

- Stew Friedman: I'm not saying that sacrifice isn't necessary, and that you can have it all, all the time. You can't. And you must at some level make sacrifices. However, what I've found in my now three decades of research on this topic is that if you put on a different set of lenses and ask yourself, where are there opportunities that I can take up and have some control over, where I can take action that's going to have a benefit for all the different parts of my life, not just my work, but for my family, my community, and for myself.
- Robert Glazer: Welcome to Elevate, a podcast about achieving personal growth, and pushing limits in leadership in life. I'm Robert Glazer, and I chat with world class performers who have committed to elevating their own life, pushing the limits of their capacity and helping others to do the same.
- Robert Glazer: Welcome to the Elevate Podcast. Our quote for today is from William Arthur Ward, and it is, "The mediocre teacher tells, the good teacher explains, the superior teacher demonstrates, and the great teacher inspires." Our guest today, Stew Friedman has the remarkable responsibility of teaching people to be great leaders. He's the founding director of the Wharton Leadership Program at the University of Pennsylvania, and an award-winning teacher who inspires rockstar adoration from his students. He's also the best selling author of leading the life you want and total leadership, and is the host of the Work and Life Podcast. Stew, welcome, excited to have you join us on the Elevate Podcast.
- Stew Friedman: It's great to be here Bob, thanks for having me.
- Robert Glazer: So, you joined the Wharton faculty in 1984. And before that, I think you earned your PhD in organizational psychology, what drew you into psychology early in your professional life?
- Stew Friedman: Psychology has always been an interest of mine. I was an undergraduate major in psychology and literature. I thought I was going to be pursuing a career as a clinical psychologist. And in my adventures in the 70s, exploring that field, I came to realize that while I had something to offer. And really grew a lot through the experience of working as a clinician, and being trained as a clinician in a variety of different settings, including in a psychiatric hospital, in Vermont, a college counseling center in the Catskill Mountains and some other places, I also realized that I wanted to be out of the clinic and into the wider world, in my every day. That's when I discovered organizational and social psychology, and pursued a PhD set of options in both clinical and organizational and social psychology. So, I applied to a variety of programs, and then ultimately, chose was to go in the direction of organizational psychology, and I'm very glad that I did.
- Robert Glazer: I think people generally probably know what organizational and social psychology is, but could you give us the professorial definition?

- Stew Friedman: Well, it's the psychology of people at work. So, it's the experiences that people have in organizations that affect their lives and their performance. It is also more if you get more into the sociology of it, the design of organizations and the relationship between organizations, and organizations and society. But my work is at the level of the individual in organizations and the conditions and policies and programs and the experiences that people have in organizations that affect their performance. From my perspective, not just at work, but in the other parts of their lives as well.
- Robert Glazer: Is it the same fundamental principles? So is it different schools of psychology? Is it integrated? Or is it just applied in a different way? How does that sort of crossover in the academic realm?
- Stew Friedman: The field of organizational psychology is actually pretty new. It began in the late 40s, early 50s. The emphasis was on trying to make work organizations better for human beings. A big push in the early days of this field came from those people who were interested in reforming organizational life so that it would be more humane, because there were practices in America in the 20s and 30s, that were threatening our system. Because they were oppressive practices, and there was the threat of revolution.
- Stew Friedman: The field of organizational psychology, in part emerged as a kind of reform of practices that were leading people to want to tear the whole system down. To account for the fact that it's not machines we've got working here, it's people. We've got to understand them not as extensions of machines, but as human beings that have their own needs and desires. And that if we're smart about it, we can understand what it will take for us to create the conditions in which people can grow and contribute and be healthy.
- Robert Glazer: I assume this is sort of a evolution that goes along with time because I think the first wave was Frederick Taylor, right? How do we actually optimize people on the assembly line in work. And we probably took those principles and extended them too long to work that was not assembly line oriented.
- Stew Friedman: Exactly. The early work by Taylor, and others, to basically engineer work so that it would be most efficient resulted in part in the invention of the assembly line, which was dehumanizing, and it was inefficient. That realization became very apparent in strikes and sabotage, and people basically revolting against the system that treated them as extensions of the machine. Early designers, the engineers of work, they missed an essential aspect of design work for the industrial age, and that is that you've got a human being there. And you've got to account for that if you're going to have collaboration and cooperation over time.
- Robert Glazer: Yeah, one of the terms that you and I both don't like is work-life balance. You actually started in 1991, you started the Work Life Integration Project at Wharton. It occurs to me that it might have been a little bit ahead of its time. I'd

love to hear about when you started that what was the reaction at the time or what was the impetus to get that going?

Stew Friedman: Well, the early days of the work-life movement, if you can call it that, I think you can, in like the 80s. And this is another shift forward in the progress of corporate culture in America. There are a lot of things happening in the 70s and 80s. In part, stimulated by the research that was being done by organizational psychologists, who were looking to create work environments that had a higher quality of life. In the 80s for me personally, I was teaching at Wharton, and my dissertation research had been on leadership development practices. What large companies do to cultivate leadership talent at the highest levels, and how they select and develop people for the top echelons of companies. That's what I was studying. That's what I was consulting to companies on, their succession planning, talent management practices.

Stew Friedman: But I'd always had an interest in human development and adult development. And how social systems, the roles that we play at who we become. I'd studied that as a graduate student as well. That was kind of like my minor. But my major was in leadership growth. And that's what I've been working on for a number of years in the early part of my career at Wharton, but then my first child was born. That really changed things for me as I was transformed by the experience of meeting him, holding him, and realizing I've got to take care of him. Which was something that I kind of knew, but didn't really know until I met him.

Stew Friedman: I couldn't get this thought out of my head. What am I going to do to ensure that he grows up in a world that's going to nourish him? Cultivate his growth as a fully healthy person. What does that mean for me, and what can I do? I was asking everyone. Of course, I asked my parents. I asked all the people I could get a hold of, like, how do I do this? I was really wondering and thinking, what can I do? I was getting some important wisdom, and when I got back into my MBA classroom in October 1987, and the class session that was prepared for that day was on motivation and reward systems. Very important topic.

Robert Glazer: Yeah, very aligned.

Stew Friedman: I said to students, there's something else I got to talk to you about that is really important, I think, for you, for your future. So let's put aside the topic that we had prepared for today, and I just started ranting. I was unprepared for this. It just happened, where I started talking about what I saw as a really pressing issue. What are you going to do as future business leaders to ensure the healthy development of the next generation? Not just a talent in Europe business, but the next generation, period. And what does this mean for you personally, if you were involved in the project of childbearing in some way?

Stew Friedman: That was a turning point for me, that session, because a number of the people in the class were pissed off that we weren't going to be working on the topic that they had prepared for that day. But they were also annoyed with, why are

we talking about children? This is a business school. Huh? I don't get it? Also, really, no one cares about your personal life professor, so do we have to talk about this? So, there was all that happening in the room. But there was also another part of the room, men and women who were kind of leaning forward. And yeah, I'm so glad you brought this up. Because I've been thinking about this. I'm worried about this, and I need help.

Stew Friedman: In response to my question, what are you going to do? One student turned around and said, well, you're the professor, you tell us. And I was just asking the question, which I think is my superpower, Bob? That's what I do. I ask questions that tend to provoke further thought. I think that is my particular talent. For some people it's difficult, like my daughter refers to most of my questions as annoying because to her they're [crosstalk 00:11:25].

Robert Glazer: Not Socratic, but annoying.

Stew Friedman: Right, exactly, at least for her. But that moment, I realized... I mean, not exactly in that second, but that episode in my life made me realize, I have the training. I the opportunity to explore this question in a way that might help these people and others like them. I went about trying to mobilize resources to study this question, and realized that there were some other people doing that too. Very few men, mostly women at that time. We could talk about why that is, why that was. And that motivated me, again, to bring together resources to study the question, how do people integrate the different parts of their lives in a way that is mutually enriching. And, of course, it wasn't just about being a parent is about being yourself, whoever that is, and bringing that into the workplace in a way that is a benefit both to the business to the organization's goals, as well as to the person and society.

Robert Glazer: It's occurred to me, and we've talked about this. And as we built our company, we focused on investing in people holistically, seeing the performance and the improvement at work, and then getting the benefit of home. I would say that one drives the other. It really works. Why do so many leaders think it's one or the other? Why do they feel like that person can't be doing well, if they're not chained to their desk 14 hours a day. I've been very critical of Mercer Mayer stuff, 10 years ago, saying, I work harder than everyone or 140 hours a week. And really setting the wrong example. But it seems there's still very fractured camps here. I think there's a set of leaders really embracing this. And then there's ones that really think that it's a choice between people working hard or getting stuff done.

Stew Friedman: Right. The trade off mentality is very destructive. And you are among the progressive leaders who understands that that's just wrong, and it doesn't have to be that way. Those of us who've been studying this for a long time know that balance... I believe the balance is just, it's bullshit. It's the wrong metaphor. When you think of the scales and balance, you naturally are thinking about what you have to sacrifice in the other parts of your life in order to be successful in

your professional life. That's just a destructive mindset, because it forces you to think about what you have to sacrifice, which I'm not saying that sacrifice isn't necessary, and that you can have it all, all the time. You can't. And you must at some level make sacrifices.

Stew Friedman: However, what I've found in my now, three decades of research on this topic is that if you put on a different set of lenses, and ask yourself, where are there opportunities that I can take up and have some control over? Where I can take action that's going to have a benefit for all the different parts of my life, not just my work, but for my family, my community, and for myself? And when you ask yourself that question, instead of what do I have to sacrifice. You ask, where can I create value in the different parts? You're going to find those opportunities. To get back to your question, why does the trade off mentality persist? This is the legacy of the concept of the ideal worker as the single earner, who is a male. Who has a wife at home, tending to [inaudible 00:14:52].

Stew Friedman: Because that was the dominant model and the ideology of corporate America in the 40s, and 50s, and 60s, and with the advent of the human potential movement, and feminism, growing as a force in society. And opportunities for women to contribute in all dimensions of life, in a way that they hadn't had the opportunity to contribute previously. All those and other factors changed the dynamics of who was going to be doing what. Who was going to be responsible for child rearing? Who was going to be responsible for bread winning? This was part of what I was envisioning and seeing, as the natural evolution of the workplace. Back in the late 80s, early 90s, it wasn't just me trying to figure out how to be a good father. That was the personal, most intimate motivation for my research.

Stew Friedman: It was clear that this was going to become an increasingly important issue in society. Now, there are cultural mores, values, that are just so deep rooted into just so many aspects of organizational life that we don't even think about how to change the model of what the ideal worker is, and should be. But that is shifting for some of the reasons that I just suggested. So cultural change, it's a slog. It takes time. I'll leave it at that for now. But it's a great question. And there's a lot more to explore in that.

Robert Glazer: But isn't part of it, a function of inputs versus outputs from a leader? One of the things that I've seen is that if you look at sales, and you said to any leader in sales, "Who would you rather have? Rep A who works two hours a day and closes \$100,000 business, or rep B who works 14 hours a day and closes \$25,000 of business a day." Everyone would choose rep A, but we seem to be choosing in all other aspects of business. I understand that it's not as clear, but somehow we're focused on the inputs and not the outcomes when it's super clear to us in something like sales.

Stew Friedman: Well, you're getting to the heart of the matter. What the early findings that we observed in our research, when we went out into the field and found people

who are good at the game. The challenge of integrating the different parts of their lives as leaders in all of them. One of the things we found is that these people are super focused on results, and very free and experimental. Constantly creating new ways of getting things done, that are going to help them advance their results that matter. They're less focused on how stuff gets done, and much more focused on what they get done.

Stew Friedman: Now, with sales, you've got clear indicators. That's an easier call to make, just as you laid out the stark and simple contrast between Person A and Person B. But so much of work in the knowledge economy, in our world today is hard to measure. When you have ambiguity on what constitutes greatness, or even goodness and performance, you use proxies for that. And those proxies are often poor substitutes. One obvious proxy that people fall back on his face time or time clocked. But as you point out, it can be inversely related to quality.

Robert Glazer: Plus, you said what you measure is what you get. And so, if you put a focus on butt in seat time you get that over outcomes, right?

Stew Friedman: Exactly, exactly. And so, one of the things that we try to help organizations and leaders focus on is, what are the results that matter? And let's get really clear about that. Then let's create opportunities for people to figure out the best ways to produce those results in ways that are going to be sustainable for them, and for your business. And that means accounting for the fact they are human beings with lives outside of work. That can actually help to keep people persevering in the face of frustration, and disappointment, that they have support. That they are healthy. That they're taking care of their mind, body, and spirit. You need those things to persist.

Robert Glazer: At one point in your career, you left the classroom, and did a two year assignment at the Ford Motor Company where you help the CEO lead an initiative to try to transform their culture. You're back in the classroom, so what did you learn about that experience and about that job, and yourself? Tell us about it.

Stew Friedman: That was truly transformative. The early 90s, as you said at the top, I started the work-life integration project and the leadership program. And we were getting a lot of attention in the media for both of those. Particularly on the work and life side because here was a man at Wharton talking about families and kids, and that was just weird at that time. So, we got a lot of attention. I got a lot of attention, because of the demography of who I was, and what I was studying, and what I was doing. A lot of media coverage, and then the leadership program after a number of iterations finally started to achieve success. Wharton got the number one rating, and part of that was attributed to what we were doing in the leadership program.

Stew Friedman: There was this visibility that led the CEO of Ford who had just come in, and was committed to changing the culture of the company from manufacturing inward

focus to consumer focused, and thinking more about the market. So he brought in 30 of us at the senior executive level, in one fell swoop. In the first four or five months of his tenure, to be an infusion of new blood, and I was a part of that. He asked me to reinvent leadership development at Ford and I was the global head of leadership development for the company for two and a half years.

Stew Friedman: I had worked as a consultant, as a faculty advisor on a number of corporate learning institutes that were coming into vogue in the 80s and 90s. A big part of my work-life was doing that work as an external agent. And I had led and built small teams in the academic sphere, creating a leadership program cultivating that, but this was a whole different thing to be a senior executive reporting to an officer of the Ford Motor Company himself, a 30 year veteran. And being a full time executive, and growing an organization that started with 12 people. They were 50 in it at the time I left, and twice that many external consultants that we were hiring for various programs.

Stew Friedman: That just radically shifted my view of just about everything in my entire life. It was a great education, often painful, especially at the beginning when I thought I knew what I was doing. But I soon realized that I had no clue. And I needed a lot of help and made a bunch of mistakes. But after I started to figure it out, we got a lot of really important things done there I thought, including, and especially the creation of this total leadership program. So when I first interviewed with the CEO for the job, I said, "Look Jack, what I'm going to do here is leadership from the point of view of the whole person." I had just published in 1998, the end of 1998, one of the first articles in Harvard Business Review on this topic. It was called Work and Life: The End of the Zero Sum Game. That was one of the first products of the research that we'd been doing. And he said, "Great. I love it, do it." And he handed me a pot of money, and off we went.

Stew Friedman: I had a great boss who was the guy between us who was the head of HR for the whole organization. He really helped to guide me in how I could actually be do that, and I had a lot of other people supporting me as well. But one of the things we created there was Total Leadership Program, which was about leading from the perspective of your whole life. And thank goodness we had that opportunity to experiment with a new model for leadership development. When we tried that program out the first few iterations it was a revelation. I mean, people just went crazy. Because what we were telling them was, "Look, what we want you to do here is to improve results for us, but also for you and your family, and your society as you define those things."

Robert Glazer: Were they able to measure people who are in the program or not in the program? Was there sort of some empirical analysis of their performance before and after the program versus their peers?

Stew Friedman: Well, for the last 20 years, that's a big part of what I've been doing. Now, do we have a randomized control that compares people in our program to other

programs, we actually did that once in a study funded by the National Institutes of Health, a \$1.2 million study that looked at the impact of our program, and a few other initiatives that we've designed to try to change the culture of academic medicine for women at the University of Pennsylvania's medical school. These are junior women faculty who went through our program, and a couple of other interventions, and they were in a randomized controlled study. We had a comparison group where we looked at them before and after, and on a number of outcome indicators. And what we found was that people who went through our program and a couple of other interventions, including manuscript writing workshop.

Stew Friedman: We found that the people who went through our program, which helps them to focus on what really matters to them, and to the people around them, and to get smarter about how to devote their attention to the people and projects that really matter, that their productivity was higher as a result. I mean, there's more to the story, but that was the essence of what we found.

Stew Friedman: Mostly though, we were studying people before and after, without having a randomized control comparison group. And our research now, thousands of people shows that people, again, they work smarter, and they're healthier as a result of clarifying what matters most to them, who matters most to them, talking to those people to get really understood about what matters to them, and then experimenting with new ways of getting things done. That allows them to pursue what I call four way wins. And that again, is improved performance at work, at home, in the community, and for yourself.

Robert Glazer: What didn't translate from the classroom to reality as expected?

Stew Friedman: You're asking such wonderful questions, Bob. This is great. Because there was so much that I didn't know.

Robert Glazer: Well, what was the theory that you're really comfortable with, and then you tested it out in reality, and it just didn't line up to you expected?

Stew Friedman: Well, it was more a matter of what I thought my purpose was there, and how I was going to pursue it that I learned some hard lessons about really early. There were some voices that were saying, "Okay Stew, you're the smartest guy in the room, and you're there for just short term assignment. So just make change happen." Then there was the reality on the ground of realizing that I had to build support by helping other people to be successful, and that it wasn't at all about me. Those really came into direct conflict almost every day from the beginning until I realized, "Oh, my job here is help other people to see what I'm envisioning is going to be something that's actually good for them and for the business."

Stew Friedman: I'll never forget the first... I'm three weeks into the job, and we've got the global gathering of the top people in human resources in the company worldwide. It's

400 people who were the senior people in HR at Ford at the time, of whom they were 10,000, globally. So, that was the size of the HR organization.

Robert Glazer: That's amazing.

Stew Friedman: Because the company was 350,000 people in 80 countries. So, this is my opportunity to lay out my vision of leadership development for the company. I put this thing together, and I get up there in front of the crowd, and here's this new guy, Wharton guy. He's been doing this work, and I thought I had it just nailed. And as soon as I'm done, one of the most important people who helped to educate me there was somebody who was a part of the team that I inherited, pulls me aside, drags me into a room, private room.

Robert Glazer: Never a good time.

Stew Friedman: He said, "What the fuck are you doing?" I said, "Tom, what are you talking about? Wasn't that exactly what I was supposed to do?" He said, "All you did was talk about yourself." I said, "What? I did not. I was talking all about my vision." He said, "Yeah. You talked about what you thought."

Robert Glazer: Right, but not what's in it for them.

Stew Friedman: And I thought, "Whoa, I had..." Anyway, I probably should not be revealing this to all your listeners. But I was naive in that sense. Even though as an external consultant, I would try to coach people on being more politically aware. When it came to my own reality, I had a real big blind spot there that thankfully Tom and others helped me to try to overcome, and it took a while. It took a lot of effort for me to dig out of that hole that I dug on my first big talk in front of my colleagues.

Robert Glazer: The old do as I say, not as I do. It doesn't work in parenting and doesn't work in leadership.

Stew Friedman: Yeah. That was among the many lessons that I learned there that you're not taught as a professor. As a professor what you learn, especially if you're in a research oriented institution as I am, what you learn early on as a graduate student is how to criticize people, and how to tear up other people's ideas. That's what you're taught how to do. You read 20 articles a day, and you critique them. That's what you do for four years, and you get really good at that. And here, of course, what you have to do is inspire people, and build them up. And help them to see how what you're doing is good for them, and when I... Well, so those were among the important lessons that I learned there from the great people in that company.

Robert Glazer: Let's fast forward. One of the things I think you're in a really great perspective to talk to business leaders about is you have this next generation of people probably right on the border of Gen Y and Gen Z in your classroom. What do

they want, and how is that different? You've been doing this for a while, so how is that different from the students of the last 20 years? What does today's leader need to account for, for this group coming into the workforce?

Stew Friedman: Well, I'm glad you asked that because it gives me a chance to just go back a little bit. Just very briefly to what I was saying earlier about what it was like when I first started working in the work and life space 30 years ago. At that time, it was quite counter cultural for a man to be doing this kind of work, and there was a lot of resistance to it because of some of the reasons that I mentioned earlier about the cultural values and the ideology of the ideal worker at that time. And the inherent sexism in our systems. Now, it's totally different. It's totally different, thank goodness. And this is what gives me some hope about the future because today it's expected.

Stew Friedman: People coming into the workforce are expecting to have more egalitarian relationships where they share with their partners responsibility for both bread winning and child rearing. I mean, it's still a man's world, but it's changing for sure. In some pockets more rapidly than others. But the expectation is that I'm going to have some freedom to pursue the things that really matter to me. And it's much more acceptable to be proclaiming that, even as a junior person. I want to do work that is meaningful, that's challenging, and that helps to heal the broken world that we're in.

Stew Friedman: There's a much greater consciousness about that, and an ability to speak to that even in the most hard nosed and terrorizing work environments of old. Companies are trying to shift, and I do a lot of work trying to help those companies move into a future that young people are demanding, and feel is their right, to be the people they want to be and to have the freedom to be who they want to be. Whether it's parents, or whatever else it is that they do that's important. They want to contribute. They want to be successful in their professional lives, but they also want to have lives that are meaningful to them.

Robert Glazer: Yeah, I just had a guest on. We were talking about how the command and control playbook is over whether people realize it or not. He was saying, "Look, if people think they can have these companies, where it's about, hey, come work for me and make all this money for me." You're going to have a company of one. You're just not going to have any employees. They're going to go start their own businesses. So, they're either going to change by choice or they're going to be forced to change.

Stew Friedman: Yeah, I have been observing that for decades now. So, back to my earlier point about cultural change being something that takes a long time, it's happening, but it is taking time. And the more people like you who demonstrate a different model, a progressive model that accounts for the whole person actually produces greater value for your business, and is good for society and is humane. The more people like you that are winning in the marketplace, that's going to be the set of stories that is and will continue to be persuasive. As more and more

people are open to different models. But someone said that history follows a hearse. And that a certain generation of people have to die out.

Robert Glazer: Yeah, that's a good line. I haven't heard that one.

Stew Friedman: I don't know who to attribute to. I should. But yeah, it takes time, and we're getting there. Not fast enough, but we're getting there.

Robert Glazer: But what's next for you? Do you have any upcoming books or areas of research that you're focused on?

Stew Friedman: Yes. I've published two books for Harvard Business Press. And a couple years ago they came to me and said, "We want you to do a book that's just for parents." I'm thinking... my kids now are 31, 28, and 25. I'm thinking about grandchildren now. Although a lot of my work with individuals, with my students, with companies is about how to help people be the parents they want to be, and to be successful as they define it in their professional lives. I thought, okay, I can do this, if I can have a coauthor, and someone who's been working with me since she was a graduate student 15 years ago is now a tenured professor who has done great research in this area. I can have a partner in this project. She's under 40, and she's got two kids under 10.

Stew Friedman: We basically take what we have been developing and refining in this Total Leadership Program, which we've now been doing in companies worldwide. We've got operations in Europe now, and starting up in Australia, New Zealand. If we take that model, and really focus it on the particular challenges of people raising children. Our team designed a version of our program that we would deliver to parents. Parents and their partners in the childbearing project. We went into the lab, we ran that pilot, and it was a huge success.

Stew Friedman: People really enjoyed and grew from, and became more effective from the work of looking at their values together, defining their future together, having important conversations about what they really needed from each other. Then what they needed from their other key people, including their kids and their co workers, and extended families, and communities. Then experimenting with how they get things done. And they got great results from that. So that project is the book that we've now just completed. We just sent it out for review, and we're just going to be refining it over the summer and publishing it next year. So that's a project I'm really excited about because we've also got this offering that we're going to be bringing online for people to learn this method that's described in the book. That's big.

Stew Friedman: I'm also focused more and more on how to bring larger social issues into leadership development, including, and especially inequality and climate change, which are both subjects that I see as super important for our society and for the future. And more importantly, that young people are clamoring to

deal with in their lives and in their business lives. So how to integrate those big ideas into the learning of leadership is really important.

Stew Friedman: Finally, I'm keenly interested in how to create greater mental health in our society, and what the private sector can do to help people who live with mental illness or who are helping to care for people who live with mental illness. I am one of those people personally. And so, this is a really important issue for me. But it's a very important issue for business and society. So that's another area where I am devoting effort, both as an educator as a social policy advocate.

Robert Glazer: Great. Well, we'll make sure to follow that, and we'll have you back when the book launches. Last question for you, what's a personal or professional mistake that you've learned the most from? And that could be single or for a lot of people it's the repeated same mistake.

Stew Friedman: Oh man, where do I begin? There's so many. Well, I think the example I gave earlier about not accounting for how other people see me. Taking leadership leap and seeing yourself through the eyes of other people, how they see you is one that I continue to wrestle with. The example I gave earlier, that speech is just one very significant instance in which that's occurred. But I continue to work on that. One of the ways I do is to try to help other people to develop the capacity to do that. That, of course, helps me to keep it top of mind.

Stew Friedman: I think the other is, when I was an undergrad, a million years ago, early 70s, I spent a lot of my time basically getting high and playing music. And missed the opportunity to be the kind of scholar and students that I eventually became a number of years later. One of the one of the things that I've tried to do less of is to waste opportunities. To take seriously the idea that you can grow, and learning should take every opportunity to do that, where those opportunities arise. So, failing to be the student I could be as an undergraduate is something that I tried to rectify as a graduate students and continue to do throughout my life, and to help other people to do the same. I could go on for hours and hours about all the ways in which I screwed up, but that's probably enough for now.

Robert Glazer: That would be the second episode. Well, actually, that resonates with me as well. Well Stew, where can people find you online? How can they get ahold of you and your work?

Stew Friedman: Well, thanks for asking. Totalleadership.org is where you can get free chapters of my book and all kinds of other free resources, videos, assessment tools, links to my podcast on which you have appeared famously Bob, and that was one of my favorite episodes. So, totalleadership.org, or you just go to Wharton and search for me there where you can find my faculty page and then links to the Wharton Work-Life Integration Project, and some other cool stuff [inaudible 00:39:30].

Robert Glazer: All right Stew, thank you for sharing your story with us. You've really led the way showing people in companies how to have more fulfilling work and life experiences, and have inspired many other people to do the same.

Stew Friedman: Thanks so much Bob, really enjoyed this conversation.

Robert Glazer: To our listeners. Thanks for tuning in to the Elevate Podcast today. We'll include links to Stew, his books, and the Work and Life Podcast on the detailed episode page at robertglazer.com. If you enjoyed today's episode, or the Elevate Podcast in general, I'd really appreciate if you could leave us a review as it helps new users discover the show. If you're listening in Apple Podcast right now you can just select the library icon, click on Elevate, scroll down and leave your review. They make it hard to find. But if you're listening in your browser, or a different app you can find easy links to review under the podcast link at robertglazer.com. Thank you again for your ongoing support, and until next time, keep elevating.