The What Works Code™:

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The Science of Causing Outcomes

A Draft of Two Chapters of *The What Works Code*

1. THE UNIVERSAL FOUNDATION OF EVERYTHING THAT WORKS

2. DISARMING OUR WEAPONS OF MASS DISTRACTION

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Domain of All Potential

Universal root principles of order such as the:

1. Four forces of nature: gravity, electromagnetism, and the strong and weak nuclear forces.
2. Quantum Mechanics: Observation and Participation.
3. Inverse Square Principle.
4. Equilibrium
5. Coherence
6. Entropy

Bridge Principle:

Commitment

Experiential Principles:

Commitment

Intention with Action

Vision

Seeing IT is Creating IT

Balance

Accountability

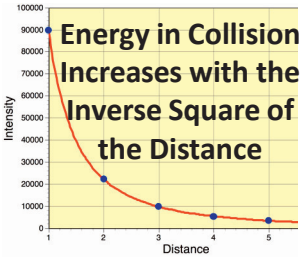
What did you DO?
Vs. What did you CAUSE?

Activity Management

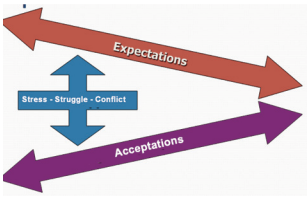
Not Time But Activities

Inverse Square

"1 Inch from the wall requires a miracle"



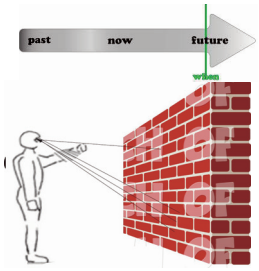
Expectation Acceptation



Language

"The Most Fundemental UNIT of COMMITMENT is LANGUAGE"

Observation Participation

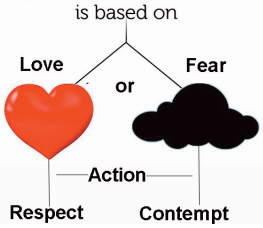


Responsibility

The Act or Condition of Being the Cause

Love - Fear

Every thought, word and action is based on



Forgiveness

Fore = Before
Give =Let Go; Give up.

"Let go or Give up that which went BEFORE"

THE UNIVERSAL FOUNDATION OF EVERYTHING THAT WORKS

Doing more of what doesn't work doesn't work.
Trying harder at what doesn't work doesn't work.
Improving what doesn't work doesn't work.
Getting better at what doesn't work doesn't work.
Committing to what doesn't work doesn't work.
Mastering what doesn't work doesn't work.
The only thing that works is what does work.
~Douglas Yeaman~

A familiar example of "what works" is a combination padlock on a door, which is designed to restrict access to whatever is beyond the door. The padlock works regardless of who put it there or of who wants access. In order to get through the door, one must have the code to the padlock or else have the means to break either the padlock or the door.

The following thought experiment makes it possible to understand this situation more thoroughly.

What is a Thought Experiment?

- Einstein's understanding of relativity came about due to his use of thought experiments.
- These are experiments where the logic of the situation, and hence the results, is flawless but the situation is usually impossible (or at least highly improbable) to replicate in reality.
- However, just because the experiment cannot really be done does not mean that the result cannot be significant.

What if, in our own thought experiment, the door is to a bank vault that also requires a code to open it, but which is designed in such a way that neither the locking mechanism nor the door can be hacked by any available known means. This does not mean that you cannot gain access to the vault, it only means that you must have the code with which to unlock the vault. In the absence of having that code, there is nothing you can do to gain access to the vault because the locking mechanism will continue to work until you have the code that will unlock it. In the meantime, the bank vault and its locking mechanism are working exactly as they are designed to work.

The nature of this bank vault's design is such that having its access code is the only option available to anyone's intention to open its door. No matter how well the intention to open the door, any attempt to open it other than with the code will be met with effort, stress, struggle, conflict, frustration and fruitless hard work. In fact, it might be said that "it can't be done" or "if it was supposed to be opened it wouldn't be locked to begin with."

In other words, regardless of anyone's desire or intention to open the bank vault, only actions that are consistent with the door's designed access code are capable of opening it. The bank vault continues to work the way it is designed, and only as our action is compatible with the vault's design and by learning and applying the code do we become capable of accomplishing the outcome of access.

It is simply a belief or a point of view that "It can't be done" or "if it was supposed to be opened it wouldn't be locked to begin with" and does not describe reality.

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A dramatic historical example of applying the necessary code of "what works" to an otherwise seemingly impregnable design is the learning process that culminated in the invention of the thin tungsten filament that glows in incandescent light bulbs, which was accomplished shortly after the turn of the 20th century by an electrical engineer, William David Coolidge, who was employed by Steinmetz in the research laboratory at Thomas Edison's General Electric Corporation.

It had become essential for GE to find an alternative to the carbon filament, whose incandescence was the source of illumination in light bulbs at that time. Carbon burned yellow, causing great eyestrain and attrition of vision in individuals who read by electrical light. Carbon filaments also oxidized as they burned, and their short durability made light bulbs quite expensive. What was needed in place of carbon was a metal that burned white with minimum oxidation.

Tungsten was an ideal alternative to carbon, since it met both of these criteria. But metallurgical engineers had ruled out this possibility because of tungsten's tendency to fracture and break under stress. The engineers were certain beyond any doubt that tungsten was too brittle to be drawn out to the fineness of a filament. It was presumably as unhackable for this purpose as was the aforementioned bank vault, and there was presumably no code that would open it to the purpose of serving as a light bulb filament. Yet even though the metallurgical engineering community had officially declared that a tungsten filament was inconceivable, Coolidge asserted that he had the ability to invent one. He didn't know how, but he was certain he could learn how. All he required was adequate research funds and the use of GE's laboratory.

In confidence of succeeding with the invention of a tungsten filament, Coolidge embarked on a journey of learning based on the assumptions that this could be done and that he was capable of figuring out how to do it. In other words, like those who hack access to supposedly secure computer, Coolidge was sure he could "hack the code" to whatever was required to convert "it can't be done" into "I did it."

Coolidge did not need to know the principles that governed his intended outcome, he only needed to learn how to act in alignment with these principles. (There is no suggestion here that this was ***how*** he was thinking.)

Such learning of what is not yet known is a threefold process.

- Assuming that an intended outcome is indeed achievable; or acknowledging that ***"not knowing how"*** is not a barrier to achieving the outcome
- Acknowledging that there are specific conditions which are unique to the desired outcome, and that these conditions are ***requirements*** to achieving this outcome.
- Going on the journey of learning and applying these specific conditions; or, Embarking on the journey of learning ***"the code to what works"***.

Coolidge's learning journey took several years, during which he conducted over 10,000 experiments before he finally succeeded in creating a usable tungsten filament by drastically altering the metal's

crystalline structure. An early 1980's assessment of this accomplishment, measured in early 1980's terms, called it the equivalent of forcing a 2,000 ton boulder through the eye of a needle.

When Coolidge's achievement was announced, he was invited to address a national conference of metallurgical engineers. His speech was barely begun when members of the audience jeered and laughed at him. The metallurgical engineers "knew" that what he claimed he had done could not be done, and they assumed that Coolidge and GE were lying in order to hype the value of the company's stock.

Coolidge picked up his notes and left the stage a temporarily broken man. His spirits revived only after he got home and told his wife of the incident. She reminded him, "But you really *did* create a tungsten filament."

Soon the nation's metallurgical engineers were replacing their short-lived carbon light bulbs with longer-burning white ones. It didn't take them long to discover that the new filament indeed was tungsten, and they invited Coolidge to again speak at their next gathering. In an anecdote it was reported; that he walked on stage, slammed his notes on the lectern, and proclaimed loudly, "Thank God I am not a metallurgical engineer. If I were I never would have begun the tungsten project because I would have known it couldn't be done." Then, having delivered history's shortest address to a professional body, he walked off the stage.

Just as it is with impregnable bank vaults and with tungsten metal that was perceived to be unalterably brittle, so it is with the overall design of the universe and with each person's relationship to that design. The universe's design is established by *principles* that create and maintain its unifying order. Our relationship to the universe's orderly design is mediated by (using Webster's definitions):

- Principles: Fundamental Truths
- Laws that govern action by consent or decree.
- Rules that prescriptively guide action.
- Agreements that establish the harmonious arrangement of all participants in the agreement, relative to a common course of action.

Intention by itself is insufficient to produce a corresponding outcome. It was only because Coolidge's intention and action was faithful to all pertinent principles relevant to his intended outcome that he was able to alter tungsten's natural design by redesigning it to the specifications for an incandescent filament. His *intention* modified his *action* as he discovered that it was not creating his desired outcome.

In other words, there are ***experiential principles*** of action that require alignment with the universal ***root principles*** of order, which empower our creation of harmony, balance, coherence, consonance, and respect in our life, career, and organizational experience.

Root Principles and Experiential Principles

As subsequent chapters of this paper elaborate, the principles that govern the outcome of intended action include

- **Universal root principles of order** such as the:

    1. Four forces of nature: gravity, electromagnetism, and the strong and weak nuclear forces.
    2. Quantum Mechanics: Observation and Participation.
    3. Inverse Square Principle.
    4. Equilibrium
    5. Coherence
    6. Entropy

    (We make no claim that these are the only root principles.)

- **Local principles of experiential order** such as the expectation-acceptation-dynamic, vision, commitment and responsibility as a few of those developed in this paper.

It is not this paper's intention to enumerate all root and experiential principles, rather only those that we can develop here from sufficient experience to have confidence that we can effectively contribute real value.

A fundamental premise of this paper is that *all* action is consistent with the principles that govern outcomes, because every action produces a result that corresponds to the principle governing the result. In other words the way you can recognize whether your action is consistent with principle(s) governing the outcome you intend is by the result. An outcome is dependent upon our absolute alignment with the governing principles of the outcome. Every action produces a result that is consistent with these ordering principles, which are bound to a set of mathematical rules that describe their order.

Therefore, if you want to know if your own intentions are consistent with these principles, look at your results.

Unwanted and unintended outcomes are no less compliant with universal governing principles than are desired and intended outcomes. There are *no* outcomes that are inconsistent with the principles that govern all outcomes, including any outcome that "goes wrong" from the perspective of one's intentions. Thus when Coolidge was asked how he managed to stay on the case in the face of 10,000 failures, he replied that from his perspective he had experienced 10,000 successes, because the outcome of each experiment told him what he was required to do next. Such are the fruits of taking

successive actions that are in consistent and coherent alignment with universal principles and their associated procedures of law, rule, and agreement.

The difference between success and some other result is that our actions planned or not planned are consistent with the principles that governed the desired outcome. Even though we plan there is also the presence of incidents which are inarguably beyond our present control which cause action and results that are at variance with our desired outcome; often confused with failure.

For example, if Earth was struck today by an asteroid like the one whose impact 60 millions years ago occasioned the extinction of the dinosaurs and the emergence of pre-hominid species, the result of today's strike would be inconsistent with everyone's current desired and intended outcomes. Yet we have something going for us today that no species had available 60 million years ago, the ability to detect an approaching asteroid well in advance, and an ever-growing possibility of technologically deflecting it from a collision course by launching a rocket whose gravitational effects in the asteroid's vicinity would sufficiently alter its trajectory to avoid a collision. Although fifty years ago this capability existed only in science fiction literature, fifty years in the future this capability could be readily at hand if its ongoing development were to become the intended outcome of the planet's socioeconomic and political powers that be.

The Premise of This Book is:

- All outcomes are the result of actions that are in alignment with the governing principles of universal order, whether or not the action is intended or desirable.
- There is no requirement to ***know or understand*** these universal principles, only the requirement to act in alignment with them.
- To the degree that we act in alignment with these universal principles, we are empowered to accomplish our intended outcomes.
- All stress, struggle, conflict and our unintended collision is the result of action that is inconsistent with the universal principles that govern an intended outcome.
- Ignorance of these universal principles does not affect the outcome.
- Only action determines outcomes.
- The degree to which we can shape and influence our action is the degree to which we can cause intended outcomes.
- Knowing the universal principles that govern our action enables more efficient and effective responses
- Effective responses are those whose actions are in general alignment with these principles.
- Efficient responses are those whose actions are in precise alignment with these principles.

THE WHAT WORKS CODE™: DISARMING OUR WEAPONS OF MASS DISTRACTION

(# 1 in the "Secrets to Causing Outcomes " of the management science series)

THE WHAT WORKS CODE™

The What Works Code™ is a set of universal operating principles of order, and an accompanying set of rules for their effective and efficient engagement. The term "engagement" signifies our application or implementation of universal principles in ways that are consistent with their governing order. The term "rules" signifies policies, procedures, agreements and other regulations that align our individual and organizational conduct with principled order.

WEAPONS OF MASS DISTRACTION

Unlike weapons of mass **destruction**, weapons of mass **distraction** are more internally perceptual than externally physical in nature, and accordingly are self-generated. For example, if you are endeavoring to write a report while seated in an airport waiting room that is bustling with passengers who are noisily irritated by a prolonged delay in boarding their plane, you must be able to tune out the surrounding hubbub in order to produce the report. To the extent that this is accomplished, the surrounding babble is not part of your directly perceived experience. Only as the babble is directly perceived and attended to is it a weapon of mass distraction.

Forms must first take shape in the mind, before they can be found in the world.
~Albert Einstein~

The eye sees only what the mind is prepared to comprehend.
~Henri L. Bergson~

One day while at lunch with architect-inventor Buckminster ("Bucky") Fuller I was seeking to better understand his perspective on principles. After an initial impatient response, he declared them to be "life generators."

Said differently, they generate or govern "order." And expressed in yet another way, they facilitate outcomes. You might say, therefore, that the degree to which our actions are consistent with the principles that govern a desired outcome is likewise the degree to which we will succeed in achieving that outcome. Nor does the universe require our understanding of these principles, only our absolute compliance with their order.

For example, you do not need to understand gravity, yet you must act consistent with it or else when stepping off a 50 story building you will comply by participating with the required consequence. Our

ability to fly has not come from understanding gravity, but rather by acting in ways that cause us to be conforming to and consistent with it as an ordering principle.

All stress, struggle, conflict, and other disorder or chaos in our affairs is the product of actions that are inconsistent with the principles that govern our intended personal and organizational outcomes. This is because any action that is inconsistent with these principles will invariably produce results that are correspondingly inconsistent with or at variance to the action's intended outcome.

As these inconsistent results begin to show up, they tend to become weapons of mass distraction, whose effects can be summarized as follows:

Doing what doesn't work does not work.
Doing more of what doesn't work does not work.
Trying harder at what doesn't work does not work.
Correcting what doesn't work does not work
Fixing what doesn't work does not work.
Improving what doesn't work does not work.
Getting better at what doesn't work does not work.
Committing to what doesn't work does not work.
Mastering what doesn't work does not work.

The only thing that actually does work is action that is consistent with the What Works Code™, As described at the beginning of this paper. In other words, rules of engagement specify their effective and efficient application in alignment with their respectively related principles. All accomplishment of our personal and organizational intended outcomes is governed by how effective and efficient is our application of the What Works Code's™ operational order-generating principles and self-aligning rules of engagement. Effectiveness consists of consistently doing what works, while efficiency is the result of our doing most workably what works.

Like all other operating principles, those that govern and assure what works are universally operative as generators of order, whose workability in creating order is testable and provable under relevant conditions. Meanwhile, the associated rules of engagement apply these order-generating principles to our work of causing intended outcomes to become realized by actualizing and thus making them real

An over-arching universal core principle of workability is the ***Principle of Creation*.** Our primary acts of creation are our acts of observation or participation, because we cause things and events to happen as a function of what we observe, and we create how they turn out by our participation with them. While our observations are immediately causal of what shows up in our experience, our participation creates how and what they subsequently become in our experience. This order-generating principle was described in many different yet consistent ways by Einstein's protégé, the esteemed cosmologist and quantum physicist John Archibald Wheeler:

- "[We are] part of a universe that is a work in progress; we are tiny patches of the universe looking at itself – and building itself."
- "No phenomenon is a physical phenomenon until it is an observed phenomenon." (In other words, it is our experience of a phenomenon that causes it to be real for us. Reality formation is a self-generated experiential inside job.)
- "The universe does not exist 'out there,' independent of us. We are inescapably involved in bringing about that which appears to be happening. We are not only observers. We are participators."
- "We had this old idea, that there was a universe out there, and here is man, the observer, safely protected from the universe by a six-inch slab of plate glass. Now we learn from the quantum world that even to observe so miniscule an object as an electron we have to shatter that plate glass; we have to reach in there. . . . So the old word "observer" simply has to be crossed off the books, and we must put in the new word "participator." In this way we've come to realize that the universe is a participatory universe."

In terms of the What Works Code™, therefore, we cannot speak of creation without mentioning our own experiential role via what Wheeler called our "observer participancy" in all our acts of creating and giving formation to our intended outcomes. That observation and participation are fundamental acts of creation is demonstrated by consistent and lawful quantum mechanical evidence that the formation of our experiential reality is an inside job.

For example, when our experimental apparatus is designed to detect quantum particles, only quantum particles are experienced as the outcome, while when our experimental apparatus is designed to detect quantum waves, only quantum waves are experienced as the outcome. This experimental consistency led one of the founders of quantum mechanics to proclaim that "What we observe is not nature itself, but nature exposed to our method of questioning."

Novelist C. S Lewis corroborated this proclamation by similarly observing: "Nature gives most of her evidence in answer to the questions we ask her. Here, as in the courts, the character of the evidence depends upon the shape of the examination." And this is because, to further quote neuroscientist Steven Pinker, "The nature of reality does not dictate the way reality is represented in people's minds."

The most common way to view our role as creators of how reality shows up in our experience is to perceive ourselves as "participant-observers." And in order to be both effective and efficient as simultaneously causative observers and creative participants, we must honor the self-aligning rules of engagement that are essential to achieving the intended outcomes of our actions. Among the many rules of engagement that support What Works Code™ principles, the following three directly relate to the Principle of Creation:

- **Rule of engagement #1: Not majoring in the minors.** Don't allow attention paid to minor matters of lesser importance to thereby shortchange your focus on what is of greatest importance, because this tends to self-generate mental clutter that is most likely to serve as weapons of mass distraction.

- **Rule of engagement #2: Recognizing the self-limitations of conventional multitasking**. What today most commonly passes for "multitasking" can impair both your productivity and your state of overall well-being as you succumb to its potential to become your very own self-generated weapon of mass distraction.
- **Rule of engagement #3: Maintaining productive time and task management.** The challenge of task-fulfillment is best met with effectively time-managed task scheduling.

1. NOT MAJORING IN THE MINORS

If your mind is empty, it is always ready for anything; it is open for everything.
~Shunryu Suzuki~

To the extent that our mind is not filled with immediate short-term concerns that are inconsistent with long-term intended outcomes, we can be effectively and efficiently productive of such outcomes. Any urgent focus on short-term minor concerns, be they organizational or otherwise, tends to unproductively consume and distract our attention from meeting the essential requirements for the efficient and effective realization of long-term organizational objectives .

Minor concerns include anything in the immediate moment that is not vital to driving an essential intended outcome, and is instead little more than a weapon of mass distraction . . . such as "got a minute?" meetings that interrupt far more productive activity by requiring a diversion of our primary attention. Short of our quickly postponing or otherwise getting past such interruptions, our agenda becomes driven by the interrupter. Getting caught up in someone else's momentary procedural crisis distracts and consumes our right-now immediate attention, which is best conserved until a *real* fundamental operational crisis/problem legitimately requires an immediate solution.

The best mindset with which to approach all annoying short-term minor concerns is "nobody is going to die" (unless they are, which very seldom is the case) and "this isn't like rocket science or brain surgery" (unless these are your actual business). In short: minor concerns are best swiftly engaged with and resolved as such. In every instance of a momentary problem or other unwelcome interruption:

- Solve the problem by handling the interruption; fix it!
- Keep a log or record and in private quiet time, analyze the situation to find the root cause;
- Ask "how can I keep this from happening again?" and proceed accordingly in the future: reduce further occasions of interruption by addressing their cause.

Studies conducted by Quantum Management Systems over 35 years have demonstrated that these annoyances can be prevented from reoccurring 87% of the time with proper planning, communication and full ***empowerment*** via principled implementation of all pertinent rules of engagement.

Also among the "minors" are meetings that don't meaningfully support and advance the organization's major concerns. These major tasks must take continued priority as essential to effective/productive organizational outcomes which will provide maximum return on time and tasks invested (ROTTI).

Top leadership studies indicate that only those meetings are of value which are carefully controlled, managed and restricted to driving outcomes (as distinct from socializing and communication meetings).

- remain focused on end results, and address immediate concerns in the context of that focus;
- stay consistently on course toward end results;
- prioritize the essential steps to end results;
- recognize whatever others can do better than they can, and relinquish or delegate tasks accordingly;
- avoid conventional multitasking, for reasons discussed below;
- regularly (or at least periodically) quiet their mind via meditative, contemplative, or other introspective or calming activity.

These traits are discussed at greater depth in our future papers.

Five ***major concerns*** that are essential to the realization of intended organizational outcomes are:

1. clarity of vision,
2. allocation of resources,
3. application of resources,
4. overall accountability,
5. recruiting and hiring.

- CLARITY OF VISION: To maintain an organizational vision is not merely to have a dream. A vision is rather a way of articulating the overall set of projected organizational outcomes in a way that encompasses and defines all ongoing business presently at hand. Such an organizational vision embodies core values, plans, strategies, processes, best practices, and operational procedures, and is clearly articulated to all personnel and stakeholders.
- ALLOCATION OF RESOURCES: All resources that are essential to the execution of an organization's vision and the vision's associated plans, strategies and operations are at all times readily available to all concerned.
- APPLICATION OF RESOURCES: All allocated resources are consistently, responsibly and appropriately harnessed by right persons in their respective right jobs, whose job descriptions are clear, who work within the boundaries of their job descriptions, who are competent to engage all allocated resources, and who are adequately trained in their effective use.
- ACCOUNTABILITY: There are 2 types of accountability: implicit and explicit. ***Implicit accountability*** is part of a high performing culture based on shared peer expectations. ***Explicit accountability*** is tied to the reporting and measuring function and its associated communication. The reporting structure (who reports to whom) is clearly evident to all concerned, in terms both of what is reported and of how it is reported. The right people effectively perform their respective right jobs, and all organizational changes and incentive structures are based on clearly articulated standards of performance. Three vital and often over-

looked aspects of the principle of accountability are that you cannot hold people accountable to activities that 1) they do not agree with, and 2) for which they are not adequately trained, or are inadequately competent, or 3) for which they are not provided with adequate access to the resources necessary to the performance of their function.

- RECRUITING/HIRING: You will in any organization experience turnover, and effectively designed procedures for personnel replacements and planning for growth are key to any healthy organization, large or small. As I once heard Bill Hewlett say, "I take pride in hiring people that are better and smarter than me, knowing they will become my competitors." Such focus on competence and accountability readily exposes any weakness in human resources.

2. RECOGNIZING THE SELF-LIMITING ILLUSION OF CONVENTIONAL MULTITASKING

The test of a first rate intelligence is the ability
to hold two opposed ideas in the mind at the same time,
and still retain the ability to function.
~F. Scott Fitzgerald~

You may think that you can attend to and/or do multiple things at a time, that you are more effective because you can combine tasks such as checking email while attending a meeting, or by picking up your voicemail while checking your email - in other words, by conventional ***multitasking*****.**

Think again!! - for while simultaneously holding multiple ideas in mind is functionally possible, simultaneously attending to two or more streams of input is not. Such multitasking is an intermittent function in which multiple input streams are mutually disruptive of the attention paid to each.

Research has demonstrated time and again that conventional multitaskers are consistently less productive than those who routinely focus on completing tasks successively one at a time. This is because the considerable time that is devoted to task switching is unproductive of task fulfillment. Accordingly, people who cease conventional multitasking accomplish more intended outcomes per ROTTI than before.

Researchers at Stanford University, the University of Michigan, University of London, University of Sussex and elsewhere have determined that conventional multitasking is inconsistent with maintaining performance that is consistent with the effective and efficient production of intended outcomes. According to their findings, conventional multitasking:

- increases stress levels that diminish the acuity of our attention;
- increases proneness to error and blunders, and in other ways lowers the quality of our work;
- can slow down overall task fulfillment by as much as 50% because it borders on paying attention instead to weapons of mass distraction;

Thus multitaskers who think they are thereby more productive are measurably mistaken in this regard, because attending to multiple incoming streams of information, whether they are transmitted electronically or otherwise, prevents sufficiently productive attention instead being paid to outcome-related tasks.

It unfortunately is not possible to simultaneously hold two or more multiple channels of information and/or two or more multiple tasks in mind at the same time, because the bandwidth of the brain's so-called "executive system" is unable to accommodate more than one stream of input or task fulfillment at a time. Conventional multitasking presumes a capacity for multiple attending that the brain does not have. It can at best only rapidly switch short-term attention from input to input, while tending not to retain in memory the content of its immediately previous short-term focus.

Accordingly, such multitasking tends to mimic so-called "attention deficit disorder," the incapacity to attend to something to the full extent required for follow-through to its completion. Conventional multitasking has been shown to lower brain density in the areas that govern cognitive and emotional control, to the extent that some presumably "masterful" multitaskers have had their measured IQ's reduced over time by up to 15 points, and sometimes to that of an average eighth grader. Intelligence is most commonly defined as the ability to perform cognitive activities of thinking, learning, planning, reasoning and problem solving. Yet intelligence also involves the ability to correlate otherwise unrelated bits of information and to adaptively apply them to more familiar situations, thus lifting them from disorder into order. Conventional multitasking is incompatible with the attention span required to make such correlations.

Conventional multitasking is a natural outcome of the tendency of highly attentive media audiences (whether radio, TV, online, or print) whose members are often attending to at least two sources of content at any given time. Yet one can attend to two or more simultaneous inputs of information only by rapidly switching attention that has barely become focused on one source of input before being diverted to another. ***The inefficiency of such multitasking is amply evidenced in the large incidence of automobile accidents involving drivers who were also texting or attending to a cell phone.***

Furthermore, the more significant is a given task at hand, the proportionately less does it lend-itself to being bundled with other tasks. As one researcher put it, "Einstein was not multitasking when he was dreaming up the special and general theories of relativity."

All that having been said, in today's reality many if not most personnel, whether they are in the front office or far back, have to deal with multiple task fulfillment responsibilities in simultaneous play, whose effective management is addressed by the next Rule of Engagement.

3. MAINTAINING PRODUCTIVE TIME AND TASK MANAGEMENT (MULTITASKING 2.0)

Time is truly the only wealth that any human being has, and the only thing we can't afford to lose.
~Thomas Edison~

Conventional practices of multitasking are born of endeavoring to accommodate the infoglut of today's communication overload conveyed by multiple attention grabbers such as emails, tweets, and/or social networking and other not immediately productive online activity. Such practice is both ineffective and inefficient in the workplace, where all such attention grabbing tends to function as weapons of mass distraction.

Fortunately, there are highly workable strategies for the effective accommodation of multiple task fulfillment responsibilities, thus giving rise to ***Multitasking 2.0***: task prioritizing and scheduling strategies that produce a high return on our investment of time that is devoted to task fulfillment, and that thereby minimize the impact of otherwise distracting tendencies in the workplace.

There are essentially three categories of time that are germane to effective task performance, only two of which are supportive of realizing intended outcomes, and which are represented by the acronym P.I.N.™ :

1. P-Time - ***Productive time*** that is spent on being immediately productive of task fulfillment and intended outcomes.
2. I-Time - ***Indirectly productive*** time that is spent on arranging for and creating forthcoming P-time.
3. N-Time - ***Non-productive*** time that is spent doing everything else, including non-productive on-the-job "busy work" that is often mistaken for P- or I-Time

Effective organizational management, as well as self-management, requires organization-wide recognition and adherence to agreed upon P.I.N.™ protocols for time and task management, in which

- P-Time is allocated to accomplishing the ongoing fulfillment of all tasks that are germane to the organization's immediate and long term intended outcomes.
- I-Time is allocated to preparing for P-Time: scheduling, harnessing resources, managing schedules, taking time to calm our mind, etc.
- N-Time is organizationally relevant only when the manner of its expenditure enhances the quality of P-Time and I-Time, and even then is to be spent only outside working hours. Even when N-Time is productive of highly legitimate values other than those that pertain to intended organizational outcomes, it is not to be spent while one is ticking on the organizational clock.

P-Time and I-Time are routinely devoted to and focused on organizational priorities of outcome, so that only activities that are critical to immediate task performance that serves longer term objectives is appropriate for P-Time and I-Time expenditure. P- and I-Time activity is effective and efficient only in proportion to how well it is thought out, thought through, prioritized, scheduled, and expedited accordingly. Meanwhile, all activity that fills time without serving organizational priorities is best relegated to our personal off-hours N-Time.

Only interruptions that are germane to either our own or other's P- and I-Time priorities are to be given significant attention, for which an appropriate degree of flexibility is required in management's P.I.N.™ ordering and scheduling of task performance, timelines, and priorities.

When organizational priorities are well-managed, necessary interruptions thereof will be infrequent, and "busy work" on things that don't actually have to be done will be minimized if not altogether eliminated. Meanwhile, any requirement for simultaneous task fulfillments (and hence Multitasking 2.0) will be limited to legitimately necessary exceptions to P.I.N.™ protocols for properly prioritized time and task management.

People can be twice as productive when they periodically lock their door with a "Do Not Disturb" sign on it, turn off their phone, close their email application, and disconnect from the Internet. This is also a good occasion for brief activity that calms the mind, such as taking several deep breaths, deliberately yawning, etc.

In addition to their honoring of the practices listed above under "Not Majoring in the Minors," persons who are most productive of intended outcomes

- remain oriented to both the big picture and overall process of task fulfillment as well as to task content;
- proceed in every step of task fulfillment from the perspective of its accomplished outcome;
- self-regulate task fulfillment via effectively time-managed task scheduling.