

man of fifteen was able to report these "greatest" achievements: At six, he was able to fix clocks; by age ten, he had a good little business fixing clocks and watches for lots of people; at age 12 he designed and supervised the construction of a forge, and it worked; at 14, he designed a dam, organized a group of kids to "procure" the materials and build it. The flood that resulted cost his parents a lot of money. One relative wanted him to become a watch and clock repairman. But he had become alert to his Achievement Pattern, so he followed his hunches and became known as Henry Ford.

Here are the steps to Achievement Pattern Analysis, and discovery of the structure of your own excellence:

1. Get several sheets of paper, a pencil or two, and arm yourself with patience. Knowing yourself requires patience.
2. Write reminder-outlines of two or more achievements for each few years of your life. These need not be in chronological order. But go back in memory as far as you can, even to early childhood. Continue doing this until you have fifteen or more.
3. Place a checkmark against the seven you feel were your greatest achievements.
4. Number these seven in order—the greatest of all is No. 1, etc.
5. Starting with No. 1, your greatest of all, describe on paper each of these achievements. Give the details of what you actually did, and the results that made it an achievement to you.
6. Make a list of the skills/talents you used in accomplishing your No. 1, greatest of all achievements. Then study your No. 2 achievement, placing a check against an item on the list when it is re-

peated, and adding to the bottom when a new skill/talent is used. Repeat this process with each of the other five, in order.

7. The skills/talents that are checked two or more times are parts of the structure of your excellence, and are almost certain to be used again when you "create" your next achievement. (However, since this process has been made to appear easier than it really is, forms and a manual to help you make this analysis may be obtained through Bernard Haldane Associates 1435 Fourth St. S.W., Washington D.C. 20024 at \$3.25 each. Ask for Management Excellence Kit.)

Summary

Achievement Pattern Analysis is a system for finding out how to repeat and improve on the kinds of experiences you want more of in your life. In association with other techniques, A.P.A. has proven effective in helping managers to be change agents, and to change concepts so that they become more effective as individuals—participating more creatively in the processes associated with progress.

Upon reading this article, I am hopeful that many readers will do more than feel A.P.A. sounds right and is a good idea. A.P.A. is a simple concept, but not easy to apply. Nearly all job application forms and interviewing practices do not, now, take it into account. But if top management's protestations on the need for high performance are heeded, something like A.P.A. must become widely used, and must be understood. The change that is needed may require a concept as revolutionary as Achievement Pattern Analysis—which really identifies the best in every man.

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MOTIVATE YOUR EXCELLENCE

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MOTIVATE YOUR EXCELLENCE

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A study of man's achievement experiences should reveal a pattern of repeatedly-applied talents that form the structure of his excellence.

EACH person has excellence in him, and a way to identify its structure has been established. I shall explain this system, its foundations and philosophy, and illustrate how you can apply it in your own life.

When you understand the structure and growth pattern of your own excellence, you become motivated both to express it and to develop it. This knowledge makes it easier to set goals and attain them, as well as to be effective more consistently without fatigue. Accordingly, the manager who knows the structure or components of his own excellence is likely to be an agent for progress and higher performance—both his own, and his subordinates.

Some twenty years ago, in 1947, Achievement Pattern Analysis was discovered. In the Fall of that year, the Harvard Business Review reported on its effectiveness in a single application. Since then, scores of leading professional and general publications have reported on different applications including personnel selection, manager development, the prevention of high school dropouts, career planning for

college students, attitude-changing and motivation of hard core unemployed, re-motivation of middle-management personnel on plateaux, identification and motivation of entrepreneurial drive, and motivation of entrepreneurs, and re-employment planning for terminated and early-retired personnel, etc.

There have been sixty-one seminars and workshops with Achievement Pattern Analysis at their core, and many thousand individuals have been counseled with the aid of A.P.A. Managers studying themselves and how to apply A.P.A., report unanimously (92%) that the system reveals talents previously overlooked or taken for granted; 84% say they would like their superiors to use the A.P.A. philosophy and practices.

Concurrent with the development of Achievement Pattern Analysis, many supporting and related behavioral science concepts have gained acceptance. Among these are Dr. Skinner's programmed learning; Dr. McGregor's Theory Y; Dr. Bradford's T-groups (sensitivity training); Dr. McClelland's achievement motivation; and the advances associated with Dr. Carl Rogers,

the young man soon was both college-bound and promoted.

Probably there are a dozen such good people to every single one of the over-ambitious V.P. -type new college graduates. Yet, as is commonplace, managers give more attention to the trouble-makers than to the old-reliables who keep on doing a good job. The A.P.A. procedures help managers to identify and give appropriate attention to those who are most likely to make dependable contributions to attainment of department objectives.

Self-Image and A.P.A.

Prevailing social ethics impel the individual to see himself more as a sinner and mistake-maker than as an achiever and contributor. Existentially, each of us is concerned with "growing" the best that is in us, and living as fully as we know how. Many psychologists and religious leaders report that today's youth tend to lack guilt feelings.

"To thine own self be true," said Shakespeare. The "hippies" call it "self-fulfillment." Existential-types of psychology are "in," and the guiltloaded psychologies associated with Freud are "out." How does Achievement Pattern Analysis relate to these, and particularly how does it relate to the responsible performance needs of business, science and industry?

By concentrating on achievements, and finding a structure of skills related to performance, A.P.A. establishes within the person a self-appreciation associated with responsibility for results. Even anti-social experiences can be "converted" to socially constructive attitudes by a skilled counselor, as the following example shows.

In a Job Corps Center, an uncooperative young man first refused to tell about his earliest achievements, before age ten. He heard others tell their ex-

periences, then he shifted around to get attention and an opportunity to tell his story. "I was the leader of a gang of kids and we won all our fights," he blurted out. He responded "Sure," to such questions as—"Were there many fights?" and, "Did you sometimes have to work out how to win a fight?" and, "Did the other kids do what you told them?"

Then the counselor said, "This is what I think you have told me. You could work out how to win fights, and that's what Generals do in Vietnam. It's called strategy, and it proves you have the ability to analyze and solve problems—if you've done it several times. You've also proved that you can get ideas across to others; and we call that the ability to communicate. And because the other kids did what you told them, you've proved that you have leadership ability. Analytical ability, communication ability, leadership ability. These can be used in many ways." Right then and there it was possible to see the beginning change in that youth, previously in constant trouble. His self-image had changed. He was accepted, not condemned. He was seen as a basically responsible individual, he felt it, he liked it, he accepted the proofs offered from his own experience, and he acted out his new feelings by his behavior and cooperation.

How A.P.A. Works

This definition of "Achievement" involves a person's self-image and feelings, and permits each individual to have his or her own special achievements—his uniqueness: "An Achievement is something you FEEL you did well, that you also enjoyed doing and are proud of." Experiences like this take place throughout life, in childhood, while growing up, as an adult, in every phase of living.

In line with this definition, a young

result in a rise in productivity; but this is through a change in structure of the familiar, and not because of innovation. The Achievement Pattern Analysis approach increases the level of productivity through encouragement of innovation—this way: when a person studies the activities associated with many experiences he feels have been achievements, he observes many of the same activities in the different experiences.

An achievement is a peak experience. Once a person knows the steps to reach his peak experiences, he is less fearful of moving ahead into the unknown "higher" or innovative peak experience. Consequently, he is more likely to be a cooperator with creative and innovative activities.

A person with the increased awareness that comes from studying his achievements becomes alert to the activities that are most likely to enable him to achieve—and, therefore, responsive to his inner drive to express his unique excellence. This awareness influences him to look for similar responsiveness in others, thereby encouraging the potential establishment of what I call a "partnership of excellence"—where a team of capable men are concerned with complementing each other's strengths, rather than with compensating for each other's weaknesses.

The Halo Effect Danger

Many times I have been asked if the study of achievements might not so hypnotize a person that he imagines himself a superman. More realistically, a two-year employee recruited from a "great" college might feel disappointed about not making Vice President; then, how would Achievement Pattern Analysis work?

The A.P.A. procedures call for the study of fifteen or more achievements.

These may or may not be associated with work activity—the choice is up to the individual and based on his own feelings. It is certain that thinking about achievements this much will make a person feel pleased with himself, just as surely as thinking about his mistakes will make a person sorry for himself. But A.P.A. is concerned very much with a man's present level of performance, and his proven levels of effectiveness in each function of his present or potential job.

Now let's take the new college recruit who wants the first available V.P. spot. Suppose none of his self-chosen achievements reveal supervisory responsibilities and effectiveness. If he is helped to review his achievements objectively, he will become aware of his non-claim on the V.P. spot. But suppose, as happened, that the achievement study turned up these facts in the background of a messenger boy, a 20-year old high school graduate: Appointed substitute high school math teacher, although he had no degree; elected president of a community civic association, more than 100 members, nearly all of whom were more than twice his age; elected president of his senior class and of the student association; editor of the senior class year book; elected president of his junior year class in high school; won a statewide essay contest at age 15.

A class of personnel executives brought that case in and excited everyone with their enthusiasm. The young man's father died during his senior year, so he took the first available job to help support his mother and family. He had been planning to go to college when he could afford it. A.P.A. revealed this gem of a potential executive simply transferring papers from out to in baskets, with an attitude that caused everyone to like him. The A.P.A.-revealed talents were discussed with his superior, and



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Dr. Frederick Herzberg; Dr. Joseph Krieger, Dr. Herbert Otto, Dr. Peter Drucker, Dr. Abraham Maslow and others.

Principle of Individual Excellence

In Dr. John W. Gardner's book, "Excellence," he states, "When we strive for excellence, we are enrolling in an ancient and meaningful cause—the age-long struggle of man to realize the best that is in him." Socrates said it differently—"He is idle who might be better employed." And Aquinas gave it a fresh turn in his statement, "Modesty is the patient pursuit of your own excellence."

We can accept the principle that there is some kind of excellence in each person. And it can be assumed that some elements of this excellence have been applied in certain kinds of experiences—an experience when he feels he did something well, that he also enjoyed doing and is proud of. Such an experience could be called "An Achievement."

It would follow that a study of man's achievement experiences should reveal a pattern of repeatedly-applied talents that form the structure of his excellence.

Learning from Mistakes

Because we have been told to learn

from our mistakes, rather than from our achievements, it is necessary to examine the "learning from mistakes" tradition.

First, the process of trying to learn from mistakes is generally noncreative. It is concerned with reducing the by-products of an experience, with causing change through elimination of unpleasant elements in an experience. It deals with the familiar.

Second, the manager who believes in learning from mistakes tries to "learn" his subordinates by pointing out their mistakes; and the more he does it, the more he feels they should appreciate his "teaching" approach. But that certainly is not the way the subordinates react.

Third, an axiom of educators is that you get better at whatever you study. It should follow that the study of mistakes leads to easier or better mistake-making.

Fourth, a corollary of "learning from mistakes" is the concept of trying to strengthen weaknesses. This is associated with the "what's wrong with you" idea. When the Ford Company decided that the Edsel was "wrong" and a weakness, it just didn't make the Edsel anymore. Psychologists have reported that almost any ability can be strength-

ened about 20%, so building up a weakness might not be worthwhile as compared with giving the same effort to building up a strength.

Fifth, almost all education is associated with teaching about the achievements and successes of others. In electricity, for instance, the notebooks of Edison exist; but nobody thinks of studying his 5,000 "mistakes" when they want to know about his invention of the electric lamp.

Since nearly all progress is based on studying the achievements of others, it is reasonable to assume that "my own" progress should be based on study of my own achievements. This is not to say that "I" cannot learn from my mistakes, for "I" certainly can learn something from each of my experiences.

Know Thyself

The traditional over-simplification for the process of knowing yourself calls for making two lists—one showing your strengths and the other showing weaknesses. It is almost as if the "weight" of one list can counterbalance the "weight" of the other. Or, as if the concern were to try and discover the "balance."

In fact, no progress, no movement of any kind, is possible—not even a step can be taken—when there is perfect balance. The person whose talents "over-balance" him in a particular direction is the one who does things. We do not know how much genius is outweighed by how much drunkenness, or by how much insanity.

The reality of the Temple at Delphi, which bears the "Know Thyself" inscription, is illustrative. The Priest, in giving counsel, would suggest to the supplicant that he approach with prayer the god or gods (statues in the great courtyard) who possessed the powers needed to overcome his problem or to

attain his desired goal. Such prayers were aimed at bringing out in the man the corresponding powers of the gods.

In other words, the Grecian concern with self-knowledge was associated with knowing the god-like strengths within the individual, and using them; not with knowing the "balanced strengths and weaknesses," but with applying the strengths.

The Whole Person

Psychiatrists find it acceptable to examine the "what's wrong" segment of an individual, but they find it unacceptable to examine his "what's right" side. The phrase "what's wrong" is in the language; the other one is not. For centuries man has been concerned with "what's wrong with me?" Even when he studies his achievements, he cannot avoid taking into consideration his weaknesses and mistakes.

But please take notice that when a man studies his mistakes and errors, the darkness of the problems usually prevent him from considering his strengths and achievements.

The "what's wrong" tradition concentrates on avoidance of what is not wanted. While the "what's right" system focuses on trying to improve on, creatively build upon, the achievement of the past. The traditional approach avoids risks and deals with the familiar. The new system takes sure-footed risks, based on the person's demonstrated strengths and without ignoring his weaknesses.

Encourage Creativity

The Achievement Pattern Analysis (A.P.A.) philosophy is associated with learning from achievements, with studying "what went right." The study of one's achievements not only reveals how to repeat them, it also helps to remove the fear of improving on them. On this

basis, A.P.A. encourages innovation as an element of progress. It also stimulates the setting of goals, and the working out of steps to attain them.

Also, because A.P.A. increases awareness of one's strengths, this awareness makes it easier for the individual to select which talent or talents should be developed in order to meet the demands of our rapidly-changing times. This is, obviously, related to a person's willingness to change job titles in order to maintain his own talent integrity.

Let me explain this further. The man who knows which basic talents have contributed most to his achievements, becomes more likely to seek achievements than job titles. This reduced-concern with job-titles is essential to overcoming structural unemployment, typified by the coal miner who says the kind of job that was good enough for his father and grandfather is good enough for him (even if it doesn't exist any more).

Two examples at different levels are illustrative. One concerns a truck driver, the other concerns a college graduate newly appointed as Assistant Production Manager. At age 48, the truck driver had been unemployed for more than a year—because his broken back, although "repaired," barred him from an interstate driver's license. Study of his teenage achievements, before he started truck driving work, revealed the winning of several weight-lifting contests, being a sand-lot baseball catcher, and his first real job as delivery boy for a local butcher. He was helped to recognize that each of these showed concern with moving things, being accurate as to where he was moving them, being physically active and essentially outdoors. These abilities and concerns were helpful and vital to doing a good job as a truck driver; they might also be essential to other kinds of work—and if that

were so then he should be able to get employment at that kind of work. His attachment to the job title was loosened, and it became possible for him to accept the idea of working as a fork-lift truck operator in materials handling work.

The college graduate, B.S., M.E., was unhappy with his progress. His promotion to Assistant Production Manager was fourth in his list of greatest achievements. His greatest was writing the Community Chest speech for his company Vice President. Others were, being class valedictorian, editor of his college year book, the first story he wrote and sold, winning a spelling bee as a child, developing, writing and presenting a training program, designing and writing a catalog. While his work experience showed engineering design and production, his Achievement Pattern emphasized writing and presentations. By formal education he was an engineer; by motivation he was a writer and presenter-designer of ideas and programs. He moved successfully into industrial display and promotion work.

The Study of Achievements

The study of any experience is likely to reveal how to repeat it. This is no less true of a mistake than of an achievement. It is also true that the avoidance of repeating a mistake does not necessarily result in an achievement. Consequently, the value of learning how to avoid repeating a mistake cannot ordinarily be equated with the value of learning how to build up one's achievements.

It should be clear, even obvious, that a climate of high performance or achievement is likely to exist wherever a person or organization is more concerned with building on achievements than with the avoidance of mistakes.

As I have mentioned, the traditional approach of learning from mistakes, the avoidance of repeated errors, does