

**HBR'S**  
**10**  
**MUST**  
**READS**

# On Managing Yourself

If you read nothing else on managing yourself, read these definitive articles from **Harvard Business Review**.



## HBR's 10 Must Reads on Managing Yourself

Included with this collection:

- 2 [Managing Oneself](#)  
by Peter F. Drucker
- 15 [Management Time: Who's Got the Monkey?](#)  
by William Oncken, Jr., and Donald L. Wass
- 24 [How Resilience Works](#)  
by Diane L.outu
- 34 [Manage Your Energy, Not Your Time](#)  
by Tony Schwartz and Catherine McCarthy
- 45 [Overloaded Circuits: Why Smart People Underperform](#)  
by Edward M. Hallowell
- 56 [Be a Better Leader, Have a Richer Life](#)  
by Stewart D. Friedman
- 67 [Reclaim Your Job](#)  
by Sumantra Ghoshal and Heike Bruch
- 76 [Moments of Greatness: Entering the Fundamental State of Leadership](#)  
by Robert E. Quinn
- 88 [What to Ask the Person in the Mirror](#)  
by Robert S. Kaplan
- 100 [Primal Leadership: The Hidden Driver of Great Performance](#)  
by Daniel Goleman, Richard Boyatzis, and Annie McKee



BEST OF HBR 1999

---

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

## Managing Oneself

by Peter F. Drucker

Included with this full-text *Harvard Business Review* article:

3 [Article Summary](#)

The Idea in Brief—*the core idea*

The Idea in Practice—*putting the idea to work*

4 [Managing Oneself](#)

14 [Further Reading](#)

A list of related materials, with annotations to guide further exploration of the article's ideas and applications

# Managing Oneself

## The Idea in Brief

We live in an age of unprecedented opportunity: If you've got ambition, drive, 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 knowledge workers' careers. Rather, we must each be our own chief executive officer.

Simply put, it's up to you to carve out your place in the work world and know when to change course. And it's up to you to keep yourself engaged and productive during a work life that may span some 50 years.

To do all of these things well, you'll need to cultivate a deep understanding of yourself. What are your most valuable strengths and most dangerous weaknesses? Equally important, how do you learn and work with others? What are your most deeply held values? And in what type of work environment can you make the greatest contribution?

The implication is clear: Only when you operate from a combination of your strengths and self-knowledge can you achieve true—and lasting—excellence.

## The Idea in Practice

To build a life of excellence, begin by asking yourself these questions:

### "What are my strengths?"

To accurately identify your strengths, use **feedback analysis**. Every time you make a key decision, write down the outcome you expect. Several months later, compare the actual results with your expected results. Look for patterns in what you're seeing: What results are you skilled at generating? What abilities do you need to enhance in order to get the results you want? What unproductive habits are preventing you from creating the outcomes you desire? In identifying opportunities for improvement, don't waste time cultivating skill areas where you have little competence. Instead, concentrate on—and build on—your strengths.

### "How do I work?"

In what ways do you work best? Do you process information most effectively by reading it, or by hearing others discuss it? Do you accomplish the most by working with other people, or by working alone? Do you perform best while making decisions, or while advising others on key matters? Are you in top form when things get stressful, or do you function optimally in a highly predictable environment?

### "What are my values?"

What are your ethics? What do you see as your most important responsibilities for living a worthy, ethical life? Do your organization's ethics resonate with your own values? If not, your career will likely be marked by frustration and poor performance.

### "Where do I belong?"

Consider your strengths, preferred work style, and values. Based on these qualities, in what kind of work environment would you fit in best? Find the perfect fit, and you'll transform yourself from a merely acceptable employee into a star performer.

### "What can I contribute?"

In earlier eras, companies told businesspeople what their contribution should be. Today, you have choices. To decide how you can best enhance your organization's performance, first ask what the situation requires. Based on your strengths, work style, and values, how might you make the greatest contribution to your organization's efforts?

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

BEST OF HBR 1999

---

# Managing Oneself

by Peter F. Drucker

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.

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 excep-

tions, 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.

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 arro-

gance is causing disabling ignorance and overcome it. Far too many people—especially people with great 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 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 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—

---

**Peter F. Drucker** is the Marie Rankin Clarke Professor of Social Science and Management (Emeritus) at Claremont Graduate University in Claremont, California. This article is an excerpt from his book *Management Challenges for the 21st Century* (HarperCollins, 1999).