

PD's View of Developmental Directions

- o **(8) Managing Oneself**
 - s Individual needs/requirements:
 - ï More and more people in the workforce—and most knowledge workers—will have to MANAGE THEMSELVES.
 - ï They will have to place themselves where they can make the greatest contribution; they will have to learn to develop themselves.
 - ï They will have to learn to stay young and mentally alive during a fifty-year working life.
 - ï They will have to learn how and when to change what they do, how they do it and when they do it.
 - s Work life assumptions
 - ï Knowledge workers are likely to outlive their employing organization.
 - ï And they are likely to have to keep working, if only part-time, until they are around seventy-five or older.
 - ï 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.
 - s So far, this book has dealt with changes in the environment: in society, economy, politics, technology.
 - s This concluding chapter deals with the new demands on the individual.
 - s Knowledge workers, therefore, face drastically new demands:
 - ï 1. They have to ask: Who Am I? What Are My Strengths? HOW Do I Work?
 - ï 2. They have to ask: Where Do I Belong?
 - ï 3. They have to ask: What Is My Contribution?
 - ï 4. They have to take Relationship Responsibility.
 - ï 5. They have to plan for the Second Half of Their Lives.
 - s Chapter perspective
 - ï The changes and challenges of Managing Oneself may seem obvious, if not elementary, compared to the changes and challenges discussed in the earlier chapters.
 - ï And the answers may seem to be self-evident to the point of appearing naive.
 - ï 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.
 - ï But most of the new behavior—the new policies, technologies, methodologies—called for in these earlier chapters can be considered EVOLUTIONS.
 - ï Managing Oneself is a REVOLUTION in human affairs.
 - ï It requires new and unprecedented things from the individual, and especially from the knowledge worker.
 - ï For in effect it demands that each knowledge worker think and behave as a Chief Executive Officer.
 - ï 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.
 - ï 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.
 - H 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.
 - H Managing Oneself is based on the very opposite realities: Workers are likely to outlive organizations, and the knowledge worker has mobility.
 - ï 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.

PD's View of Developmental Directions

- ï Nor is any existing institution, for example, the present retirement system.
 - ï In the rest of the developed world, however, immobility is expected and accepted.
 - ï The emergence of the knowledge worker who both can and must manage himself or herself is transforming every society.
- o **Conclusion to the book**
- s This book has intentionally confined itself to MANAGEMENT CHALLENGES.
 - s Even in this last chapter, it has talked about the individual, that is, the knowledge worker.
 - s But the changes discussed in this book go way beyond management.
 - s They go way beyond the individual and his or her career.
 - s What this book actually dealt with is:
THE FUTURE OF SOCIETY