capitalist Society](#) ▶
[Unimagined Futures](#) :: [Return of Tribalism](#) :: from [Analysis to Perception – The New
Worldview](#) :: [The Society of Organizations](#) :: [Wisdom \(Awareness ▶ Broad\)](#)

34 “We know only two things about the future. It cannot be known. It will be different
from what exists now and from what we now expect” – [Druckerisms and Rick Warren](#)

35 “To know something, to really [understand something important](#), one must look at it
from sixteen different angles. People are [perceptually slow](#), and there is no shortcut to
[understanding](#); it takes a great deal of time.” – [Druckerisms and TLN insights](#)

36 “For [almost nothing in our educational systems](#) prepares them for the [reality](#) in which
they will live, work, and become **effective**” – [Druckerisms and intellectual capitalist](#)

37 There are no experts who can control reality. Who is immune to [the tides of
history](#)?

38 There are things going on [behind closed doors](#) that don't have your best interest
at heart.

39 «\$\$\$»

40 The [main topic](#) of this document – **managing oneself** – is part of the final chapter in
[Management Challenges for the 21st Century](#).

41 The topic of managing oneself is [embedded](#) within a [larger landscape](#) – an
interview between [T. George Harris](#) and Drucker, the [Josh Abrams](#) story, and thoughts on
[knowledge specialty](#) – **TEST YOUR WORLDVIEW AND ASSUMPTIONS**

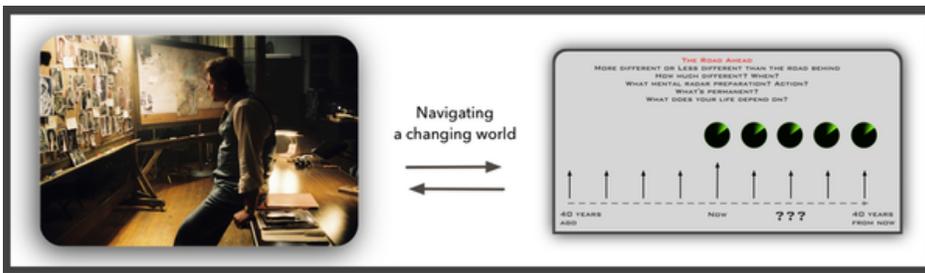
42 [A Century of Social Transformation](#) – emergence of knowledge society

43 [Management Worldviews](#) – In less than 150 years, management has **transformed**
the social and economic fabric of the world's developed countries. It has created a
[global economy](#) and set new rules for countries that would participate in that
economy as equals – beginning with [The Practice of Management](#) :: [Managing for
Results](#) :: [The Effective Executive \(Executive Realities\)](#) :: [Management: Tasks,
Responsibilities, Practices](#) :: [Managing in Turbulent Times](#) :: [Management Challenges
for the 21st Century](#) :: [Managing in the Next Society](#) :: [How To Guarantee Non-
Performance](#) :: [What is a functioning society?](#) :: [World's largest cities](#)



44 [Larger view](#) ↑ of Hong Kong then vs. More recent

45

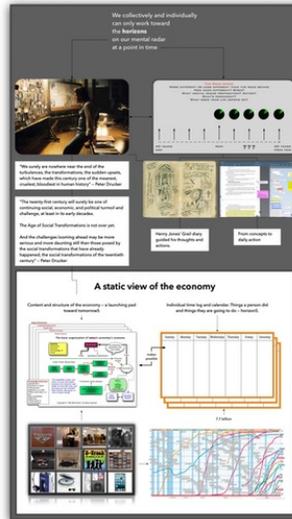


46

47

[Larger view](#) ↑ of Navigating a Changing World

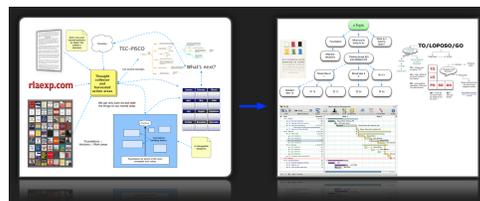
48 It is IMPOSSIBLE to work toward unexpected **HORIZONS** that aren't on your [mental radar](#) at the right point in time ... ↑



49

50

[Larger view](#) ::: [Broad](#)



51

52

[Larger view](#) ::: [Broad](#)

53 These ↑ HORIZONS are your means for **making your futureS** – requires different time usage including some different “[ecological awareness](#).”

54

«\$\$\$»

55 “Your thinking, choices, [DECISIONS](#) are determined by what you’ve [SEEN](#)” that challenges your [assumptions](#).

56 Your HORIZONS are determined by what you’ve SEEN ↑

57 “We cannot see things unless we are prepared to see them.” – [EDB](#)

58 Nobody is going to do this ↑ for you – quite the opposite.

59

«\$\$\$»

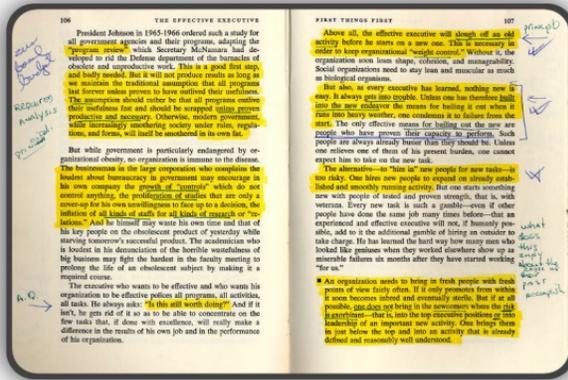
60 “DECISION making is a time machine that synchronizes into a single time – the present – a great number of divergent time spans.” ([Connect](#) to [Research management](#))

61 We can make decisions only in the present, and yet we cannot make decisions for the present alone; the most expedient, most opportunistic decision – let alone the decision not to decide at all – may commit us for a long time, if not permanently and irrevocably.”

62 "The future requires decisions – now. It imposes risk – now. It requires action – now."

[Druckerism](#)

63 Just Reading Is Not Enough

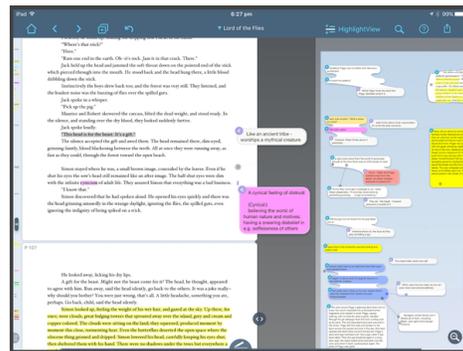


64

[Larger view](#) ↑ :: [Francis Coppola's Notebook](#)

65

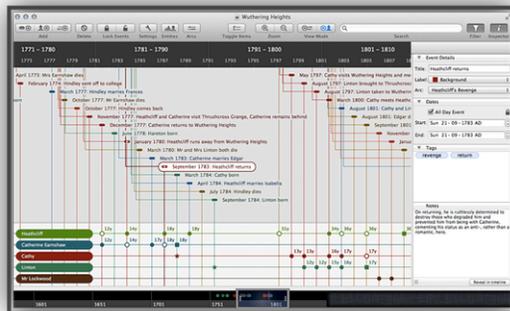
66 Concepts have to be converted into daily action, but not necessarily at your current job.



67

[Larger view](#) of LiquidText ↑

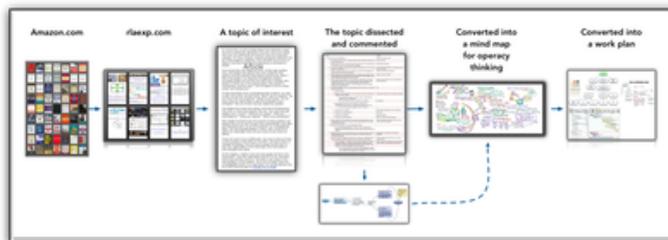
68



69

[Larger view](#) of Aeon Timeline ↑

70



71

[Larger view](#) of concepts to work plan ↑.

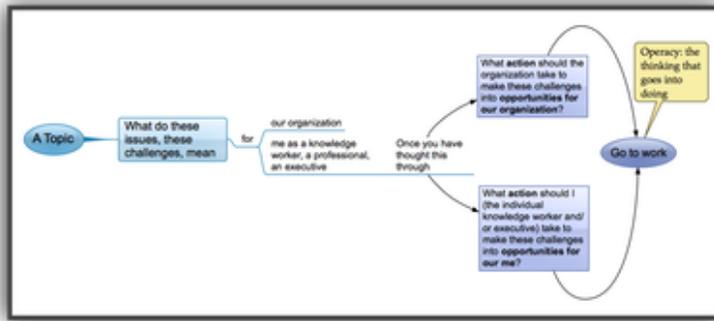
72

The work plan needs to be in your calendar

73

74 **Foundations:** [Wisdom](#) ::: [The Daily Drucker](#) ::: [Practical Thinking](#) ::: [Deliberate Thinking](#)

75 **For each** thought fragment, concept, illustration, link, or text block you encounter ask yourself: [what does this mean for me?](#)



76

77

[Larger view](#)

78 ... along with doing a [PMI](#), [dense reading and dense listening](#), [thinking broad and thinking detailed](#), plus visualizing the [operacy](#) involved.

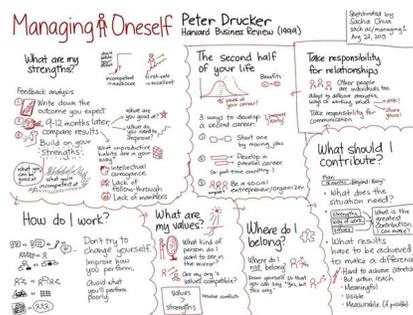
79 **Managing Oneself** Introduction

80 More and more people in the workforce – and **most knowledge workers** – will have to MANAGE THEMSELVES (a major [horizon](#)).

81 They will have to **place themselves where THEY can make the greatest contribution**; they will have to **learn to develop themselves**.

82 They will have to **learn to stay young** and **mentally alive** during a fifty-year working life.

83 They will **have to learn how** and **when to change** what they do, **how they do it** and **when they do it**. 1111



84

85

[Larger view](#) ↑

86 **Knowledge workers are likely to outlive their employing organization.**

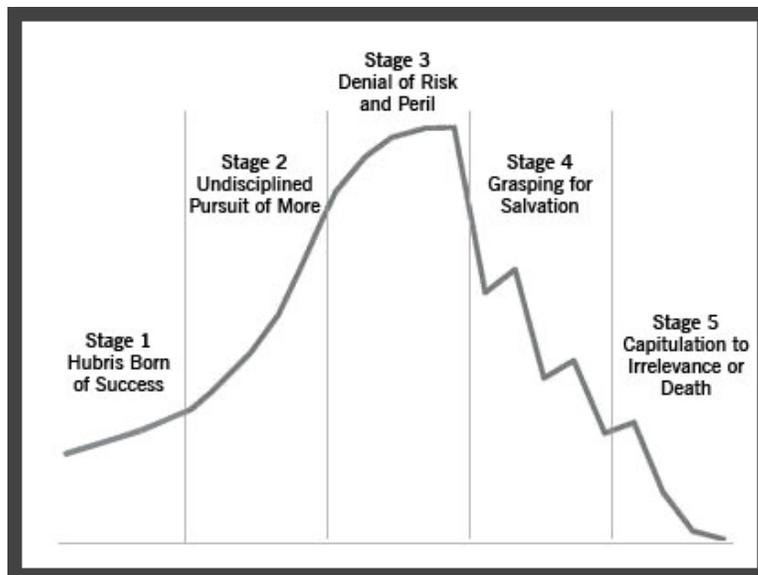
87 Even if knowledge workers postpone entry into the labor force as long as possible – if, for instance, they stay in school till their late twenties to get a doctorate – they are likely, with **present life expectancies in the developed countries**, to live into their eighties.

88 And they are likely to have to keep working, if only part-time, until they are around seventy-five or older.

89 The average working life, in other words, is likely to be fifty years, especially for knowledge workers.

90 But the average life expectancy of a **successful** business is only thirty years – and in a **period of great turbulence** such as the one we are living in, it is unlikely to be even that long.

91 **Even organizations that normally are long-lived if not expected to live forever – schools and universities, hospitals, government agencies–will see rapid changes in the period of turbulence we have already entered.**



92

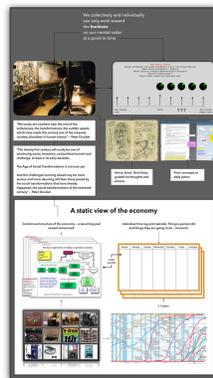
93 **Even if they survive – and a great many surely will not, at least not in their present form – they will change their structure, the work they are doing, the knowledges they require and the kind of people they employ.**



94

95 Increasingly, therefore, workers, and especially knowledge workers, will outlive any one employer, and **will have to be prepared** for more than one job, more than one assignment, more than one career. See [Post-Capitalist Executive Interview](#) ¶¶¶

96 Note: [Promotions](#) do not magically confer new capabilities and they also don't address the challenges presented by a changing world.



97

98

[Larger view](#) ↑

99

[Intelligence :: Information :: Thinking](#)

100 So far, this book has dealt with **changes in the environment**: in society, economy, politics, technology.

101 *This concluding chapter deals with the new demands on the individual.* ¶¶¶

102 The very great achievers, a Napoleon, a Leonardo da Vinci, a Mozart, have always managed themselves.

103 This in large measure made them great achievers.

104 But they were the rarest of exceptions.

105 And they were so unusual, both in their talents and in their achievements, as to be considered outside the boundaries of normal human existence.

106 **Now even people of modest endowments, that is, average mediocrities, will have to learn to manage themselves.**

107 Knowledge workers, therefore, face drastically new demands:

108 1. They have to ask:

109 Who Am I?

110 What Are My Strengths?

111 HOW Do I Work?

112 2. They have to ask: Where Do I Belong?

113 3. They have to ask: What Is My Contribution?

114 4. They have to take Relationship Responsibility.

115 5. They have to plan for the Second Half of Their Lives.

116 What Are My Strengths?

117 Most people **think** they know what they are good at.

118 They are usually wrong.

119 People know what they are not good at more often—and even there people are more often wrong than right.

120 And yet, **one can only perform with one's strengths**.

121 One cannot build performance on weaknesses, let alone on something one cannot do at all. ¶¶¶

122 For the great majority of people, to know their strengths was **irrelevant** only a few decades ago.

123 One was born into a job and into a line of work.

124 The peasant's son became a peasant.

125 If he was not good at being a peasant, he failed.

126 The artisan's son was similarly going to be an artisan, and so on.

127 But now people have choices.

128 They therefore have to know their strengths so that they can know where they belong. ¶¶¶

129 There is only one way to find out: **The Feedback Analysis**.

130 Whenever one makes a **key decision**, and whenever one does a **key action**, one writes down what one expects will happen.

131 And nine months or twelve months later one then feeds back from results to expectations.

132 I have been doing this for some fifteen to twenty years now.

133 And every time I do it I am **surprised**.

134 And so is everyone who has ever done this. ¶¶¶

omitted text

135

136 IV Relationship Responsibility

137 Very few people work by themselves and achieve results by themselves—a few great
artists, a few great scientists, a few great athletes.

138 Most people work with other people and are effective through other people.

139 That is true whether they are members of an organization or legally independent.

140 To manage oneself, therefore, requires *taking relationship responsibility*. ¶¶¶

141 There are two parts to it. ¶¶¶

142 The first one is to **accept the fact that other people are as much individuals as one is
oneself**.

143 They insist on behaving like human beings.

144 This means that they too have their strengths.

145 It means that they too have their ways of getting things done.

146 It means that they too have their values.

147 To be effective, one therefore has to know the strengths, the performance modes
and the values of the people one works with. ¶¶¶

148 This sounds obvious.

149 But few people pay attention to it. ¶¶¶

150 Typical are people who, in their first assignment, worked for a man who is a
reader.

151 They therefore were trained in writing reports.

152 Their next boss is a listener.

153 But these people keep on writing reports to the new boss—the way President
Johnson's assistants kept on writing reports to him because Jack Kennedy,
who had hired them, had been a reader.

154 Invariably, these people have no results.

155 Invariably, their new boss thinks they are stupid, incompetent, lazy.

156 They become failures.

157 All that would have been needed to avoid this would have been one look at
the boss and ask the question: "How does he or she perform?" ¶¶¶

158 Bosses are not a title on the organization chart or a "function."

159 They are individuals and entitled to do the work the way they do it.

160 And it is incumbent on the people who work with them to observe them, to
find out how they work and to adapt themselves to the way the bosses are
effective. ¶¶¶

161 There are bosses, for instance, who have to see the figures first – Alfred Sloan
at General Motors was one of them.

162 He himself was not a financial person but an engineer with strong marketing
instincts.

163 But as an engineer he had been trained to look first at figures. ¶¶¶

164 Three of the ablest younger executives in General Motors did not make it into
the top ranks because they did not look at Sloan – they did not realize that
there was no point writing to him or talking to him until he first had spent
time with the figures.

165 They went in and presented their reports.

166 Then they left the figures.

167 But by that time they had lost Sloan. ¶¶¶

168 As said before, readers are unlikely ever to become listeners, and listeners are
unlikely ever to become readers.

169 But everyone can learn to make a decent oral presentation or to write a decent
report.

170 It is simply the **duty of the subordinate to enable the boss to do his or her work.**

171 And that requires looking at the boss and asking “What are his or her
strengths?

172 How does he or she do the work and perform?

173 What are his or her values?”

174 In fact, this is the secret of “managing” the boss. ¶¶¶

175 One does the same with all the people one works with.

176 Each of them works his or her way and not *my* way.

177 And each of them is entitled to work in his or her way.

178 What matters is whether they perform, and what their values are.

179 How they perform—each is likely to do it differently.

180 The **first secret of effectiveness** is to understand the people with whom one works
and on whom one depends, and to make use of *their* strengths, *their* ways of
working, *their* values.

181 For working relations are as much based on the person as they are based on the
work. ¶¶¶

182 The **second** thing to do to manage oneself and **to become effective** is to **take**
responsibility for communications.

183 After people have thought through what their *strengths* are, how they *perform*,
what their *values* are and especially what their **contribution** should be, they then
have to ask:

184 “Who needs to know this?

185 On whom do I depend?

186 And who depends on me?”

187 And then one goes and tells all these people and tells them in the way in which
they receive a message, that is, in a memo if they are readers, or by talking to
them if they are listeners and so on. ¶¶¶

188 Whenever I—or any other consultant—have started to work with an
organization, I am first told of all the “personality conflicts” within it.

189 Most of them arise from the fact that one person does not know *what* the
other person does, or does not know *how* the other person does his or her
work, or does not know what *contribution* the other person concentrates on,
and what results he or she expects.

190 And the reason that they do not know is that they do not ask and therefore
are not being told. ¶¶¶

191 This reflects human stupidity less than it reflects human history.

192 It was unnecessary until very recently to tell any of these things to anybody.

193 Everybody in a district of the medieval city plied the same trade—there
was a street of goldsmiths, and a street of shoemakers, and a street of
armorers.

194 (In Japan’s Kyoto there are still the streets of the potters, the streets of the
silk weavers, the streets of the lacquer makers.)

195 One goldsmith knew exactly what every other goldsmith was doing; one
shoemaker knew exactly what every other shoemaker was doing; one
armorers knew exactly what every other armorers was doing.

196 There was no need to explain anything.

197 The same was true on the land where everybody in a valley planted the
same crop as soon as the frost was out of the ground.

198 There was no need to tell one’s neighbor that one was going to plant
potatoes—that, after all, was exactly what the neighbor did too, and at the
same time. ¶¶¶

199 And those few people who did things that were not “common,” the few
professionals, for instance, worked alone, and also did not have to tell anybody
what they were doing.

200 Today the great majority of people work with others who do different things. ¶¶¶

201 As said before, the marketing vice-president may have come out of sales and
knows everything about sales.

202 But she knows nothing about promotion and pricing and advertising and
packaging and sales planning, and so on she has never done any of these
things.

203 Then it is incumbent on the people who do these things to 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. ¶¶¶

204 If the marketing vice-president does not understand what these high-grade
knowledge specialists are doing, it is primarily *their* fault, and not that of the
marketing vice-president.

205 They have not told her.

206 They have not educated her.

207 Conversely, it is the marketing vice-president's responsibility to make sure that every one of the people she works with understands how *she* looks on marketing, what her goals are, how she works and what she expects of herself and of every one of them. ¶¶¶

208 Even people who understand the importance of relationship responsibility often do not tell their associates and do not ask them.

209 They are afraid of being thought presumptuous, inquisitive or stupid.

210 *They are wrong.*

211 Whenever anyone goes to his or her associates and says:

212 "This is *what* I am good at.

213 This is *how* I work.

214 These are my *values*.

215 This is the contribution I plan to concentrate on and the results I should be expected to deliver," the response is *always*:

216 "This is *most helpful*.

217 But why haven't you told me *earlier*?" ¶¶¶

218 And one gets the same reaction—without a single exception in my experience—if one then asks:

219 "And what do I need to know about *your* strengths, how *you* perform, *your* values and your proposed *contribution*?" ¶¶¶

220 In fact, a knowledge worker should request of people with whom he or she works—whether as subordinates, superiors, colleagues, team members—that they adjust their behavior to the knowledge worker's strengths, and to the way the knowledge worker works.

221 Readers should request that their associates *write* to them, listeners should request that their associates first *talk* to them and so on.

222 And again, whenever that is being done, the reaction of the other person will be:

223 "Thanks for telling me.

224 It's enormously helpful.

225 But why didn't you ask me earlier?" ¶¶¶

226 Organizations are no longer built on force.

227 They are increasingly built on trust.

228 Trust does not mean that people like one another.

229 It means that people can trust one another.

230 And this presupposes that people understand one another.

231 Taking relationship responsibility is therefore an absolute necessity.

232 *It is a duty.*

233 Whether one is a member of the organization, a consultant to it, a supplier to it, a distributor, one owes relationship responsibility to every one with whom one works, on

whose work one depends; and who in turn depends on one's own work. ¶¶¶

234 The Second Half of Your Life

235 As said before: For the first time in human history, individuals can expect to outlive organizations.

236 This creates a totally new challenge: What to do with the second half of one's life?

237 One can no longer expect that the organization for which one works at age thirty will still be around when one reaches age sixty.

238 But also, forty or fifty years in the same kind of work is much too long for most people.

239 They deteriorate, get bored, lose all joy in their work, "retire on the job" and become a burden to themselves and to everyone around them. ¶¶¶

240 [The World is Full of Options](#)

241 This is not necessarily true of the very top achievers such as very great artists.

242 Claude Monet (1840-1926), the greatest Impressionist painter, was still painting masterpieces in his eighties, and working twelve hours a day, even though he had lost almost all his eyesight.

243 Pablo Picasso (1881-1973), perhaps the greatest Post-Impressionist painter, similarly painted till he died in his nineties and in his seventies invented a new style.

244 The greatest musical instrumentalist of this century, the Spanish cellist Pablo Casals (1876-1973), planned to perform a new piece of music and practiced it on the very day on which he died at age ninety-seven.

245 But these are the rarest of exceptions even among very great achievers.

246 Neither Max Planck (1858-1947) nor Albert Einstein (1879-1955), the two giants of modern physics, did important scientific work after their forties.

247 Planck had two more careers.

248 After 1918—aged sixty—he reorganized German science.

249 After being forced into retirement by the Nazis in 1933, he, in 1945, almost ninety, started once more to rebuild German science after Hitler's fall.

250 But Einstein retired in his forties to become a "famous man." ¶¶¶

251 There is a great deal of talk today about the "mid-life crisis" of the executive.

252 It is mostly boredom.

253 At age forty-five most executives have reached the peak of their business career and know it.

254 After twenty years of doing very much the same kind of work, they are good at their jobs.

255 But few are learning anything anymore, few are contributing anything anymore and few expect the job again to become a challenge and a satisfaction. ¶¶¶

256 Manual workers who have been working for forty years—in the steel mill for instance, or in the cab of a locomotive—are physically and mentally tired long before they reach the end of their normal life expectancy, that is, well before they reach even traditional retirement age.

257 They are "finished."

258 If they survive—and their life expectancy too has gone up to an average of seventy-five years or so—they are quite happy spending ten or fifteen years doing nothing, playing golf, going fishing, engaging in some minor hobby and so on.

259 But knowledge workers are not "finished."

260 They are perfectly capable of functioning despite all kinds of minor complaints.

261 And yet the original work that was so challenging when the knowledge worker was thirty has become a deadly bore when the knowledge worker is fifty and still he or she is likely to face another fifteen if not another twenty years of work. ¶¶¶

262 To manage oneself, therefore, will increasingly require preparing oneself for the second half of one's life.

263 (The best books on this subject are by [Bob Buford](#)—a very successful businessman who himself has created his own second half of life.

264 They are [Half Time](#) [Grand Rapids: Zondervan, 1994] and [Game Plan](#) [Grand Rapids: Zondervan, 1997].) ¶¶¶

265 There are three answers:

266 ***The first is actually to start a second and different career (as Max Planck did).***

267 Often this means only moving from one **kind** of an organization to another. ¶¶¶

268 Typical are the middle-level American business executives who in substantial numbers move to a hospital, a university or some other nonprofit organization, around age forty-five or forty-eight, when the children are grown and the retirement pension is vested.

269 In many cases they stay in the **same kind of work**.

270 The divisional controller in the big corporation becomes, for instance, controller in a medium-sized hospital.

271 But there are also a growing number of people who actually move into a **different line of work**.

272 Increasingly, for instance, students in American Protestant theological seminaries are forty-five—rather than twenty-five-years old.

273 They made a first career in business or government—some in medicine—and then, when the children are grown, move into the ministry.

274 And so did a friend of mine who, after thirty years as a successful art museum director and curator, entered a seminary at age 55. ¶¶¶

275 In the United States there is a fairly substantial number of middle-aged women who have worked for twenty years, in business or in local government, have risen to a junior management position and now, at age forty-five and with the children grown, enter law school.

276 Three or four years later they then establish themselves as small-time lawyers in their local communities. ¶¶¶

277 We will see much more of such second-career people who have achieved fair success in

their first job.

278 These people have substantial skills, for example, the divisional controller who moves into the local community hospital.

279 They know how to work.

280 They need a community—and the house is empty with the children gone.

281 They need the income, too.

282 But above all, they need the challenge. ¶¶¶

283 **[The Educated Person](#) :: [Citizenship through the Social Sector](#)**

284 [The Wisdom of Peter Drucker](#)

285 [Finishing Well](#)

286 [Ten Principles for Life II](#)

287 [The Happiness Purpose](#)

288 [The Daily Drucker](#)

289 ***The Parallel Career***

290 The second answer to the question of what to do with the second half of one's life is to develop a *parallel* career. ¶¶¶

291 A large and rapidly growing number of people—especially people who are very successful in their first careers—stay in the work they have been doing for twenty or twenty-five years.

292 Many keep on working forty or fifty hours a week in their main and paid job.

293 Some move from busy full-time to being part-time employees or become consultants.

294 But then they create for themselves a parallel job—usually in a nonprofit organization—and one that often takes another ten hours of work a week.

295 They take over the administration of their church, for instance, or the presidency of the local Girl Scouts Council, they run the battered women shelter, they work for the local public library as children's librarian, they sit on the local school board and so on. ¶¶¶

296 ***And then, finally, the third answer—there are the “social entrepreneurs.”***

297 These are usually people who have been very successful in their first profession, as businessmen, as physicians, as consultants, as university professors.

298 They love their work, but it no longer challenges them.

299 In many cases they keep on doing what they have been doing all along, though they spend less and less of their time on it.

300 But they start another, and usually a nonprofit, activity. ¶¶¶

301 Here are some examples—beginning with [Bob Buford](#), the author of the two books, mentioned above, about preparing for the second half of one's life.

302 Having built a very successful television and radio business, Buford still keeps on running it.

303 But he first started and built a successful nonprofit organization to [make the](#)

[Protestant churches in America capable of survival](#); now he is building a second, equally successful organization to teach other social entrepreneurs how to manage their own private, nonprofit ventures while still running their original businesses.

304 But there is also the equally successful lawyer–legal counsel to a big corporation– who has started a venture to establish model schools in his state. ¶¶¶

305 Finding your role

306 People who manage the “second half” may always be a minority only.

307 The majority may keep doing what they are doing now, that is, to retire on the job, being bored, keeping on with their routine and counting the years until retirement.

308 But it will be this minority, the people who see the long working-life expectancy as an **opportunity both for themselves and for society**, who may increasingly become the leaders and the models.

309 They, increasingly, will be the “success stories.”

310 There is **one requirement for managing the second half of one’s life**: to **begin creating it long** before one enters it. ¶¶¶

311 When it first became clear thirty years ago that working-life expectancies were lengthening very fast, many observers (including myself) believed that retired people would increasingly become volunteers for American nonprofit institutions.

312 This has not happened.

313 If one does not begin to volunteer before one is forty or so, one will not volunteer when past sixty. ¶¶¶

314 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.

315 The lawyer mentioned above began to do volunteer legal work for the schools in his state when he was around thirty-five.

316 He got himself elected to a school board at age forty.

317 When he reached fifty, and had amassed a substantial fortune, he then started his own enterprise to build and run model schools.

318 He is, however, still working near-full-time as the lead counsel in the very big company that, as a very young lawyer, he had helped found. ¶¶¶

319 There is another reason that managing yourself will increasingly mean that the knowledge worker **develops a second major interest, and develops it early**. ¶¶¶

320 No one can expect to live very long without experiencing a serious setback in one’s life or in one’s work. ¶¶¶

321 There is the competent engineer who at age forty-two is being passed over for promotion in the company.

322 There is the competent college professor who at age forty-two realizes that she will

stay forever in the small college in which she got her first appointment and will never get the professorship at the big university—even though she may be fully qualified for it.

323 There are tragedies in one's personal family life—the breakup of one's marriage, the loss of a child. ¶¶¶

324 And then a second **major interest**—and not just another hobby—may make all the difference.

325 The competent engineer passed over for promotion now knows that he has not been very successful in his job.

326 But in his outside activity—for example, as treasurer in his local church—he has achieved success and continues to have success.

327 One's own family may break up, but in that outside activity there is still a **community**. ¶¶¶

328 This will be increasingly important in a society in which success has become important. ¶¶¶

329 Historically there was no such thing.

330 The overwhelming majority of people did not expect anything but to stay in their "proper station," as an old English prayer has it.

331 The only mobility there was **downward mobility**.

332 Success was practically unknown. ¶¶¶

333 In a knowledge society we expect everyone to be a "success."

334 But this is clearly an impossibility.

335 For a great many people there is, at best, absence of failure.

336 For where there is success, there has to be failure.

337 And then it is vitally important for the individual but equally for the individual's family—that there be an area in which the individual contributes, makes a difference, and is **somebody**.

338 That means having a second area, whether a second career, a parallel career, a social venture, a serious outside interest, all of them offering **an opportunity** for being a **leader**, for being **respected**, for being a **success**. ¶¶¶

339 The changes and challenges of Managing Oneself may seem obvious, if not elementary, compared to the changes and challenges discussed in the earlier chapters.

340 And the answers may seem to be self-evident to the point of appearing naïve.

341 To be sure, many topics in the **earlier chapters**—for example, Being a Change Leader or some of the Information Challenges—are far more complex and require more advanced and more difficult policies, technologies, methodologies.

342 But most of the new behavior—the new policies, technologies, methodologies—called for in these earlier chapters can be considered EVOLUTIONS. ¶¶¶

343 **Managing Oneself is a REVOLUTION in human affairs.**

344 It requires new and unprecedented things from the individual, and especially from the knowledge worker.

345 For in effect it demands that each knowledge worker *think* and behave as a *Chief Executive Officer*.

346 It also requires **an almost 180-degree change in the knowledge workers' thoughts and actions** from what most of us—even of the younger generation—still take for granted as the way to think and the way to act.

347 Knowledge workers, after all, first came into being in any substantial numbers a generation ago.

348 (I coined the term “knowledge worker,” but only thirty years ago, in my 1969 book [The Age of Discontinuity](#).) ¶¶¶

349 But also the **shift** from manual workers who **do as they are being told**—either by the task or by the boss – to knowledge workers who have to manage themselves **profoundly challenges social structure**.

350 For every existing society, even the most “individualist” one, takes two things for granted, if only subconsciously: Organizations outlive workers, and most people stay put.

351 Managing Oneself is based on the very opposite *realities*: **Workers are likely to outlive organizations, and the knowledge worker has mobility.** ¶¶¶

352 In the United States MOBILITY is accepted.

353 But even in the United States, workers outliving organizations—and with it the need to be prepared for a *Second and Different Half of One's Life*—is **a revolution for which practically no one is prepared**.

354 Nor is any existing institution, for example, the present retirement system.

355 In the rest of the developed world, however, *immobility* is expected and accepted.

356 It is “stability.” ¶¶¶

357 In Germany, for instance, mobility—until very recently came to an end with the individual's reaching age ten or, at the latest, age sixteen.

358 If a child did not enter Gymnasium at age ten, he or she had lost any chance ever to go to the university.

359 And the apprenticeship that the great majority who did not go to the Gymnasium entered at age fifteen or sixteen as a mechanic, a bank clerk, a cook—irrevocably and irreversibly—decided what work the person was going to do the rest of his or her life.

360 Moving from the occupation of one's apprenticeship into another occupation was simply not done even when not actually forbidden. ¶¶¶

361 The developed society that faces the greatest challenge and will have to make the most difficult changes is the society that has been most successful in the last fifty years: Japan.

362 **Japan's success and there is no precedent for it in history**—very largely rested on *organized immobility*—the immobility of “lifetime employment.”

363 In lifetime employment it is the organization that manages the individual.

364 And it does so, of course, on the assumption that the individual has no choice.

365 The individual is being managed. ¶¶¶

366 I very much hope that Japan will find a solution that *preserves* the social stability, the community—and the social harmony that lifetime employment provided, and yet creates the mobility that knowledge work and knowledge workers must have.

367 Far more is at stake than Japan's own society and civic harmony.

368 A Japanese solution would provide a model—for in every country a [functioning society](#) does require cohesion.

369 Still, a successful Japan will be a very different Japan. ¶¶¶

370 But so will be every other developed country.

371 The emergence of the knowledge worker who both can and must manage himself or herself is transforming every society. ¶¶¶

372 This book has intentionally confined itself to [MANAGEMENT CHALLENGES](#).

373 Even in this last chapter, it has talked about the individual, that is, the knowledge worker.

374 But the changes discussed in this book go way beyond management.

375 They go way beyond the individual and his or her career.

376 What this book actually dealt with is:

THE FUTURE OF SOCIETY

377

378

«\$\$\$»

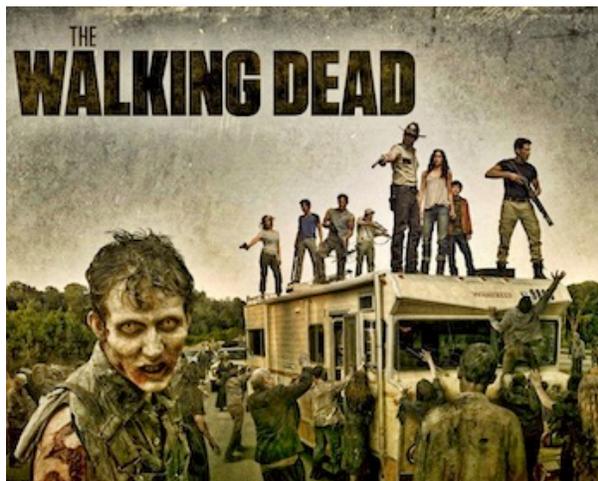
379 [Thought-scapes, brainroads and brain-addresses](#) for navigating a changing world – a world moving toward unimagined futureS.

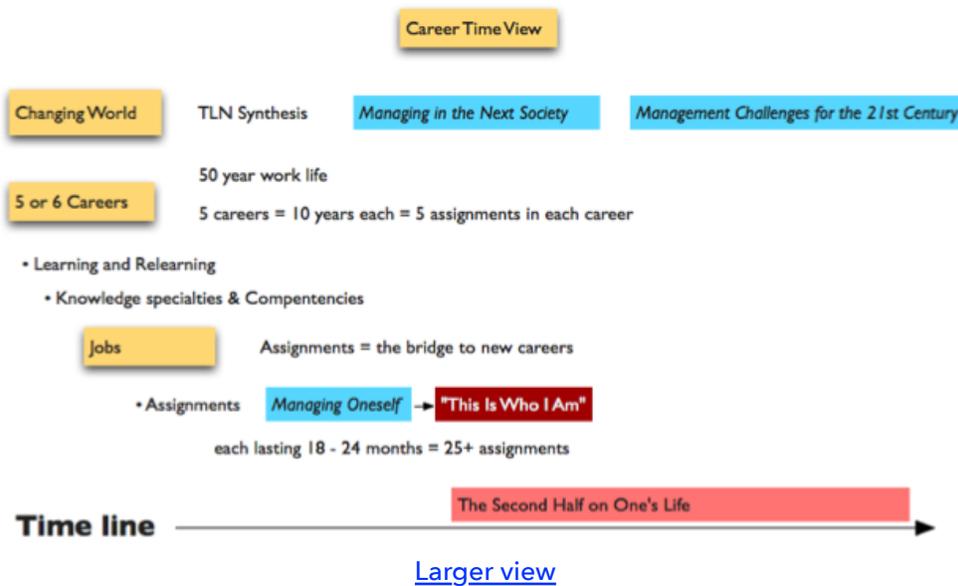
380

[The nature of policies](#)

381 One way or another, **your life is going to be influenced** by the [Management Revolution](#) and [how people behave](#).

382





The Individual in Entrepreneurial Society

What Makes An Effective Executive?

388 “**People of high effectiveness** are conspicuous by their **absence** in executive jobs. High intelligence is common enough among executives. Imagination is far from rare. The level of knowledge tends to be high. But there seems to be little correlation between a person’s effectiveness and their intelligence, their imagination, or their knowledge. Brilliant people are often strikingly ineffectual; they fail to realize that the **brilliant insight is not by itself achievement**. They never have learned that insights become effectiveness only through hard **systematic work**” – Druckerism and executive realities

389 «\$\$\$»

390 “**You must take integrating responsibility for putting yourself into the **BIG picture**”**

391 Where do I begin to read Drucker? ::: If you explore only one book ...

Conditions for Survival

392

393 “Peter observed that we are now in another **critical moment**: the transition from the industrial to the knowledge-based economy ...

394 We should expect **radical changes** in society as well as in business.

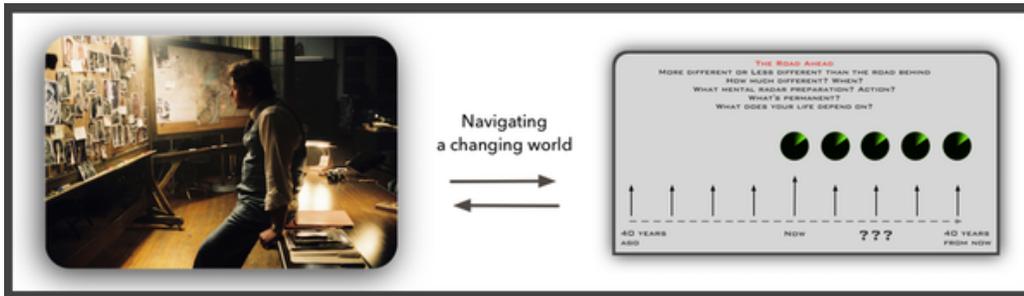
395 Knowledge and technology

396 “We haven’t seen all those changes yet,” he added.

397 **Even the very products we buy will change drastically.** ...

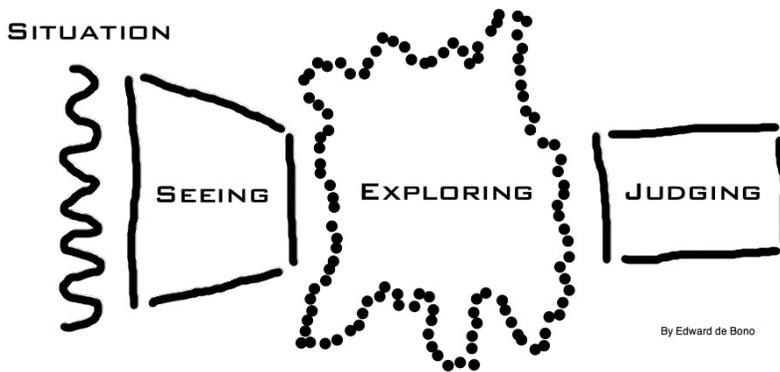
398 He spent the better part of the next two hours defining and pulling this idea apart ([the application of knowledge to knowledge](#)): **the importance of accessing, interpreting, connecting, and translating knowledge**” ... [more](#)

399 **You** can only work toward the **horizons** on **your** mental radar **at a point in time**.



400

401 [Larger view](#) ↑ of Navigating a Changing World ::: [The Road Ahead](#)



402

403 [Edward de Bono](#)

404 ... “tomorrow always arrives. It is always different. And then even the mightiest company is in trouble if it has not [worked on the future](#).” ... “A goodly proportion of those attempting to do what this chapter discusses will surely not succeed. But, predictably, [no one else will](#).”

405 «§§§»

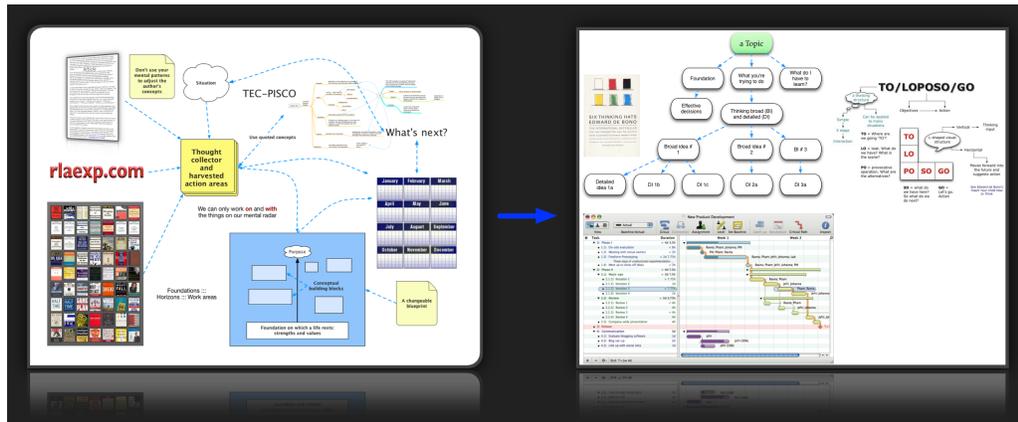
406 “Making a living is no longer enough, **work also has to make a life**” (that life depends on a person’s [worldview](#)) ... The need for roots ... **Successful careers are not planned** ... the **Return on Luck** ... Striving toward an idea outside of yourself ... The danger of too much **planning** ... You have to make all of this operational if it is to be of any value to you (starting [here](#)).

407 Remember [the main ideas](#), connect, only [connect](#), and [water logic](#)

408 **Seeing** a [big picture](#) → **“More than anything else, the individual has to take more responsibility for himself or herself, rather than depend on the company”** [here](#)

409 [“Self-development](#) becomes self-renewal when you walk a different path, become aware of a different horizon, move toward a different destination.”

- 410 Warning: this document is not a comprehensive action plan.
- 411 There are [things going on](#) behind closed doors that don't have your best interest at heart.
- 412 You are going to have to develop and repeatedly modify your own action system so that it reflects reality.
- 413 Beware of [bringing a knife](#) to a gun fight.
- 414 [Managing Oneself](#) is available at Amazon



415

416 [Larger view](#) :: [Parallel approaches](#) :: [Worldview?](#)