
CHAPTER 3

Rough Road, Detours, and Roadblocks

*or Leading Ourselves to Do Necessary
but Unattractive Tasks*

Hard work won't guarantee you a thing, but without it you don't stand a chance.

—Pat Riley

I can't face another—no, not today," she groaned to herself as she looked at her new formidable challenger.

"You must," she heard from a voice somewhere in the deep recesses of her mind. Only moments before she had overcome what she thought to be her last adversary of the day and had risen to start the journey she had longed for—only to be challenged again. Looking cautiously at the massive features of the beast, she sighed deeply in dismay. But then a strategy came to her and her determination returned. She reached swiftly, but with great control, for her weaponry. Flipping the appropriate switches on the dark rectangle before her, she swung it open. The beast seemed almost to shrink from the sound alone. Then she reached efficiently, coolly, for the mechanism with the illuminated dial and the powerful lance that she knew together could overcome the beast . . . she braced herself . . . then, without warning, she was upon it.

Some hours later she backed away wearily, victoriously, from her defeated, now harmless-looking, prey. She had won again but wondered how much longer she could endure such battles. She sighed, stretching and rolling her shoulders, while momentarily closing her eyes. Then slowly, the finished report before her, she returned her calculator and pen to her briefcase and rose for her journey to the suburbs.

Let's face it—it's not always easy to do the things that we know we should. Often the sacrifices and effort necessary to reach our desired destinies and to become fulfilled as people present formidable barriers. So how do we lead ourselves over the rough roads of our life's journey? How do we motivate ourselves to "hang in there" when everything seems to be saying, "Give up, you fool—you can't do it"?

Our inner nature might be likened to a constant battle between opposing forces. A part of us seems to say, "Give up; take the easy way out; it's just too difficult; don't even try." Another part of us seems to say, "I want my life to count for something; I want to become all that I am capable of becoming." So how do we get ourselves to take action and do the things that we believe we should do? How do we get ourselves to face life's hardships and lead ourselves to our own personal victory, to our own chosen destiny? Indeed, in many ways we experience the inner conflict of a Dr. Jekyll and Mr. Hyde. How do we lead ourselves to win the battle that Dr. Jekyll lost?

This chapter is about leading ourselves to do unattractive but necessary tasks. It's about leading ourselves to face the challenges, make the sacrifices, and take the necessary actions to achieve what we choose for ourselves. We suggest specific strategies for managing our own behavior. These strategies are especially suited for motivating and leading ourselves in the face of difficult and, at least in the short run, unappealing but necessary tasks (undesirable desirables).

Take a few moments to assess some of your own self-leadership tendencies. Respond to the self-assessment questionnaire shown in Table 3-1 by circling the number corresponding to the description (e.g., describes me very well, describes me well, and so on) that you believe best reflects your position regarding each of the statements included. Some of the statements (1 through 18) may seem a bit redundant. Try not to let this bother you. Respond to each statement and score your responses according to the directions provided. You may want to indicate your responses and calculate your score on a separate sheet of paper. That way you can reuse the questionnaires and exercises included in this book at a later date without being biased by your earlier responses.

**TABLE 3-1 Self-Leadership Questionnaire I (SLOI)
Self-Assessment Questionnaire for Dealing with Unattractive but Necessary Tasks**

	<i>Describes Me Very Well</i>	<i>Describes Me Well</i>	<i>Describes Me Somewhat</i>	<i>Does Not Describe Me Very Well</i>	<i>Does Not Describe Me At All</i>
1. I try to keep track of how well I'm doing while I work	5	4	3	2	1
2. I often use reminders to help me remember things I need to do	5	4	3	2	1
3. I like to work toward specific goals I set for myself	5	4	3	2	1
4. After I perform well on an activity, I feel good about myself	5	4	3	2	1
5. I tend to get down on myself when I have performed poorly	5	4	3	2	1
6. I often practice important tasks before I actually do them	5	4	3	2	1

TABLE 3-1 (cont.)

	<i>Describes Me Very Well</i>	<i>Describes Me Well</i>	<i>Describes Me Somewhat</i>	<i>Does Not Describe Me Very Well</i>	<i>Does Not Describe Me At All</i>
7. I usually am aware of how I am performing on an activity	5	4	3	2	1
8. I try to arrange my work area in a way that helps me positively focus my attention on my work	5	4	3	2	1
9. I establish personal goals for myself	5	4	3	2	1
10. When I have successfully completed a task, I often reward myself with something I like	5	4	3	2	1
11. I tend to be tough on myself when I have not done well on a task	5	4	3	2	1
12. I like to go over an important activity before I actually perform it	5	4	3	2	1
13. I keep track of my progress on projects I'm working on	5	4	3	2	1
14. I try to surround myself with objects and people that bring out my desirable behaviors	5	4	3	2	1
15. I like to set task goals for my performance	5	4	3	2	1
16. When I do an assignment well, I like to treat myself to something or an activity I enjoy	5	4	3	2	1
17. I am often critical of myself concerning my failures	5	4	3	2	1
18. I often rehearse my plan for dealing with a challenge before I actually face the challenge	5	4	3	2	1

Directions for scoring. In the following chart, total your responses for A through F, X, and XX by adding the numbers you circled for each of the statements in Table 3-1, as indicated in parentheses.

A. Self-observation (add numbers circled for statements 1, 7, and 13)	_____
B. Cueing strategies (add numbers circled for statements 2, 8, and 14)	_____
C. Self-goal-setting (add numbers circled for statements 3, 9, and 15)	_____
D. Self-reward (add numbers circled for statements 4, 10, and 16)	_____
E. Self-punishment (add numbers circled for statements 5, 11, and 17)	_____
F. Practice (add numbers circled for statements 6, 12, and 18)	_____
X Total score, including self-punishment (add scores for A through F)	_____
XX Total score, not including self-punishment (add scores for A through F, except E)	_____

Interpreting Your Score

Your score for A through F suggests your current self-leadership tendencies concerning six self-leadership strategies that will be addressed in this chapter. Your score for each of these strategies could range from 3 (a total absence of the strategy in your current behavior) to 15 (a very high level of the strategy in your current behavior).

Your score on A through F can be interpreted as follows:

1. A score of 3 or 4 indicates a *very low* level of the strategy.
2. A score of 5 to 7 indicates a *low* level of the strategy.
3. A score of 8 to 10 indicates a *moderate* level of the strategy.
4. A score of 11 to 13 indicates a *high* level of the strategy.
5. A score of 14 or 15 indicates a *very high* level of the strategy.

Evidence indicates that the use of each of these strategies tends to be related to higher performance, with the exception of self-punishment (E). Therefore, a high score on A, B, C, D, and F reflects a high level of self-leadership, which is likely to enhance your performance. A high score on E, however, reflects a high level of self-punishment, which may actually detract from your performance. Each of these strategies is discussed in more detail throughout the remainder of the chapter.

Your score on X indicates your overall use of the self-leadership strategies, including self-punishment. Your score could range from a low of 18 to a high of 90. Your score on X is not easy to interpret because it includes self-punishment, which may actually detract from performance. Your score on XX, on the other hand, reflects your score on only the five self-leadership strategies which, in general, are positively related to performance (your score could range from 15 to 75). Your score on XX can be interpreted as follows:

1. A score of 15 to 22 indicates a *very low* overall level of the strategies.
2. A score of 23 to 37 indicates a *low* overall level of the strategies.
3. A score of 38 to 52 indicates a *moderate* overall level of the strategies.
4. A score of 53 to 67 indicates a *high* overall level of the strategies.
5. A score of 68 to 75 indicates a *very high* overall level of the strategies.

A high score on XX usually suggests that you already possess some positive self-leadership tendencies. Regardless of your score, this chapter is designed to help you implement and improve upon several self-leadership techniques that are available. A high score on the questionnaire indicates that you believe you are exercising these self-influence methods. Whether you are actually using them or using them *effectively* is, of course, a different matter.

The field of psychology has recently provided some interesting discoveries regarding means we use to control our own behavior. The area of thought that has come to be called *self-control* or *self-management* is especially insightful.¹ Several useful techniques for getting ourselves to do the “undesirable desirables” are suggested by the work in this area.² Some of the strategies that are available are addressed in the questionnaire you have just completed and will be discussed in the remainder of the chapter. These strategies can be classified under two general approaches: strategies that alter the world, and the way it impacts on us, in a benefi-

cial way; and strategies that we directly impose upon ourselves to influence our own behavior. By reading the remainder of this chapter you will gain insight on how to implement these strategies more fully and effectively into your own self-leadership. Guidelines will be offered, including checklists that summarize the primary steps involved as well as exercises to help you get started in practicing systematic self-leadership.

WORLD-ALTERING STRATEGIES

We possess the ability to make alterations in our immediate worlds that will help us to behave in desirable ways. Many of these alterations are very simple, yet they allow us to make a real difference in our actions. Three different strategies will be offered here.

Reminders and Attention Focusers

“What’s this piece of paper with a big letter *A* on it doing on your office door?”

“It’s to remind me to buy my wife flowers for our anniversary. I forgot last year and if I forget again she’ll skin me alive.”

This first strategy involves using physical objects to remind us of, or to focus our attention on, things we need to do. Probably the most well-known example of this strategy is tying a string around one of our fingers to remind us of something. Admittedly, if we used this method today we would probably be met with amusement and embarrassing comments from coworkers and friends. Other similar methods are available that offer practical benefits.

One simple strategy that has been emphasized for improving the effectiveness of our management of time is to make a list of our pending tasks.³ At the beginning of a workday, for example, make a list of all the important things that need to be done during the day. If possible, prioritize the list and keep it handy throughout the day. The list not only serves as a reminder and guide but can also provide the basis for a feeling of personal accomplishment and reward as items are crossed off the list.

Many additional techniques are available. For example, if we have a top-priority project that needs to be done, we can place it in the center of our work space. When we return to our work area we have a powerful reminder of our most pressing task. The important point is that we can use physical cues to focus our efforts. The challenge is to find those reminders and attention focusers that work best for us and to use them.

Removing Negative Cues

Every time we go to that restaurant I am overcome by the dessert display. For the good of my diet can’t we go somewhere else for lunch today?

If we wish to eliminate our behaviors that we don’t like, one strategy is to eliminate cues that might lead to these behaviors. If we wish to cut down on our consumption of sweets, we can remove the candy dish from the coffee table. Similarly, if we are disturbed about excessive time spent watching television, we can move the TV set to another less frequently used room.

The point is that we are surrounded by physical cues that tend to encourage certain behaviors. If we can identify the things in our world that encourage our undesired behaviors, then we can either remove or alter them. In addition, we can remove ourselves from their presence. If we need to get some work done, for example, we are well advised to leave the TV room or game room (with all their powerful cues) and go to a study room. In fact, we can design the layout of the rooms in our homes with healthy, constructive living in mind. Similarly, we can design our work space to eliminate cues to destructive, unproductive behavior.

Increasing Positive Cues

I think placing the safety record displays around the plant has really had positive results. It keeps our workers thinking about safety and our accident record has improved.

Another strategy involves increasing the cues that tend to lead to our positive behaviors. If we decide that we would like to become more knowledgeable on a particular subject but find that we never take the time to read much on that subject, what can we do? We can set up cues that will encourage our reading. We could, for example, place appropriate books on a table next to our favorite chair. We may then be faced with a choice between cues for reading and some other activity such as watching television (if we have not removed the TV set), but at least we are more aware of the choice.

We can also arrange cues that impact on very important matters—such as what kind of a person we can become. The workplace, for example, contains many important cues for both desired and undesired behavior. If our workplace contains more negative cues than positive cues, we can try to alter the cues available or if not, perhaps it's time to make a job change.

Coworkers may serve as very powerful cues—are their values consistent with yours? Over time, coworkers are likely to influence what we become. If we know ourselves, what we are striving toward, and what we believe in, it is important to surround ourselves with the right people. We are likely to select role models from among our associates. Do your present role models display behaviors that are consistent with the achievement of what you have chosen for yourself? If we work with people whom we view as using unethical means to achieve their ends, we are exposing ourselves to undesirable cues. On the other hand, we can choose to associate with persons who act in consistent ways with our values and who successfully achieve the worthwhile ends we desire. By choosing such an organization and consequently the people who work there, we establish positive cues for our behavior.

The following checklist is provided to summarize the major steps for exercising self-leadership through the use of world-altering (cues) strategies. The primary objective of the strategies is stated next to the first bullet and a list of the primary steps involved follows. (Note: This general format will be adopted in all the checklists throughout this book.)

Using the checklists provided throughout this book as a guide, make a list of additional steps that would be helpful to you. In addition, an exercise is provided to help you get started in applying these techniques.

CHECKLIST FOR USING CUES

- Use cues to help you exercise self-leadership.
 - Use physical cues to remind you of your important tasks—for example, make lists to guide your daily activities.
 - Establish cues to focus your attention on important behaviors and tasks—for example, place helpful signs around your work area that focus your thinking in desired ways.
 - Identify and reduce or eliminate negative cues in your work environment—for example, remove objects you find distracting.
 - Identify and increase positive cues in your work environment.
 - Wherever possible, associate and surround yourself with people who cue your desirable behavior.

*Cues Exercise***Study how cues affect your behavior. Make notes.**

1. How do you use reminders and attention focusers?
2. What are some ways you could improve on your use of reminders and attention focusers?
3. List some negative cues in your work environment that are encouraging your undesirable behaviors.
4. How might you reduce or eliminate these negative cues?
5. List some positive cues in your work environment that are encouraging your desirable behaviors.
6. How might you increase these positive cues?

SELF-IMPOSED STRATEGIES

In addition to creating or altering cues in our world to influence our own behavior, we can directly exercise control over ourselves. The cement that lays the foundation for this self-imposed control is the information we possess about ourselves—our *self-awareness*. By observing our own behavior and its causes (for example, why we behave in desirable or undesirable ways) we are provided with the necessary information to manage ourselves effectively. Thus, the first self-imposed strategy is *self-observation*.

Self-Observation

“That is the third time I’ve lost my temper and criticized someone today, and I’ve done it several other times this week. I wonder what’s wrong and why I’m behaving like such an ogre?”

Self-observation involves determining when, why, and under what conditions we use certain behaviors. For example, if we feel we are not accomplishing enough each day in our work because of wasted time, we can study the distractions we experience. Are we spending too much time engaged in informal conversations? By observing the amount of informal conversing we participate in and the conditions that exist at the time, we can learn more about this behavior. If five hours are spent chatting during the eight-hour workday, we probably have a problem. Furthermore, if most of these conversations begin during a visit to the office water cooler, we have useful information to help us cut down on the behavior (we need to cut down on our trips to the water cooler).

Additional power can be added to this strategy if we physically record our self-observations. A handy pen and a 3" × 5" card may be all we need to make brief notes that can be examined in detail later on.

Self-observation can provide the foundation for managing our behavior. Several other distinct strategies build on this foundation. It is important to remember that we already use these strategies in our daily living; the problem is that we often use them unknowingly and ineffectively.

A checklist summarizing the major steps for practicing self-observation follows. Also, an exercise is included to help you get started using self-observation.

CHECKLIST FOR SELF-OBSERVATION

- Use self-observation as a basis for self-leadership.
 - Identify behaviors that you feel are especially important that you would like either to increase or reduce.
 - Keep a record of the frequency and duration of these important behaviors.
 - Note the conditions that exist when these behaviors are displayed.
 - Identify other important factors concerning these behaviors—for example, the time of day or week they tend to occur, or who is present at the time.
 - When possible, keep a written record of your self-observations, but try to keep the process simple enough so that you will not be discouraged from using it.

Self-Observation Exercise

Develop your self-awareness.

Intentionally observe yourself for the next week. Make notes about behaviors that you see as desirable and undesirable. Include the frequency and duration with which they occur, when they occur, and why you think they occur (identified reasons for your behaviors should include both external world influences and directly self-imposed influences). Develop your own self-observation system for future use.

Behavior	Frequency and Duration	When (Day/Time)	Why (External and Internal Influences)
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Self-Goal-Setting

If you don't have a destination, you'll never get there.

—Harvey McKay

It is futile to exert effort with no direction. Imagine for a moment that you and some friends decide to take a "road trip" together, so you all pile into a large van and you are selected as the driver. You start the van and head toward the nearest freeway. For awhile, everyone in the van is happy and smiling. Then about an hour later someone remarks, "Where are we going?" You reply, "I don't know." Other members just shrug their shoulders. After a few minutes, some bickering erupts among the passengers because someone wants to go to city A, while someone else wants to go to city B. Amid the noise and chaos, you think to yourself, "Wow, this mess could have been easily avoided if we had reached a mutually agreed upon destination before we left."

Every day you "travel" somewhere. In short, your traveling involves working toward success in your personal and professional life. The question that arises is, "Do you know what you are working *toward*?" In other words, do you know your destination or are you traveling without a clear picture of where you are actually going—without specifically knowing what you are trying to achieve?

This story illustrates what can happen to you in your daily activities if you fail to set a destination in terms of what you want to achieve. In other words, your destination is your personal goal. Consider the definition of *goal* as "the *result* toward which effort is directed."⁴ What is the result in which your effort is directed? In short, what are your goals?

One way we can provide ourselves direction in our self-leadership is through the use of personal goals. What we strive toward in terms of our long-term life achievements as well as on a daily basis influences our behavior. Often we are not clear on what our goals really are. We may wish to achieve a position of importance and influence in life, for example, but we do not determine how we will go about obtaining the position, or even what the position will be. The systematic, thought-out, intentional setting of personal goals can positively influence our behavior.

Self-set goals need to address our long-range pursuits and our short-run objectives along the way. If we decide on a long-range goal of becoming a lawyer, we need to accomplish many shorter-range goals such as acceptance into law school and passing courses once we are admitted. Our immediate behavior in turn should be pointing at specific short-term, meaningful goals such as reading a law journal (or a few pages in a journal) or completing a law brief (or a portion of a brief). The shorter-range goals should be consistent with the longer-range goals for maximum effectiveness. We must first engage in the necessary self-analysis to understand what we want out of life before we can set the goals that must be reached to achieve these ends. This process takes effort, and although our goals are likely to change over time, it is important that we try to have current goals for our immediate efforts.

Goals are generally more effective for managing our immediate behavior if they are specific and challenging, yet achievable. If we set unreasonable goals that we cannot realistically achieve, we are likely to do more harm than good. Realistic achievable goals, on the other hand, can be very satisfying when we achieve them.

If we understand what we value in life and what we want to accomplish, then we can set specific achievable goals (such as reading one hour each day on a given subject or attending a lecture to improve our skills in a given area). It is often helpful to record in writing both our long-term and immediate goals and then modify them as necessary. We spend a great deal of time doing things with our lives. A little effort expended on setting self-goals can help us to have purpose and direction so that we don't waste valuable time.

Successful self-leaders don't travel without a specific goal. If you don't have specific goals, you never get anywhere. Take some time to think about your life and what you want to accomplish—set goals. Following are tips to help you summarize our discussion on goals thus far.

Conduct a Self-Examination

Before you can establish specific goals, you need to decide what's important to you and what you'd like to accomplish (the next section of this chapter should help you conduct this tip). You must truly want to accomplish your self-set goals, so you must truly value your final destination. (The goal-setting exercise that follows might help you with this point.)

Avoid Fuzzy Goals—Be Specific

If you say to yourself, "I'll someday be the best employee in the company," you might have a goal, but it's not very likely to happen. The problem is the "someday." The word *someday* in your goal is fuzzy—it's unclear and nonspecific. Your goal needs to be specific. *When* are you going to be the best employee? *What* does "best" mean? *How* are you going to do this? If your goals are more specific, they paint a more vivid picture of your destination and thus make it easier to get there.

Set Long-Term and Short-Term Goals

Your goals need to focus on both the long and the short term. If you decide on a long-term goal of becoming the top performer in the company, you need to accomplish short-range goals to get there—for example, learning new skills or learning to improve current skills. Another way of looking at this is to imagine that your long-term goal is to write a book. To do this, you set a short-term goal of writing five pages a day. Short-term goals help you accomplish your long-term destination—what you truly value in life or your purpose in life. Indeed, we cannot talk about the benefits and importance of long-term goals without discussing the ever-important concept of "purpose."

Peaking with Purpose

We are focusing on how self-leadership can help in terms of performing necessary but unattractive tasks. In the next chapter, we examine the concept of naturally rewarding tasks and activities. A central component of a naturally rewarding work process is establishing a sense of purpose. Thus, in the next chapter we emphasize the concept of purpose as a strong component of such a work process. However, purpose is also a key aspect of self-goal-setting, especially the self-setting of long-term goals. Consequently, we now begin our discussion of "purpose examination."

Think for a moment about the word *purpose*. What does it mean to you? In this chapter, it refers to our reason for being, our aim in life, our reason for getting up in the morning. In short, purpose establishes our ultimate long-term goal(s). Richard Leider in his book, *The Power of Purpose*, describes purpose in the following manner:⁵

Purpose is that deepest dimension within us—our central core or essence—where we have a profound sense of who we are, where we came from, and where we're going.

Purpose is the quality we choose to shape our lives around. Purpose is a source of energy and direction.

Leider suggests that having purpose involves asking ourselves three fundamental questions:⁶

- Who am I?
- What am I meant to do here?
- What am I trying to do with my life?

Have you pondered these questions before? Do you know the answers? The importance of answering these questions is that to be truly happy, you must discover your purpose and then live it! For some people, purpose may be spiritual. For others, it may be work related. For many, it may be a combination of both dimensions. If you don't live your purpose, we believe you will not reach full contentment in your life. You will feel like something is missing. Abraham Maslow stated this point best:

A musician must make music, an artist must paint, a poet must write, if he [she] is to be at peace with himself [herself]. What a man [woman] must be, he [she] must be.

Are you happy right now? Do you enjoy your job? If not, perhaps you are in a job that does not help you to fulfill your purpose—that does not allow you to use your talents and skills. Are you performing well on your job yet still are not happy? Are you, as someone once said, climbing the ladder to success only to realize that the ladder was propped up against the wrong wall? Have you achieved a plethora of short-term and long-term goals in your life but still you are not content? Then perhaps your ladder in life has been propped up against the wrong wall. Maybe you have been striving to achieve goals that have nothing to do with “the wall” in your life, with that which really matters to you—your purpose in life. Those individuals who are truly happy and are “peaking” in their lives are those who are performing a job and accomplishing goals that indeed reflect their purpose in life.

The Old Testament serves as an illustration of Maslow's words—that we must live our purpose to be truly “self-actualized.” To live our purpose is to truly reach our potential, to become everything we are capable of becoming, to become ultimate self-leaders. Consider the following parable from the Book of Judges:⁷

The trees once went out to anoint a king over themselves. So they said to the olive tree, ‘Reign over us.’ The olive tree answered them, ‘Shall I stop producing my rich oil by which gods and mortals are honored, and go to sway over the trees?’ Then the trees said to the fig tree, ‘You come and reign over us.’ But the fig tree answered them,

'Shall I stop producing my sweetness and my delicious fruit, and go to sway over the trees?' Then the trees said to the vine, 'You come and reign over us.' But the vine said to them, 'Shall I stop producing my wine that cheers gods and mortals and go to sway over the trees?' So all the trees said to the bramble, 'You come and reign over us.' And the bramble said to the trees, 'If in good faith you are anointing me king over you, then come and take refuge in my shade.'

Among the many messages underlying this parable, a key lesson involves purpose. Clearly, the olive tree, the fig tree, the vine, and the bramble bush illustrated the words of Maslow. They realized that to reach their potential or peak in life they must do what they were supposed to do, what they were created to do. They realized that their unique purposes were to produce sweet fruit (the fig tree), rich oil (the olive tree), wine (the vine), and shade (the bramble bush). These trees had discovered their purposes and were intent on living them.

Are you living your purpose right now?

The Search For Purpose

Purpose is the reason a person was born. From birth to death, each of us is on a quest to discover that reason. Many never do. Yet, our world is incomplete until each one of us discovers our purpose.⁸

Do you know what your purpose is in life? Have you begun your own personal search for your purpose in life? If you have yet to realize your purpose, you are not alone. As Viktor Frankl points out, "Ever more people today have the means to live, but no meaning to live for."⁹ If you connect with Frankl's words and do not feel meaning in your life then the time to start the search may be right now.

As the previous words suggest, the quest for purpose can be a long and difficult one, yet our efforts to explore for a purpose in life are worthwhile. The rewards are immense. The rewards are living a contented life in which we truly believe we are using our gifts to make a contribution to our world.

To clarify this message, consider the mythical legend of the search for the Holy Grail. Although this story has many versions, the basis synopsis is as follows:¹⁰

The legend of the Holy Grail is one of the most enduring in Western European literature and art. The Grail was said to be the cup of the Last Supper and at the Crucifixion to have received blood flowing from Christ's side. It was brought to Britain by Joseph of Arimathea, where it lay hidden for centuries. The search for the vessel became the principal quest of the knights of King Arthur. It was believed to be kept in a mysterious castle surrounded by a wasteland and guarded by a custodian called the Fisher King, who suffered from a wound that would not heal. His recovery and the renewal of the blighted lands depended upon the successful completion of the quest. Equally, the self-realization of the questing knight was assured by finding the Grail. The magical properties attributed to the Holy Grail have been plausibly traced to the magic vessels of Celtic myth that satisfied the tastes and needs of all who ate and drank from them.

In this story, the search for the Holy Grail was not an easy task. The knights had to undergo “many perils and trials along the way.”¹¹ The Grail was difficult to find, and only a few knights out of many were able to find it. The knights who found the Grail underwent sacrifice, persistence, struggle, and perseverance, but in the end enjoyed much happiness and at the same time were able to help others (e.g., heal the king). Similarly, the search for one’s purpose is not an easy mission. It can take years of trial and error and self-observation to truly discover who we are and what we are suppose to be doing with our life. Those who discover their mission and purpose in life are those who sacrifice, who persist, who persevere until they eventually find it. As in the case of the Holy Grail discovery, those who realize their reason for being not only discover a happier life for themselves, they are also able to make a deeper contribution to society (help others) because they are using their talents to make a difference.

The Importance of Having Purpose in Life

Having purpose is the catalyst for organizing life. Purpose itself can serve as our guide to how to spend our lifetime, how to allocate our resources. If we realize our meaning for existence (our ultimate long-term goal), then every decision we make can be guided by this realization. To clarify, recall the last time you went to the grocery store. Did you bring a shopping list with you? If not, what happened? If you are like many people, when you got home you realized you bought some items that you really did not need. Similarly, without a purpose in your life, you can “buy” or accomplish a shopping cart of goals that really don’t amount to much, or that you really don’t need or want. Having purpose in your life is kind of like having a shopping list at the store. In the grocery store of life, purpose helps you buy only that which is truly important to you. It can help you avoid spending time on things that you really don’t value.

In sum, we suggest that by searching and finding your purpose, you will be able to better organize your life and thus experience the pinnacle of happiness and productivity. Purpose can serve as your daily guide. It can help you to use all of your resources in the most effective manner to reach your ultimate potential. Purpose is an integral aspect of all effective self-leaders, so it can also help *you* attain peak performance in all aspects of your life. The following quotation from Dorothea Brande illustrates the importance of having purpose in your life:

In the long run it makes little difference how cleverly others are deceived; if we are not doing what we are best equipped to do, or doing well what we have undertaken as our personal contribution to the world’s work, at least by way of an earnestly followed avocation, there will be a core of unhappiness in our lives which will be more and more difficult to ignore as the years past.

A checklist for using self-goal-setting follows. Also, an exercise that includes a guide for conducting an all-important self-analysis and an opportunity to establish your purpose and long- and short-term goals is provided.

CHECKLIST FOR SELF-GOAL-SETTING

- Use self-goal-setting to establish direction for your efforts.
 - Conduct a self-analysis to help you establish your purpose and related long-term goals (see the self-goal-setting exercise).
 - Establish long-run goals for your life and career—for example, what do you want to be doing and where do you want to be 10 years from now? 20 years from now?
 - Establish short-run goals for your immediate efforts.
 - Keep your goals specific and concrete.
 - Make your goals challenging but reasonable for your own abilities.
 - When feasible, let others know about your goals to provide you with added incentive to achieve them.

Self-Goal-Setting Exercise

Answer the following questions to help you establish your purpose and set your long- and short-term goals.

Long-term goals

1. Who am I?
2. What am I meant to do?
3. What am I trying to do with my life?
4. What do I value most in life—for example, prestige, wealth, acceptance of others, family relations?
5. a. What would I most like to accomplish during my lifetime? (Note: An interesting way to approach this question is to write your ideal obituary including all that you would like to have accomplished before you die.)
b. Develop a list of long-term goals.

Goals for developing abilities to reach long-term goals

6. What are my primary strengths and weaknesses that are related to what I would like to accomplish?
7. What do I need to do to prepare myself to accomplish my long-term goals—for example, education, skills that need developing?

Short-term goals

8. What do I need to do now (today, this week) to progress toward my long-term goals—for example, read a book, complete a task? Develop a list of short-term goals and update it as needed.

*Rudy! Rudy! Rudy!
Dreams Do Come True^a*

A case in point of the benefits of goal-setting is Rudy Ruettiger, or Rudy. Effective self-leadership skills paid off for Rudy in the game of football and in the game of life.

While growing up, Rudy had a dream. His dream was to play football for Notre Dame University. However, on graduation from high school, with no money for college, he spent four years working in a power plant and as a Navy yeoman on a communications commandship. During this time, Rudy never lost sight of his important long-term goal. He applied to Notre Dame, but was rejected. Did he quit? Did he complain about how unfair life was? No, he did not. After receiving the rejection, he drove in the middle of the night to Notre Dame. Upon his arrival he met a priest who counseled him to enroll at Holy Cross, a community college within a stone's throw of Notre Dame. Although Holy Cross was not Notre Dame, Rudy viewed succeeding there as his short-term goal toward reaching his long-term goal of playing football for Notre Dame.

Thus Rudy, already in his early 20s, entered Holy Cross in 1972. During his first three terms at Holy Cross, Rudy reapplied for admission into Notre Dame but was rejected each time due to his poor academic record. However, Rudy never gave up. He buckled down and put his heart and energy into improving his grades. Although unwelcome as a student, he started working as a groundskeeper at Notre Dame Stadium and he boxed in campus charity fights. In 1974, Rudy applied once more for admittance into Notre Dame and was accepted. Once he was accepted, he told the head football coach, Ara Parseghian, that he would make the team. His fighting spirit and ability to take punishment from the larger players earned him a spot on the practice squad; he helped the team prepare for each week's game during practice sessions, but sat in the stands during the games.

Rudy played on the practice squad for two years. As his second season neared its completion, the now 26-year-old Rudy had yet to play in a real game. The coach finally allowed him to suit up for the last game of the season and stand on the sidelines with the rest of the team. With 17 seconds remaining in the game and Notre Dame leading comfortably, his teammates and fans shouted, "Rudy, Rudy, Rudy!" Everyone wanted to see Rudy play. Even more, Rudy wanted to play and to finally live his dream. The coach got the message and put Rudy in the game. Was Rudy prepared for this opportunity? Indeed! In fact, he sacked the opponent's quarterback for a five-yard loss. When the time ran out, his fellow teammates carried him off the field on their shoulders.

Rudy's actions relay what can happen to effective self-leaders. We, as self-leaders—who direct our own lives by setting long-term goals, who set short-term goals to achieve these bigger ideals, and who tirelessly persist toward making the goals happen—will enjoy personal excellence in life.

^aAdapted from C. P. Neck, "Rudy! Rudy! Rudy! Dreams Do Come True" in H. Sims and C. Manz, *Company of Heroes: Unleashing the Power of Self-Leadership* (New York: Wiley, 1996): 119-120.

Self-Reward

After giving the speech she walked as though floating to her chair, sat down slowly, and thought to herself, "Well I'll be darned, I did a hell of a job."

One of the most powerful methods we possess to lead ourselves to new achievements is self-reward. We can positively influence our actions by rewarding ourselves for desirable behavior. Furthermore, we are capable of rewarding ourselves at both a physical and a mental level.

At the physical level we can reward ourselves with objects that we desire. In our executive development seminars and college courses, people have revealed numerous ways that they have used things they value to reward themselves. Some of the rewards they have used for completing tasks include ice cream, shopping, watching television, listening to a stereo, and going out to eat. By rewarding themselves with desired items such as these, they exert a positive effect on their future work activity. An example is a salesperson who enjoys the self-rewarding gift of a day off or an expensive dinner after making a big sale.

The important point is that we can reward ourselves with things that we enjoy when we accomplish desired objectives. Many of us do this without realizing it is happening. To increase our own motivation and effectiveness, the challenge is to identify those things we find rewarding and then use them systematically to reward our behavior. By having an exquisite dinner out after we finally talk to that problem employee we've been avoiding, we are providing incentive for ourselves to use similar desired behavior in the future.

We can also reward ourselves at a mental level. We can do this through internal speech and through our imagination. If a salesperson finally makes that big sale, he or she may be calm on the outside, but if we could listen inside we might hear, "Ya hoo . . . I did it . . . I'm a genius . . . I'm the best . . . Ya hoo . . ." We've often wondered what a professional baseball player is thinking after hitting the game-winning home run in the ninth inning. We all probably engage in self-rewarding internal speech after big successes like these, but why not try this powerful method for less momentous occasions? In fact, we could probably significantly improve our own behavior if we purposefully sought out our desirable behaviors and gave ourselves an internal word of praise.

This practice would be especially useful for those persons who are quick to criticize themselves. We have a choice between focusing on what we've done right and thus "building ourselves up," and focusing on what we've done wrong and thus "getting down" on ourselves. The research done in this area indicates that the former strategy is more effective. Guilt and self-criticism may have their place in keeping us from engaging in socially and personally undesirable acts, but to rely on these mechanisms and ignore self-praise is a poor way to lead ourselves. Our self-esteem, enthusiasm, and enjoyment in life would likely suffer.

We can also reward ourselves in our imagination. For example, we can journey to our favorite vacation spot in an instant through our imagination. We can close our eyes and see the deep blue waters and the white sand beaches with seagulls overhead, and feel the warm sun on our face. Or maybe it's the cool air we feel rushing across our face as our skis glide gracefully through the pure white new-fallen snow. Wherever and whatever the place, we can go there in an instant and we can take the trip as a reward.

for finally getting that difficult report done or for accomplishing some other task. We might even hang a picture of the place on a wall and keep souvenirs nearby to help us make that mental trip when we choose to make it.

In fact, we can combine the physical and mental levels to exercise a particularly powerful self-reward strategy. We could take short, imaginary trips as we accomplish our tasks throughout the year and then physically enjoy our vacation after the months of hard work. By doing so we are rewarding our short-run and long-run activities. Also, the actual vacation will renew the basis for especially enjoyable imaginary trips when our mind is called on to reproduce the physical setting once we are back at work.

We can also use our imagination to reward ourselves in countless other ways. We can picture the success and esteem we will experience and enjoy when we finally get that promotion we are working toward. Enjoyment of such an image after completion of each difficult task can help us to maintain the motivation we need as we face our labors. Indeed, the mind is capable of being a powerfully motivating tool. If we are to become truly effective self-leaders, we need to master the use of this tool. In doing so we can make the effort we expend seem worthwhile if not truly enjoyable. A checklist to guide your attempts in mastering self-reward follows, with an exercise to help you put these steps into practice.

CHECKLIST FOR SELF-REWARD

- Achieve self-motivation through self-reward
 - Identify what motivates you—which objects, thoughts, images.
 - Identify your behaviors and activities that you believe are especially desirable.
 - Reward yourself when you successfully complete an activity or engage in desirable behavior.
 - Potential rewards you can use include:
 1. Desired physical objects such as an expensive dinner, a night out on the town, simply a cup of coffee or a snack, or reading a good book
 2. Enjoyable or praising thoughts such as thinking to yourself that you performed well and reminding yourself of future benefits you might receive from continued high performance
 3. Pleasant images such as imagination of your favorite vacation spot
 - Develop the habit of being self-praising and self-rewarding for your accomplishments.

Self-Reward Exercise

Identify what you find rewarding.

1. What physical objects or events do you find rewarding—for example, a delicious dinner, an evening out?

(continued)

2. What thoughts or images do you find rewarding—for example, self-praising thoughts, imagination of your favorite vacation spot, thoughts about future career success and prestige?
3. Identify behaviors that you would like to increase or improve upon that require special motivation for you to do them—for example, reading a technical book, working on a difficult project. Make a list.
4. Try rewarding yourself for working on the activities you have identified in step 3. Use physical and mental rewards. Keep track of your efforts on these behaviors, the rewards you use, and the results and ideas for future improvement—for example, more effective rewards discovered—stemming from the self-reward process.

Behavior	Rewards Used	Results and Ideas
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Self-Punishment

After giving the speech, she dragged herself to her chair, sat down dejectedly, and thought to herself, "I really did a lousy job."

One way that we lead ourselves is through the application of various self-punishments. Unfortunately, it seems that many individuals rely too heavily on this approach. Habitual guilt and self-criticism can impair our motivation and creativity.

Self-punishment operates in much the same way as self-reward in that it focuses on self-applied consequences for our behavior. The difference is that it involves negative rather than positive self-applied results to decrease undesired rather than increase desired behavior. A salesperson, for example, might engage in self-punishment after making (in his or her opinion) a poor sales presentation. Refusing to play that weekly game of golf or watching the big game on television and instead working endlessly on the sales presentation is an example of how self-punishment might be carried out at the physical level. At the mental level, negative internal speech ("I really did a lousy job ... I should be ashamed of myself") or images of possible negative results of the behavior (imagining loss of one's job and not being able to afford to pay the bills and support the family) can provide the self-punishments.

Research and writing have generally indicated that self-punishment is not an effective strategy for controlling our behavior. First, if we are applying the punishment to ourselves we can freely avoid it. If we decide purposefully to use self-punishment to eliminate our undesired behaviors, we are likely to find that we will not use it consistently because it is unpleasant and we can choose to avoid it. Second, those who use it consistently (often in a habitual manner without realizing it) are likely to become discouraged and not enjoy their work.

At times, though, we need to work on our negative behaviors—so what can we do? Probably a better strategy would be to try to remove any rewards supporting the problem behavior and apply self-reward when we do things right. Self-observation will be important to accomplish this strategy. For example, imagine that we identify our problem behavior as watching too much television. One thing we might do is allow ourselves to watch only our second or third choice of programs on certain days, thus removing some of the reward of watching. Also, we could keep a record of how much television

we are watching and reward ourselves when we substantially decrease our viewing time (for example, an expensive dinner out or even a free night of endless TV viewing).

Similar strategies could be used to deal with many of our problem behaviors. Self-punishment may be useful at times such as when we experience guilt after doing something we know is obviously very wrong. To live without a conscience would perhaps be to be inhuman. In most cases, though, we can more constructively deal with our problem behaviors by studying them, removing the rewards that support them, and rewarding related behaviors that are desirable. The goal should be to take constructive action to correct these behaviors and not to demoralize and psychologically paralyze ourselves by dwelling on them.

A checklist for gaining control of your self-punishment patterns follows. An exercise is also provided to help you get started in constructively controlling your undesirable behaviors.

CHECKLIST FOR SELF-PUNISHMENT

- Control your self-punishment patterns.
 - Identify behaviors that create guilt.
 - Identify your actions that result in your being self-critical.
 - Identify your destructive self-punitive tendencies.
 - Work on reducing or eliminating habitual, destructive self-punishment patterns.
 - Try alternative strategies to self-punishment for dealing with your negative behavior, such as the following:
 - Identify and remove rewards that support your negative behavior.
 - Establish rewards for behaviors that are more desirable than your negative behaviors and that could be substituted for them.
 - In general, reserve self-punishment for only your very wrong, seriously negative behaviors.

Self-Punishment Exercise

Study your self-punishment patterns.

1. What are some of the behaviors that result in your feeling guilty?
2. What are some of the behaviors that result in your feeling critical about yourself?
3. Think about the behaviors that you have identified in step 1 and step 2. Is your guilt and self-criticism constructive or destructive?
4. In the next few days try a different self-leadership strategy for dealing with your undesirable behavior in cases when you think your self-punishment is destructive:
 - a. Try to identify and remove rewards that are encouraging your negative behaviors

(continued)

- b. Try reinforcing related, more desirable behaviors—for example, rewarding yourself for being calm and dealing rationally with conflicts with others rather than exploding with anger

Keep track of your progress.

Undesirable Behavior	Strategy Used	Comments
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Practice

“Hey, isn’t this the third time you’ve been out here hitting balls this week?”

“Yes, it is. I’m tired of playing golf in the wrong fairway. I’m going to practice until I get rid of this slice.”

One way we can improve our behavior is through practice. This point is clearly stated by Muhammad Ali, former world heavyweight boxing champion and Olympic gold medalist, as he remarked:

The fight is won or lost far away from witnesses—behind the lines, in the gym, and out there on the road, long before I dance under those lights.

Indeed, by going over activities before we are called on to perform them “when it counts,” we can detect problems and make corrections. In doing so we are able to avoid costly errors. For example, suppose we have developed a work plan for our place of employment that we strongly believe will improve profits for the company and working conditions for workers. Also, suppose we have been allowed 15 minutes to propose the plan to a group of executives who will decide whether it is to be adopted. Obviously we will want to make those 15 minutes count, so it is in our own best interest to practice our presentation ahead of time.

We can practice at both a physical and a mental level. For the situation just discussed, we can verbally practice our presentation in front of a mirror or in front of willing friends, or we can go over the key points we want to make in our minds. Olympic athletes can take the same approach: They can practice their events repeatedly at a physical level as well as rehearse them mentally before competing.

Also, practice can be paired with self-rewards to increase motivation and self-confidence. In addition to mentally rehearsing our presentation, for example, we can picture praise from our audience and adoption of the plan. An Olympic athlete could picture winning the gold medal and the benefits that go with such an accomplishment.

Practice can be a powerful strategy to improve our behavior. The challenge is to apply it systematically. In essence, we need to practice practicing. The key is to develop the ability to identify the important parts of a given task, to practice them both physically and mentally, and to pair our practices with rewards. The more important the activity, the more important it is to practice. Practice may not make perfect, but it can make better—if we do it.

A checklist to guide your putting practice into practice follows. An exercise is also provided to get you started practicing.

CHECKLIST FOR PRACTICE

- Improve future performance through practice.
 - Identify especially important upcoming challenges.
 - Note the important components of these future challenges.
 - Physically practice these key components—for example, practice an important oral presentation, focusing special effort on the key points to be made.
 - Mentally practice key components while thinking about possible improvements in the performance plan.
 - Pair your practice with rewards—for example, while mentally going over a future challenge, imagine a positive, rewarding outcome resulting from your actions.

Practice Exercise

Use physical and mental practice to improve your performance. Make notes.

1. Identify those challenges you believe will be most important for you in the next few weeks.
2. What are the important components or steps involved in dealing with the challenges identified in step 1?
3. Practice your performance plan to deal with these challenges. Practice physically and mentally and pair your practice with rewards. Keep a record of your practices and possible improvements and ideas identified during them.

Behavior Practiced	When Practiced	Ideas and Possible Improvements

Over the past few years we have asked hundreds of participants in our executive development seminars and university classes to complete personal improvement projects applying the strategies that are presented in this book. They were simply asked to apply the strategies that seemed most appealing to them to address some aspect of their work or life that they would like to improve. The following short case (and the ones at the end of the next two chapters) is a composite based on the experiences of these managers, executives, college students, doctors, technical specialists, and persons on many other career paths.

The Case of the Sales Rep Who Neglected to Bring in New Clients

Jack was a district sales representative for AB Company. He was highly regarded by his clients. He serviced his accounts about as well as anyone in the business. Jack developed very good relationships with these clients by continuously looking for new and better ways to provide excellent service. He called on each and every client on a regular basis and asked about their current needs and their inputs concerning suggestions for improving his service to them. Jack generally liked his customers and enjoyed talking and visiting with them.

Despite his strong commitment to service and the high level of satisfaction of his clients, Jack was considered only an average producer in the company. He rarely lost an existing account, but his success in bringing in new clients was very low. He was selling in a growing industry and district sales representatives in his company were increasing their client base at a rate of about 9 percent a year. Jack, on the other hand, was increasing his clients by about 4 percent a year. The zone sales manager had just reviewed Jack's performance with him the day before and made it clear to Jack that his new customer growth was simply inadequate. Jack still felt a little angry as he recounted the conversation in his mind. After all, he did have the lowest rate of lost clients in his region, and a recent survey of his customers revealed a satisfaction level that was among the highest in the company.

Nevertheless, Jack realized that he was going to have to make some changes if he wanted to advance in the company. He was going to have to build his client base at an increased rate. At the same time, he also realized that he simply did not enjoy calling on potentially new clients nearly as much as he did clients that he had gotten to know over the years and in many cases had developed personal friendships with.

To address the problem, Jack reasoned that he had to get a better handle on how he was spending his current time and efforts. He began by keeping a detailed log of his activities for a week (self-observation). He recorded the times that he undertook various tasks, what specifically he did, the purpose of the activity, and how long he spent on it. During this initial self-observation period, Jack made no effort to change his work routine. At the end of the observation period, he discovered some revealing patterns. First he had spent about 47 hours (about 95 percent of his time) either doing routine paper work, attending meetings, or servicing clients. He had spent less than a total of 2 hours on efforts to communicate with only three potential new clients, all of whom came from referrals from existing clients. While he recognized the positive role of the referrals from satisfied customers (and he had received preliminary agreement for a modest sale to one of these referrals), Jack also realized that he was spending too little time on generating new business.

As a second step, Jack decided to set a goal to increase his time spent on seeking new customers to 6 hours over the next week and decided that he would further increase the time he spent on this activity by 0.5 hour a week over the next four weeks until he reached a total of 8 hours per week (self-goal-setting). After recording this goal on a pad of paper, Jack realized that he felt a bit uneasy about spending that much time

on an activity he did not enjoy very much. Furthermore, he knew his referrals would cover only a small portion of that time and he would have to spend much of the time proactively seeking new leads and making some cold calls on potential customers. He concluded that he needed to create a way of rewarding himself for reaching his goal. His approach was to take a short coffee break immediately after each solid hour he spent on generating new business (self-reward). He also decided that if he met his goal he would take his wife out to one of their favorite restaurants at the end of the week to celebrate. He also planned to add additional rewards for meeting his increasing goals over the coming weeks.

As an additional strategy, Jack hung a sign in front of his desk that read "Your best customers will be the ones you haven't even met yet" (cueing strategy). This helped Jack to keep his new goal constantly in mind and to feel positive about the possibility that many of the new clients he would gain could lead to some of his most satisfying relationships in the future. Finally, he spent some time in the office and at home rehearsing (practicing) new approaches for calling on potential new clients. He did this in front of a mirror, with his wife, or with a willing coworker. Interestingly, he discovered that when he rehearsed with others they often gave him suggestions and tips on how to improve his approach.

Jack's self-leadership efforts proved very successful. Over the next several weeks he increased his goal to 10 hours a week spent on generating new business, which he faithfully met. In addition, he increased his generation of new clients to about 14 percent for the year, which was one of the highest levels in the region. He was also pleased to discover that his service to existing clients didn't suffer; he simply spent more time dedicated to the important needs of his customers. His performance review for the next year went very well, and Jack received a substantial pay increase. Over time, Jack realized that he was pretty good at generating new business. Although he didn't enjoy this activity quite as much as servicing existing clients, he was confident, with the aid of his self-leadership strategies, that he would be able to maintain significant success in this area for years to come.

This chapter has presented several strategies for understanding and improving self-leadership in the face of difficult challenges and activities. Checklists and exercises were provided to help make these ideas more concrete in terms of your own behavior. Hopefully you decided to take the time and exert the effort to try some of these exercises. The next chapter focuses on a different aspect of self-leadership, capitalizing on the "natural" rewards that come from performing attractive activities.

Notes

¹An interesting book on this subject is by Carl E. Thoresen and Michael J. Mahoney, *Behavioral Self-Control* (New York: Holt, Rinehart and Winston, 1974).

²See, for example, C. P. Neck and C. C. Manz, "Total Leadership Quality: Integrating Employee Self-Leadership and Total Quality Management" in D. Fedor and S. Ghosh (eds.), *Advances in the Management of Organization Quality*, vol. 1 (Greenwich, England: JAI Press, 1996): 39-77; and Michael J. Mahoney and Diane B. Arnkoff, "Self Management: Theory, Research, and Ap-

plication" in J. P. Brady and D. Pomerleau (eds.), *Behavioral Medicine: Theory and Practice* (New York: John Wiley, 1979); and Charles C. Manz and Henry P. Sims, Jr., "Self-Management as a Substitute for Leadership: A Social Learning Theory Perspective," *Academy of Management Review*, 5 (1980), 361-367. See also chapter 2 in Charles C. Manz and Henry P. Sims, Jr., *SuperLeadership: Leading Others to Lead Themselves* (Englewood Cliffs, N.J.: Prentice Hall, 1989), (New York: Berkley [paperback], 1990).

³Merrill E. Douglas, *ABC Time Tips* (New York: McGraw-Hill, 1998).

⁴*The Random House Dictionary* (New York: Random House, 1980): 376.

⁵Richard J. Leider, *The Power of Purpose: Creating Meaning in Your Life and Work* (San Francisco: Berrett-Koehler Publishers, Inc., 1997): 1.

⁶Leider, p. 2.

⁷Judges: 9:7-15.

⁸Leider, p. 1.

⁹Viktor Frankel, *Man's Search for Meaning* (New York: Washington Square Press, 1984): 165.

¹⁰Dan Townsend, *King Arthur and the Holy Grail* (Dandolf Productions, 1996). Taken from the Internet site excalibur.simplenet.com/dandolf/Arthur%20%26%20the%20Grail.

¹¹John Matthews, *The Grail Tradition* (Rockport, Mass.: Element, Inc., 1990): 6.