

MANAGEMENT/ MISMANAGEMENT STYLES

HOW TO IDENTIFY A STYLE AND
WHAT TO DO ABOUT IT

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Library of Congress Cataloging-in-Publication Data

Adizes, Ichak.

Management/Mismanagement Styles: how to identify a style and what to do about it

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Library of Congress Control Number: 2003097620

ISBN: 0-937120-04-9

Published by:

The Adizes Institute Publishing

2815 East Valley Road

Santa Barbara, CA, 93108,

805-565-2901

www.adizes.com

Printed in China

This book is dedicated to the memory of:

My grandparents: Mushon and Gentil Kalderon;

My uncles: Haim, Rahamim, and Yosef Kalderon;

My aunts: Hermosa, Hana and Lea;

My first cousins: Bela, Matika, Stela, Yoshko, Mosho (age 13)—and
Ketica (age 8);

who perished in the ovens of Treblinka.

On the 60th anniversary of their deportation to the camp.

ACKNOWLEDGEMENTS

I want to thank Nan Goldberg, who edited the book into readable form while putting up with my endless rewritings. Thank you, Nan.

ABOUT THE AUTHOR

Dr. Ichak Adizes is one of the world's leading experts in improving the performance of businesses and governments by making fundamental changes without the chaos and destructive conflict that plague many change efforts. Over the past 35 years, Dr. Ichak Adizes has worked with some of the largest commercial organizations in the world and has consulted to many heads of state. The methodology that bears his name has helped organizations in a variety of countries to achieve results and gain leadership positions in industries ranging from banking to food services, and in organizations as different as churches and governments. He is the Founder and CEO of the Adizes Institute. His work has been featured in *Inc. Magazine*, *Fortune*, *The New York Times*, *The London Financial Times*, *Investor Relations Daily*, *Nation's Business* and *World Digest*.

Dr. Adizes is also a noted lecturer and author. He lectures in four languages and has spoken in over 40 countries. He was tenured faculty at UCLA Anderson School of Management for 30 years and was a visiting Faculty at Stanford University, Columbia University and both Hebrew and Tel Aviv Universities. Dr. Adizes is the author of seven books that have been translated into 22 languages. His *Corporate Lifecycles: How Organizations Grow and Die and What to Do About It* (1988) is a well-regarded classic in management theory that was selected as one of the 10 Best Business Books by *Library Journal*. A revised edition was published under the title *Managing Corporate Lifecycles* in 1999. The list of all his works is at the of this book.

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Preface

WHY THIS BOOK?

I introduced my theory of management in one of my early books *How to Solve the Mismanagement Crisis* (first published by Dow Jones Irwin in 1979 and subsequently reprinted several times by Adizes Institute). The book was translated into 22 languages and became a bestseller in several countries. It is taught in nearly every school of social sciences in the universities of Israel, Denmark, Sweden, and Yugoslavia, among others, and is still in print in the United States 25 years after its initial publication.

As I continued to work with hundreds of companies in 48 countries, my knowledge of the subject increased and I was able to expand each chapter of the original book into a book of its own. The chapter on corporate lifecycles became: *Corporate Lifecycles: Why Organizations Grow and Die and What to Do about It* (Paramus, N.J.: Prentice Hall, 1989). A new and enlarged edition of the book was published and renamed: *Managing Corporate Lifecycles*, also published by Prentice Hall, in 1999.

The chapter on how to keep an organization in its Prime condition of vitality became *The Pursuit of Prime* (Santa Monica, Calif.: Knowledge Exchange, 1997), and the chapter on how to manage change became *Mastering Change* (Santa Monica, Calif.: Adizes Institute, 1992).

More elaborations on parts of that introductory book are being presented now in a series of books. The first is: *The Ideal Executive: Why You Cannot Be One and What to Do about It*, in which I discuss why management education is barking up the wrong tree; why no one can ever be the perfect, textbook executive that management schools are attempting to develop; and I provide a new paradigm for managing in an era of rapid change.

Since the ideal executive or manager does not and cannot exist, does that mean that all organizations will be mismanaged by default? Of course not. What is needed is a complementary team, in which each team member has a different style and the tasks given to each are correctly defined and assigned.

This book, the second in the series (though each can be read independently of the others), should help you to identify your own style, learn how to complement yourself, and improve how you manage the company overall and in the long run. It will also help you to assign tasks to your staff appropriately, according to their individual styles.

The third part of the new series is a set of four books; each of them offers prescriptions for handling one of the four basic management styles—the **(P)** type, **(A)** type, **(E)** type, and **(I)** type—whether we are talking about subordinates, peers, or supervisors. Its title is: *Leading the Leaders, How to Enrich Your Style of Management and Handle People Whose Style is Different from Yours.*

GOALS OF THIS BOOK

This book, then, concentrates on learning how to diagnose both management and mismanagement styles, how to become alert to each style's idiosyncrasies, and how you, as a manager, can become aware of your own biases and change yourself from being a mismanager to becoming a manager and eventually, perhaps, a leader.

I am not a psychologist. My orientation is purely managerial. I am interested in how – not why – different people decide differently, communicate differently, staff and motivate differently—and in how to help them perform better.

THE PREMISE

My premise, which I fully developed in Book 1 of the series, *The Ideal Executive*, and reiterate in the chapter to follow, is that the ideal

leader, manager, or executive does not and cannot exist. All the books and textbooks that try to teach us to be perfect managers, leaders, or executives are based on the erroneous assumption that such a goal is possible. Thus classic management theorists, including Howard Koontz, William H. Newman, and even Peter Drucker, present what the manager or executive *should* do – as if all managers have the same style and can be trained to manage the same way, ignoring the fact that different people organize, plan, and control differently. The person that these management theorists describe simply does not and cannot exist.

Real executives, managers, and leaders are also real people. They have strengths. They have weaknesses. They excel in some areas and they fail in others.

This book provides a methodology to classify styles, identify their strengths and weaknesses, and predict how each style will make decisions, staff, motivate, and communicate – or, in a word, manage.

I have found that the four basic styles of management are determined by the permutation of four roles that need to be performed if an organization is going to be healthy; i.e., effective and efficient in both the short and the long run.

These four essential roles are: **(P)**roducing the results for which the organization exists, thus making the organization effective; **(A)**dministering, for efficiency; **(E)**ntrepreneuring, for change; and **(I)**ntegrating the parts of the organization, for long-term viability – or **(PAEI)**.

INPUT	THROUGHPUT	OUTPUT	
The Roles	Make the organization	To be	In the
(P)roduce results	Functional	effective	short run
(A)dminister	Systematized	efficient	short run
(E)ntrepreneur	Proactive	effective	long run
(I)ntegrate	Organic	efficient	long run

Think of the **(PAEI)** roles as vitamins. For the health of an organization, these four “vitamins” are necessary, and together they are sufficient for that health. If one vitamin is deficient, a disease will result. In our case, the disease is called mismanagement, and it is manifested by high turnover of staff, falling market share, lower profits, etc.

For an introduction to what these roles comprise and how they conflict with each other, see the next chapter. For more in-depth discussion, see Book 1 of this series, *The Ideal Executive*.

Any permutation of the combined performance of these roles yields a style. A good manager is one in whom all the roles meet the threshold needs of the task, even if he or she does not excel in all roles. A managerial style can be a Producer, **(Paei)**; an Administrator, **(pAei)**; an Entrepreneur, **(PaEi)**; or an Integrator, **(paeI)**, etc.

A leader is someone who excels in at least two roles, one of which is **(I)**ntegration. In this book, I have not described in detail the leadership styles because once the reader understands the roles and how they generate styles, leadership styles can be imagined without much difficulty.

When only one role is performed and none of the others meets the minimum needs of the task, a mismanagement style emerges, and these are the main focus of this book. A description of each of the basic management and mismanagement styles and how they manage will be presented here. Each has its strengths and weaknesses, which will be discussed in detail.

The important message is that no one can excel at all of the **(PAEI)** roles at the same time in every situation. No one is or ever can be a perfect, textbook manager. Every human being may excel in one or more roles, but never in all four forever and under all circumstances. Good managers, however, *must* have at least a modicum of ability in each role. If any one of these four roles is missing, a foreseeable pattern of corresponding *mis*management will occur.

To evolve from good manager to leader, however, meeting the threshold requirements of each role is not sufficient. For leadership,

one must perform at least two roles, one of which is the **(I)** role. And even then, whether the combination of the two roles will produce a functional leadership style will depend on this manager's specific task or on the phase of his organization in its lifecycle.¹

DECIPHERING THE CODE

There are innumerable permutations of the **(PAEI)** code – as many permutations as there are people on earth. It all depends on the dimensions we give to each one of the elements. If we used numerals 1 through 9 instead of letters to designate each element, and kept the sequence of the elements fixed, coding would be much more specific. For instance, a (1395) manager would be strongest in **(E)** – three times as strong in this role as in the **(P)** role; second strongest in **(I)**; third in **(A)**; and least skilled in **(P)**.

Trying to attain that level of granularity in these codes for this book is unnecessary, however, since my focus here is on tendencies and generalities rather than specific diagnoses. In addition, the codes for any style are not permanent anyway: Normal people are a composite of styles, and in a given situation they will exhibit the style that is most appropriate to that situation.

For example, people's styles can change depending on whom they are talking to. When two people meet to make a decision, one might take a position or style to complement the other person's position or style. So it can never be accurately said that a person is this or that style. What *can* be said is that someone is *behaving* right now in this or that style. What I present as a style is a behavior that a person exhibits most of the time, in most situations. It is the style this person feels most comfortable with.

For the purposes of this book, I have chosen only three dimensions for each of the **(PAEI)** roles: Excels in the role; meets the threshold needs of the job; or is deficient in the role. An upper-case letter in the code—**(P)**, **(A)**, **(E)**, or **(I)** – designates excellence in that particular role.

A lower-case letter – (**p**) (**a**), (**e**), or (**i**) – means the manager does not excel at that role but does meet the minimum threshold necessary to do the job. A (-) designation in the code means that the performance of this role is below the threshold necessary to be functional.

LIMITATIONS

It is important to remember that no one will ever fit these archetypes perfectly. Each is a collage of characteristics, based on my observations of many people and on my imagination. Some people will fit most of a style described in the book but *not all of it*. For purposes of working with and coaching managers and leaders, it is operationally sufficient if a person's style *approximates* a style as described in the book. To progress from archetypes to real people, you have to custom-make your own predictive style using the (**P**), (**A**), (**E**), and (**I**) roles provided.

I have focused on the mismanagerial archetypes as a way of better understanding normal managers – just as psychologists study abnormal people, in order to understand normal people. Normal people are diluted abnormals. By the same token, you can dilute the archetypes presented here to understand the people you are interacting with.

A word of warning – coding a managerial style does not mean branding people like cattle. It is not my purpose to brand people, nor should it be yours as you read this book. Be cautious when using these archetypes to avoid stereotyping people. Most people probably manifest some characteristics of each of the styles. People are multi-dimensional; thus, do not decide what someone's style is and from then on simply ignore their behavior. Be alert at all times in analyzing behavior, which can change as conditions change, even during a casual conversation.

The goal, rather, is to identify a behavior *at a point in time* and know how to deal with it. Thus, although the tests at the end of this book direct you to a questionnaire that can help you identify your own general style or that of others, it would be a mistake to use this to definitively label yourself or others. The questionnaire is provided

as an aid to discovering your strengths and preferences. How you behave can and will change depending on the time and place and the styles of the people you are trying to work with.

This book focuses on management styles only. It does not tell you what values people have. The same style could apply to Mother Teresa or a criminal. It does not tell you the IQ or EQ of the people either.

Nor is this book a survey of the literature already available on the subject of management styles. Rather, it is a compilation of 35 observations while working with managers in 48 countries. Thus you will not find extensive footnotes in this book. For those interested in the writing of others, I am including a list of additional readings (see Bibliography).

ORGANIZATION OF THE BOOK

In Chapter 1, the introduction, I define the concept of management, discuss the myth of the perfect manager, and briefly present my functional theory of management: The four roles that must be performed to achieve effective, efficient management. Next, I explain why these four roles are often incompatible, why they inevitably lead to conflict, and what to do about it.

In Chapters 2 through 6 I describe the management style that results when one role is performed with excellence and the others adequately – the **(P)**roducer, **(Paei)**; the **(A)**dministrator, **(pAei)**; the **(E)**ntrepreneur, **(PaEi)**; and the **(I)**ntegrator, **(paEI)**. I then contrast these with the mismanagement style that results when all emphasis is placed on one role while the other three are ignored: The Lone Ranger, **(P---**); the Bureaucrat, **(-A--)**, the Arsonist, **(--E-)**, the SuperFollower, **(---I)**, and finally the Deadwood, **(----)**, who does not perform any of the four **(PAEI)** roles.

Each of these chapters is organized by categories reflecting the five basic functions of every manager – decision-making, implement-

ing, team-building, managing staff, and managing change – as well as behavior and communication.

In Chapter 7, I present some variations of the archetypes that occur when a person excels in two roles but is deficient in the other two: for example, **(PA--)** or **(P-E-)**. The purpose of this chapter is to give the reader an understanding that there are endless variations of styles, depending on the infinite combinations of strengths and weaknesses in the four managerial roles.

The book ends with two diagnostic quizzes to verify the reader's understanding of the styles, and provides links to further tests online, to verify his or other people's styles.

STYLE AND PRESENTATION

Finally, a note on style: In writing this book, I most often used the masculine gender, because I found it cumbersome to switch back and forth and inaccurate to assign one gender to any specific managerial style. However, my insights apply equally to female managers. When, occasionally, I use the female gender to refer to a managerial style, again I intend my comments to refer to both genders equally.

The famous philosopher Ludwig Wittgenstein once said: "A serious philosophical work could be written entirely of jokes." Jokes are funny precisely because they have a kernel of hard truth in them, and humor can aid in the understanding of difficult realities. For that reason, I have included many jokes, as well as quotations, in this book to illustrate my points.

One final point: Because my theories apply not only to business at all levels but also to statecraft, to marriage and parenting—in fact, to any relationship that must deal with change—readers may find the typology helpful in understanding their non-professional relationships.

METHODOLOGY AND SOURCE OF DATA

This book summarizes for the reader my insights based on 30 years of work in the field of organizational transformation (“consulting”). Since my work as an organizational transformationist and lecturer frequently takes me all over the globe, I have been able to compare notes and share my observations with executives around the world.

I have treated companies that range from \$1 million to \$15 billion in sales or \$120 billion in assets, and employ from eighty to hundreds of thousands of people. They are involved in numerous technologies, including aircraft, insurance, banking, the performing arts, museums, and government agencies, in both the profit and not-for-profit sectors. I have also counseled several heads of state.

I’ve found that my insights on managerial styles are valid for all the countries in which I’ve lectured, including cultures as different from each other as those of Taiwan, Japan, Sweden, Mexico, Greece, Israel, England, and the United States. Managerial styles and behavior are independent of culture—although social culture, I have noted, tends to reinforce managerial behavior.

A REQUEST

I have learned from everyone who has cared to share their thoughts with me. If any reader wishes to communicate agreement, disagreement, experience, or anecdotes, or even jokes or cartoons that illustrate my points, I would appreciate the feedback. Please write to me at the Adizes Institute, 2815 East Valley Road, Santa Barbara, CA 93108, or better yet, send me an e-mail: Ichak@Adizes.com

Thank you.

Ichak Kalderon Adizes
Santa Barbara, CA, 2003

NOTES

1. For more details, see Adizes, Ichak: *Managing Corporate Lifecycles* (New York: Prentice Hall Press, 1999), Chapters 11-12.

Chapter 1

What Is Management?

First, let's define our terms. What, exactly, do we mean by the word "manager," and what roles does the word "management" encompass?

From textbooks we learn that managers (also called administrators, executives, and leaders) plan, decide, lead, organize, control, and motivate.

However, there are organizations in which management does not perform some of those functions. Some years ago I studied the management of artistic organizations – opera, dance, theater, etc.–and I became aware that managers cannot manage artists as, let us say, one can manage workers.¹ They cannot plan, organize, and control as the textbooks prescribe. I noted the same phenomenon in the fields of health and education:² (A)dministrators do not perform all the functions of management. They do not decide policy matters, for example, since physicians and educators usually have this as their prerogative.

Nor do all countries around the world practice the managerial process exactly as we define it. In fact, in some countries our form of management is prohibited by law. In Yugoslavia, for instance, during the Communist era of self-management, it was constitutionally prohibited to make decisions the way we do, *for* the organization. The manager's role was to suggest, present to, and convince the workers, who had the ultimate responsibility for deciding salaries, quotas of production, investments, etc.³

In other countries, management is socially discouraged. In the heyday of the Israeli kibbutzim, for instance, management was deliberately rotated every two or three years, so that nobody became

what in the United States is called a professional manager: a person whose profession it is to tell other people what to do.

In certain languages, such as Swedish, French, and Serbo-Croatian, the word “manage” does not even have a literal translation. In those languages, words like “direct,” “lead,” or “administer” are often used instead. When they mean to say “manage” the way we use it in the United States, they usually use the English word.

In Spanish, the word *manejar*, the literal translation for “manage,” means “to handle” and is used only when referring to horses or cars. When they want to say “to manage” in the American sense of the word, they use “direct” or “administer.”

I remember the day a salesman came to my door to try to sell me the latest edition of the *Encyclopedia Britannica*. “What do you do, sir?” he asked. “I teach management,” I replied. “Well,” he said, “let’s see what the encyclopedia has to say about the subject.”

With increasing uneasiness on his part and bewilderment on mine, we soon discovered that there was no such term in the encyclopedia. There was management science, which involves mathematical models for decision-making. There was organizational behavior, which is the sociology of organizations. But plain simple management—what millions of people around the world do day in and day out—was totally excluded.

It made me stop and think. *What is management?*

In an English thesaurus, synonyms for “manage” include: “decide,” “operate,” “plan,” “control,” “organize,” “rule,” “achieve goals,” “lead,” “motivate,” “accomplish,” “dominate,” “govern,” even “manipulate.”

What is the common denominator shared by all these synonyms? They are all a one-way process. The managing person is telling the managed person what to do. Even the word “motivating” makes an assumption: that the motivator has decided already what to do, and in motivating is trying to convince a subordinate to do it.

There was a relevant cartoon in the *New Yorker* magazine some time ago: A mother who is a psychologist is trying to convince her son to take out the trash. Wearily, the boy says, “OK, OK! I’ll take out the trash, but *pleeeeee*, Mom, don’t try to motivate me.” Even the child sees motivation as manipulation. What he has to do has already been decided. It’s only a matter of how to make him do it.

Now let’s look at the word “subordinate”—the one who is managed, who is supposed to carry out the manager’s decisions. What does that word really mean? Listen to it: *Subordinate* – like *sub*-ordinary. Now listen to the word *supervisor* – it connotes superior vision.

So the managerial process, as it is taught and practiced, is not a value-free process. It is not only a science and an art, but also an expression of sociopolitical values.

THE FUNCTIONALIST VIEW

Let us try to understand the meaning of management by understanding the function it performs: Why do we need it? What would happen if it did not exist?

The function should be value-free, without any sociopolitical or cultural biases. It should be the same whether we are managing ourselves, our family, a business, a non-profit organization, or a society. Whether we are speaking about managing, parenting, or governing, it should be one and the same process conceptually, differing only in the size and nature of the unit being managed.

I suggest that an organization is well managed when the organization is healthy – and I define “healthy” as being effective and efficient, both in the short and in the long run.

Over the years I’ve discovered that there are four roles that management must perform if an organization is going to be well managed and thus healthy. In fact, management can be defined by these four roles, because each one of them is necessary, and together they are sufficient for good management.

What are those roles? Let me briefly define each.⁴

THE ROLES OF MANAGEMENT: A QUICK INTRODUCTION

The first role that management must perform in any organization is to **(P)**roduce result s– **(P)**. Why are clients coming to your organization? Why do they need you? What is the service they want? The **(P)**roducer's job is to satisfy this need, and fulfilling this role well means the organization will be *effective in the short run*. Success can be measured by how many people *come back* to buy your competitive products or services.

The second role, **(A)**, to **(A)**dminister, means to see to it that the organizational processes are systematized: that the company does the right things in the right sequence with the right intensity. It is the role of **(A)**dministration to pay attention to details, to make the organization *efficient in the short run*.

Next, we need a visionary who can foresee the direction the organization is going to take, someone who can naturally pro-act to constant change. This is the **(E)**ntrepreneur – the **(E)** role—who combines creativity with the willingness to take risks. If the organization performs this role well, it will have the services and or products in the future that its future clients will want and seek, making it *effective in the long run*.

Finally, management must **(I)**ntegrate, which means to build a climate and a system of values that will motivate the individuals in the organization to work together so that no one is indispensable. This produces *efficiency in the long run*.

In problem-solving, each role focuses on a different imperative:

(P): what?
(A): how?
(E): when
(I): who?

If all four questions are not answered before a decision is finalized, then that decision will be only “half-baked.” If you (**P**)roduce results and (**A**)dminister, but lack the ability to (**E**)ntrepreneur and to (**I**)ntegrate, you’ll be effective and efficient in the short run—but only in the short run. If you (**E**)ntrepreneur and (**I**)ntegrate without (**P**)roducing and (**A**)dministrating, you’ll be effective and efficient in the long run, but in the short run you will suffer.

For a company to be profitable in the short and long run, it needs to perform all four roles well. Why this is true is explained in more detail in my other books.⁵

If you’re not in a for-profit business – if, for example, you’re a government agency – then by capably performing the four roles you will achieve, instead of profit, whatever results you’re looking for: service, political survival, etc.

Even parents have to perform these roles, because a family is an organization and thus a system that requires all four roles to be performed. In the traditional family, the husband performs the (**E**) and (**P**) roles, building a career and bringing home the bacon. The wife is the (**A**) and the (**I**), transforming a house into a home and a group of adults and children into a family.

In contrast, look at what we call the modern, extended, two-career family. What do you have? Two (**P**)/(**E**)s—who need a maid to do the (**A**) housework and a family therapist to do the (**I**) work.

In any organization, in any technology, in any culture, of any size, these four roles are necessary for good management. Any time one or more of these roles is not being performed, there will be mismanagement: the organization will be either ineffective or inefficient in the short or in the long run. And the pattern of mismanagement that will appear is a predictable, repetitive pattern all over the world, regardless of culture, regardless of technology, regardless of the size of the organization.

Each combination of roles creates a style. If that style is deficient in performing one or more of the roles, it is a mismanagement style. If each role meets at least the threshold needs of the task, it is a man-

agement style. Finally, if the **(I)**ntegration role is performed well in addition to at least one other role, and none of the roles is deficient, it is a leadership style.

Thus, studying the four roles, or managerial “vitamins,” and who, when, how, and whether they are being performed, can be a significant tool in treating the “disease” of mismanagement.

To continue the medical analogy: If you know that the cause of scurvy is vitamin C deficiency, and you also know how to inject vitamin C, then you can treat the disease and bring the organism back to health. In the same way, if you know which missing role creates which mismanagement style and if, through training and coaching, you know how that missing role can be improved, you have a systematized methodology for coaching mismanagers to become competent managers.

In order to simplify comparisons between managerial and mismanagerial behavior, I have chosen to profile five exaggerated mismanagement archetypes.

These archetypes – the Lone Ranger, (**P**---), the Bureaucrat, (-**A**--), the Arsonist, (--**E**-), the SuperFollower, (---**I**), and the Deadwood, (----) – represent mismanagers who are capable of performing none or only one of the four essential roles of management.

For example, the Lone Ranger, a (**P**) type who either cannot or will not perform the other three managerial roles, looks exclusively at the *what* – “*What* needs to be done?” – and never articulates the *how*. *When* is usually *now!* And *who* is probably whoever is available right then and there.

The Bureaucrat, a manager with overwhelming (**A**) characteristics, tends to look at the *how*. Bureaucrats drive the *what* and *when* of a decision by *how* it should be done. They care less if a decision is correct than whether it is implemented properly.

Arsonists, or out-of-balance (**E**)ntrepreneurs, are only interested in the *why not*. They are willing to try anything, but they don’t often follow through. They give you a general idea – a kind of cosmic view—and usually want their “decisions” implemented yesterday. But

ask them *what*, specifically, should be done and they will answer you with *why* they want it done.

SuperFollowers, (I) types run amok, are more interested in *who* is going to do the job than in *why* it needs to be done. For them, the *what*, *how*, and *when* are driven by internal politics.

And finally, Deadwood are those whose capabilities, whatever they once were, have atrophied completely, leaving a code consisting entirely of blanks, signifying a person whose sole interest is in not getting fired.

In my work I have discovered that the (PAEI) code can be applied beyond codifying behavior or style. The (PAEI) roles develop in a predictable sequence in the lifecycle of any organization. Over time, some roles become more pronounced and other roles less pronounced, creating a pattern of problems that can be foreseen and prevented.⁶ This is very much the way parents evaluate potential problems with their children: We expect a baby to cry a lot and wet itself, but if a 45-year-old person is doing that, we know something is wrong.

In other words, once you understand the pattern, you have a tool to identify what is normal and what is abnormal at each stage of the lifecycle. It's almost like holding a crystal ball in your hand: in light of the problems you have today, you can predict your next generation of problems.

For 30 years, I have used the (PAEI) tools, among other tools that are covered in my other books, in my consulting work in companies around the globe – as have my associates, who are trained and certified in this methodology. It is a tested methodology for analyzing and solving problems and predicting behavior.

THE MYTH OF THE PERFECT MANAGER

The *New York Times* once ran an article about me in which I was labeled “the corporate exorcist.”⁷ I go from company to company trying to purge management of its belief that it can do the impossible.

What is it they cannot do? They cannot find, or even train, the perfect manager, executive, or leader.

Try the following exercise. Call all your top management into a room. Ask each one of them to write down the company's top five problems. The rules are that, first, no names be mentioned; and second, that they not use the word "because"—no explanations for the problem are necessary.

Just ask them to note on a piece of paper, which they do not have to show anyone, the company's top five most critical, significant problems, in results or processes.

All of these problems must be *controllable* by the people in the room; it is not acceptable to define a problem as something "they" are not doing. Focus on what "you" (those in the room) are not doing. In other words, instead of saying: "The problem is that it is raining," you should write: "We do not have an umbrella," or, "We do not listen to the weather forecast."

Do not look at what they have written. Do not let them share what they have written. Simply ask them: How many of the problems on your list did the company have last year? The answer is usually: 100 percent.

How about two years ago?

Most of them, right?

How about three years ago?

Again, most of them!

Now, if this is true, then how many of these same problems are you likely to have three years from now?

Most! Right?

Why, though?

Look at your list of problems again. How many of them can *any individual* in the room *solve by himself*?

None!! Right? If they could have, they probably would have.

Now ask them: How many of these problems would disappear if I gave you a magic pill that would permit you as a team to agree on the solution?

All of them, right? If you followed the instructions correctly and only wrote down problems that are controllable by the people in the room, then it is true by definition that a solution is possible if only the people in the room agree to it.

So what is the problem?

The problem is that we usually have one executive or manager chasing ten problems, rather than ten managers chasing one problem at a time.

“The problem is *not* what you have on your list,” I tell them. “What you have are manifestations. The problem is YOU!!! You do not know how to work together. *That* is the problem!!!!”

And why haven’t your managers learned to work together? Because the business world has been misled by misguided principles of individualistic management, which personify the whole process of management in one individual who excels at planning and organizing and motivating and communicating and building a team and making him- or herself dispensable. In other words, a **(PAEI)** manager.

But where on earth would you find this animal? Forget it; you wouldn’t! That’s why I call this theoretical **(PAEI)** person “the textbook manager” – because he or she exists only in textbooks. In reality, such a manager does not and cannot exist – because what is expected cannot be achieved by one individual.

*The managerial process is too complicated
for one person to perform.*

Although all four **(PAEI)** roles are necessary, they are rarely if ever performed by a single individual for each decision that that individual has to make.

This reminds me of a joke:

A preacher, in his sermon one day, said, “There is no such thing as a perfect man. I can prove it to you. Anyone who has ever known a perfect man, please stand up.”

Nobody stood up.

“Anyone who has ever known a perfect woman, please stand up,” the preacher said.

One demure little woman stood up.

“Did you really know an absolutely perfect woman?” the preacher asked, amazed.

“I didn’t know her personally,” the old woman replied, “but I have heard a great deal about her. She was my husband’s first wife.”

If someone has achieved “perfection,” he must be dead. We have simply forgotten all his deficiencies. You cannot be alive (changing and dealing with change) and be perfect.

*“The closest to perfection a person ever comes
is when he fills out a job application form.”*

STANLEY J. RANDALL

Peter Drucker has recognized the complexity of the managerial task. “The top management tasks,” Drucker writes, “require at least four different kinds of human being.” Drucker identifies them as “the thought man,” “the action man,” “the people man,” and “the front man.” These are, of course, analogous to the styles of the (PAEI) model. And Drucker also acknowledges, “Those four temperaments are almost never found in the same person.”⁸ But he does not go beyond saying that more than one style is necessary to manage any organization. What those styles are, how they interact, how they can work together in spite of being so different, is not treated. And that is the gap I am trying to fill in this and my other books.

MANAGEMENT TRAINING: THE BIG FALLACY

Unfortunately, management schools continue to focus on training the perfect individual manager. They make the same assumption that drives economic theory, which attempts to predict how “a firm” will behave: If you have one set of conditions, “the firm” will raise prices; if you have another, it will reduce prices. This theory personifies the

group process of making a decision into an abstract entity called “the firm.” It tries to analyze *why* decisions were made but neglects to explain *how* they were made.

Management theory, and management schools, suffer from the same type of perceptual limitation. Management theory, as a profession and a “science,” is a 20th-century phenomenon that has resulted in a burgeoning of management training schools that attempt to equip the newcomer with the knowledge and skills necessary for good management, and also to assist the veteran in improving his managerial performance. These efforts are documented in textbooks, which are written by taking the best traits of the best managers and personifying this collage of characteristics in an individual who doesn’t exist. Books in which leaders of industry share their experiences also do not meet the need, because they tend to show you only their best practices. Where do they reveal their deficiencies, which all humans have, and how they overcame them?

Most traditional management theory assumes a prototypical manager who manages all tasks—planning, organizing, training, developing, motivating, leading, organizing, disciplining—under all conditions in all organizations in the same way. It does not differentiate among the different styles and the various circumstances under which managers plan, organize, and motivate.

How many people have you known who went to the best MBA schools in the country, the best programs, who know the textbooks by heart, and still go back and mismanage? Quite a few, right? Why? *Because no one can excel in everything.*

This is where I depart from traditional management theory, which I am quite familiar with, having taught at universities including UCLA, Stanford, Columbia, Tel Aviv, and Jerusalem: Traditional management theory talks about what managers *should* do, although in reality they *cannot* do it.

Thus, traditional management training in MBA schools is, by and large, a waste of lots of money. It is even dangerous to your managerial health. You might believe, after spending so much money on

training, that you can actually be that perfect, all-capable executive. MBAs are actually dangerous in their first two years out of school: they have not developed yet any humility.

So let us start over from the beginning, but this time with the assumption that being human means being imperfect; thus, every manager is, by definition, a mismanager. And that includes the management gurus.

And what should we do about that? We must learn how to complement ourselves, to cover for our deficiencies.

That is the kind of management training I believe in.

Management training as it is practiced today trains individuals to think logically and provides them with tools to reach appropriate decisions. Such training produces staff people or consultants. What it does not produce is executives who know how to work with others.

“I think it is very dangerous to believe in genius. I think it exists very, very seldom. When it does exist, it exists in terms of a man’s personal or individual output, whether it be painting or music or whatever. It certainly does not exist in a corporation. Any corporation will be extraordinarily limited if it depends upon what any individual can do, even if you assume he is an outstandingly competent individual.”

RALPH ABLON

WHY PERFECTION IS UNATTAINABLE

Why is it that the perfect, all-encompassing (**PAEI**) manager does not exist? One big reason is that nothing is ever perfect in itself when it is subject to change. Nothing is perfect because nothing is static.

There is a lifecycle to everything. One does not parent a baby the same way one would parent a 40-year-old son, obviously. Treating a

baby as if it were an adult would physically endanger him; babying a 40-year-old would psychologically destroy him. Our parenting styles have to change as our children change; life does not allow us to stay in one place. We change, either for the better or for the worse.

There is no perfect parent, no perfect leader, and for that matter no perfect flower. Something may be perfect for the moment or, to paraphrase Andy Warhol, maybe we all get our fifteen minutes of perfection. But conditions change, and the functional synchronization of what we do with what is needed cannot remain perfect forever.⁹ It may seem contradictory to say that everyone is a good leader and no one is a good leader, but it actually makes sense in the following context: Everyone is a good leader (in some situations), and no one is a good leader (forever, under all conditions).

*Everybody is ignorant, only on
different subjects.*

WILL ROGERS

But there is another reason why no manager can be perfect: The managerial roles are incompatible in the short run; in other words, they cannot be performed simultaneously. For example, **(P)** and **(I)** are incompatible. Have you ever attended a course or workshop where you were taught how to be a better **(I)**: How to relate better to people and be a good communicator and a sensitive human being? Then there was a crisis, and time pressure, and you had to have a meeting in which you had to **(P)**roduce results, then and there. There was no time to convince, explain, or motivate. What happened to your team orientation and ability to listen patiently?

When there is time pressure to **(P)**roduce results, it is normal to become rather dictatorial and assign a lower priority to **(I)**ntegration and teamwork. The **(P)** squeezes the **(I)** out.

Let us look more closely at other incompatibilities. We all know managers who are brilliant at conceptualizing plans and ideas but not very good at monitoring the details of implementation; or who are

sensitive, empathic, and good at (**I**)ntegration, but just can't seem to make hard decisions.

The explanation is simple: The four roles are not mutually exclusive, but they *are* incompatible in the short run and thus mutually inhibitive: in other words, the ability to excel at one of the (**PAEI**) roles is likely to impede one's ability to perform another.

Any combination of the four roles is incompatible, not just (**P**)roducing and (**I**)ntegrating. (**P**)roducing and (**E**)ntrepreneuring are incompatible too. How many times have you said, "I'm working so hard, I have no time to think"? In other words, satisfying present demands is so consuming that you have no time to think about future opportunities. (**P**) actually endangers (**E**), because if you work very hard, day and night, focusing on short-run results, it is difficult if not impossible to also notice the changes that are coming your way. Your mind is like a camera. You can either focus on the close-up view, rendering the long view out of focus, or the opposite.

Conversely, (**E**) threatens (**P**): (**E**)ntrepreneuring means change, and that threatens the (**P**) role. People in (**P**)roduction often complain to the Product Development Engineering department, "If you guys don't stop changing things, we'll never get anything done!" At some point, you have to freeze the planning so you can proceed with the doing.

Now let's look at another combination: (**P**)roducing results and (**A**)dministering. They are also incompatible. When you play doubles in tennis, and a ball is coming at high speed directly to the center of the court, do you wait until you're sure where it's going to land before deciding who is responsible for hitting it back? Obviously not. You both move for the ball. That is effective, because one of you will hit the ball, but it is not very efficient. However, in the efficient scenario, no one moves until the ball has landed and the players have decided who should respond to it. But by that time it's too late for anyone to return it. That, obviously, is ineffective.

When you want to be very effective, you have difficulty being efficient. That's why start-up companies, which are constantly putting

out fires and dealing with unanticipated problems, are disorganized and inefficient. They accept the fact that organization and order – (A) – will have to wait.

The opposite is also true: If you are very efficient, you end up less effective. That is the case with bureaucracies, in which every detail is planned and no variable is left uncontrolled. The more control you insist upon, however, the more inflexible and non-responsive the system becomes, until it can no longer adapt to the changing needs of its clients.

Think of a tennis player who trains and trains until his hand and body movements are perfect. Then he announces to his opponent: “Send the ball *here!*” – to the spot on the court from which he knows he can return the ball in perfect form. I call that being precisely wrong rather than approximately right. That is how bureaucracies work. The fact that the clients’ needs have changed does not concern them. They just go through the motions as developed for maximum efficiency and control. It is efficient in the extreme, and extremely ineffective.

How are (A)dmistration and (E)ntrepreneurship incompatible? As you freeze new ideas for the sake of efficiency, your ability to be proactive and effective in the long run will become limited. Policies, rules, and institutionalized behavior inhibit change. Thus (A) endangers (E). And vice versa: Too much change hinders systematization, routinization, and order.

Let’s look at (A)dmistration/(I)ntegration incompatibility. Which country has the fewest lawyers per capita? Japan, and that is because their (I)ntegration is high. In Japan there is a great deal of loyalty and interdependence in business. Corporations offer lifetime employment and a family environment. They take care of each other; they are guided more by their culture than by their legal institutions. (This is changing rapidly, as (A) increases and (I) recedes.)

Now, which country has the *most* lawyers per capita? The United States. Our court system is overloaded because we rely more and more on external intervention to solve our interdependency problems. Our (A) is high and growing and our (I) is low.

As a result of these compatibility issues, most managers excel at one or two roles, are comfortable with them and tend to rely heavily on them in their behavior. It is these dominant elements that I use to characterize their management “style.” While one manager (**paEi**) may excel in foreseeing the future, another (**pAei**) may excel at organizing, a third (**paEi**) at motivating, and so on. A manager, in other words, can be predominantly a (**P**)roducer, an (**A**)dministrator, an (**E**)ntrepreneur, or an (**I**)ntegrator, or any combination of the (**PAEI**) roles, but he cannot be a (**PAEI**) all by himself.

Unfortunately, for any person, a role can be completely missing, squeezed out, threatened into extinction, or never fully developed. Furthermore, change fuels our internal conflict: the more hustle and bustle in our lives, the less the four roles are in balance.

NO BLANKS IN THE CODE

If the individual (**PAEI**) manager is nonexistent, then is every manager necessarily a mismanager? Of course not. Managers should excel in one or more roles but not to the exclusion of the others. Thus, the (**P**)roducing manager should be a (**PaEi**) rather than a (**P---**), the (**A**)dministrating manager should be a (**pAei**) rather than an (**-A--**), and so on. An (**-A--**) style is dysfunctional—not because it emphasizes only one role but because the other roles are totally absent.

Mismanagers lack the ability to perform certain roles. Managers must excel in one or more roles, depending on their job description, but they must also be able to meet the threshold requirements of all the other roles. Why? In addition to the possibility that they may be called upon to perform one of these roles in an emergency, they must also be able to relate to those whose style excels in performing that role. You cannot build a team of four one-track-minded people. They must relate to each other.

Still, not even the best corporate leaders excel in all four roles; as a rule, they excel in (**I**) plus one or two other roles. (Whether leader-

ship is functional to the needs of the organization depends on their task at that point in time.)

Thus the difference between managers, mismanagers, and leaders is one of degree and circumstance. A person with no dashes in his code—that is, a person who is capable of performing all four managerial roles even if he excels in only one of them — is a potentially good and useful manager without being perfect, as long as what is expected of him conforms to his ability to get the job done and as long as he is a member of a complementary team.

What purpose should managerial education serve, then, if it is not to create a **(PAEI)** manager? First of all, whether we are talking about programs for top executives or schools that grant MBAs, such programs should accept only those who demonstrate leadership traits, the **(I)** capability plus excellence in at least one other role. Next, they should make their students aware that even if they earn all A's in their classes, they are not and never will be perfect. The programs should teach their students experientially that in order to succeed, they need others to complement them. They should teach the participants how they can benefit from other managers' style differences, instead of being threatened by them. Bottom line: students must learn how to make the right decisions and implement them well—by working with a team of people whose styles are different from theirs and nurturing trust and respect for each other, so that the inevitable conflicts among them will be constructive rather than destructive.

THE WORKABLE SOLUTION: A COMPLEMENTARY TEAM

My point is that all four roles must be performed—but by several people. For good management, people who act and think differently need to be brought together. Instead of talking about a manager who plans, organizes, etc., we should be talking about the managerial team performing these functions. The roles of **(P)**roducer, **(A)**dministrator,

(E)ntrepreneur, and (I)ntegrator must be fulfilled by a complementary team, because no one person can perform them all.

"I have never met a person who was not my superior in some particular."

RALPH WALDO EMERSON

I want to emphasize the word "complementary," because normally when I say to a manager, "We need a team," he replies, "Yes, you are right. I am going to hire several more people like me." That is not a team. That is cloning.

Look at your hand. What makes a hand a hand is that every finger is different and that they cooperate.



In the same way, we need a complementary team – a team in which the members of the team are different from each other, not similar to each other, which means acknowledging differences in style and opinion. Each person’s style should complement the others by balancing their naturally biased judgments. That is a team.

THE INEVITABILITY OF CONFLICT

How do we build managerial teams in which the people are different from each other and yet can work together? Automatically, the different styles will create conflict and miscommunication, even if each member of the team is mature and capable of handling conflict.

*“I never learned from a man who
agreed with me.”*

ROBERT A. HEINLEIN

An (**A**)-dominant style and an (**E**)-dominant style are in conflict, because (**A**) is conservative and wants control, whereas (**E**) wants change. A (**P**)-dominant style and an (**E**)-dominant style are also in conflict, because (**P**) requires short-term feedback, whereas (**E**) looks to the long-term for feedback. (**E**) and (**I**) are in conflict, because (**E**) prefers to create change, which might cause conflict, whereas (**I**) wants harmony. Furthermore, in all four cases, there is misunderstanding, because each style communicates differently, sometimes even speaking the identical words but with opposite meanings.

One example is the way different styles express agreement and disagreement. If (**E**)ntrepreneurs disagree with an idea, for instance, they will usually be very expressive about it. They’re expressive even when they agree. (**A**)dministrators, on the other hand, express disagreement by being silent. That discrepancy alone can cause tremendous misunderstanding and conflict.¹⁰

One essential goal, then, is to recognize and accept conflict and miscommunication as an inevitable and even desirable facet of man-

aging—as long as one learns how to make that conflict constructive and how to overcome miscommunication, a matter I start to cover here and analyze in more depth in Part 3 of this series: *Leading the Leaders, How to Enrich Your Style of Management and Handle People Whose Style is Different from Yours*.

LEADERSHIP AS A THUMB

I believe it is a myth that some people are born leaders, and others are born followers. I call this kind of talk “managerial racism.” I believe that potentially people have all of the qualities necessary to be good managers, although these qualities may be dormant as a result of neglect. We are all, latently at least, (PAEI)s and can perform each role as long as we don’t have to perform them all at the same time, all the time. The environment in which we operate makes our latent capabilities either grow or disappear. Unless inhibited, people rise to meet challenges and exercise any of the four management roles appropriately as they are called for.

“The role of a competent manager is to create an environment in which the most desirable things are most likely to happen.”

RALPH ABLON

The difference between good management and the next level, leadership, is that a leader must excel at (I)ntegration in addition to at least one other managerial role.

Many people visualize leadership as a pointing finger: “Do this, do that!”

But my view is that leadership is like a thumb. Why? The thumb is the only finger that both opposes the other elements of the hand and, by (I)ntegrating them, helps them work together as a hand.

A manager does not have to excel at (I)ntegration, or being a thumb. A leader, however, does. Without that ability to (I)ntegrate,

there can be no leadership that makes four fingers perform like a hand.

Whether the organization needs (**PaeI**) leadership, (**pAeI**) leadership, or (**paEI**) leadership depends on where the organization is in its lifecycle.¹¹ The appropriate leadership style must change as the organization grows and ages, just like parenting style has to change depending on the age of the child.

“KNOW THYSELF”

The following chapters are dedicated to parsing the four basic management and five mismanagement styles and how they tend to view themselves and others, communicate, make decisions, implement decisions, build teams, deal with subordinates, and adapt to change. In addition to helping you deal with peers, superiors, and subordinates, this study should also help you diagnose your own managerial style. (This is harder to figure out than it sounds; most of us can point out characteristics in others that seem obvious, while remaining oblivious of how we affect others.)

“Make it thy business to know thyself, which is the most difficult lesson in the world.”

MIGUEL DE CERVANTES

The book ends with several quizzes, designed to test your grasp of the material, and assess your personal style. Figuring out what type of manager you are is half the battle to becoming a better one.

NOTES

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6. For more details, see: Adizes, Ichak: *Managing Corporate Lifecycles*, op cit.
7. Fowler, Elizabeth M.: "The Team Approved at the Top," *The New York Times* (Business section, Sept. 16, 1977).
8. Drucker, Peter F.: *Management: Tasks, Responsibilities, Practices* (New York: Harper & Row, 1973), p. 616.
9. See Adizes, Ichak: *Managing Corporate Lifecycles*, op. cit.
10. Another source of conflict in managerial teams is divergent interests, which can lead to a lack of cooperation. That will be the subject of another book.
11. See Adizes, Ichak: *Managing Corporate Lifecycles*, op. cit., Chapters 11-12.

Chapter 2

The Producer (Paei) vs. the Lone Ranger (P---)

A RAISON D'ETRE

The first and most important role that management must perform in any organization is to (P)roduce the desired results for which the company or unit exists.

What does this mean? Every organization has its *raison d'etre*. It is not put together just to be put together. Some sociologists claim that the purpose of organizations is to survive. To me, that's not normal; that's a pathological phenomenon, like cancer. An organization must have a larger mission than survival, and that is to do something or make something.

Let's use an analogy:

Five friends get together on a Friday night and have some beers. As they are drinking, someone suggests they go on a hike to the nearby lake the next morning. The rest of the group enthusiastically agrees.

The next day, the five friends follow a mountain path that leads to the lake. It's a very narrow path so they must walk single file. They have been walking on the path for hours. They're singing, whistling, joking, and laughing.

This group can be described as an organization; in other words, it has common goals that continually change and progress: First it was to get together Friday night. Then it was to have some beers. And the latest is to hike to the lake. A social scientist or psychologist would

have a field day studying this primary group: their interactions, their style, their leadership, their communication. But there is no management in this organization – until this group of five people has a task that none of them alone can perform, like coming across a big rock that’s blocking the path that none of them *individually* can lift.

To lift the rock, they need to plan and organize and control and delegate. They may decide to move the rock, or they may decide to camp out right there instead of trying to reach the lake, or they may go back home and have a barbecue.

There is no management without a task, whether it is in the immediate term, the intermediate term (in which case it is called an “objective”), the long-term (which is called a “goal”), or when it is more spiritual and continuous in nature (a “mission”). But no matter which word you use, there must always be a *telos*, which in Greek means “a purpose.”

*“Far and away the best prize that life has
to offer is the chance to work hard at work
worth doing.”*

THEODORE ROOSEVELT

This, to me, is the first major difference between social scientists and management practitioners or students of management processes. *We have a rock to move.* It’s not enough to talk about interactions and communications: Why does this organization exist? Sometimes you wonder when you look at books on social psychology: All of this interaction, but *who is moving the rock?*

So, what is the rock of a business organization? Why does it exist? What result is it supposed to give?

Profit?

We probably all know organizations that are extremely profitable and yet are going bankrupt—not *in spite of* but *because of*. Let me tell you why. Constantly thinking about profit instead of about what the client needs is as futile as saying, “The purpose of my existence

is to be happy.” If every morning you get up and ask yourself, “Am I happy?” you can become quite miserable. Instead, think about what *makes* you happy.

Instead of profit, you must concentrate on this: Who needs this organization? What for? Because unless you produce that for which people come to you, and do it efficiently, you’re not going to be profitable. For me, profit is a *result* of good management, not the purpose of it. If you perform all four roles skillfully, profit will occur in the short and long run. The first role, **(P)**roducing, ensures that the client’s need is satisfied in such a way that he will return for more. And if you produce that satisfaction efficiently, at a cost that is lower than the price the client is willing to pay for the satisfaction of that need, you are profitable. So profit is really a measurement of added value: The need is valued at a higher rate than the cost of satisfying it.

The purpose of management is to develop and maintain a healthy organization that performs all four roles. And the manifestation of that health is called profit in the short and long run; i.e., sustainable success. So one should not manage *by* profit. One should manage *for* profit.

So what, then, is the purpose for which your organization exists? What must your organization **(P)**roduce? Client satisfaction. (Please note that I deliberately did not say *customer* satisfaction. *Customers* are the particular clients of the sales department, but every manager has clients. Clients are all those whose needs your organization exists to satisfy. If the accounting department is not providing the correct budget information to the marketing department, the accounting department will have a dissatisfied client.) Find a need that you can satisfy profitably.

Dr. Karl Menninger, the famous psychiatrist, once gave a lecture on mental health and was answering questions from the audience.

“What would you advise a person to do,” asked one man, “if that person felt a nervous breakdown coming on?”

Most people expected him to reply: “Consult a psychiatrist.” To their astonishment, he replied, “Lock up your house, go across the

railway tracks, find someone in need and do something to help that person.”

THE (P)RODUCER (PAEI)

Let's describe the style of a manager who excels in (P)roducing results and also meets the threshold needs of (A)dministration, (E)ntrepreneurship, and (I)ntegration. This manager, whose code is (Paei), I call a (P)roducer.

He is a knowledgeable achiever: Committed to his discipline, technically a master of his field, industrious and productive. He sells, engineers, runs the production system, or effectively completes research assignments. He is committed to getting the job done.

A (P)roducer has a powerful need to achieve. He likes immediate gratification. As a salesman, he wants to close a deal as quickly as he can. As an engineer, he loves to hear the machines humming. As an athlete, he warms up very briefly before suggesting, “Let's play,” and he usually pays close attention to the score.

“Look at a day when you are supremely satisfied at the end. It's not a day when you lounge around doing nothing; it's when you've had everything to do, and you've done it.”

MARGARET THATCHER

Secondly, to be a (P)roducer of results, this manager must also know what he is doing.

The knowledge component is present in all four roles, but here let us concentrate on the know-how of the (P)roducer. One cannot be an effective (P)roducer, satisfying the clients' needs, without knowing what those needs are and how to satisfy them, for which one needs to understand the technology of his or her particular discipline. I am using the word “technology” here in its broad sense: Every discipline has a technology. In marketing, the “technology” is knowing the

needs of the buyers, being able to predict the behavior of buyers and competitors, being familiar with the distribution channels, and so on. In production, it is knowing how to operate the machines, knowing the raw materials of the product, the supply chain, etc.

This seems obvious, and yet you often hear the claim that a good manager can manage anything, that he can move from one technology to another and succeed: “From shoes to bubble gum, there is no difference.” One merely needs to have the know-how to plan, organize, etc.

That is dangerously oversimplified, unless we add three words: “*after some time.*” During that time, you try to learn the peculiarities of the organization you are managing: What makes the organization tick? How do its markets operate? What is unique to its production system? Because there are no two “rocks” alike in the world. Any time you move from one branch to another in a bank – even the same bank! – “the rock” is going to be different: Different clientele, for instance. If you move from one department to another, “the rock” is different and the needs of those lifting it can be quite different too.

“The person who gets ahead is the one who does more than is necessary—and keeps on doing it.”

BITS AND PIECES, DECEMBER 1977

So what does a good manager do before he starts doing anything else? He learns “the rock.” He learns what it is that his clients come to him and his organization for. If he’s managing an accounting department, what is this accounting department supposed to do? No two accounting departments are the same, even in the same industry. Organizations are like men and women – everyone is different. You cannot treat them all alike. You have to know the particularities of what you are trying to manage, so that you can (P)roduce the expected and desired results.

The misconception that a good manager can manage anything has been particularly disastrous for arts organizations, which often fill

their boards of directors with people whose experience is exclusively in business, and who attempt to run a theater as they would run, let us say, a soap company. “All you have to do,” these people claim, “is produce what the clients want, budget the production, and sell.”¹ This kind of approach has commercialized and destroyed many fine arts organizations.

Without knowing the essential technology, a manager’s ability to make decisions is impaired. Errors will be made in the *what*, *when*, and *how* of decisions. The timing of actions and the degree of effort that is put into them may be faulty.² The side effects of an ignorant manager’s mistakes can be so devastating that he ends up with more work to do than he began with – and he again performs ineptly. So the harder he works, the further behind he gets.

Such a manager, whose knowledge is limited even if his need to achieve is in overdrive, is almost a drone, stumbling ineptly from task to task, working hard but never quite getting useful results.

But being knowledgeable is not enough. Some people are very knowledgeable and yet do not produce results. They can give you a beautiful report, their judgment is correct; but they don’t have what psychologists call “achievement motivation” – the urge to get in there and do it! Don’t just talk about it – *do* it! This is the desire to see the finalization of a task, like a salesman who won’t stop selling until he has the final signature on the dotted line.

“Nothing in this world can take the place of persistence. Talent will not; nothing is more common than unsuccessful people with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent. The slogan “press on” has solved and always will solve the problems of the human race.”

CALVIN COOLIDGE

A manager who is technologically competent but lacks the urge to achieve will often end up in a staff position. He will be in his office, working, reading, learning, considering. When you ask him a question, he will give an extremely thorough and accurate answer. But he's not especially interested in getting things done. He likes the analytical and intellectual part of the job – a mechanism, a technology, or a system – but he doesn't like getting his hands dirty. He does not have the capability of persistence.

The complete (**P**)roducer, therefore, must know *what* needs to be done and *how* it should be done, and have the achievement drive necessary to carry those decisions out. He is a knowledgeable achiever.

THE LONE RANGER (P---)

If you look at a car as a (**PAEI**) system, the engine would be the (**P**), the brakes the (**A**), the steering wheel the (**E**), and the oil that keeps all the pieces working together the (**I**).

Using this analogy it's easy to see why you need all the parts working together: If you have a car with a big engine but a frozen steering wheel, you have a problem.

Modern corporations, however, are usually missing some of the parts; or, if they do have all the parts, the parts aren't working together. In the case of the (**P**)roducing role, it is not good enough to have a (**P**) in your organization who is only a (**P---**); he must be at least a (**Paei**); otherwise he will be unable to work well with other, complementary members of the team. He won't get it; he won't understand the necessity or the value of their contributions.

What happens when an organization has a manager who is an outstanding (**P**), who functions like the ideal railroad engineer? You show him the track, tell him what stations to go to, give him the train, and off he goes, full speed ahead – through walls if necessary. He is such a good doer, such a good achiever, so diligent, that naturally you promote him to a higher level of management.

That's when the problem arises: He's not an **(A)**, not an **(E)**, not an **(I)**, and I don't know why. I am only marginally interested in the why of behavior. I am mostly interested in what that behavior is and what to do about it. The fact is that he can't **(A)**dministerate: Organize, coordinate, delegate, follow up, supervise, and control. He's not an **(E)**ntrepreneur: He doesn't come up with new ideas; he's not creative; he dislikes taking risks. And he's not an **(I)**ntegrator: He is not sensitive to interpersonal relations; he doesn't worry about group dynamics or individuals' feelings. He does not relate well to people.

He does not build a team or develop the capabilities of others around him – he is too busy **(P)**roducing. When a new problem is brought to his attention, he drops whatever he is doing and plunges indiscriminately into the new task. In fact, he is always rushing from task to task, from crisis to crisis. The more running around he does, the “better” he thinks he is working.

In the 1980s, I was consulting for a weapons testing center whose goal was a restructuring of the organization to reflect the needs of the clients – in this case the U.S. Navy.

It was quite a complicated situation and there was a lot of uncertainty and difficulty in deciding among the options for restructuring. In front of me sat a certain high-ranking officer, a fighter pilot, who was not participating at all. He just sat there quietly, as if he were not involved, almost as if he were not even there. He was paying attention but only marginally, and not contributing at all to the very intense debate.

Now, it is not my usual method to pull people into the group discussion. But in this case, because his high rank made his participation crucial in reaching a final decision, I finally called on him. He looked me straight in the eye and said, “Call me when you're finished and I will tell you if I like it.”

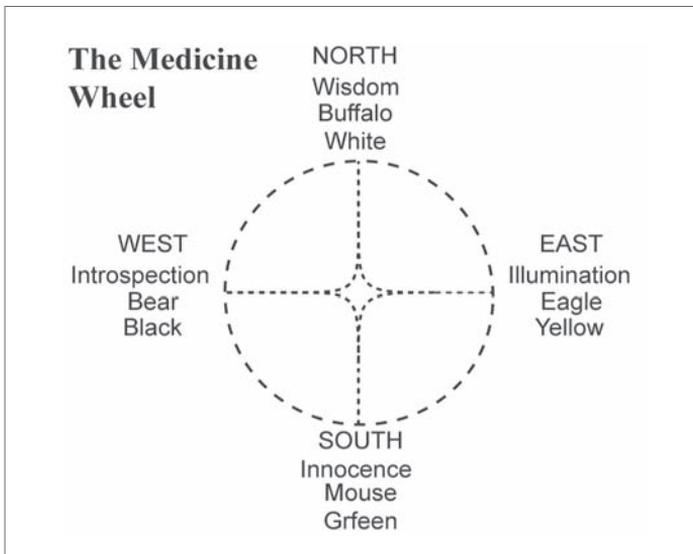
That is a typical **(P---**). He was not willing to deliberate and incubate and illuminate; he did not want to go slowly and thoughtfully through the process. He wanted to be presented with the final decision so he could either approve it or veto it. The process for

arriving at a decision, the consideration of many alternatives, was not his style. He was an excellent (**P**)roducer of results; however, his complete lack of the other necessary managerial ingredients made him an incompetent manager, because he could not or would not work in a team, using a systematic method, nor would he tolerate change or even ambiguity.

I call this mismanagement type the Lone Ranger. Other languages have similar names for him: In Mexico and in Scandinavia, for example, he is called “the Lone Wolf.” He exists in every country.

Native Americans have something they call the “medicine wheel,” which makes animal analogies to archetypes of human personalities.³ For instance, the description of the eagle on that wheel corresponds with an (**E**)-type personality. An (**A**) they call a buffalo.

A type (**P**) personality is like the field rat on the medicine wheel. Why? The field rat is constantly running, collecting food here and there, never stopping. It’s very short-term-oriented: Constantly doing, doing, doing, doing. Its vision is very close to the ground; it sees only what’s directly in front of it. It is interested in a limited range of things.



Once he identifies a task, the Lone Ranger is a good soldier. And he will get the job done. That's his advantage: He's loyal, dedicated, and a compulsive doer – but because he overdoes one aspect or role of management to the exclusion of the other roles, he can become a liability.

BEHAVIOR

What are the characteristics that typify a (P---) type, or Lone Ranger?

The Lone Ranger focuses on the *what*, not the *how*, not the *who*, not even the *why*. “*What* do we need to do now? Come on, guys, let's go to it. Let's not waste any more time.” He does not really care if he is doing the right thing, as long as he is doing *something*. To rephrase Hemingway, he confuses motion with desired action.

Does he work hard? Yes, very hard. Too hard. When does he come to work? First one in. When does he leave work? Last one out. (The Lone Ranger would fit neither of the common inventory control labels: he isn't “first in, first out” – FIFO; or “last in, first out” – LIFO. He would have to be called FISH: “First in, still here”!)

He typically confuses quantity with quality, not realizing that quality is a totally different kind of measurement. He thinks that when he works longer and harder he is doing better, when what he really needs to do is work less but smarter.

Do not be desirous of having things done quickly. Do not look at small advantages. Desire to have things done quickly prevents their being done thoroughly. Looking at small advantages prevents great affairs from being accomplished.

CONFUCIUS

In fact, the Lone Ranger measures his success and his value to the organization by how hard he works. When you ask him, “How are you doing?” his typical answer might be, “I've been working till

midnight lately.” And “lately,” in his case, might be his entire working life!

How is his desk: clean? Never. It’s piled with papers, and somehow, although he’s always working hard, he’s always behind, always complaining that the day is too short. “I cannot finish. I don’t have enough time to do all the work I have to do. The new week has already started, and I haven’t even finished last week’s work!”

Yet how would he feel if he came to work and found his desk clean and nothing to do? He would panic. Why? Because he’s worried when he’s not worried. He needs to be constantly doing something.

*“Life is like riding a bicycle. You don’t fall off
unless you stop peddling.”*

CLAUDE PEPPER

An executive once heard me lecture about the Lone Ranger and told me, “You are absolutely right. I had a guy working for me who was constantly complaining about how much he was behind and how much work he had and that he could not work seven days a week anymore, that his family life was falling apart. So I took it to heart and started giving him less and less work. But instead of being happy that finally he was finishing on time and his desk was clean, the guy was getting depressed, very upset, and almost quit his job.

“Then I realized that he measured himself by how much he was needed, by how many crises he had and by how hard he worked. Giving him less work did not make him happier. When he was working too hard and had lots of crises and never saw his family, that’s when he was happiest. His complaining was really a form of bragging.”

If you want a happy Lone Ranger, then constantly give him things to do. Like kids, they need to be busy or they will get into trouble, because if you don’t give them enough to do, they might end up charging ahead and doing something you did not want done.

This prescription applies particularly to companies in which the founder (the “Papa”) has reached the stage when he cannot lead the

organization anymore; however, he still insists on coming to work and being busy with something. In one company I coached, the founder kept himself occupied by calling clients and offering them discounts to generate sales – even though the company was desperately trying to discontinue those discounts. In a case like that, my prescription is: Keep him busy or he will end up keeping *you* busy.

Over the years, I've discovered that the Lone Ranger is an addict, just like an alcoholic. Another name for him might be the workaholic.

One of the characteristics of an alcoholic is that he's never far away from a bottle. There's always a bottle somewhere that he can put his hands on if he needs a drink. Similarly, the Lone Ranger is never far away from work. It's 11 o'clock at night; what is he carrying home with him? A briefcase full of work: In case he can't sleep, at least he can do some work.

To a workaholic, going on vacation is a punishment. It's like saying to an alcoholic, "You must go to a dry island for two weeks." That's *scary*. So what will he pack for this vacation? A trunk full of work, like an alcoholic who hides a bottle in his suitcase.



If you say to an alcoholic, “I have a bottle of the best booze there is; what should I do with it?” he’s going to say, “Give it to *me*.” Similarly, if you go to a Lone Ranger and say, “I have a problem; what should I do with it?” he’s going to say, “Put it on my desk.” In fact, the more difficult the problem is, the more likely he is to say it.

Those tons of overdue paperwork and projects on the Lone Ranger’s desk aren’t work. They are all bottles. Bottles, bottles, bottles.

Only when he’s sure he cannot do a job by himself – only *then* will he delegate. But by then, of course, the problem is already a crisis. That is why another name for the Lone Ranger or workaholic is the manager-by-crisis. He does nothing about a problem until it has become a crisis; then he starts running around.

Like a child, the Lone Ranger has only a short-term attention span: “Let’s go! What’s next?” He moves quickly from one thing to another, and if it doesn’t work out he loses interest and goes on to the next thing. He is straightforward and non-political to the point of being viewed as stupid. To use computer-related expression, the (P)roducer and Lone Ranger are both “WYSIWYG” (“What You See Is What You Get”).

COMMUNICATION

The Lone Ranger takes things literally: “Yes” means yes, and “no” is no, even if that’s not what other people really mean. Lone Rangers do not understand nuances. For them, everything is simple. Everything is literal. Give them a “yes” or a “no”; just don’t give them a “maybe.”

Lack of tact

In their pursuit of immediate results, Lone Rangers will plunge ahead through any barriers, often behaving quite offensively. They may say things they will later regret saying.

“The trouble with the man who talks too fast is that he often says something he hasn’t thought of yet.”

BITS AND PIECES, DECEMBER 1977

I once encountered a classic example of a Lone Ranger. He was a vice president who worked longer hours than anyone else. His subordinates were underutilized and under-trained. One day while I was working on budgetary procedure with his staff, he stuck his head in the door and asked, “What are you doing?”

“We’re preparing a budgetary procedure. How about you?”

“I was making sales to pay for all of this!” he replied sarcastically.

Sign in a factory supervisor’s office: “Caution – be sure brain is engaged before putting mouth in gear.”

BITS AND PIECES, VOLUME C NO. 12

DECISION-MAKING

(P)’s are action oriented, impatient. They do not like to do much thinking or analyzing. “Do it!” is their motto. “Shoot first, aim later.”

“Speaking without thinking is shooting without taking aim.”

SPANISH PROVERB

In the Old Testament, there is the expression *Naase ve nishma*, which means: “First let us do it; then we will hear about it (talk it over).”

Engineers are usually (P) types, and many are Lone Rangers. Most are trained to rely on formulas in searching for a solution to a problem. That’s how they work things out: they plug in the formula and they’re done with it.

Lone Rangers can't take the pain of sitting in a meeting, thinking things through. They hate to deal with uncertainty, with alternatives, with ambiguity. They see everything as either black or white; a Lone Ranger is exceedingly uncomfortable with gray. Thus they want to move fast to a conclusion. The faster they insist on moving, the longer it takes, because many problems are like a ball of string: pulling hard on one end will only cause the ball to tighten up, which means it will take longer to untangle the string.

How do you untangle a ball of string? You pull one end, then leave it alone and work on another end, and back and forth. But that's too much to ask from a (P). He wants it simple and he wants it now. He goes full speed ahead in the wrong direction.

This reminds me of a joke: An airplane pilot announces over the intercom, "Ladies and gentlemen, I have good news and bad news. The bad news is: We're lost. The good news is: we are making great time."

Going full speed ahead makes the (P) feel good – although he might be speeding directly into an abyss.

*So long ago ... we were taught
That for whatever kind of puzzle you've got
You just stick the right formula in
A solution for every fool... What made me think I
could start clean slated? The hardest to learn was the
least complicated.*

INDIGO GIRLS, LEAST COMPLICATED

(P)'s often react to slow and conscious problem-solving by asking: "Why can't we just use common sense? Why are we making it so complicated?" They do not realize that we are not *making* it complicated – it is complicated. They cannot accept that it might take three days to solve a major problem.

They can be very impatient: "Just give me a solution and I'll tell you if I like it or not."—like the fighter pilot I mentioned earlier. The

more they try to speed up the process, the slower it goes. They make the process more complicated by trying to make it simpler, because the more impatient you are, the less methodical you're able to be.

You start pulling at the strings uncontrollably, and the ball just keeps getting tighter. This is why, if I have a large number of engineers involved in my organizational transformation sessions, I have learned to double or triple my estimate of how long it will take to arrive at a solution that works.

On the other hand, a (P)'s natural tendency to simplify can be helpful in solving problems – if this tendency is controlled and he does not get carried away by impatience. Sometimes the subject under discussion *does* get too complicated and we start losing sight of the goal. In those cases, I often ask a (P) type what we should do, because a (P) can see the light at the end of the tunnel better than other people. He can be very clear; he usually hits the nail on the head. He leads us back to the highway, away from the sidetracks we got overly involved in – which is something (E)'s tend to do.

The Lone Ranger is too impatient to read books of any length. "I like thin books," a Lone Ranger once told me. "They should tell you *what to do*, and you can decide if you like it or not, and that's it. Don't tell me more than I need to know." That's a functional orientation *par excellence*. You won't find philosophy books or spiritual books in the Lone Ranger's library. You're more likely to find how-to books of one type or another.

IMPLEMENTING

The Lone Ranger likes to be on the firing line. He prefers doing the job himself to directing others.

Let's take a (P---) architect as an example. He is such a good architect that eventually he heads his own firm and hires other architects and draftsmen to work for him. But when he comes to work, where do you think he drifts? Does he drift to the accounting department? No! He drifts to the design department. He watches his employees work for a little while; then he says, "OK, you're doing it

wrong; move aside.” And he sits down at the drafting table himself and starts drawing.

You’re going to find the same problem with, let’s say, the head of a hospital who is also a surgeon. He likes medicine; he doesn’t necessarily like the management of it. So instead of managing the doctors, he tends to say, “Move away and let me do the job that you’re supposed to do.”

*“I am a great believer in luck, and I find the
harder I work, the more I have of it.”*

STEPHEN LEACOCK

This reminds me of a story about the late Kurt Herbert Adler, who was the artistic director of the San Francisco Opera for almost 30 years.

Adler had brought in a visiting director, and this visiting director was sitting in the fifth row of the opera house and speaking to the cast. “Here’s what I want you to do in my opera,” he said. Adler walked all the way from the other end of the hall, tapped him on the shoulder and said, “No. *My* opera.”

Why does the Lone Ranger prefer to do everything himself? One reason is that he wants to make sure things are done properly. “If you want to be sure it is done right, you’d better do it yourself,” is a typical expression I hear from Lone Rangers.

Also, he hates being idle; it makes him feel like a parasite. The Lone Ranger measures himself by how hard he works—so if he were to delegate, what would be left for him to do? Sit and watch others work? For the Lone Ranger, that would be unbearable. He needs to be indispensable, to have problems waiting in line for him. His desk is always loaded with paperwork and incomplete assignments. He is always rushed, and he likes it that way. Delegation would take all the fun out of his job.

*“There is nothing worse than being a doer with
nothing to do.”*

ELIZABETH LAYTON

The Lone Ranger only delegates when it's too late or almost too late. He delegates today what should have been done two weeks ago. Why didn't he delegate two weeks ago? Because there was still a chance he could get to it. When does he delegate? When it's for sure he can't do it. That's why he is always in a crisis. His subordinates are hanging around, waiting, coming in late, doing very little. Then all at once there's a crisis: everybody's running here and there, firefighting. That's why yet another nickname for the Lone Ranger is the firefighter. He is in a waiting mode until the alarm bell is heard. It is all reactive, rather than proactive, behavior.

TEAM-BUILDING

The Lone Ranger respects other doers and achievers, other (**P**)'s, but he considers (**E**)'s to be untrustworthy because they constantly change their minds and are imprecise in their instructions. He believes the (**I**) type is a total waste of time, a mere politician who survives because he knows how to manipulate others. The (**A**) is also a waste of time; all *he's* good at is obstructing the (**P**) from doing his job, creating a situation in which the (**P**) has to accomplish his goals *in spite of* the (**A**).

The Lone Ranger reacts with reluctance or even downright hostility to (**A**)dministrative attempts to improve planning or communication. “We can't afford to spend too much time on the *long* run; there is too much to do *right away*,” he typically responds. “If we don't (**P**)roduce results today, there might not *be* a tomorrow!” And off he dashes to make a sale or another telephone call, or to put out one of the fires that he sees springing up constantly.

Persistence

If you try to take a task away from a Lone Ranger, he can be a real bulldog: he gets his jaws locked around whatever you are trying to take away and won't let go. A Lone Ranger is so compulsive about getting the job done, no matter what, under any circumstances, that it takes a tremendous effort to dissuade him, to make him relax his jaws and move on to something else.

“Single-mindedness is all very well in cows or baboons; in an animal claiming to belong to the same species as Shakespeare it is simply disgraceful.”

ALDOUS HUXLEY

And this is also how he treats others. If he is anxious and wants to make something happen, he does not touch, he hits. A (P---) will come down on others in an inappropriately dictatorial style, telling them what to do and when he wants them to do it – “You do it right now!” He overdoes it. He is what I call a “bicycle rider”: The way he moves forward is by stepping down (on his subordinates), and the faster he wants to move forward, the harder he steps down.

Meetings

The ultimate do-it-yourselfer, the Lone Ranger hates meetings with a passion. If he is required to come to a meeting, he will come reluctantly. For these people, I have learned, sitting in a meeting and hammering out conflicts is an extremely painful process. In my lectures about the (P) type, I joke, “They want to (P) so badly, their whole body shows it.” They cannot sit still. They sit there fidgeting, signing papers, writing notes, even getting on the cell phone. If a secretary enters the room with some documents in hand, the Lone Ranger calls out anxiously, “Is it for me? Is it for me?”

In a lecture, I can immediately identify the Lone Rangers, because first of all they don't come of their own free will; they are usually ordered to come. And when they do show up, where do you find them

during the break? They're on the phone, inquiring: "Any problems?" Like an alcoholic who has been without a drink, God forbid, for an hour and a half, they get a little hysterical: "What do you mean, no problems?" they shout into the cell phone, as if "no problems" were a disaster instead of a pleasure.

Political Acumen

Managing, to the Lone Ranger, means managing the task, getting the job done. To him, other people are merely tools for serving that goal. He is not focused on people and their needs. As a result, the Lone Ranger is politically naive. He doesn't realize that people's judgments might be colored by their own needs and desires. He can make political blunders that lead you to seriously question his intelligence.

MANAGING STAFF

What about staff meetings? Does the Lone Ranger have them? No: "There's too much work to do, I have to run the railroad, I have no time for meetings." If you tell him he is required to have meetings, what will he do? He'll initiate a conversation, one-to-one, very likely standing in the hallway on his way to somewhere else, and he'll call that a meeting. "No time to sit. Too much work to do." He prefers voice mail or e-mail, which are quick and easy and don't require a dialogue—which he considers to be a waste of time.

Subordinates

The Lone Ranger's subordinates are the same everywhere, though their nicknames may vary in different countries. In the television series "The Lone Ranger," the subordinate was called Tonto. In the United States, they are called gofers. In Mexico, they are called *inginierno ibeme*, which means, "Go bring me something." In Israel, they are called errand boys.

Such a manager's subordinates are hardly more than spectators at a performance. Since the Lone Ranger cannot do everything himself, he uses his subordinates as "expeditors," who assist him with errands

and short-term assignments but have no permanent long-term responsibilities. These people spend most of their time waiting to be summoned to deal with the next crisis – for which they generally have no experience or training.

These gofers and errand boys are not always low-level managers. In many companies, top vice presidents are gofers for a Lone Ranger. As a matter of fact, when an organizational chart shows an inordinate number of “assistants to the president,” you can assume there is a Lone Ranger at the top.

And this phenomenon does not apply only to business executives. I have worked with prime ministers (unfortunately I cannot name them because they are still alive) whose cabinet ministers function as gofers. Cabinet meetings are a rarity; instead, the prime minister runs the country using his cabinet as a bunch of errand boys and expeditors. Trust me: I am describing something I have seen more than once.

When do these assistants come to work? Late. When do they leave? Early. What do they do in the meantime? They wait, while inside the Lone Ranger’s executive office, their boss speaks rapidly and disjointedly, the phone rings constantly, and secretaries come and go in a hurry.

Does the Lone Ranger executive delegate to his subordinates? No. When you ask him, “Why don’t you delegate?” he responds, “They can’t do it. They’re not ready. They’re not prepared.”

“How long have they worked for you?”

“Twenty-five years.”

“So why don’t you train them?”

“I have no time to train them.”

“Why don’t you have time to train them?”

“Because I have no one to delegate to.”

Do you see what has happened? The Lone Ranger is caught in his own trap. He overworks himself, employing all of his time to (P)roduce results. This leaves him with no time to train others, which in turn means that he has no trained people to whom he can delegate—which means that he *has* to be overworked.

Training Others

This desire to do everything himself can be seen in the training methods the (P---) uses. He sees no value in the systematic *ex cathedra* classroom training of subordinates. He prefers the apprenticeship approach: subordinates learn how to perform a task by watching him do it himself. “In this business there aren’t any secrets; just get the job done,” the Lone Ranger insists. “If someone is willing to work hard, he should have no problem getting the job done.”

Orientation

The Lone Ranger’s perspective is almost exclusively local rather than global. He often gets over-involved in details, losing track of the big picture. He micro-manages; he finds it almost impossible to let go. He gets caught up in the tactical decisions, failing to recognize the more important strategic decisions. Thus, a (P---) is not managing, he’s *being* managed. His problems are managing him.

Because everything has to go through him, he becomes a bottleneck. Since he has limited time, not everything gets done and things get lost on his desk.

This is because Lone Rangers are reactive, not proactive. They don’t set priorities well. They’ll attend to the squeakiest wheel rather than the most important goals. As a matter of fact, they will act only when something is broken enough that it becomes a crisis.

“I long to accomplish a great and noble task, but it is my chief duty to accomplish small tasks as if they were great and noble.”

HELEN KELLER

You have to explain to him over and over: “You need to manage the people who perform the task, not the task itself.” Ultimately, as the Lone Ranger’s supervisor, you have to make the choices *for* him. You have to decide and communicate the priorities, and then you have to feed him with a teaspoon: “Now do this; when you finish, come back. Now do that; when you finish, come back.”

MANAGING CHANGE

The Lone Ranger's ability to see the horizon is limited. He is typically an improviser – “All right, let's get going! Does it work? Done! *Finito!* Go! Next!” He won't take the time to pay attention to the larger questions: What is ultimately needed? What are the details that are necessary to make it work? He is reactive, not proactive. As a result, he is dismissive of long-range planning. His view of time is that it should be used to solve the immediate problems of the organization. He is not troubled by what might happen “ten years down the line.”

Thus, he is always promising to plan later, “after I finish clearing my desk. Right now I have too many things to do. In the long run, there may not even *be* a company unless I get this work done.” But of course he never clears his desk.

“The best preparation for tomorrow is to do today's work superbly well.”

SIR WILLIAM OSLER

Since his horizon is a short one, and he is always busy with an immediate crisis; he hates changes with a passion. Change just messes things up. Because he just keeps “huffing,” full speed ahead along the tracks in one direction; changing the rails might derail him.

Because he's such a bulldog, it is difficult to redirect a Lone Ranger once he's committed to a task. For corrective action, he almost needs to be hit over the head with a 2x4. In other words, only a major crisis – real or simulated – will impel him to make a change. Small impacts don't bother him; he just keeps going (often, overtime) and even if there is a major change in the situation he keeps running full speed in the wrong direction.

IMPACT OF CULTURE

The Lone Ranger is a universal phenomenon. Thousands of executives in 48 countries have attended my lectures, and invariably they

could identify this style as one they are familiar with. Thus, the phenomenon is not bounded by culture, although some cultures are more (P)-oriented than others.

The Chinese, for example, are very strong (P)'s. They speak less and do more. They are very pragmatic; they have "their feet on the ground." They pay attention more to what works than to intellectual arguments and theories. Religion doesn't play a big role for them. They are functional and practical; it's a very practical culture.

Americans are also a very (P) culture, very practical. They just want to know what works. Here's a crude hypothetical example:

In public restrooms, men apparently often throw their cigarette butts into the urinals. An (A) solution to that problem would be a big sign – "*It is forbidden to throw cigarette butts into the urinal!*" – with all kinds of punishments and penalties to the violators. You would expect that in a German urinal.

An (I) solution would be a sign that reads: "*Please leave the place as clean for the next person as you would like to find it.*" I actually saw that sign posted in the bathroom on a Scandinavian airliner.

In contrast, I once saw this very (P) solution in a public bathroom in the United States: There was an ashtray placed next to the urinal, and a little sign: "Please put your cigarette butts here." It was a marvelously functional solution: Since the smoker will need to get rid of the cigarette, let us provide him with an acceptable way for him to do so. There is a need. How do you satisfy it? An ashtray.

(P) cultures are likely to have more than their share of Lone Rangers. But regardless of where you find them, the organization that a Lone Ranger manages cannot grow, since *he* is not growing. He is inflexible and simple-minded. He can easily burn out and become obsolete. When he leaves a company, he leaves untrained people behind.

To learn how to deal with, manage, and survive being managed by a (P---), see my next book in this series: *Leading the Leaders, How To Enrich Your Style of Management and Handle Pople Whose Style is Different From Yours.*

SUMMARY: CHARACTERISTICS OF THE LONE RANGER

Behavior

Exclusive role: (P)roducer of results.

Predominant behavior: Compulsively busy.

Most distinctive personality traits: Totally dedicated to the field; hard worker.

Appraises himself by: How hard he personally works.

Communication

Focus and type of information he cherishes: Technical professional information; will share it if required to; has no time to develop it.

Typical complaints: “The day is too short”; “There is too much to do”; “I don’t have enough time.”

Decision-Making

Technique: Shoots from the hip: acts first, thinks and listens later.

Focus of attention: What is happening or not happening at the moment.

Implementing

How he excels: Getting things done.

If he has free time: He will find more work that he can do himself.

Attitude toward systematic management: Demears it; claims that it takes too much time away from “running the railroad.”

Team-Building

Attitude toward conflict: Annoyed with it; feels that subordinates should just get the job done.

Attitude toward other (P) types: Appreciates.

Attitude toward (A) type: Disrespects; avoids them because they tell him what not to do.

Attitude toward (E) type: Does not trust them; they change direction too often: “They are full of hot air.”

Attitude toward (I) type: Disrespects or ignores them as “useless and dangerous.”

Attitude toward Deadwood (----): Despises.

Managing Staff

He prefers to hire: The ever-ready errand boy; gofers; those who can get things done regardless of direction or training; improvisers who get the job done—period; in other words, people like himself.

Subordinates are promoted: If they are always available and accept all errands supportively; if they get the job done, regardless of how or why.

What subordinates get praised for: Results.

Subordinates do not inform him about: How much they are really capable of.

Dysfunctional behavior of subordinates: Horsing around while waiting to be given something to do.

Subordinates arrive and leave: Arrive after the Lone Ranger and leave before he does.

Frequency and advance notice of staff meetings: Claims he has no time for meetings; rarely schedules them. When he must have a meeting, he calls people in impromptu and sees them one on one.

Staff meeting attendance: Dictated by the problem; usually a very small group.

Staff meeting agenda: The latest crisis; reactive to a situation that already exists or is imminent. The priority is not what is important but what is the most bothersome.

Who talks at staff meetings: Mostly top-down assignments.

Managing Change

Attitude toward change: Resists it because he has no time to institute innovations or even learn them – he’s already overworked; however,

will accept change only if it produces prompt, immediate results. Agrees to it when it is already obvious what needs to be done—and that usually means when there is a crisis.

Focus of creativity: Dispersed throughout the organization; allows it as long as the results it will produce are guaranteed; abhors uncertainty.

Training practices: “Do as I do.”

NOTES

1. For additional discussion of the problems in role perceptions and the need for know-how in the arts, see Adizes, Ichak: “Boards of Directors in the Performing Arts: A Managerial Analysis,” in *California Management Review*, 15 (1972), no. 2, 109-17.
2. For the relationship between technology and the process of decision-making, see Woodward, Joan: *Industrial Organization: Theory and Practice* (New York: Oxford University Press, 1965) and the writings of people in social-technical analysis and organizational design, such as Lou Davis and James Taylor.
3. Storm, H.: *Seven Arrows* (New York: Harper & Row, 1972).



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AFTERWORD

We are all different, thank God. This enables us to learn from others. It is painful, true. But you do not learn from similarities alone. It is the complementary differences that teach you.

Each one of us has a style with its specific strengths and weaknesses. We fulfill certain roles, some well, some badly, roles that the organization needs.

We need each other, not in spite of but because of our differences, if our marriages, organizations, communities, and societies are going to be healthy in the short and long run.

The purpose of this book was to provide tools that classify which roles people perform and how their style manifests itself. In Part 3 of this series, *Leading the Leaders - Enrich Your Style of Management and Handle People Whose Style is Different from Yours*, I offer specific prescriptions for each style, based on my research and experience in the field working with all four types, on how to communicate, manage, be managed, or co-manage with those we need, those who complement us.

If you proceed to that book you can skip the first chapters, which summarize the contents of this book. If you have time, however, I recommend reading them anyway, because those chapters will reinforce and remind you of what you have learned so far, and there is always something new to learn.

And I repeat my request from the Preface: Anyone who wants to disagree with what I have said so far, or has an insight, or an anecdote, or a joke, or a cartoon that relates to the content of this book, is welcome to get in touch with me at ichak@adizes.com.

Ichak Kalderon Adizes
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