

7 The HABITS of HIGHLY EFFECTIVE PEOPLE

Revised and Updated

*Powerful Lessons
in Personal Change*

Stephen R. Covey

Simon & Schuster

New York London Toronto Sydney New Delhi



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TO MY COLLEAGUES,
EMPOWERED
AND EMPOWERING

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ACKNOWLEDGMENTS

Interdependence is a higher value than independence.

This work is a synergistic product of many minds. It began in the middle seventies as I was reviewing two hundred years of success literature as part of a doctoral program. I am grateful for the inspiration and wisdom of many thinkers and for the transgenerational sources and roots of this wisdom.

I am also grateful for many students, friends, and colleagues at Brigham Young University and the Covey Leadership Center and for thousands of adults, parents, youth, executives, teachers, and other clients who have tested this material and have given feedback and encouragement. The material and arrangement has slowly evolved and has imbued those who have been sincerely and deeply immersed in it with the conviction that the 7 Habits represent a holistic, integrated approach to personal and interpersonal effectiveness, and that, more than in the individual habits themselves, the real key lies in the relationship among them and in how they are sequenced.

For the development and production of the book itself I feel a deep sense of gratitude:

—to Sandra and to each of our children and their spouses for living lives of integrity and service and for supporting my many travels and involvements outside the home. It's easy to teach principles loved ones live.

—to my brother John for his constant love, interest, insights and purity of soul.

—to the happy memory of my father.

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—to Brad Anderson, who at great personal sacrifice for over a year, developed a 7 Habits video-based development program. Under his leadership this material has been tested and refined and is being implemented by thousands of people across a broad range of organizations. Almost without exception, after initial exposure to this material, our clients desire to make it available to greater numbers of employees, underscoring our confidence that it “works.”

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CONTENTS

	Foreword by Jim Collins	1	
	Preface to the 30th Anniversary Edition by Sean Covey	9	
PART ONE:	PARADIGMS AND PRINCIPLES		13
	Inside-Out	15	
	The 7 Habits—An Overview	46	
PART TWO:	PRIVATE VICTORY		71
HABIT 1	Be Proactive	73	
	Principles of Personal Vision		
HABIT 2	Begin with the End in Mind	109	
	Principles of Personal Leadership		
HABIT 3	Put First Things First	167	
	Principles of Personal Management		
PART THREE:	PUBLIC VICTORY		213
	Paradigms of Interdependence	215	
HABIT 4	Think Win/Win	235	
	Principles of Interpersonal Leadership		
HABIT 5	Seek First to Understand, Then to Be Understood	273	
	Principles of Empathic Communication		
HABIT 6	Synergize	307	
	Principles of Creative Cooperation		
PART FOUR:	RENEWAL		339
HABIT 7	Sharpen the Saw	341	
	Principles of Balanced Self-Renewal		

Inside-Out Again	367
Afterword: Q&A with Stephen R. Covey	385
A Quadrant II Day at the Office	399
A Covey Family Tribute to a Highly Effective Father	409
Problem/Opportunity Index	415
Index	425

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FOREWORD

by Jim Collins

I first met Stephen Covey in 2001, when he asked for a meeting to talk about ideas. After a warm greeting—his enveloping handshake feeling like the comfortable leather of a softball glove that you’ve worn a thousand times—we settled into a conversation that lasted two hours. Stephen began by asking questions, lots of questions. Here sat a master teacher, one of the most influential thinkers of the day, and he wanted to learn from someone twenty-five years his junior.

As the conversation opened an opportunity for me to exercise my own curiosity, I began, “How did you come up with the ideas in *The 7 Habits*?”

“I didn’t,” he responded.

“What do you mean?” I asked. “You wrote the book.”

“Yes, I wrote the book, but the principles were known long before me.” He continued, “They are more like natural laws. All I did was put them together, to synthesize them for people.”

That’s when I began to understand why this work has had such an impact. Covey had spent more than three decades studying, practicing, teaching, and refining what he ultimately distilled into these pages. He did not seek credit for the principles; he sought to teach the principles, to make them accessible. He saw creating the 7 Habits not primarily as a means to his own success, but as an act of service.

When Bob Whitman, chief executive of FranklinCovey, called to ask if I would consider writing a foreword for the twenty-fifth anniversary edition of *The 7 Habits of Highly Effective People*, I responded first by rereading the entire book; I’d read it shortly after its initial publication in 1989, and it was a gift to reengage with its message. I also wanted to recalibrate: what makes it an enduring classic? I see four factors that contributed to its rarefied stature:

1. Covey created a “user interface” organized into a coherent conceptual framework, made highly accessible by Covey’s strong writing;
2. Covey focused on timeless principles, not on mere techniques or momentary fads;
3. Covey wrote primarily about *building character*, not about “achieving success”—and thereby helped people become not just more effective individuals, but better leaders;
4. Covey himself was a Level 5 teacher, humble about his own shortcomings, yet determined to share widely what he’d learned.

Stephen Covey was a master synthesizer. I think of what he did for personal effectiveness as analogous to what the graphical user interface did for personal computers. Prior to Apple and Microsoft, few people could harness computers to their daily lives; there was no easily accessible user interface—there were no mouse pointers, friendly icons, or overlapping windows on a screen, let alone a touch screen. But with the Macintosh and then Windows, the mass of people could finally tap the power of the microchip behind the screen. Similarly, there had been hundreds of years of accumulated wisdom about personal effectiveness, from Benjamin Franklin to Peter Drucker, but it was never assembled into one coherent, user-friendly framework. Covey created a standard operating system—the “Windows”—for personal effectiveness, and he made it easy to use. He proved to be a very fine writer, a master of short stories and conceptual wordplay. I will never forget the story in Chapter 1 about the man on the subway who could not control his screaming kids (and the point it makes), nor will I ever forget the lighthouse or the wrong jungle or the analogy of the golden eggs. Some of his conceptual wrapping paper worked exceptionally well, being both descriptive of a concept, and at the same time prescriptive in its application. “Win/Win or No Deal.” “Seek First to Understand, Then to Be Understood.” “Begin with the End in Mind.” “Put First Things First.” He made the ideas even more accessible by using personal life struggles and stories—*raising children, building a marriage, dealing with friends*—to teach the habits and build muscle fiber for living them.

The ideas embedded in the framework are timeless. They are *principles*. This is why they work, and why they speak to people in all age groups around the globe. In a world of change, disrupt-

tion, chaos, and relentless uncertainty, people crave an anchor point, a set of constructs to give them guidance in the face of turbulence. Covey believed that timeless principles do indeed exist, and that the search for them is not folly, but wisdom. He rejected the view of those who shout from the rooftops, "There is nothing sacred, nothing enduring, nothing durable to build upon in this ever-changing landscape! Everything is new! Nothing from the past applies!"

My own research quest has focused on the question, "What makes a great company tick—why do some companies make the leap from good to great (while others don't), why do some become built to last (while others fall), and why do some thrive in chaos?" One of our key findings is the idea of "Preserve the Core/Stimulate Progress"; no enterprise can become or remain truly great without a core set of principles to preserve, to build upon, to serve as an anchor, to provide guidance in the face of an ever-changing world. At the same time, no company can remain great without stimulating progress—change, renewal, improvement, and the pursuit of BHAGs (Big Hairy Audacious Goals). When you blend these two together—Preserve the Core *AND* Stimulate Progress—you get a magical dialectic that keeps a company or organization vibrant over time. Covey found a similar pattern in personal effectiveness: first build upon a strong core of principles that are not open for continuous change; at the same time, be relentless in the quest for improvement and continuous self-renewal. This dialectic enables an individual to retain a rock-solid foundation and attain sustained growth for a lifetime.

But I think the most important aspect of *The 7 Habits*—what makes it not just practical, but profound—is its emphasis on *building character* rather than "attaining success." There is no effectiveness without discipline, and there is no discipline without character. While writing this foreword, I'm in the midst of finishing a two-year journey as the class of 1951 Chair for the Study of Leadership at the United States Military Academy at West Point. I've come to a personal belief that a key ingredient in the West Point recipe is the idea that great leadership begins first with *character*—that leadership is primarily a function of who you *are*, for this is the foundation for everything you do. How do you build leaders? You first build character. And that is why I see the 7 Habits as not just about personal effectiveness, but about leadership development.

As I reflect upon some of the exceptional leaders I've studied in my research, I'm struck by how Covey's principles are manifested in many of their stories. Let me focus on one of my favorite cases, Bill Gates. It's become fashionable in recent years to attribute the outsize success of someone like Bill Gates to luck, to being in the right place at the right time. But if you think about it, this argument falls apart. When *Popular Electronics* put the Altair computer on its cover, announcing the advent of the first-ever personal computer, Bill Gates teamed up with Paul Allen to launch a software company and write the BASIC programming language for the Altair. Yes, Gates was at just the right moment with programming skills, but so were other people—students in computer science and electrical engineering at schools like Cal Tech, MIT, and Stanford; seasoned engineers at technology companies like IBM, Xerox, and HP; and scientists in government research laboratories. *Thousands* of people could've done what Bill Gates did at that moment, *but they didn't*. Gates *acted* upon the moment. He dropped out of Harvard, moved to Albuquerque (where the Altair was based), and wrote computer code day and night. It was not the luck of being at the right moment in history that separated Bill Gates, but his *proactive response* to being at the right moment (*Habit 1: Be Proactive*).

As Microsoft grew into a successful company, Gates expanded his objectives, guided by a very big idea: a computer on every desk. Later, Gates and his wife created the Bill & Melinda Gates Foundation, with huge goals, such as eradicating malaria from the face of the earth. As he put it in his 2007 Harvard commencement speech, "For Melinda and for me, the challenge is the same: how can we do the most good for the greatest number with the resources we have" (*Habit 2: Begin with the End in Mind*).

True discipline means channeling our best hours into first-order objectives, and that means being a nonconformist in the best sense. "Everyone" might say finishing Harvard should be the most important task for a young Bill Gates. Instead, he aligned his efforts with his mission, despite any disapproving glances from well-meaning people. As he built Microsoft, he poured his energies into two overriding objectives: getting the best people and executing on a few big software bets; everything else was secondary. When Gates first met Warren Buffett at a dinner, the host asked all those at the table what they saw as the single most important factor in their journey through life. As Alice Schroeder related in her

book *The Snowball*, both Gates and Buffett gave the same one-word answer: “Focus” (*Habit 3: Put First Things First*).

Gates’s relationship to the fourth habit (*Habit 4: Think Win/Win*) is a bit more complicated. At first glance, Gates would appear to be a win/lose character, a fierce combatant who so feared how easily a company’s flanks could be turned that he wrote a “nightmare” memo laying out scenarios of how Microsoft could lose. In the race for industry standards, there would be only a small set of big winners, and a lot of losers, and Gates had no intention of Microsoft’s being anything less than one of the big winners. But a closer look reveals that he was masterful at assembling complementary forces into a coalition. To achieve his big dream, Gates understood that Microsoft would need to complement its strengths with the strengths of others: Intel with its microprocessors, and personal computer manufacturers such as IBM and Dell. He also shared equity, so that when Microsoft won, Microsoft people would win as well. And he displayed a remarkable ability to complement his personal strengths with the strengths of others, especially his longtime business alter ego, Steve Ballmer; Gates and Ballmer accomplished much more by working together than they ever could alone; $1 + 1$ is much larger than 2 (*Habit 6: Synergize*).

As Gates moved to social impact with the foundation, he did not step forth saying, “I’ve been successful in business, so I already know how to achieve social impact.” Quite the opposite; he brought a relentless curiosity, a quest to gain understanding. He pushed with questions, trying to get a handle on the science and methods needed to solve some of the most intractable problems, ending one exchange with a friend with a comment along the lines of “I need to learn more about phosphates.” (*Habit 5: Seek First to Understand, Then to Be Understood*.) And, finally, I’m struck by how Gates renewed. Even during the most intense years building Microsoft, he periodically set aside an entire week to unplug for reading and reflection, a Think Week. He also developed a penchant for reading biographies; at one point he told Brent Schlender of *Fortune*, “It’s amazing how some people develop during their lives”—a lesson Gates looks to have taken as a mantra for his own life (*Habit 7: Sharpen the Saw*).

Gates is a fabulous case, but I could have used others. I could have highlighted Wendy Kopp, who founded Teach For America with the idea to inspire hundreds of thousands of college graduates to serve at least two years teaching children in our most un-

derserved schools, with the ultimate aim to create an indomitable social force to radically improve K–12 education (*Be Proactive; Begin with the End in Mind*). Or I could have used Steve Jobs living in a house without furniture, too busy creating insanely great products to get around to seemingly unimportant activities like buying a kitchen table or a sofa (*Put First Things First*). Or Herb Kelleher of Southwest Airlines, who created a win/win culture between management and labor, with everyone uniting together after 9/11 to keep its thirty years of consecutive profitability intact while also keeping intact every single job (*Think Win/Win*). Or even Winston Churchill, who took naps throughout World War II, thereby giving himself “two mornings” every day (*Sharpen the Saw*).

I do not mean to imply that the 7 Habits map one-for-one to building a great company. The principles in *Good to Great* and *Built to Last*, for example, and the principles in *The 7 Habits of Highly Effective People* are complementary, but distinct. Covey set out to write a book, not on building great organizations, but on achieving great personal effectiveness. Still, organizations are composed of people, and the more effective those people, the stronger the organization. And I do suspect that those who live the 7 Habits perhaps have a higher likelihood of becoming Level 5 leaders, those rare transformational figures I wrote so much about in *Good to Great*. Level 5 leaders display a paradoxical combination of personal humility and professional will, channeling their energy, drive, creativity, and discipline into something larger and more enduring than themselves. They’re ambitious, to be sure, but for a purpose beyond themselves, be it building a great company, changing the world, or achieving some great object that’s ultimately not about them. One of the most important variables in whether an enterprise remains great lies in a simple question: what is the *truth* about the inner motivations, character, and ambition of those who hold power? Their true, internal motivations *will absolutely* show up in their decisions and actions—if not immediately, then over time, and certainly under duress—no matter what they say or how they pose. And thus, we return full circle to a central tenet of Covey’s framework: build inner character first—private victory before public victory.

And that brings me to Stephen Covey himself as a Level 5 teacher. Throughout his rather miraculous career, he displayed a disarming humility about his impact and influence, combined with an indomitable will to help people grasp the ideas. He genu-

inely believed the world would be a better place if people lived the 7 Habits, and that belief shines through these pages. As a Level 5 teacher, Stephen Covey did his human best to live what he taught. He said that he personally struggled most with Habit 5 (“Seek First to Understand, Then to Be Understood”). There is a great irony in this, as he first went on a multi-decade intellectual journey to gain understanding, before he wrote the book. He was first and foremost a learner who became a teacher, then a teacher who learned to write, and in so doing made his teachings enduring. In Habit 2, Stephen challenges us to envision our own funeral, and consider, “What would you like each of the speakers to say about you and your life? . . . What character would you like them to have seen in you? What contributions, what achievements would you want them to remember?” I suspect he would be very pleased with how it turned out for him.

No person lasts forever, but books and ideas can endure. When you engage with these pages, you will be engaging with Stephen Covey at the peak of his powers. You can feel him reaching out from the text to say, “Here, I really believe this, let me help you—I want you to *get* this, to learn from it, I want you to grow, to be better, to contribute more, to make a life that matters.” His life is done, but his work is not. It continues, right here in this book, as alive today as when first written. *The 7 Habits of Highly Effective People* is twenty-five years young, off to a very strong start indeed.

—Jim Collins
Boulder, Colorado,
July 2013

Simon & Schuster

PREFACE TO THE 30TH ANNIVERSARY EDITION BY SEAN COVEY

I've stopped counting the number of times I've been asked, "What was it like being raised in the home of the world-renowned Dr. Stephen R. Covey and his 7 Habits?"

When I was growing up, my parents were simply my parents, and while they were kind and good, they were also embarrassing. When I was a teenager, strangers would approach me, hug me, start crying on my shoulder, and confide, "I want you to know that your dad's book changed my life." I was seventeen years old, thinking, "Are you serious? Do you realize that my dad wears velour sweatpants with a dress shirt and boat shoes? And he changed your life?"

I remember the time in grade school when Dad showed up for lunch and started singing a tune he'd made up on the spot called "I Love My Family" while standing in the lunch line with me. My friends thought it was funny. I thought I was going to die. To top it off, Dad was bald! The humiliation!

It wasn't until later that I had any clue as to the gift I had been given as a child. At age nineteen, when I finally picked up one of Dad's books and began reading what he had to say, I thought, "Wow, my dad is really smart. He has matured a ton." It brought back all of the lessons I had learned throughout my life. As the fourth of nine children growing up in the 7 Habits home, I was surrounded by this content. Not only did Dad teach us the principles he wrote about, but he considered us his most valued students. He tried out all of his material on us. Yet, analogous to fish who discover water last, we were so immersed in the element that we were unaware of its presence.

As I began my career and became increasingly aware of the profound nature of the 7 Habits, I decided to write a teenage version

of the book called *The 7 Habits of Highly Effective Teens*. Luckily for me, I didn't have teens at the time. Now that I have them, I take back everything I said—there is no such thing as an effective teen. It's an oxymoron. Just kidding. Really, now . . . there are plenty of exceptional teenagers.

Seeing the influence of *The 7 Habits* on people's lives, I was inspired to continue sharing its message, publishing an illustrated children's book called *The 7 Habits of Happy Kids* and a college textbook titled *The 7 Habits of Highly Effective College Students*. As the head of the Innovations division of FranklinCovey, I also produced workshops, webinars, videos, and workbooks on the 7 Habits over a couple of decades. In short, in addition to being raised in the 7 Habits home, I think that perhaps I have worked with, written about, and thought about the 7 Habits more than anyone else in the world, except my dad.

So when Simon & Schuster, the publisher of *The 7 Habits of Highly Effective People*, asked me to add my insights to a thirtieth anniversary edition of the book, I was torn. My immediate response was "No way! This book is a masterpiece. Why add anything to it?"

Yet, as I thought more about it, I began to feel that it may be a good idea because it would allow me to illustrate the impact the 7 Habits have had not just on me, but also the world. I realized I could share some behind-the-scenes accounts from my father's own life, as well as illustrate the ongoing relevance of the 7 Habits.

Truly, the deeper the problems and challenges become within families, organizations, and society, the more relevant the habits. Why? Because they're based on universal, timeless principles of effectiveness that endure. My father didn't claim to invent these concepts; rather, he saw them as universally accepted principles. His role was to synthesize them into habits a person could live by.

My dad's stated mission was to flood the world with principle-centered leadership. I often heard him say, "It's not about me. It's about the principles. And I want these principles to be taught far beyond my life span." I am emboldened by that statement and feel that if Dad were here, he'd encourage me to add some color to his book so these principles can live on.

At the end of each section and habit, I have added a few pages of insights and stories that I hope will add texture and help you better apply the principles. Please note that I have not changed any

of my father's words. This book is vintage Stephen R. Covey, and as you read it, you will feel him jumping out of the book, affirming your worth and potential—teaching you how to become a more effective person at work and at home.

The more I work with the 7 Habits, the more I see them as a profound scientific breakthrough in the field of social-emotional learning or the behavioral sciences. The 7 Habits are not just another set of seven “this or that.” Rather, I concur with what Jim Collins wrote in the foreword to this book:

I think of what Stephen Covey did for personal effectiveness as analogous to what the graphical user interface did for personal computers . . . there had been hundreds of years of accumulated wisdom about personal effectiveness, from Benjamin Franklin to Peter Drucker, but it was never assembled into one coherent, user-friendly framework. Covey created a standard operating system—the “Windows”—for personal effectiveness, and he made it easy to use.

The 7 Habits are currently being applied by students in thousands of elementary, middle, and high schools around the world, by Fortune 100 companies, by mid-size and small companies, in prisons, in equine therapy sessions, in the armed forces, by people with disabilities, within families, and on and on.

The principles, metaphors, and stories in *The 7 Habits* can be life-changing. I received a letter from a sixteen-year-old girl who had just learned about the concept of Think Win-Win at school. She wrote,

Dear Sean, it's really hard trying to break the habits I've formed along the path of life. One of the major things is that I've stopped trying to compete with this girl at school. She is very bumptious (sorry, I just learned this vocab word and think it is too cool! Bumptious means rude, forward, and pushy) and also interested in the same things I am so we've been pushed together a lot. In the past, I have let my dislike of her poison my enjoyment of certain things like the school play and speech tournaments. Well, I am getting so much better at this! I have forgiven her and moved on. Today I wrote in my journal a note to myself telling me to remember, life is not a competition. And you know what? I feel so much better! I feel like I have this huge burden off my back.

And I remember this email from the president of Mississippi Power, Anthony Wilson, who wrote,

In the nineties, when the threat of deregulation presented unprecedented challenges to our industry, our company turned to the 7 Habits to move us forward. We trained every employee from top to bottom in Covey's 7 Habits and Principle Centered Leadership and instilled these habits into our culture. In 2005, Hurricane Katrina ravaged our 23-county service territory, knocking out power to all our customers. We had to bring in 12,000 line personnel from around North America, but we didn't have enough supervisors to lead them. We entrusted our employees to take leadership roles in this emergency response. Because they knew how to Begin with the End In Mind and Seek First to Understand, and so forth, they performed brilliantly. We were able to get the power back on in 12 days, a feat described by *USA Today* at the time as a "case study in crisis management." We had an empowered culture that was able to step up and lead, make quick decisions, and innovate amid total devastation. The 7 Habits remain woven into the fabric of our high-performing culture. I just wanted to thank you!

That is the power of principles. That is the power of the 7 Habits. I hope you find the insights I have included throughout this book to be helpful.

All my best,
Sean Covey

Sean Covey is President of FranklinCovey Education and is the cofounder and Chairman of the Bridle Up Hope foundation. A sought-after speaker, Sean speaks to audiences around the world and has appeared on numerous radio and TV shows and in print media. A Harvard MBA, Sean is also a New York Times bestselling author and has authored or coauthored several books, including the Wall Street Journal #1 business bestseller The 4 Disciplines of Execution, The 6 Most Important Decisions You'll Ever Make, The Leader in Me, and The 7 Habits of Highly Effective Teens, which has sold over eight million copies worldwide. Sean resides with his family in the shadows of the Rocky Mountains.

Part One

PARADIGMS and PRINCIPLES

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INSIDE-OUT

*There is no real excellence in all this world
which can be separated from right living.*

—DAVID STARR JORDAN

IN MORE THAN TWENTY-FIVE YEARS of working with people in business, university, and marriage and family settings, I have come in contact with many individuals who have achieved an incredible degree of outward success, but have found themselves struggling with an inner hunger, a deep need for personal congruency and effectiveness and for healthy, growing relationships with other people.

I suspect some of the problems they have shared with me may be familiar to you.

I've set and met my career goals and I'm having tremendous professional success. But it's cost me my personal and family life. I don't know my wife and children anymore. I'm not even sure I know myself and what's really important to me. I've had to ask myself—is it worth it?

I've started a new diet—for the fifth time this year. I know I'm overweight, and I really want to change. I read all the new information, I set goals, I get myself all psyched up with a positive mental attitude and tell myself I can do it. But I don't. After a few weeks, I fizzle. I just can't seem to keep a promise I make to myself.

I've taken course after course on effective management training. I expect a lot out of my employees and I work hard to be friendly toward them and to treat them right. But I don't feel any loyalty from them. I think if I were home sick for a day, they'd spend most of their time gabbing at the water fountain. Why can't I train them to be independent and responsible—or find employees who can be?

My teenage son is rebellious and on drugs. No matter what I try, he won't listen to me. What can I do?

There's so much to do. And there's never enough time. I feel pressured and hassled all day, every day, seven days a week. I've attended time management seminars and I've tried half a dozen different planning systems. They've helped some, but I still don't feel I'm living the happy, productive, peaceful life I want to live.

I want to teach my children the value of work. But to get them to do anything, I have to supervise every move . . . and put up with complaining every step of the way. It's so much easier to do it myself. Why can't children do their work cheerfully and without being reminded?

I'm busy—really busy. But sometimes I wonder if what I'm doing will make any difference in the long run. I'd really like to think there was meaning in my life, that somehow things were different because I was here.

I see my friends or relatives achieve some degree of success or receive some recognition, and I smile and congratulate them enthusiastically. But inside, I'm eating my heart out. Why do I feel this way?

I have a forceful personality. I know, in almost any interaction, I can control the outcome. Most of the time, I can even do it by influencing others to come up with the solution I want. I think through each situation and I really feel the ideas I come up with are usually the best for everyone. But I feel uneasy. I always wonder what other people really think of me and my ideas.

My marriage has gone flat. We don't fight or anything; we just don't love each other anymore. We've gone to counseling; we've tried a number of things, but we just can't seem to rekindle the feeling we used to have.

These are deep problems, painful problems—problems that quick-fix approaches can't solve.

A few years ago, my wife, Sandra, and I were struggling with this kind of concern. One of our sons was having a very difficult time in school. He was doing poorly academically; he didn't even know how to follow the instructions on the tests, let alone do well on them. Socially he was immature, often embarrassing those clos-

est to him. Athletically, he was small, skinny, and uncoordinated—swinging his baseball bat, for example, almost before the ball was even pitched. Others would laugh at him.

Sandra and I were consumed with a desire to help him. We felt that if “success” was important in any area of life, it was supremely important in our role as parents. So we worked on our attitudes and behavior toward him and we tried to work on his. We attempted to psych him up using positive mental attitude techniques. “Come on, son! You can do it! We know you can. Put your hands a little higher on the bat and keep your eye on the ball. Don’t swing till it gets close to you.” And if he did a little better, we would go to great lengths to reinforce him. “That’s good, son, keep it up.”

When others laughed, we reprimanded them. “Leave him alone. Get off his back. He’s just learning.” And our son would cry and insist that he’d never be any good and that he didn’t like baseball anyway.

Nothing we did seemed to help, and we were really worried. We could see the effect this was having on his self-esteem. We tried to be encouraging and helpful and positive, but after repeated failure, we finally drew back and tried to look at the situation on a different level.

At this time in my professional role I was involved in leadership development work with various clients throughout the country. In that capacity I was preparing bimonthly programs on the subject of communication and perception for IBM’s Executive Development Program participants.

As I researched and prepared these presentations, I became particularly interested in how perceptions are formed, how they govern the way we see, and how the way we see governs how we behave. This led me to a study of expectancy theory and self-fulfilling prophecies or the “Pygmalion effect,” and to a realization of how deeply embedded our perceptions are. It taught me that we must look *at* the lens through which we see the world, as well as at the world we see, and that the lens itself shapes how we interpret the world.

As Sandra and I talked about the concepts I was teaching at IBM and about our own situation, we began to realize that what we were doing to help our son was not in harmony with the way we really *saw* him. When we honestly examined our deepest feelings, we realized that our perception was that he was basically

inadequate, somehow “behind.” No matter how much we worked on our attitude and behavior, our efforts were ineffective because, despite our actions and our words, what we really communicated to him was, “You aren’t capable. You have to be protected.”

We began to realize that if we wanted to change the situation, we first had to change ourselves. And to change ourselves effectively, we first had to change our perceptions.

THE PERSONALITY AND CHARACTER ETHICS

At the same time, in addition to my research on perception, I was also deeply immersed in an in-depth study of the success literature published in the United States since 1776. I was reading or scanning literally hundreds of books, articles, and essays in fields such as self-improvement, popular psychology, and self-help. At my fingertips was the sum and substance of what a free and democratic people considered to be the keys to successful living.

As my study took me back through two hundred years of writing about success, I noticed a startling pattern emerging in the content of the literature. Because of our own pain, and because of similar pain I had seen in the lives and relationships of many people I had worked with through the years, I began to feel more and more that much of the success literature of the past fifty years was superficial. It was filled with social image consciousness, techniques, and quick fixes—with social Band-Aids and aspirin that addressed acute problems and sometimes even appeared to solve them temporarily, but left the underlying chronic problems untouched to fester and resurface time and again.

In stark contrast, almost all the literature in the first 150 years or so focused on what could be called the *Character Ethic* as the foundation of success—things like integrity, humility, fidelity, temperance, courage, justice, patience, industry, simplicity, modesty, and the Golden Rule. Benjamin Franklin’s autobiography is representative of that literature. It is, basically, the story of one man’s effort to integrate certain principles and habits deep within his nature.

The Character Ethic taught that there are basic principles of effective living, and that people can only experience true success and enduring happiness as they learn and integrate these principles into their basic character.

But shortly after World War I the basic view of success shifted from the Character Ethic to what we might call the *Personality*

Ethic. Success became more a function of personality, of public image, of attitudes and behaviors, skills and techniques, that lubricate the processes of human interaction. This Personality Ethic essentially took two paths: one was human and public relations techniques, and the other was positive mental attitude (PMA). Some of this philosophy was expressed in inspiring and sometimes valid maxims such as “Your attitude determines your altitude,” “Smiling wins more friends than frowning,” and “Whatever the mind of man can conceive and believe it can achieve.”

Other parts of the personality approach were clearly manipulative, even deceptive, encouraging people to use techniques to get other people to like them, or to fake interest in the hobbies of others to get out of them what they wanted, or to use the “power look,” or to intimidate their way through life.

Some of this literature acknowledged character as an ingredient of success, but tended to compartmentalize it rather than recognize it as foundational and catalytic. Reference to the Character Ethic became mostly lip service; the basic thrust was quick-fix influence techniques, power strategies, communication skills, and positive attitudes.

This Personality Ethic, I began to realize, was the subconscious source of the solutions Sandra and I were attempting to use with our son. As I thought more deeply about the difference between the Personality and Character Ethics, I realized that Sandra and I had been getting social mileage out of our children’s good behavior, and, in our eyes, this son simply didn’t measure up. Our *image* of ourselves, and our role as good, caring parents, was even deeper than our *image* of our son and perhaps influenced it. There was a lot more wrapped up in *the way we were seeing* and handling the problem than our concern for our son’s welfare.

As Sandra and I talked, we became painfully aware of the powerful influence of our own character and motives and of our perception of him. We knew that social comparison motives were out of harmony with our deeper values and could lead to conditional love and eventually to our son’s lessened sense of self-worth. So we determined to focus our efforts on *us*—not on our techniques, but on our deepest motives and our perception of him. Instead of trying to change him, we tried to stand apart—to separate *us* from *him*—and to sense his identity, individuality, separateness, and worth.

Through deep thought and the exercise of faith and prayer,

we began to *see* our son in terms of his own uniqueness. We *saw* within him layers and layers of potential that would be realized at his own pace and speed. We decided to relax and get out of his way and let his own personality emerge. We *saw* our natural role as being to affirm, enjoy, and value him. We also conscientiously worked on our motives and cultivated internal sources of security so that our own feelings of worth were not dependent on our children's "acceptable" behavior.

As we loosened up our old perception of our son and developed value-based motives, new feelings began to emerge. We found ourselves enjoying him instead of comparing or judging him. We stopped trying to clone him in our own image or measure him against social expectations. We stopped trying to kindly, positively manipulate him into an acceptable social mold. Because we saw him as fundamentally adequate and able to cope with life, we stopped protecting him against the ridicule of others.

He had been nurtured on this protection, so he went through some withdrawal pains, which he expressed and which we accepted, but did not necessarily respond to. "We don't need to protect you," was the unspoken message. "You're fundamentally okay."

As the weeks and months passed, he began to feel a quiet confidence and affirmed himself. He began to blossom, at his own pace and speed. He became outstanding as measured by standard social criteria—academically, socially, and athletically—at a rapid clip, far beyond the so-called natural developmental process. As the years passed, he was elected to several student body leadership positions, developed into an all-state athlete, and started bringing home straight-A report cards. He developed an engaging and guileless personality that has enabled him to relate in non-threatening ways to all kinds of people.

Sandra and I believe that our son's "socially impressive" accomplishments were more a serendipitous expression of the feelings he had about himself than merely a response to social reward. This was an amazing experience for Sandra and me, and a very instructional one in dealing with our other children and in other roles as well. It brought to our awareness on a very personal level the vital difference between the Personality Ethic and the Character Ethic of success. The Psalmist expressed our conviction well: "Search your own heart with all diligence for out of it flow the issues of life."

PRIMARY AND SECONDARY GREATNESS

My experience with my son, my study of perception, and my reading of the success literature coalesced to create one of those “Aha!” experiences in life when suddenly things click into place. I was suddenly able to see the powerful impact of the Personality Ethic and to clearly understand those subtle, often consciously unidentified discrepancies between what I knew to be true—some things I had been taught many years ago as a child and things that were deep in my own inner sense of value—and the quick-fix philosophies that surrounded me every day. I understood at a deeper level why, as I had worked through the years with people from all walks of life, I had found that the things I was teaching and knew to be effective were often at variance with these popular voices.

I am not suggesting that elements of the Personality Ethic—personality growth, communication skill training, and education in the field of influence strategies and positive thinking—are not beneficial, in fact sometimes essential for success. I believe they are. But these are secondary, not primary traits. Perhaps, in utilizing our human capacity to build on the foundation of generations before us, we have inadvertently become so focused on our own building that we have forgotten the foundation that holds it up; or in reaping for so long where we have not sown, perhaps we have forgotten the need to sow.

If I try to use human influence strategies and tactics of how to get other people to do what I want, to work better, to be more motivated, to like me and each other—while my character is fundamentally flawed, marked by duplicity and insincerity—then, in the long run, I cannot be successful. My duplicity will breed distrust, and everything I do—even using so-called good human relations techniques—will be perceived as manipulative. It simply makes no difference how good the rhetoric is or even how good the intentions are; if there is little or no trust, there is no foundation for permanent success. Only basic goodness gives life to technique.

To focus on technique is like cramming your way through school. You sometimes get by, perhaps even get good grades, but if you don't pay the price day in and day out, you never achieve true mastery of the subjects you study or develop an educated mind.

Did you ever consider how ridiculous it would be to try to cram

on a farm—to forget to plant in the spring, play all summer, and then cram in the fall to bring in the harvest? The farm is a natural system. The price must be paid and the process followed. You always reap what you sow; there is no shortcut.

This principle is also true, ultimately, in human behavior, in human relationships. They, too, are natural systems based on the law of the harvest. In the short run, in an artificial social system such as school, you may be able to get by if you learn how to manipulate the man-made rules, to “play the game.” In most one-shot or short-lived human interactions, you can use the Personality Ethic to get by and to make favorable impressions through charm and skill and pretending to be interested in other people’s hobbies. You can pick up quick, easy techniques that may work in short-term situations. But secondary traits alone have no permanent worth in long-term relationships. Eventually, if there isn’t deep integrity and fundamental character strength, the challenges of life will cause true motives to surface and human relationship failure will replace short-term success.

Many people with secondary greatness—that is, social recognition for their talents—lack primary greatness or goodness in their character. Sooner or later, you’ll see this in every long-term relationship they have, whether it is with a business associate, a spouse, a friend, or a teenage child going through an identity crisis. It is character that communicates most eloquently. As Emerson once put it, “What you are shouts so loudly in my ears I cannot hear what you say.”

There are, of course, situations where people have character strength but they lack communication skills, and that undoubtedly affects the quality of relationships as well. But the effects are still secondary.

In the last analysis, what we *are* communicates far more eloquently than anything we *say* or *do*. We all know it. There are people we trust absolutely because we know their character. Whether they’re eloquent or not, whether they have the human relations techniques or not, we trust them, and we work successfully with them.

In the words of William George Jordan, “Into the hands of every individual is given a marvelous power for good or evil—the silent, unconscious, unseen influence of his life. This is simply the constant radiation of what man really is, not what he pretends to be.”

THE POWER OF A PARADIGM

The 7 Habits of Highly Effective People embody many of the fundamental principles of human effectiveness. These habits are basic; they are primary. They represent the internalization of correct principles upon which enduring happiness and success are based.

But before we can really understand these 7 Habits, we need to understand our own “paradigms” and how to make a “paradigm shift.”

Both the Character Ethic and the Personality Ethic are examples of social paradigms. The word *paradigm* comes from the Greek. It was originally a scientific term, and is more commonly used today to mean a model, theory, perception, assumption, or frame of reference. In the more general sense, it’s the way we “see” the world—not in terms of our visual sense of sight, but in terms of perceiving, understanding, interpreting.

For our purposes, a simple way to understand paradigms is to see them as maps. We all know that “the map is not the territory.” A map is simply an explanation of certain aspects of the territory. That’s exactly what a paradigm is. It is a theory, an explanation, or model of something else.

Suppose you wanted to arrive at a specific location in central Chicago. A street map of the city would be a great help to you in reaching your destination. But suppose you were given the wrong map. Through a printing error, the map labeled “Chicago” was actually a map of Detroit. Can you imagine the frustration, the ineffectiveness of trying to reach your destination?

You might work on your *behavior*—you could try harder, be more diligent, double your speed. But your efforts would only succeed in getting you to the wrong place faster.

You might work on your *attitude*—you could think more positively. You still wouldn’t get to the right place, but perhaps you wouldn’t care. Your attitude would be so positive, you’d be happy wherever you were.

The point is, you’d still be lost. The fundamental problem has nothing to do with your behavior or your attitude. It has everything to do with having a wrong map.

If you have the right map of Chicago, *then* diligence becomes important, and when you encounter frustrating obstacles along the way, *then* attitude can make a real difference. But the first and most important requirement is the accuracy of the map.

Each of us has many, many maps in our head, which can be divided into two main categories: maps of *the way things are*, or *realities*, and maps of *the way things should be*, or *values*. We interpret everything we experience through these mental maps. We seldom question their accuracy; we're usually even unaware that we have them. We simply *assume* that the way we see things is the way they really are or the way they should be.

And our attitudes and behaviors grow out of those assumptions. The way we see things is the source of the way we think and the way we act.

Before going any further, I invite you to have an intellectual and emotional experience. Take a few seconds and just look at the picture on the opposite page.

Now look at the picture on page 26 and carefully describe what you see.

Do you see a woman? How old would you say she is? What does she look like? What is she wearing? In what kind of roles do you see her?

You probably would describe the woman in the second picture to be about twenty-five years old—very lovely, rather fashionable with a petite nose and a demure presence. If you were a single man you might like to take her out. If you were in retailing, you might hire her as a fashion model.

But what if I were to tell you that you're wrong? What if I said this picture is of a woman in her sixties or seventies who looks sad, has a huge nose, and is certainly no model. She's someone you probably would help across the street.

Who's right? Look at the picture again. Can you see the old woman? If you can't, keep trying. Can you see her big hook nose? Her shawl?

If you and I were talking face-to-face, we could discuss the picture. You could describe what you see to me, and I could talk to you about what I see. We could continue to communicate until you clearly showed me what you see in the picture and I clearly showed you what I see.

Because we can't do that, turn to page 45 and study the picture there and then look at this picture again. Can you see the old woman now? It's important that you see her before you continue reading.

I first encountered this exercise many years ago at the Harvard Business School. The instructor was using it to demonstrate clearly





and eloquently that two people can see the same thing, disagree, and yet both be right. It's not logical; it's psychological.

He brought into the room a stack of large cards, half of which had the image of the young woman you saw on page 25, and the other half of which had the image of the old woman on page 45.

He passed them out to the class, the picture of the young woman to one side of the room and the picture of the old woman to the other. He asked us to look at the cards, concentrate on them for about ten seconds, and then pass them back in. He then projected upon the screen the picture you saw on page 26, combining both images, and asked the class to describe what they saw. Almost every person in that class who had first seen the young woman's image on a card saw the young woman in the picture. And almost every person who had first seen the old woman's image on a card saw an old woman in the picture.

The professor then asked one student to explain what he saw to a student on the opposite side of the room. As they talked back and forth, communication problems flared up.

"What do you mean, 'old lady'? She couldn't be more than twenty or twenty-two years old!"

"Oh, come on. You have to be joking. She's seventy—could be pushing eighty!"

"What's the matter with you? Are you blind? This lady is young, good looking. I'd like to take her out. She's lovely."

"Lovely? She's an old hag."

The arguments went back and forth, each person sure of, and adamant in, his or her position. All of this occurred in spite of one exceedingly important advantage the students had—most of them knew early in the demonstration that another point of view did, in fact, exist—something many of us would never admit. Nevertheless, at first, only a few students really tried to see this picture from another frame of reference.

After a period of futile communication, one student went up to the screen and pointed to a line on the drawing. "There is the young woman's necklace." The other one said, "No, that is the old woman's mouth." Gradually, they began to calmly discuss specific points of difference, and finally one student, and then another, experienced sudden recognition when the images of both came into focus. Through continued calm, respectful, and specific communication, each of us in the room was finally able to see the other point of view. But when we looked away and then back, most of us

would immediately see the image we had been conditioned to see in the ten-second period of time.

I frequently use this perception demonstration in working with people and organizations because it yields so many deep insights into both personal and interpersonal effectiveness. It shows, first of all, how powerfully conditioning affects our perceptions, our paradigms. If ten seconds can have that kind of impact on the way we see things, what about the conditioning of a lifetime? The influences in our lives—family, school, church, work environment, friends, associates, and current social paradigms such as the Personality Ethic—all have made their silent unconscious impact on us and help shape our frame of reference, our paradigms, our maps.

It also shows that these paradigms are the source of our attitudes and behaviors. We cannot act with integrity outside of them. We simply cannot maintain wholeness if we talk and walk differently than we see. If you were among the 90 percent who typically see the young woman in the composite picture when conditioned to do so, you undoubtedly found it difficult to think in terms of having to help her cross the street. Both your *attitude* about her and your *behavior* toward her had to be congruent with the way you *saw* her.

This brings into focus one of the basic flaws of the Personality Ethic. To try to change outward attitudes and behaviors does very little good in the long run if we fail to examine the basic paradigms from which those attitudes and behaviors flow.

This perception demonstration also shows how powerfully our paradigms affect the way we interact with other people. As clearly and objectively as we think we see things, we begin to realize that others see them differently from their own apparently equally clear and objective point of view. "Where we stand depends on where we sit."

Each of us tends to think we see things as they are, that we are *objective*. But this is not the case. We see the world, not as *it is*, but as *we are*—or, as we are conditioned to see it. When we open our mouths to describe what we see, we in effect describe ourselves, our perceptions, our paradigms. When other people disagree with us, we immediately think something is wrong with them. But, as the demonstration shows, sincere, clearheaded people see things differently, each looking through the unique lens of experience.

This does not mean that there are no facts. In the demonstration,

two individuals who initially have been influenced by different conditioning pictures look at the third picture together. They are now both looking at the same identical facts—black lines and white spaces—and they would both acknowledge these as facts. But each person's interpretation of these facts represents prior experiences, and the facts have no meaning whatsoever apart from the interpretation.

The more aware we are of our basic paradigms, maps, or assumptions, and the extent to which we have been influenced by our experience, the more we can take responsibility for those paradigms, examine them, test them against reality, listen to others, and be open to their perceptions, thereby getting a larger picture and a far more objective view.

THE POWER OF A PARADIGM SHIFT

Perhaps the most important insight to be gained from the perception demonstration is in the area of paradigm shifting, what we might call the "Aha!" experience when someone finally "sees" the composite picture in another way. The more bound a person is by the initial perception, the more powerful the "Aha!" experience is. It's as though a light were suddenly turned on inside.

The term *paradigm shift* was introduced by Thomas Kuhn in his highly influential landmark book, *The Structure of Scientific Revolutions*. Kuhn shows how almost every significant breakthrough in the field of scientific endeavor is first a break with tradition, with old ways of thinking, with old paradigms.

For Ptolemy, the great Egyptian astronomer, the earth was the center of the universe. But Copernicus created a paradigm shift, and a great deal of resistance and persecution as well, by placing the sun at the center. Suddenly, everything took on a different interpretation.

The Newtonian model of physics was a clockwork paradigm and is still the basis of modern engineering. But it was partial, incomplete. The scientific world was revolutionized by the Einsteinian paradigm, the relativity paradigm, which had much higher predictive and explanatory value.

Until the germ theory was developed, a high percentage of women and children died during childbirth, and no one could understand why. In military skirmishes, more men were dying from small wounds and diseases than from the major traumas on the

front lines. But as soon as the germ theory was developed, a whole new paradigm, a better, improved way of understanding what was happening, made dramatic, significant medical improvement possible.

The United States today is the fruit of a paradigm shift. The traditional concept of government for centuries had been a monarchy, the divine right of kings. Then a different paradigm was developed—government of the people, by the people, and for the people. And a constitutional democracy was born, unleashing tremendous human energy and ingenuity, and creating a standard of living, of freedom and liberty, of influence and hope unequalled in the history of the world.

Not all paradigm shifts are in positive directions. As we have observed, the shift from the Character Ethic to the Personality Ethic has drawn us away from the very roots that nourish true success and happiness.

But whether they shift us in positive or negative directions, whether they are instantaneous or developmental, paradigm shifts move us from one way of seeing the world to another. And those shifts create powerful change. Our paradigms, correct or incorrect, are the sources of our attitudes and behaviors, and ultimately our relationships with others.

I remember a mini paradigm shift I experienced one Sunday morning on a subway in New York. People were sitting quietly—some reading newspapers, some lost in thought, some resting with their eyes closed. It was a calm, peaceful scene.

Then suddenly, a man and his children entered the subway car. The children were so loud and rambunctious that instantly the whole climate changed.

The man sat down next to me and closed his eyes, apparently oblivious to the situation. The children were yelling back and forth, throwing things, even grabbing people's papers. It was very disturbing. And yet, the man sitting next to me did nothing.

It was difficult not to feel irritated. I could not believe that he could be so insensitive as to let his children run wild like that and do nothing about it, taking no responsibility at all. It was easy to see that everyone else on the subway felt irritated, too. So finally, with what I felt was unusual patience and restraint, I turned to him and said, "Sir, your children are really disturbing a lot of people. I wonder if you couldn't control them a little more?"

The man lifted his gaze as if to come to a consciousness of the situation for the first time and said softly, "Oh, you're right. I guess I should do something about it. We just came from the hospital, where their mother died about an hour ago. I don't know what to think, and I guess they don't know how to handle it, either."

Can you imagine what I felt at that moment? My paradigm shifted. Suddenly I *saw* things differently, and because I *saw* differently, I *thought* differently, I *felt* differently, I *behaved* differently. My irritation vanished. I didn't have to worry about controlling my attitude or my behavior; my heart was filled with the man's pain. Feelings of sympathy and compassion flowed freely. "Your wife just died? Oh, I'm so sorry! Can you tell me about it? What can I do to help?" Everything changed in an instant.

Many people experience a similar fundamental shift in thinking when they face a life-threatening crisis and suddenly see their priorities in a different light, or when they suddenly step into a new role, such as that of husband or wife, parent or grandparent, manager or leader.

We could spend weeks, months, even years laboring with the Personality Ethic trying to change our attitudes and behaviors and not even begin to approach the phenomenon of change that occurs spontaneously when we see things differently.

It becomes obvious that if we want to make relatively minor changes in our lives, we can perhaps appropriately focus on our attitudes and behaviors. But if we want to make significant, quantum change, we need to work on our basic paradigms.

In the words of Thoreau, "For every thousand hacking at the leaves of evil, there is one striking at the root." We can only achieve quantum improvements in our lives as we quit hacking at the leaves of attitude and behavior and get to work on the root, the paradigms from which our attitudes and behaviors flow.

SEEING AND BEING

Of course, not all paradigm shifts are instantaneous. Unlike my instant insight on the subway, the paradigm-shifting experience Sandra and I had with our son was a slow, difficult, and deliberate process. The approach we had first taken with him was the outgrowth of years of conditioning and experience in the Personality Ethic. It was the result of deeper paradigms we held about our

own success as parents as well as the measure of success of our children. And it was not until we changed those basic paradigms, until we saw things differently, that we were able to create quantum change in ourselves and in the situation.

In order to *see* our son differently, Sandra and I had to *be* differently. Our new paradigm was created as we invested in the growth and development of our own character.

Paradigms are inseparable from character. *Being* is *seeing* in the human dimension. And what we *see* is highly interrelated to what we *are*. We can't go very far to change our seeing without simultaneously changing our being, and vice versa.

Even in my apparently instantaneous paradigm-shifting experience that morning on the subway, my change of vision was a result of—and limited by—my basic character.

I'm sure there are people who, even suddenly understanding the true situation, would have felt no more than a twinge of regret or vague guilt as they continued to sit in embarrassed silence beside the grieving, confused man. On the other hand, I am equally certain there are people who would have been far more sensitive in the first place, who may have recognized that a deeper problem existed and reached out to understand and help before I did.

Paradigms are powerful because they create the lens through which we see the world. The power of a paradigm shift is the essential power of quantum change, whether that shift is an instantaneous or a slow and deliberate process.

THE PRINCIPLE-CENTERED PARADIGM

The Character Ethic is based on the fundamental idea that there are *principles* that govern human effectiveness—natural laws in the human dimension that are just as real, just as unchanging and unarguably “there” as laws such as gravity are in the physical dimension.

An idea of the reality—and the impact—of these principles can be captured in another paradigm-shifting experience as told by Frank Koch in *Proceedings*, the magazine of the Naval Institute.

Two battleships assigned to the training squadron had been at sea on maneuvers in heavy weather for several days. I was serving on the lead battleship and was on watch on the bridge as night fell.

The visibility was poor with patchy fog, so the captain remained on the bridge keeping an eye on all activities.

Shortly after dark, the lookout on the wing of the bridge reported, "Light, bearing on the starboard bow."

"Is it steady or moving astern?" the captain called out.

Lookout replied, "Steady, captain," which meant we were on a dangerous collision course with that ship.

The captain then called to the signalman, "Signal that ship: We are on a collision course, advise you change course 20 degrees."

Back came a signal, "Advisable for you to change course 20 degrees."

The captain said, "Send, I'm a captain, change course 20 degrees."

"I'm a seaman second class," came the reply. "You had better change course 20 degrees."

By that time, the captain was furious. He spat out, "Send, I'm a battleship. Change course 20 degrees."

Back came the flashing light, "I'm a lighthouse."

We changed course.

The paradigm shift experienced by the captain—and by us as we read this account—puts the situation in a totally different light. We can see a reality that is superseded by his limited perception—a reality that is as critical for us to understand in our daily lives as it was for the captain in the fog.

Principles are like lighthouses. They are natural laws that cannot be broken. As Cecil B. DeMille observed of the principles contained in his monumental movie *The Ten Commandments*, "It is impossible for us to break the law. We can only break ourselves against the law."

While individuals may look at their own lives and interactions in terms of paradigms or maps emerging out of their experience and conditioning, these maps are not the territory. They are a "subjective reality," only an attempt to describe the territory.

The "objective reality," or the territory itself, is composed of "lighthouse" principles that govern human growth and happiness—natural laws that are woven into the fabric of every civilized society throughout history and comprise the roots of every family and institution that has endured and prospered. The degree to which our mental maps accurately describe the territory does not alter its existence.

The reality of such principles or natural laws becomes obvious

to anyone who thinks deeply and examines the cycles of social history. These principles surface time and time again, and the degree to which people in a society recognize and live in harmony with them moves them toward either survival and stability or disintegration and destruction.

The principles I am referring to are not esoteric, mysterious, or “religious” ideas. There is not one principle taught in this book that is unique to any specific faith or religion, including my own. These principles are a part of most every major enduring religion, as well as enduring social philosophies and ethical systems. They are self-evident and can easily be validated by any individual. It’s almost as if these principles or natural laws are part of the human condition, part of the human consciousness, part of the human conscience. They seem to exist in all human beings, regardless of social conditioning and loyalty to them, even though they might be submerged or numbed by such conditions or disloyalty.

I am referring, for example, to the principle of *fairness*, out of which our whole concept of equity and justice is developed. Little children seem to have an innate sense of the idea of fairness even apart from opposite conditioning experiences. There are vast differences in how fairness is defined and achieved, but there is almost universal awareness of the idea.

Other examples would include *integrity* and *honesty*. They create the foundation of trust that is essential to cooperation and long-term personal and interpersonal growth.

Another principle is *human dignity*. The basic concept in the United States Declaration of Independence bespeaks this value or principle. “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”

Another principle is *service*, or the idea of making a contribution. Another is *quality* or *excellence*.

There is the principle of *potential*, the idea that we are embryonic and can grow and develop and release more and more potential, develop more and more talents. Highly related to *potential* is the principle of *growth*—the process of releasing potential and developing talents, with the accompanying need for principles such as *patience*, *nurturance*, and *encouragement*.

Principles are not *practices*. A practice is a specific activity or

action. A practice that works in one circumstance will not necessarily work in another, as parents who have tried to raise a second child exactly like they did the first can readily attest.

While practices are situationally specific, principles are deep, fundamental truths that have universal application. They apply to individuals, to marriages, to families, to private and public organizations of every kind. When these truths are internalized into habits, they empower people to create a wide variety of practices to deal with different situations.

Principles are not *values*. A gang of thieves can share values, but they are in violation of the fundamental principles we're talking about. Principles are the territory. Values are maps. When we value correct principles, we have truth—a knowledge of things as they are.

Principles are guidelines for human conduct that are proven to have enduring, permanent value. They're fundamental. They're essentially unarguable because they are self-evident. One way to quickly grasp the self-evident nature of principles is to simply consider the absurdity of attempting to live an effective life based on their opposites. I doubt that anyone would seriously consider unfairness, deceit, baseness, uselessness, mediocrity, or degeneration to be a solid foundation for lasting happiness and success. Although people may argue about how these principles are defined or manifested or achieved, there seems to be an innate consciousness and awareness that they exist.

The more closely our maps or paradigms are aligned with these principles or natural laws, the more accurate and functional they will be. Correct maps will infinitely impact our personal and interpersonal effectiveness far more than any amount of effort expended on changing our attitudes and behaviors.

PRINCIPLES OF GROWTH AND CHANGE

The glitter of the Personality Ethic, the massive appeal, is that there is some quick and easy way to achieve quality of life—personal effectiveness and rich, deep relationships with other people—without going through the natural process of work and growth that makes it possible.

It's symbol without substance. It's the "get rich quick" scheme promising "wealth without work." And it might even appear to succeed—but the schemer remains.

The Personality Ethic is illusory and deceptive. And trying to get high-quality results with its techniques and quick fixes is just about as effective as trying to get to someplace in Chicago using a map of Detroit.

In the words of Erich Fromm, an astute observer of the roots and fruits of the Personality Ethic:

Today we come across an individual who behaves like an automaton, who does not know or understand himself, and the only person that he knows is the person that he is supposed to be, whose meaningless chatter has replaced communicative speech, whose synthetic smile has replaced genuine laughter, and whose sense of dull despair has taken the place of genuine pain. Two statements may be said concerning this individual. One is that he suffers from defects of spontaneity and individuality which may seem to be incurable. At the same time it may be said of him he does not differ essentially from the millions of the rest of us who walk upon this earth.

In all of life, there are sequential stages of growth and development. A child learns to turn over, to sit up, to crawl, and then to walk and run. Each step is important and each one takes time. No step can be skipped.

This is true in all phases of life, in all areas of development, whether it be learning to play the piano or communicate effectively with a working associate. It is true with individuals, with marriages, with families, and with organizations.

We know and accept this fact or principle of *process* in the area of physical things, but to understand it in emotional areas, in human relations, and even in the area of personal character is less common and more difficult. And even if we understand it, to accept it and to live in harmony with it are even less common and more difficult. Consequently, we sometimes look for a shortcut, expecting to be able to skip some of these vital steps in order to save time and effort and still reap the desired result.

But what happens when we attempt to shortcut a natural process in our growth and development? If you are only an average tennis player but decide to play at a higher level in order to make a better impression, what will result? Would positive thinking alone enable you to compete effectively against a professional?

What if you were to lead your friends to believe you could play

the piano at concert hall level while your actual present skill was that of a beginner?

The answers are obvious. It is simply impossible to violate, ignore, or shortcut this development process. It is contrary to nature, and attempting to seek such a shortcut only results in disappointment and frustration.

On a ten-point scale, if I am at level two in any field, and desire to move to level five, I must first take the step toward level three. "A thousand-mile journey begins with the first step" and can only be taken one step at a time.

If you don't let a teacher know at what level you are—by asking a question, or revealing your ignorance—you will not learn or grow. You cannot pretend for long, for you will eventually be found out. Admission of ignorance is often the first step in our education. Thoreau taught, "How can we remember our ignorance, which our growth requires, when we are using our knowledge all the time?"

I recall one occasion when two young women, daughters of a friend of mine, came to me tearfully, complaining about their father's harshness and lack of understanding. They were afraid to open up with their parents for fear of the consequences. And yet they desperately needed their parents' love, understanding, and guidance.

I talked with the father and found that he was intellectually aware of what was happening. But while he admitted he had a temper problem, he refused to take responsibility for it and to honestly accept the fact that his emotional development level was low. It was more than his pride could swallow to take the first step toward change.

To relate effectively with a wife, a husband, children, friends, or working associates, we must learn to listen. And this requires emotional strength. Listening involves patience, openness, and the desire to understand—highly developed qualities of character. It's so much easier to operate from a low emotional level and to give high-level advice.

Our level of development is fairly obvious with tennis or piano playing, where it is impossible to pretend. But it is not so obvious in the areas of character and emotional development. We can "pose" and "put on" for a stranger or an associate. We can pretend. And for a while we can get by with it—at least in public. We might even deceive ourselves. Yet I believe that most of us know the

truth of what we really are inside; and I think many of those we live with and work with do as well.

I have seen the consequences of attempting to shortcut this natural process of growth often in the business world, where executives attempt to “buy” a new culture of improved productivity, quality, morale, and customer service with strong speeches, smile training, and external interventions, or through mergers, acquisitions, and friendly or unfriendly takeovers. But they ignore the low-trust climate produced by such manipulations. When these methods don’t work, they look for other Personality Ethic techniques that will—all the time ignoring and violating the natural principles and processes on which a high-trust culture is based.

I remember violating this principle myself as a father many years ago. One day I returned home to my little girl’s third-year birthday party to find her in the corner of the front room, defiantly clutching all of her presents, unwilling to let the other children play with them. The first thing I noticed was several parents in the room witnessing this selfish display. I was embarrassed, and doubly so because at the time I was teaching university classes in human relations. And I knew, or at least felt, the expectation of these parents.

The atmosphere in the room was really charged—the children were crowding around my little daughter with their hands out, asking to play with the presents they had just given, and my daughter was adamantly refusing. I said to myself, “Certainly I should teach my daughter to share. The value of sharing is one of the most basic things we believe in.”

So I first tried a simple request. “Honey, would you please share with your friends the toys they’ve given you?”

“No,” she replied flatly.

My second method was to use a little reasoning. “Honey, if you learn to share your toys with them when they are at your home, then when you go to their homes they will share their toys with you.”

Again, the immediate reply was “No!”

I was becoming a little more embarrassed, for it was evident I was having no influence. The third method was bribery. Very softly I said, “Honey, if you share, I’ve got a special surprise for you. I’ll give you a piece of gum.”

“I don’t want gum!” she exploded.

Now I was becoming exasperated. For my fourth attempt, I resorted to fear and threat. “Unless you share, you will be in real trouble!”

“I don’t care!” she cried. “These are my things. I don’t have to share!”

Finally, I resorted to force. I merely took some of the toys and gave them to the other kids. “Here, kids, play with these.”

Perhaps my daughter needed the experience of possessing the things before she could give them. (In fact, unless I possess something, can I ever really give it?) She needed me as her father to have a higher level of emotional maturity to give her that experience.

But at that moment, I valued the opinion those parents had of me more than the growth and development of my child and our relationship together. I simply made an initial judgment that I was right; she should share, and she was wrong in not doing so.

Perhaps I superimposed a higher-level expectation on her simply because on my own scale I was at a lower level. I was unable or unwilling to give *patience* or *understanding*, so I expected her to give *things*. In an attempt to compensate for my deficiency, I *borrowed strength* from my position and authority and forced her to do what I wanted her to do.

But borrowing strength builds weakness. It builds weakness in the borrower because it reinforces dependence on external factors to get things done. It builds weakness in the person forced to acquiesce, stunting the development of independent reasoning, growth, and internal discipline. And finally, it builds weakness in the relationship. Fear replaces cooperation, and both people involved become more arbitrary and defensive.

And what happens when the source of borrowed strength—be it superior size or physical strength, position, authority, credentials, status symbols, appearance, or past achievements—changes or is no longer there?

Had I been more mature, I could have relied on my own intrinsic strength—my understanding of sharing and of growth and my capacity to love and nurture—and allowed my daughter to make a free choice as to whether she wanted to share or not to share. Perhaps after attempting to reason with her, I could have turned the attention of the children to an interesting game, taking all that emotional pressure off my child. I’ve learned that once children

gain a sense of real possession, they share very naturally, freely, and spontaneously.

My experience has been that there are times to teach and times not to teach. When relationships are strained and the air charged with emotion, an attempt to teach is often perceived as a form of judgment and rejection. But to take the child alone, quietly, when the relationship is good and to discuss the teaching or the value seems to have much greater impact. It may have been that the emotional maturity to do that was beyond my level of patience and internal control at the time.

Perhaps a sense of possessing needs to come before a sense of genuine sharing. Many people who give mechanically or refuse to give and share in their marriages and families may never have experienced what it means to possess themselves, their own sense of identity and self-worth. Really helping our children grow may involve being patient enough to allow them the sense of possession as well as being wise enough to teach them the value of giving and providing the example ourselves.

THE WAY WE SEE THE PROBLEM *IS* THE PROBLEM

People are intrigued when they see good things happening in the lives of individuals, families, and organizations that are based on solid principles. They admire such personal strength and maturity, such family unity and teamwork, such adaptive synergistic organizational culture.

And their immediate request is very revealing of their basic paradigm. "How do you do it? Teach me the techniques." What they're really saying is, "Give me some quick-fix advice or solution that will relieve the pain in my own situation."

They will find people who will meet their wants and teach these things; and for a short time, skills and techniques may appear to work. They may eliminate some of the cosmetic or acute problems through social aspirin and Band-Aids.

But the underlying chronic condition remains, and eventually new acute symptoms will appear. The more people are into quick fixes and focus on the acute problems and pain, the more that very approach contributes to the underlying chronic condition.

The way we see the problem *is* the problem.

Look again at some of the concerns that introduced this chapter, and at the impact of Personality Ethic thinking.

I've taken course after course on effective management training. I expect a lot out of my employees and I work hard to be friendly toward them and to treat them right. But I don't feel any loyalty from them. I think if I were home sick for a day, they'd spend most of their time gabbing at the water fountain. Why can't I train them to be independent and responsible—or find employees who can be?

The Personality Ethic tells me I could take some kind of dramatic action—shake things up, make heads roll—that would make my employees shape up and appreciate what they have. Or that I could find some motivational training program that would get them committed. Or even that I could hire new people who would do a better job.

But is it possible that under that apparently disloyal behavior, these employees question whether I really act in their best interest? Do they feel like I'm treating them as mechanical objects? Is there some truth to that?

Deep inside, is that really the way I see them? Is there a chance the way I look at the people who work for me is part of the problem?

There's so much to do. And there's never enough time. I feel pressured and hassled all day, every day, seven days a week. I've attended time management seminars and I've tried half a dozen different planning systems. They've helped some, but I still don't feel I'm living the happy, productive, peaceful life I want to live.

The Personality Ethic tells me there must be something out there—some new planner or seminar that will help me handle all these pressures in a more efficient way.

But is there a chance that *efficiency* is not the answer? Is getting more things done in less time going to make a difference—or will it just increase the pace at which I react to the people and circumstances that seem to control my life?

Could there be something I need to see in a deeper, more fundamental way—some paradigm within myself that affects the way I see my time, my life, and my own nature?

My marriage has gone flat. We don't fight or anything; we just don't love each other anymore. We've gone to counseling; we've tried a number of things, but we just can't seem to rekindle the feeling we used to have.

The Personality Ethic tells me there must be some new book or some seminar where people get all their feelings out that would help my wife understand me better. Or maybe that it's useless, and only a new relationship will provide the love I need.

But is it possible that my spouse isn't the real problem? Could I be empowering my spouse's weaknesses and making my life a function of the way I'm treated?

Do I have some basic paradigm about my spouse, about marriage, about what love really is, that is feeding the problem?

Can you see how fundamentally the paradigms of the Personality Ethic affect the very way we see our problems as well as the way we attempt to solve them?

Whether people see it or not, many are becoming disillusioned with the empty promises of the Personality Ethic. As I travel around the country and work with organizations, I find that long-term thinking executives are simply turned off by psych-up psychology and "motivational" speakers who have nothing more to share than entertaining stories mingled with platitudes.

They want substance; they want process. They want more than aspirin and Band-Aids. They want to solve the chronic underlying problems and focus on the principles that bring long-term results.

A NEW LEVEL OF THINKING

Albert Einstein observed, "The significant problems we face cannot be solved at the same level of thinking we were at when we created them."

As we look around us and within us and recognize the problems created as we live and interact within the Personality Ethic, we begin to realize that these are deep, fundamental problems that cannot be solved on the superficial level on which they were created.

We need a new level, a deeper level of thinking—a paradigm based on the principles that accurately describe the territory of effective human being and interacting—to solve these deep concerns.

This new level of thinking is what *The 7 Habits of Highly Effective People* is about. It's a principle-centered, character-based, "inside-out" approach to personal and interpersonal effectiveness.

"Inside-out" means to start first with self; even more funda-

mentally, to start with the most *inside* part of self—with your paradigms, your character, and your motives.

It says if you want to *have* a happy marriage, *be* the kind of person who generates positive energy and sidesteps negative energy rather than empowering it. If you want to *have* a more pleasant, cooperative teenager, *be* a more understanding, empathic, consistent, loving parent. If you want to *have* more freedom, more latitude in your job, *be* a more responsible, a more helpful, a more contributing employee. If you want to be trusted, *be* trustworthy. If you want the secondary greatness of recognized talent, focus first on primary greatness of character.

The inside-out approach says that private victories precede public victories, that making and keeping promises to ourselves precedes making and keeping promises to others. It says it is futile to put personality ahead of character, to try to improve relationships with others before improving ourselves.

Inside-out is a process—a continuing process of renewal based on the natural laws that govern human growth and progress. It's an upward spiral of growth that leads to progressively higher forms of responsible independence and effective interdependence.

I have had the opportunity to work with many people—wonderful people, talented people, people who deeply want to achieve happiness and success, people who are searching, people who are hurting. I've worked with business executives, college students, church and civic groups, families, and marriage partners. And in all of my experience, I have never seen lasting solutions to problems, lasting happiness and success, that came from the outside in.

What I have seen result from the outside-in paradigm is unhappy people who feel victimized and immobilized, who focus on the weaknesses of other people and the circumstances they feel are responsible for their own stagnant situation. I've seen unhappy marriages where each spouse wants the other to change, where each is confessing the other's "sins," where each is trying to shape up the other. I've seen labor-management disputes where people spend tremendous amounts of time and energy trying to create legislation that would force people to act as though the foundation of trust were really there.

Members of our family have lived in three of the "hottest" spots on earth—South Africa, Israel, and Ireland—and I believe the source of the continuing problems in each of these places has been the dominant social paradigm of outside-in. Each involved group

is convinced the problem is “out there” and if “they” (meaning others) would “shape up” or suddenly “ship out” of existence, the problem would be solved.

Inside-out is a dramatic paradigm shift for most people, largely because of the powerful impact of conditioning and the current social paradigm of the Personality Ethic.

But from my own experience—both personal and in working with thousands of other people—and from careful examination of successful individuals and societies throughout history, I am persuaded that many of the principles embodied in the 7 Habits are already deep within us, in our conscience and our common sense. To recognize and develop them and to use them in meeting our deepest concerns, we need to think differently, to shift our paradigms to a new, deeper, “inside-out” level.

As we sincerely seek to understand and integrate these principles into our lives, I am convinced we will discover and rediscover the truth of T. S. Eliot’s observation:

We must not cease from exploration and the end of all our exploring will be to arrive where we began and to know the place for the first time.

Simon & Schuster



THE 7 HABITS— AN OVERVIEW

*We are what we repeatedly do.
Excellence, then, is not an act, but a habit.*

ARISTOTLE

OUR CHARACTER, BASICALLY, is a composite of our habits. “Sow a thought, reap an action; sow an action, reap a habit; sow a habit, reap a character; sow a character, reap a destiny,” the maxim goes.

Habits are powerful factors in our lives. Because they are consistent, often unconscious patterns, they constantly, daily express our character and produce our effectiveness . . . or ineffectiveness.

As Horace Mann, the great educator, once said, “Habits are like a cable. We weave a strand of it every day and soon it cannot be broken.” I personally do not agree with the last part of his expression. I know they can be broken. Habits can be learned and unlearned. But I also know it isn’t a quick fix. It involves a process and a tremendous commitment.

Those of us who watched the lunar voyage of Apollo 11 were transfixed as we saw the first men walk on the moon and return to earth. Superlatives such as “fantastic” and “incredible” were inadequate to describe those eventful days. But to get there, those astronauts literally had to break out of the tremendous gravity pull of the earth. More energy was spent in the first few minutes of lift-off, in the first few miles of travel, than was used over the next several days to travel half a million miles.

Habits, too, have tremendous gravity pull—more than most people realize or would admit. Breaking deeply imbedded habitual tendencies such as procrastination, impatience, criticalness, or self-

ishness that violate basic principles of human effectiveness involves more than a little willpower and a few minor changes in our lives. “Liftoff” takes a tremendous effort, but once we break out of the gravity pull, our freedom takes on a whole new dimension.

Like any natural force, gravity pull can work with us or against us. The gravity pull of some of our habits may currently be keeping us from going where we want to go. But it is also gravity pull that keeps our world together, that keeps the planets in their orbits and our universe in order. It is a powerful force, and if we use it effectively, we can use the gravity pull of habit to create the cohesiveness and order necessary to establish effectiveness in our lives.

“HABITS” DEFINED

For our purposes, we will define a habit as the intersection of *knowledge*, *skill*, and *desire*.

Knowledge is the theoretical paradigm, the *what to do* and the *why*. Skill is the *how to do*. And desire is the motivation, the *want to do*. In order to make something a habit in our lives, we have to have all three.

I may be ineffective in my interactions with my work associates, my spouse, or my children because I constantly tell them what I think, but I never really listen to them. Unless I search out correct principles of human interaction, I may not even *know* I need to listen.

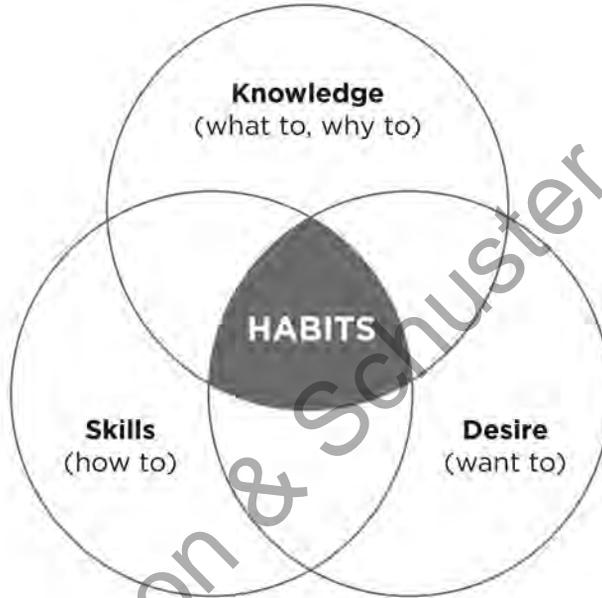
Even if I do know that in order to interact effectively with others I really need to listen to them, I may not have the skill. I may not know *how* to really listen deeply to another human being.

But knowing I need to listen and knowing how to listen is not enough. Unless I *want* to listen, unless I have the desire, it won’t be a habit in my life. Creating a habit requires work in all three dimensions.

The being/seeing change is an upward process—being changing seeing, which in turn changes being, and so forth, as we move in an upward spiral of growth. By working on knowledge, skill, and desire, we can break through to new levels of personal and interpersonal effectiveness as we break with old paradigms that may have been a source of pseudo-security for years.

It’s sometimes a painful process. It’s a change that has to be motivated by a higher purpose, by the willingness to subordinate

what you think you want now for what you want later. But this process produces happiness, “the object and design of our existence.” Happiness can be defined, in part at least, as the fruit of the desire and ability to sacrifice what we want *now* for what we want *eventually*.



EFFECTIVE HABITS

Internalized principles and patterns of behavior

THE MATURITY CONTINUUM

The 7 Habits are not a set of separate or piecemeal psych-up formulas. In harmony with the natural laws of growth, they provide an incremental, sequential, highly integrated approach to the development of personal and interpersonal effectiveness. They move us progressively on a Maturity Continuum from *dependence to independence to interdependence*.

We each begin life as an infant, totally *dependent* on others. We are directed, nurtured, and sustained by others. Without this nurturing, we would only live for a few hours or a few days at the most.

Then gradually, over the ensuing months and years, we become more and more *independent*—physically, mentally, emotionally, and financially—until eventually we can essentially take care of ourselves, becoming inner-directed and self-reliant.

As we continue to grow and mature, we become increasingly aware that all of nature is *interdependent*, that there is an ecological system that governs nature, including society. We further discover that the higher reaches of our nature have to do with our relationships with others—that human life also is interdependent.

Our growth from infancy to adulthood is in accordance with natural law. And there are many dimensions to growth. Reaching our full physical maturity, for example, does not necessarily assure us of simultaneous emotional or mental maturity. On the other hand, a person's physical dependence does not mean that he or she is mentally or emotionally immature.

On the maturity continuum, *dependence* is the paradigm of *you*—*you* take care of me; *you* come through for me; *you* didn't come through; I blame *you* for the results.

Independence is the paradigm of *I*—*I* can do it; *I* am responsible; *I* am self-reliant; *I* can choose.

Interdependence is the paradigm of *we*—*we* can do it; *we* can cooperate; *we* can combine our talents and abilities and create something greater together.

Dependent people need others to get what they want. Independent people can get what they want through their own effort. Interdependent people combine their own efforts with the efforts of others to achieve their greatest success.

If I were physically dependent—paralyzed or disabled or limited in some physical way—I would need you to help me. If I were emotionally dependent, my sense of worth and security would come from your opinion of me. If you didn't like me, it could be devastating. If I were intellectually dependent, I would count on you to do my thinking for me, to think through the issues and problems of my life.

If I were independent, physically, I could pretty well make it on my own. Mentally, I could think my own thoughts, I could move from one level of abstraction to another. I could think creatively and analytically and organize and express my thoughts in understandable ways. Emotionally, I would be validated from within. I would be inner-directed. My sense of worth would not be a function of being liked or treated well.

It's easy to see that independence is much more mature than dependence. Independence is a major achievement in and of itself. But independence is not supreme.

Nevertheless, the current social paradigm enthrones independence. It is the avowed goal of many individuals and social movements. Most of the self-improvement material puts independence on a pedestal, as though communication, teamwork, and cooperation were lesser values.

But much of our current emphasis on independence is a reaction to dependence—to having others control us, define us, use us, and manipulate us.

The little-understood concept of interdependence appears to many to smack of dependence, and therefore, we find people, often for selfish reasons, leaving their marriages, abandoning their children, and forsaking all kinds of social responsibility—all in the name of independence.

The kind of reaction that results in people "throwing off their shackles," becoming "liberated," "asserting themselves," and "doing their own thing" often reveals more fundamental dependencies that cannot be run away from because they are internal rather than external—dependencies such as letting the weaknesses of other people ruin our emotional lives or feeling victimized by people and events out of our control.

Of course, we may need to change our circumstances. But the dependence problem is a personal maturity issue that has little to do with circumstances. Even with better circumstances, immaturity and dependence often persist.

True independence of character empowers us to act rather than be acted upon. It frees us from our dependence on circumstances and other people and is a worthy, liberating goal. But it is not the ultimate goal in effective living.

Independent thinking alone is not suited to interdependent reality. Independent people who do not have the maturity to think and act interdependently may be good individual producers, but they won't be good leaders or team players. They're not coming from the paradigm of interdependence necessary to succeed in marriage, family, or organizational reality.

Life is, by nature, highly interdependent. To try to achieve maximum effectiveness through independence is like trying to play tennis with a golf club—the tool is not suited to the reality.

Interdependence is a far more mature, more advanced concept.

If I am physically interdependent, I am self-reliant and capable, but I also realize that you and I working together can accomplish far more than, even at my best, I could accomplish alone. If I am emotionally interdependent, I derive a great sense of worth within myself, but I also recognize the need for love, for giving, and for receiving love from others. If I am intellectually interdependent, I realize that I need the best thinking of other people to join with my own.

As an interdependent person, I have the opportunity to share myself deeply, meaningfully, with others, and I have access to the vast resources and potential of other human beings.

Interdependence is a choice only independent people can make. Dependent people cannot choose to become interdependent. They don't have the character to do it; they don't own enough of themselves.

That's why Habits 1, 2, and 3 in the following chapters deal with self-mastery. They move a person from dependence to independence. They are the "Private Victories," the essence of character growth. *Private victories precede public victories.* You can't invert that process any more than you can harvest a crop before you plant it. It's inside-out.

As you become truly independent, you have the foundation for effective interdependence. You have the character base from which you can effectively work on the more personality-oriented "Public Victories" of teamwork, cooperation, and communication in Habits 4, 5, and 6.

That does not mean you have to be perfect in Habits 1, 2, and 3 before working on Habits 4, 5, and 6. Understanding the sequence will help you manage your growth more effectively, but I'm not suggesting that you put yourself in isolation for several years until you fully develop Habits 1, 2, and 3.*

As part of an interdependent world, you have to relate to that world every day. But the acute problems of that world can easily obscure the chronic character causes. Understanding how what you are impacts every interdependent interaction will help you to

* To see how effective you are, Habit 7 is the habit of renewal—a regular, balanced renewal of the four basic dimensions of life. It circles and embodies all the other habits. It is the habit of continuous improvement that creates the upward spiral of growth that lifts you to new levels of understanding and living each of the habits as you come around to them on a progressively higher plane.



focus your efforts sequentially, in harmony with the natural laws of growth.

The diagram on the preceding page is a visual representation of the sequence and the interdependence of the 7 Habits, and will be used throughout this book as we explore both the sequential relationship between the habits and also their synergy—how, in relating to each other, they create bold new forms of each other that add even more to their value. Each concept or habit will be highlighted as it is introduced.

EFFECTIVENESS DEFINED

The 7 Habits are habits of *effectiveness*. Because they are based on principles, they bring the maximum long-term beneficial results possible. They become the basis of a person's character, creating an empowering center of correct maps from which an individual can effectively solve problems, maximize opportunities, and continually learn and integrate other principles in an upward spiral of growth.

They are also habits of effectiveness because they are based on a paradigm of effectiveness that is in harmony with a natural law, a principle I call the "P/PC Balance," which many people break themselves against. This principle can be easily understood by remembering Aesop's fable of the goose and the golden egg.

This fable is the story of a poor farmer who one day discovers in the nest of his pet goose a glittering golden egg. At first, he thinks it must be some kind of trick. But as he starts to throw the egg aside, he has second thoughts and takes it in to be appraised instead.

The egg is pure gold! The farmer can't believe his good fortune. He becomes even more incredulous the following day when the experience is repeated. Day after day, he awakens to rush to the nest and find another golden egg. He becomes fabulously wealthy; it all seems too good to be true.

But with his increasing wealth comes greed and impatience. Unable to wait day after day for the golden eggs, the farmer decides he will kill the goose and get them all at once. But when he opens the goose, he finds it empty. There are no golden eggs—and now there is no way to get any more. The farmer has destroyed the goose that produced them.

I suggest that within this fable is a natural law, a principle—the basic definition of effectiveness. Most people see effectiveness

from the golden egg paradigm: the more you produce, the more you do, the more effective you are.

But as the story shows, true effectiveness is a function of two things: what is produced (the golden eggs) and the producing asset or capacity to produce (the goose).

If you adopt a pattern of life that focuses on golden eggs and neglects the goose, you will soon be without the asset that produces golden eggs. On the other hand, if you only take care of the goose with no aim toward the golden eggs, you soon won't have the wherewithal to feed yourself or the goose.

Effectiveness lies in the balance—what I call the P/PC Balance. *P* stands for *production* of desired results, the golden eggs. *PC* stands for *production capability*, the ability or asset that produces the golden eggs.

THREE KINDS OF ASSETS

Basically, there are three kinds of assets: physical, financial, and human. Let's look at each one in turn.

A few years ago, I purchased a *physical asset*—a power lawn mower. I used it over and over again without doing anything to maintain it. The mower worked well for two seasons, but then it began to break down. When I tried to revive it with service and sharpening, I discovered the engine had lost more than half its original power capacity. It was essentially worthless.

Had I invested in *PC*—in preserving and maintaining the asset—I would still be enjoying its *P*—the mowed lawn. As it was, I had to spend far more time and money replacing the mower than I ever would have spent had I maintained it. It simply wasn't effective.

In our quest for short-term returns, or results, we often ruin a prized physical asset—a car, a computer, a washer or dryer, even our body or our environment. Keeping *P* and *PC* in balance makes a tremendous difference in the effective use of physical assets.

It also powerfully impacts the effective use of *financial* assets. How often do people confuse principal with interest? Have you ever invaded principal to increase your standard of living, to get more golden eggs? The decreasing principal has decreasing power to produce interest or income. And the dwindling capital becomes smaller and smaller until it no longer supplies even basic needs.

Our most important financial asset is our own capacity to earn. If we don't continually invest in improving our own PC, we severely limit our options. We're locked into our present situation, running scared of our corporation or our boss's opinion of us, economically dependent and defensive. Again, it simply isn't effective.

In the *human* area, the P/PC Balance is equally fundamental, but even more important, because people control physical and financial assets.

When two people in a marriage are more concerned about getting the golden eggs, the benefits, than they are in preserving the relationship that makes them possible, they often become insensitive and inconsiderate, neglecting the little kindnesses and courtesies so important to a deep relationship. They begin to use control levers to manipulate each other, to focus on their own needs, to justify their own position and look for evidence to show the wrongness of the other person. The love, the richness, the softness, and spontaneity begin to deteriorate. The goose gets sicker day by day.

And what about a parent's relationship with a child? When children are little, they are very dependent, very vulnerable. It becomes so easy to neglect the PC work—the training, the communicating, the relating, the listening. It's easy to take advantage, to manipulate, to get what you want the way you want it—right now! You're bigger, you're smarter, and you're *right!* So why not just tell them what to do? If necessary, yell at them, intimidate them, insist on your way.

Or you can indulge them. You can go for the golden egg of popularity, of pleasing them, giving them their way all the time. Then they grow up without any internal sense of standards or expectations, without a personal commitment to being disciplined or responsible.

Either way—authoritarian or permissive—you have the golden egg mentality. You want to have your way or you want to be liked. But what happens, meantime, to the goose? What sense of responsibility, of self-discipline, of confidence in the ability to make good choices or achieve important goals is a child going to have a few years down the road? And what about your relationship? When he reaches those critical teenage years, the identity crises, will he know from his experience with you that you will listen without judging, that you really, deeply care about him as a person, that you can be trusted, no matter what? Will the relationship be strong

enough for you to reach him, to communicate with him, to influence him?

Suppose you want your daughter to have a clean room—that's P, production, the golden egg. And suppose you want her to clean it—that's PC, production capability. Your daughter is the goose, the asset, that produces the golden egg.

If you have P and PC in balance, she cleans the room cheerfully, without being reminded, because she is committed and has the discipline to stay with the commitment. She is a valuable asset, a goose that can produce golden eggs.

But if your paradigm is focused on production, on getting the room clean, you might find yourself nagging her to do it. You might even escalate your efforts to threatening or yelling, and in your desire to get the golden egg, you undermine the health and welfare of the goose.

Let me share with you an interesting PC experience I had with one of my daughters. We were planning a private date, which is something I enjoy regularly with each of my children. We find that the anticipation of the date is as satisfying as the realization.

So I approached my daughter and said, "Honey, tonight's your night. What do you want to do?"

"Oh, Dad, that's okay," she replied.

"No, really," I said. "What would you like to do?"

"Well," she finally said, "what I want to do, you don't really want to do."

"Really, honey," I said earnestly, "I want to do it. No matter what, it's your choice."

"I want to go see *Star Wars*," she replied. "But I know you don't like *Star Wars*. You slept through it before. You don't like these fantasy movies. That's okay, Dad."

"No, honey, if that's what you'd like to do, I'd like to do it."

"Dad, don't worry about it. We don't always have to have this date." She paused and then added, "But you know why you don't like *Star Wars*? It's because you don't understand the philosophy and training of a Jedi knight."

"What?"

"You know the things you teach, Dad? Those are the same things that go into the training of a Jedi knight."

"Really? Let's go to *Star Wars*!"

And we did. She sat next to me and gave me the paradigm. I became her student, her learner. It was totally fascinating. I could begin to see out of a new paradigm the whole way a Jedi knight's basic philosophy in training is manifested in different circumstances.

That experience was not a planned P experience; it was the serendipitous fruit of a PC investment. It was bonding and very satisfying. But we enjoyed golden eggs, too, as the goose—the quality of the relationship—was significantly fed.

ORGANIZATIONAL PC

One of the immensely valuable aspects of any correct principle is that it is valid and applicable in a wide variety of circumstances. Throughout this book, I would like to share with you some of the ways in which these principles apply to organizations, including families, as well as to individuals.

When people fail to respect the P/PC Balance in their use of physical assets in organizations, they decrease organizational effectiveness and often leave others with dying geese.

For example, a person in charge of a physical asset, such as a machine, may be eager to make a good impression on his superiors. Perhaps the company is in a rapid growth stage and promotions are coming fast. So he produces at optimum levels—no downtime, no maintenance. He runs the machine day and night. The production is phenomenal, costs are down, and profits skyrocket. Within a short time, he's promoted. Golden eggs!

But suppose you are his successor on the job. You inherit a very sick goose, a machine that, by this time, is rusted and starts to break down. You have to invest heavily in downtime and maintenance. Costs skyrocket; profits nosedive. And who gets blamed for the loss of golden eggs? You do. Your predecessor liquidated the asset, but the accounting system only reported unit production, costs, and profit.

The P/PC Balance is particularly important as it applies to the human assets of an organization—the customers and the employees.

I know of a restaurant that served a fantastic clam chowder and was packed with customers every day at lunchtime. Then the business was sold, and the new owner focused on golden eggs—he

decided to water down the chowder. For about a month, with costs down and revenues constant, profits zoomed. But little by little, the customers began to disappear. Trust was gone, and business dwindled to almost nothing. The new owner tried desperately to reclaim it, but he had neglected the customers, violated their trust, and lost the asset of customer loyalty. There was no more goose to produce the golden egg.

There are organizations that talk a lot about the customer and then completely neglect the people that deal with the customer—the employees. The PC principle is to *always treat your employees exactly as you want them to treat your best customers.*

You can buy a person's hand, but you can't buy his heart. His heart is where his enthusiasm, his loyalty is. You can buy his back, but you can't buy his brain. That's where his creativity is, his ingenuity, his resourcefulness.

PC work is treating employees as volunteers just as you treat customers as volunteers, because that's what they are. They volunteer the best part—their hearts and minds.

I was in a group once where someone asked, "How do you shape up lazy and incompetent employees?" One man responded, "Drop hand grenades!" Several others cheered that kind of macho management talk, that "shape up or ship out" supervision approach.

But another person in the group asked, "Who picks up the pieces?"

"No pieces."

"Well, why don't you do that to your customers?" the other man replied. "Just say, 'Listen, if you're not interested in buying, you can just ship out of this place.' "

He said, "You can't do that to customers."

"Well, how come you can do it to employees?"

"Because they're in your employ."

"I see. Are your employees devoted to you? Do they work hard? How's the turnover?"

"Are you kidding? You can't find good people these days. There's too much turnover, absenteeism, moonlighting. People just don't care anymore."

That focus on golden eggs—that attitude, that paradigm—is totally inadequate to tap into the powerful energies of the mind and

heart of another person. A short-term bottom line is important, but it isn't all-important.

Effectiveness lies in the balance. Excessive focus on P results in ruined health, worn-out machines, depleted bank accounts, and broken relationships. Too much focus on PC is like a person who runs three or four hours a day, bragging about the extra ten years of life it creates, unaware he's spending them running. Or a person endlessly going to school, never producing, living on other people's golden eggs—the eternal student syndrome.

To maintain the P/PC Balance, the balance between the golden egg (production) and the health and welfare of the goose (production capability) is often a difficult judgment call. But I suggest it is the very essence of effectiveness. It balances short term with long term. It balances going for the grade and paying the price to get an education. It balances the desire to have a room clean and the building of a relationship in which the child is internally committed to do it—cheerfully, willingly, without external supervision.

It's a principle you can see validated in your own life when you burn the candle at both ends to get more golden eggs and wind up sick or exhausted, unable to produce any at all; or when you get a good night's sleep and wake up ready to produce throughout the day.

You can see it when you press to get your own way with someone and somehow feel an emptiness in the relationship; or when you really take time to invest in a relationship and you find the desire and ability to work together, to communicate, takes a quantum leap.

The P/PC Balance is the very essence of effectiveness. It's validated in every arena of life. We can work with it or against it, but it's there. It's a lighthouse. It's the definition and paradigm of effectiveness upon which the 7 Habits in this book are based.

HOW TO USE THIS BOOK

Before we begin work on the 7 Habits of Highly Effective People, I would like to suggest two paradigm shifts that will greatly increase the value you will receive from this material.

First, I would recommend that you not "see" this material as a book, in the sense that it is something to read once and put on a shelf.

You may choose to read it completely through once for a sense of the whole. But the material is designed to be a companion in the continual process of change and growth. It is organized incrementally and with suggestions for application at the end of each habit so that you can study and focus on any particular habit as you are ready.

As you progress to deeper levels of understanding and implementation, you can go back time and again to the principles contained in each habit and work to expand your knowledge, skill, and desire.

Second, I would suggest that you shift your paradigm of your own involvement in this material from the role of learner to that of teacher. Take an inside-out approach, and read with the purpose in mind of sharing or discussing what you learn with someone else within forty-eight hours after you learn it.

If you had known, for example, that you would be teaching the material on the P/PC Balance principle to someone else within forty-eight hours, would it have made a difference in your reading experience? Try it now as you read the final section in this chapter. Read as though you are going to teach it to your spouse, your child, a business associate, or a friend today or tomorrow, while it is still fresh, and notice the difference in your mental and emotional process.

I guarantee that if you approach the material in each of the following chapters in this way, you will not only better remember what you read, but your perspective will be expanded, your understanding deepened, and your motivation to apply the material increased.

In addition, as you openly, honestly share what you're learning with others, you may be surprised to find that negative labels or perceptions others may have of you tend to disappear. Those you teach will see you as a changing, growing person, and will be more inclined to be helpful and supportive as you work, perhaps together, to integrate the 7 Habits into your lives.

WHAT YOU CAN EXPECT

In the last analysis, as Marilyn Ferguson observed, "No one can persuade another to change. Each of us guards a gate of change that can only be opened from the inside. We cannot open the gate of another, either by argument or by emotional appeal."

If you decide to open your “gate of change” to really understand and live the principles embodied in the 7 Habits, I feel comfortable in assuring you several positive things will happen.

First, your growth will be *evolutionary*, but the net effect will be *revolutionary*. Would you not agree that the P/PC Balance principle alone, if fully lived, would transform most individuals and organizations?

The net effect of opening the “gate of change” to the first three habits—the habits of Private Victory—will be significantly increased self-confidence. You will come to know yourself in a deeper, more meaningful way—your nature, your deepest values, and your unique contribution capacity. As you live your values, your sense of identity, integrity, control, and inner-directedness will infuse you with both exhilaration and peace. You will define yourself from within, rather than by people’s opinions or by comparisons to others. “Wrong” and “right” will have little to do with being found out.

Ironically, you’ll find that as you care less about what others think of you, you will care more about what others think of themselves and their worlds, including their relationship with you. You’ll no longer build your emotional life on other people’s weaknesses. In addition, you’ll find it easier and more desirable to change because there is something—some core deep within—that is essentially changeless.

As you open yourself to the next three habits—the habits of Public Victory—you will discover and unleash both the desire and the resources to heal and rebuild important relationships that have deteriorated, or even broken. Good relationships will improve—become deeper, more solid, more creative, and more adventuresome.

The seventh habit, if deeply internalized, will renew the first six and will make you truly independent and capable of effective interdependence. Through it, you can charge your own batteries.

Whatever your present situation, I assure you that you are not your habits. You can replace old patterns of self-defeating behavior with new patterns, new habits of effectiveness, happiness, and trust-based relationships.

With genuine caring, I encourage you to open the gate of change and growth as you study these habits. Be patient with yourself. Self-growth is tender; it’s holy ground. There’s no greater investment.

It's obviously not a quick fix. But I assure you, you will feel benefits and see immediate payoffs that will be encouraging. In the words of Thomas Paine, "That which we obtain too easily, we esteem too lightly. It is dearness only which gives everything its value. Heaven knows how to put a proper price on its goods."

NEW INSIGHTS ON PARADIGMS AND PRINCIPLES

BY SEAN COVEY

When my son Nathan was young, he struggled with social anxiety. Consequently, he missed a lot of school during his early elementary years. I remember trying to get him out of the car one morning when he was a first-grader. I had to pry his fingers, one by one, off the car seat and hand him to the principal. The principal, who had come out of the school to meet me in the parking lot, threw Nathan over his shoulder and carried him into the school while Nathan was slugging him in the back. I got in my car and cried.

In second grade, I persuaded Nathan to play baseball. When we arrived at the first practice and he saw the other players and the coach, he got so frightened that he flopped on the ground and "played dead," inspired by books we'd read about surviving bear attacks. I tried to get him off the grass, but he wouldn't move. The coach tried to persuade him, but he didn't make a sound. He "played dead" the entire practice.

Another time, while attending a football game, Nathan was being loud and kept kicking the seat in front of him. I noticed people staring. In desperation, I squeezed Nathan's arm and said sharply, "Just stop it!"

At that moment, I felt ashamed of my reaction. I was embarrassed about my anger and tone of voice, and because I was harshly judging this innocent little boy. It was as if my conscience said to me, "How dare you judge Nathan like that. Do you know who he is? This is a remarkable boy with unlimited potential. You have no right to treat him or think of him disapprovingly. Just you wait and see who he becomes." This epiph-

any was so unexpected and so profound that it impacted me for the next several days.

Later, I told my wife about the experience and how I'd had a complete Paradigm Shift toward Nathan. There was a special boy under all that anxiety. We just needed to be patient with him, believe in him, and allow him to develop at his own pace.

Slowly, Nathan began to change. A big breakthrough came in fourth grade when he was asked to speak at a school event on Habit 5. He came home and said, "Please call the school and tell them that I'm not speaking. I know they only asked me because you're the 7 Habits guy." For a moment, I thought that maybe I should call the school because he might play dead when he got up to speak. But then I reassessed and thought, "No. Nathan can do this."

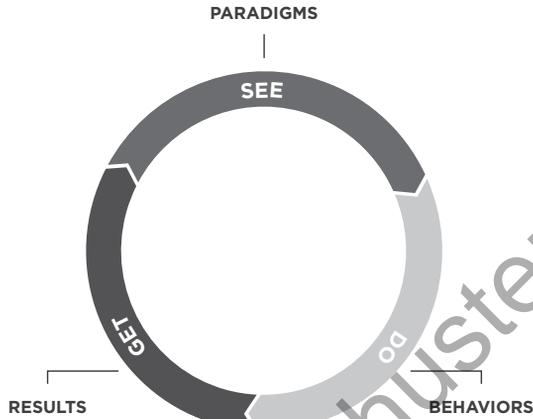
A couple of weeks later, Nathan stood in front of two hundred people and gave a great speech that he'd written himself. He almost fainted during the speech but had the courage to pull it off. His confidence grew tremendously that day, and he began looking for other speaking opportunities. Believe it or not, by the time Nathan got to high school, he was one of the most outgoing, talkative, and confident kids you'd ever meet. Nathan's weakness became his strength, and because he went through so many challenges as a kid, he now goes out of his way with love and compassion to help others who are struggling. Once my wife and I "saw" Nathan's potential, we treated him differently, and it made all the difference. That's the power of a Paradigm Shift.

SEE-DO-GET

My father used to say, "You don't get it. No one gets it. Paradigms are everything. We don't talk about them enough. If you want to make minor improvements, change your behavior. But if you want to make quantum improvements, change your paradigm."

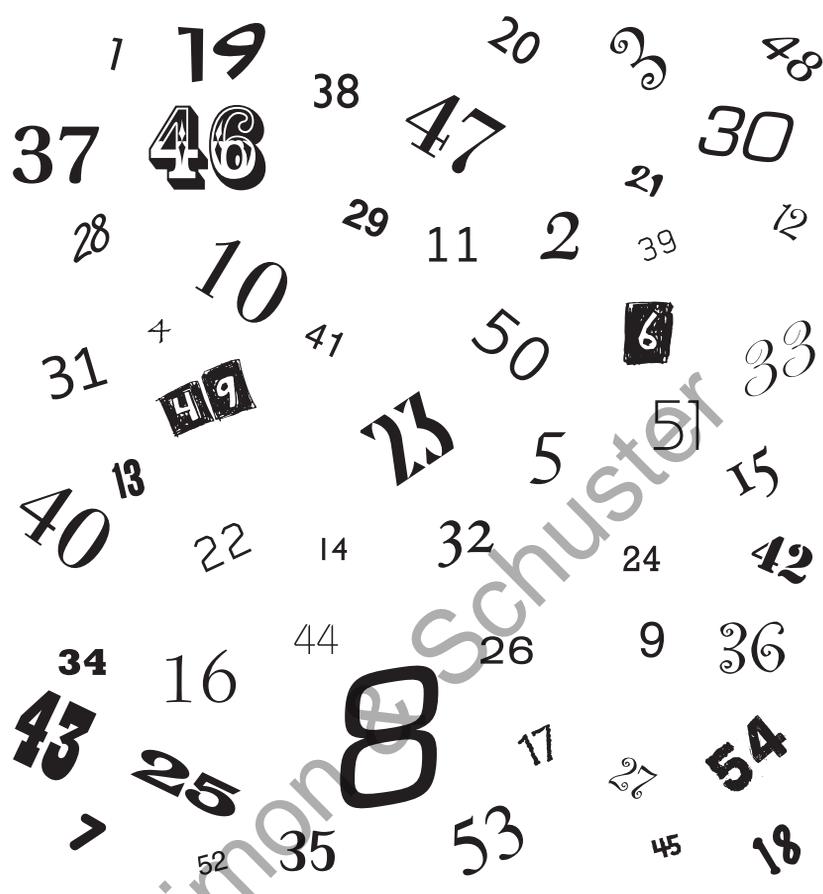
At FranklinCovey, after training millions of people in thousands of organizations, we've learned how true this is. We frequently use the diagram below, which illustrates that what you *see* determines what you *do*, and what you *do* determines what you *get*. We've discovered that when people, teams, and organi-

zations solely work on the *do*—the behaviors—they never get the results they seek. To get great results, you must first work on the *see*—the paradigms. New behaviors don't stick unless you see differently.



My father felt as strongly about principles as he did paradigms, and promised us that if we lived by principles, we would always prosper over the long haul. Each of the 7 Habits is based on a few key principles and paradigms, which I will highlight after each habit. But before I go any further, I want you to have an experience.

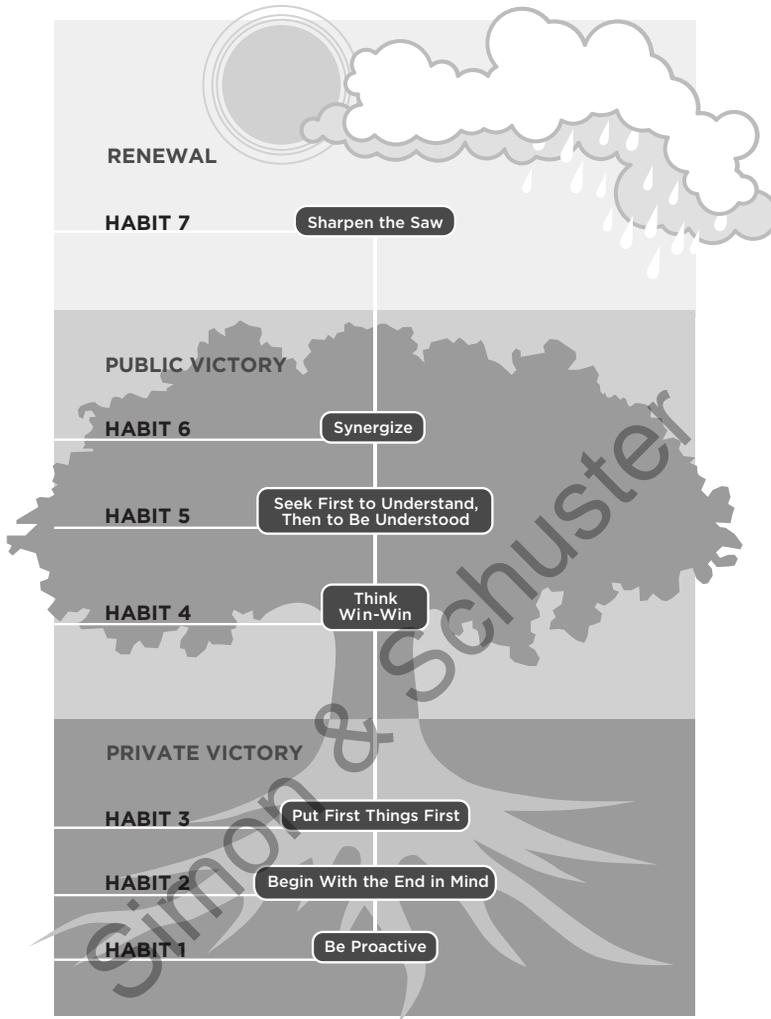
On the next page is a chart with numbers from 1 to 54. Your challenge is to find each number on the chart in order, starting at 1, then 2, then 3, and so on, all the way to 54. Take sixty seconds and see how many numbers you can find. There are no missing numbers or tricks. On your mark, get set, go.



How far did you get? Most people get somewhere in the 20s. (When I do this game with kids, often there will be a few who make it all the way to 54, which illustrates how we adults often, inadvertently, “de-genius-ize” our kids.)

Now I want you to try it again, but this time, I’m going to give you an organizing method to help you locate the numbers. Go to page 70 and everything will be explained there.

Welcome back. So how far did you get this time? Virtually everyone will get all the way to 54. What was the difference? The difference was that you had a method, an organizing model of some kind, that helped you navigate. Although this is a simple little game, the implications are profound. Our lives are much like numbers on a



page. They are hard to navigate. There are so many choices and challenges. It's so easy to get lost or to be less than effective.

This is where the 7 Habits come in. They provide an organizing model or way of thinking that can help you reach your goals and solve your problems better and faster. It's the difference between getting to 20 and getting to 54. Once you have this model in your head, you will never be the same. It provides a pattern for creating a life of meaning and contribution.

Study the diagram on this page. This is different from the

Maturity Continuum used throughout this book. I like this tree diagram because it shows that the Private Victory habits are in the ground, signifying that they're personal and nobody sees them. The Public Victory habits are above the ground, on display for everyone to see. Habit 7, the habit of renewal, is near the sun and rain, which represent our need for constant nourishment.

With the 7 Habits, sequence matters. Over 30 years ago when my dad was wrapping up the initial writing of this book, he told his staff (to their dismay) that he needed to start all over. He realized he had understated the importance of the sequence of the habits and needed to rewrite the book from that paradigm. The 7 Habits are an Inside-Out Approach, you see. We have to win the Private Victory (Habits 1, 2, and 3) before we can win the Public Victory (Habits 4, 5, and 6). If, for example, you have a bad relationship with your boss, instead of trying to Think Win-Win with her, you first need to examine yourself and identify what you may be doing wrong. Maybe you have bad motives or a hidden agenda. Anytime I have a relationship problem, my experience is that four out of five times, it's me, not them, and the key to fixing the problem is getting myself right first. It's inside out. Private Victories always precede Public Victories.

In addition to knowing the importance of sequence, another great way to learn about the habits is to understand what they're *not*, or what I call:

THE 7 HABITS OF HIGHLY INEFFECTIVE PEOPLE

Habit 1: React

Blame all your problems on your lousy boss, your parents, your genes, your spouse, your partner, your ex, the economy, the government, or something else. Be a victim. Take no responsibility for your life. If you're hungry, eat. If you're angry, yell. If someone says something rude to you, be rude back. React.

Habit 2: Begin With Squat in Mind

Don't plan ahead. Don't set goals. And don't worry about the consequences of your actions. Go with the flow. Live for the moment and party on, dude, for tomorrow you may die.

Habit 3: Put First Things Last

Procrastinate. Do the urgent things first, like answering every ring, bling, and beep that comes your way. You'll get to the important stuff later. Don't worry about strengthening your relationships; they'll always be there. And why exercise? You still have your health. Just make sure you spend sufficient time each day watching YouTube.

Habit 4: Think Win-Lose

See life as a vicious competition. Everyone's out to get you, so you'd better get them first. Don't let others succeed, because remember, if they win, you lose. If it looks like you're going to lose, however, make sure you drag that sucker down with you.

Habit 5: Seek First to Talk, Then Pretend to Listen

You were born with a mouth, so use it. Talk a lot. Make sure everyone understands your views first; then, if you must, pretend to listen by saying "uh-huh" while daydreaming about what you want for lunch. Or if you really want their opinion, give it to them.

Habit 6: Be an Island

Let's face it, other people are weird because they're different from you, so why try to get along with them? Teamwork is overrated. Cooperation slows everything down, so bag it. Since you always have the best ideas, you're better off just doing things by yourself. Be your own special island.

Habit 7: Burn Yourself Out

Be too busy driving to take time to get gas. Be too busy living to take time to recharge and renew. Don't learn new things. Avoid exercise like the plague. And for heaven's sake, stay away from good books, nature, art, music, or anything else that may inspire you. Burn, baby, burn.

Clearly, these are not the habits we are after. But too often, we practice them because they represent the course of least resistance (me included).

In summary, I hope the 7 Habits give you an unforgettable framework to help you navigate and become a more effective

person at home and work. I hope you'll remember that Private Victories precede Public Victories. And I hope you'll challenge and upgrade some of your paradigms.

My father was often asked, "Which is the most important habit?" According to my siblings and me, he at one time or another said that every habit was the most important one. "Habit 2," he'd pontificate, "is the most important habit, because if you don't have a vision for your life, you have nothing." Or "Habit 6 is the ultimate habit, because when you practice all the other habits, you arrive at synergy." Or "The most important habit of all by far is Habit 1, because until you decide you're in charge, you can't practice any of the other habits." We kids always got a kick out of this.

From my perspective, I'd say that the most important habit is the one you're having the most difficult time living.
Good luck!

Simon & Schuster

On this page is the same chart you did before: however, this time I've divided up the box into nine equal squares. To find the numbers, just follow the pattern below. In other words, the first number is in box 1, the next number is in box 2, the next number is in box 3, the next number is in box 4, and so on up until box 9. Then go to box 1 again and repeat the same pattern.

1	2	3
4	5	6
7	8	9

Time yourself again for 60 seconds and see how far you get this time. When you're finished, go back to page 65. Are you ready? On your mark, get set, go.

<p>1 19</p> <p>37 46</p> <p>28 10</p>	<p>20</p> <p>38 47</p> <p>29 11 2</p>	<p>3 48</p> <p>30</p> <p>21 12</p> <p>39</p>
<p>31 4</p> <p>40 13</p> <p>49</p> <p>22</p>	<p>41 50</p> <p>23 5</p> <p>14 32</p>	<p>6 33</p> <p>51 15</p> <p>24 42</p>
<p>34 16</p> <p>43 25</p> <p>7 52</p>	<p>44 26</p> <p>8 17</p> <p>35 53</p>	<p>9 36</p> <p>27 54</p> <p>45 18</p>

ABOUT THE AUTHOR

Stephen R. Covey was an internationally respected leadership authority, family expert, teacher, organizational consultant, business leader, and author who dedicated his life to teaching principle-centered living and leadership to build both families and organizations. He earned an MBA from Harvard University and a doctorate from Brigham Young University, where he was a professor of organizational behavior and business management and also served as director of university relations and assistant to the president.

Dr. Covey was the author of several acclaimed books, including the international bestseller *The 7 Habits of Highly Effective People*, which was named the #1 Most Influential Business Book of the Twentieth Century and one of the top ten most influential management books ever. It has sold more than 50 million copies (in print, digital, and audio formats) in over forty languages throughout the world. Other acclaimed books include *First Things First*, *Principle-Centered Leadership*, *The 7 Habits of Highly Effective Families*, *The 8th Habit*, *The 3rd Alternative*, *The Leader in Me*, *Primary Greatness*, and *Live Life in Crescendo*.

As a father of nine and grandfather of fifty-five, he received the 2003 Fatherhood Award from the National Fatherhood Initiative, which he said was the most meaningful award he ever received. Other awards given to Dr. Covey include the Thomas More College Medallion for continuing service to humanity, Speaker of the Year in 1999, the Sikh's 1998 International Man of Peace Award, the 1994 International Entrepreneur of the Year Award, and the National Entrepreneur of the Year Lifetime Achievement Award for Entrepreneurial Leadership. Dr. Covey was recognized as one of *Time* magazine's 25 Most Influential Americans and received numerous honorary doctorate degrees.

Dr. Covey was the cofounder and vice chairman of Franklin-Covey Company, the leading global professional services firm, with offices in more than 150 countries. They share Dr. Covey's vision and passion to enable greatness in people and organizations throughout the world.



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FranklinCovey's 7 Habits Ambassadors are authorities on what it means to have experienced, lived, and taught the 7 Habits® under Stephen R. Covey's leadership and mentoring.

These 7 Habits Ambassadors are available to discuss the historical and current impact the 7 Habits has had on people and organizations throughout the world. They are available for all media interviews and podcasts, as well as, delivering keynote speeches.



Todd Davis

Todd Davis is a nearly 25-year associate with FranklinCovey and serves as executive vice president and chief people officer. He is a two-time *Wall Street Journal* bestselling author of *Get Better* and *Everyone Deserves a Great Manager*.



Jennifer Colosimo

Jennifer Colosimo serves as FranklinCovey's senior vice president and holds the rare privilege of co-authoring *Great Work, Great Career* with Dr. Stephen R. Covey. She has delivered onsite training and keynotes to more than 50,000 people across 45 states and 12 countries.



Gary McGuey

Gary McGuey, high school practice leader and senior consultant in FranklinCovey's education division, has two decades of experience bringing *The 7 Habits of Highly Effective People* to K-12 and higher education audiences around the world.

For media inquiries, contact Debra Lund, global director of public relations at (801) 244-4474 or via email at debra.lund@franklincovey.com.

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