

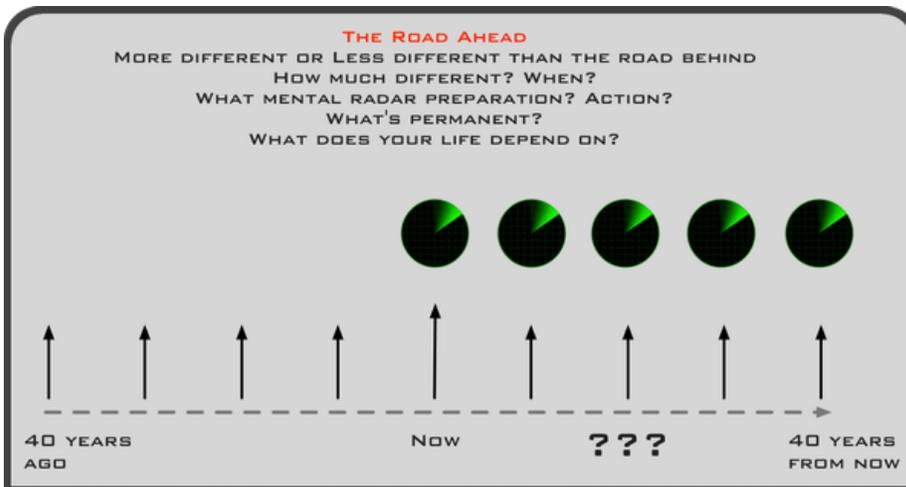
1 Work life horizons – a partial list of PDFs on rlaexp.com

2 We can only work toward the horizons on our mental radar at a point in time ↓



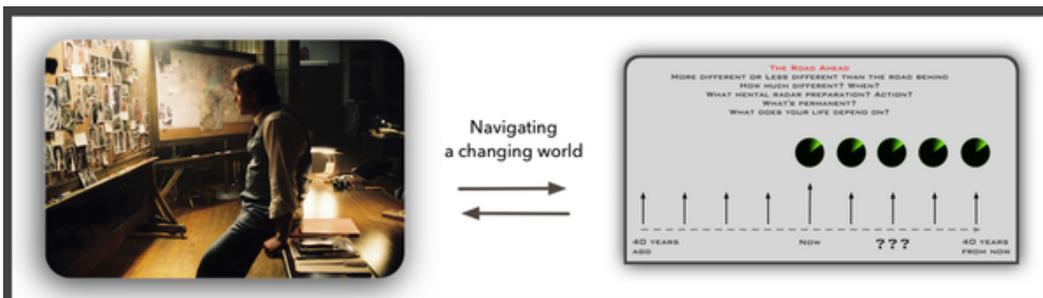
3

4 If you can see the road ahead ... → http://rlaexp.com/studio/biz/conceptual_resources/authors/edward_de_bono/wisdom.html#awareness ↓



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6 [History of the World in Two Hours](#) ::: [The Alternative to Tyranny](#)



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America before Columbus

“We know only two things about the future.

It cannot be known.

It will be different from **what exists now** and from **what we now expect**” – PFD

«§§§»

Despite the reality just above, we need a **pre-thought work approach** for navigating a changing world – a world moving toward unimagined futureS. This work approach has to adequate to the challenges ahead.

The alternative is to wait for a crisis – possibly trapped within a **dying/radically changing organization** or bored stiff – before navigating an effective way forward.

The future that has already happened

“The greatest danger in times of turbulence is not turbulence; it is to act with yesterday’s logic” PFD

«§§§»

“**Decision-making** is a time machine that synchronizes into a single time – the present – a great number of divergent time spans”

“We can make decisions only in the present, and yet we cannot make decisions for the present alone; the most expedient, most opportunistic decision–let alone the decision not to decide at all–may commit us for a long time, if not permanently and irrevocably.”

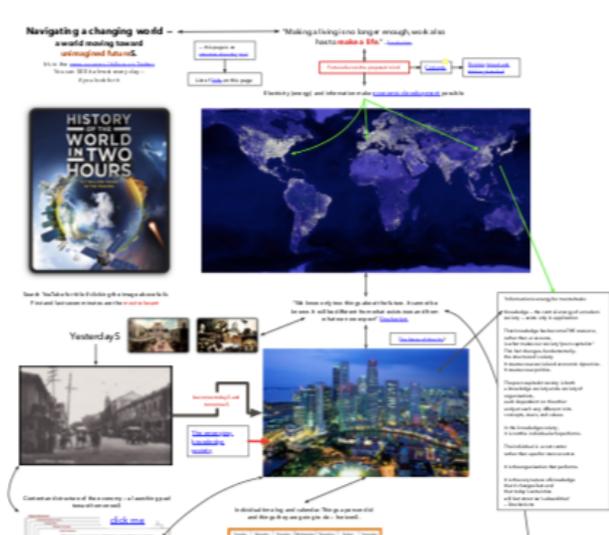
“The future requires decisions-now. It imposes risk-now.

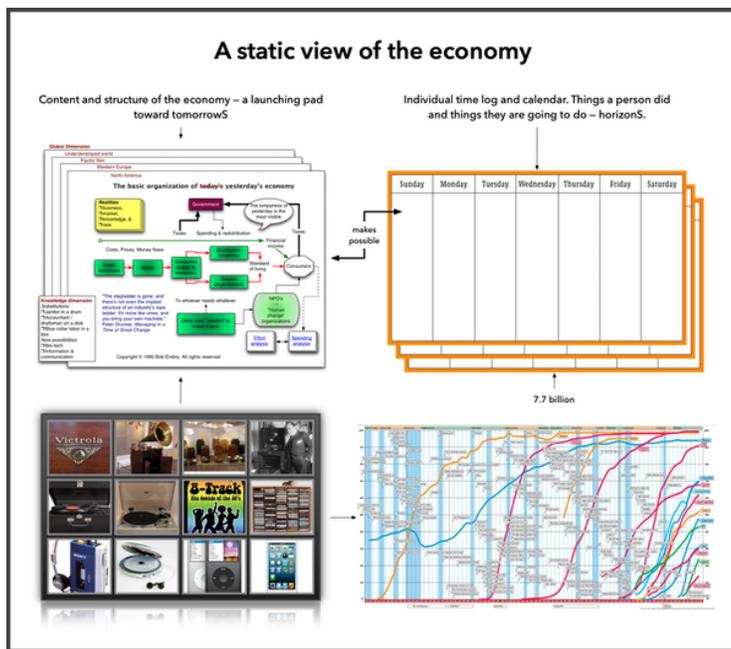
It requires action-now.” – PFD

«§§§»

Thought-scapes, brainroads and brain-addresses for navigating a changing world – a world moving toward unimagined futureS → <http://rlaexp.com/intro-brainroad.html>

<http://rlaexp.com/time-life-navigation-overview.pdf> ↓





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«\$\$\$»

28 What Everybody Knows Is Frequently Wrong ::: If You Keep Doing What Worked in the Past You're Going to Fail ::: [Approach Problems with Your Ignorance–Not Your Experience](#) ::: Develop Expertise Outside Your Field to Be an Effective Manager ::: Outstanding Performance Is Inconsistent with Fear of Failure ::: You Must Know Your People to Lead Them ::: People Have No Limits, Even After Failure ::: Base Your Strategy on the Situation, Not on a Formula – [A Class With Drucker: The Lost Lessons of the World's Greatest Management Teacher](#)

29 **Note-taking apps + iPad + Apple Pencil → Concepts to daily action**

30 Just reading is not enough. There has to be action – [decisions](#).

31 MarginNote → <https://www.marginnote.com>

32 LiquidText → <https://www.liquidtext.net>

33 Deliberate thinking → http://rlaexp.com/studio/biz/conceptual_resources/authors/edward_de_bono/edb_bio.html#effective-thinking-course

A Passion for Excellence > Foreword		Percent
Copies of <i>In Search of Excellence</i> sold	5,000,000	100%
Books opened	2,500,000	50.0%
Read four chapters	450,000	9.0%
Read from cover to cover	100,000	2.0%
Took notes	25,000	0.5%
Took detailed notes	5,000	0.1%

34

35

36 “To know something, to really understand something
important, one must look at it from [sixteen different angles](#).
People are [perceptually](#) slow, and there is no shortcut to
[understanding](#); it takes a great deal of time.” PFD read [more](#) and
the [black cylinder experiment](#)

37 A Century of Social Transformation → Ecological awareness

38 [http://rlaexp.com/studio/biz/conceptual_resources/authors/peter_drucker/
century_social_trans.html#introduction](http://rlaexp.com/studio/biz/conceptual_resources/authors/peter_drucker/century_social_trans.html#introduction) ↓

39 <http://rlaexp.com/a-century-of-social-transformation.pdf>

40 [Introduction](#) (below)

41 The Social Structure and Its Transformations

42 The Rise and Fall of the Blue-Collar Worker

43 The Rise of the Knowledge Worker

44 [The Emerging Knowledge Society](#)

45 How Knowledges Work

46 The Employee Society

47 What is an Employee?

48 The Social Sector

49 [Knowledge Economy and Knowledge Polity](#)

50 School and Education as Society's Center (not the present system)

51 The Competitive Knowledge Economy

52 How Can Government Function?

53 [Conclusion: The Priority Tasks](#) – The Need for Social and Political Innovations

54 [Bonus material](#)

55 Executive Effectiveness – executives really don't understand the world they live in

56 Creating Tomorrow's Society Of Citizens

57 Refining the Mission Statement

58 The importance of financial measurements and financial results

59 Disintegration

60 Trade Lessons from the World Economy

61 Transnationalism, Regionalism, and Tribalism

62 What do you want to be remembered for?

63 **Introduction**

64 No century in human history has experienced so many social transformations and
such radical ones as the twentieth century.

65 See the [History of the World in Two Hours](#) and

66 [America before Columbus](#) for examples of patterns in history.

67 They, I submit, shall turn out to be the **most significant events** of this century, and shall be its lasting legacy.

68 In the developed free-market countries—only one-fifth of the earth's population, but **the model for the rest**—work and work-force, society and polity are all, in the last decade of this century, **qualitatively and quantitatively** different both from those of the first years of this century and from anything ever experienced before in human history: different ...

69 in their configurations, in their processes, in their problems, and in their structures.

70 **Far smaller and far slower social changes in earlier periods triggered violent intellectual and spiritual crises, rebellions, and civil wars.**

71 The **extreme social transformations of this century** have hardly caused any stir.

72 They proceeded with a minimum of friction, with a minimum of upheavals, and indeed with altogether a minimum of attention from scholars, politicians, the press, and the public.

73 To be sure, this century of ours may well have been **the cruelest and most violent century in human history**, with its world wars and civil wars, its mass torturers, ethnic cleansings, and genocides.

74 But all these killings, all these horrors inflicted on the human race by this century's Weltbeglucker (**refers to those who establish paradise on earth by killing off nonconformists, dissidents, resisters, and innocent bystanders, whether Jews, the bourgeoisie, kulaks, or intellectuals—an untranslatable German term, alas**) hindsight clearly shows, were just that: senseless killings, senseless horrors.

75 Hitler, Stalin, and Mao, the three evil geniuses of this century, **destroyed**.

76 **But they created nothing.**

77 Indeed, if this century proves anything, it is the futility of politics → http://rlaexp.com/studio/biz/conceptual_resources/toc_reviews/conceptual_resources_files/conceptual_resources_6767.html#new-polity.

78 Even the most dogmatic believer in historical determinism would have a hard time explaining the social transformations of this century as caused by the headline-making **political events**, or explaining the headline-making political events as caused by the social transformations.

79 But it is **the social transformations**, running like ocean currents deep below the hurricane-tormented surface of the sea, that have had the lasting, indeed the permanent, effect.

80 They—rather than all the violence of the political surface—**have transformed the society and the economy, the community, the polity we live in.**

81 ...snip, snip ...

82 **The twenty-first century will surely be one of continuing social, economic, and political turmoil and challenge, at least in its early decades.**

83 The Age of Social Transformations is not over yet.

84 And **the challenges looming ahead** may be **more serious and more daunting** still than those posed by the social transformations that have already happened, the social transformations of the twentieth century.

85 Yet we will not even have a chance to resolve these new and looming problems of tomorrow **unless we first address** the challenges posed by the developments that are already accomplished facts, the **developments** reported in the [earlier sections of this essay](#).

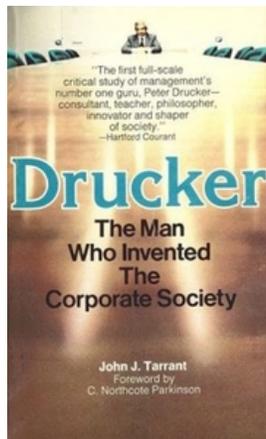
86 «§§§»

87 Everyone enters this world totally ignorant at different points in time and different situations.

88 This total ignorance is the foundation of their lives and frequently becomes a life-long mental prison.

89 Almost everyone gets their guidance from someone with a near total ignorance foundation rather than a social or political ecologist ↓

90 **Peter Drucker – a social/political ecologist** → http://rlaexp.com/studio/biz/conceptual_resources/authors/peter_drucker/social-ecologist.html



91
92 *Concept of the Corporation* had an immediate impact on American business, on public service institutions, on government agencies – and none on General Motors! → http://rlaexp.com/studio/biz/conceptual_resources/authors/peter_drucker/concept_of_the_corp/intros-epilogue.html#epilogue-83

93 «§§§»

94 **Allocating one's life** → <http://rlaexp.com/josh-abrams-self-development-summary.pdf>

95 **Post-Capitalist executive interview** → http://rlaexp.com/studio/biz/conceptual_resources/authors/peter_drucker/managing-time-great-change/int-post-capitalist-executive.html#interview-begin ↓

96 ... I have been urging this kind of [self-knowledge](#) for years, but now it is **essential for survival**.

97 People, especially the young, think that they want all the freedom they can get, but it is **very demanding, very difficult** to think through [who you are](#) and [what you do best](#).

98 In helping people **learn how to be responsible**, our
educational system is more and more counterproductive.

99 The longer you stay in school, the fewer **decisions** you have to make. ... And
graduate school is much worse.

100 “**Decision-making** is a time machine that synchronizes into a single time – the
present – a great number of divergent time spans”

101 We can make decisions only in the present, and yet we cannot make decisions for
the present alone; the most expedient, most opportunistic decision—let alone the
decision not to decide at all—may commit us for a long time, if not permanently
and irrevocably.”

102 «§§§»

103 “The future requires decisions-now. It imposes risk-now.

104 It requires action-now.”

105 «§§§»

106 “More than anything else, the individual has to take more responsibility for himself or
herself, rather than depend on the company”

107 «§§§»

108 “**Managers** are synthesizers who bring resources together and have that ability to
“smell” opportunity and timing.

109 «§§§»

110 Today perceptiveness is more important than analysis.

111 In the [new society of organizations](#), you need to be able to recognize patterns – to
see what is there rather than what you expect to see.”

112 <http://rlaexp.com/post-capitalist-executive-+-toc.pdf>

113 Information challenges → [http://rlaexp.com/studio/biz/conceptual_resources/
authors/peter_drucker/pdvn_docs/pdvn6.pdf](http://rlaexp.com/studio/biz/conceptual_resources/authors/peter_drucker/pdvn_docs/pdvn6.pdf)

114 Peter Drucker’s life as a knowledge worker → [http://rlaexp.com/my-life-as-a-knowledge-
worker.pdf](http://rlaexp.com/my-life-as-a-knowledge-worker.pdf)

115 Knowledge and technology → [http://rlaexp.com/studio/biz/conceptual_resources/
authors/peter_drucker/knowledge-technology.pdf](http://rlaexp.com/studio/biz/conceptual_resources/authors/peter_drucker/knowledge-technology.pdf)

116 Notes from Drucker’s work on developmental directions → [http://rlaexp.com/studio/biz/
org_ev/blueprint/pd_view/pdviewnarrative.pdf](http://rlaexp.com/studio/biz/org_ev/blueprint/pd_view/pdviewnarrative.pdf)

117 Notes on humor, hindsight and insight, creativity and lateral thinking, lateral thinking as
process, judgment and provocation, the word “Po”, the stepping stone method, the
escape method, the random stimulation method, general use of lateral thinking, the logic
of lateral thinking → [http://rlaexp.com/studio/biz/conceptual_resources/authors/
edward_de_bono/notes-on-lateral-thinking.pdf](http://rlaexp.com/studio/biz/conceptual_resources/authors/edward_de_bono/notes-on-lateral-thinking.pdf)

118 An overview of managing oneself → <http://rlaexp.com/managing-oneself-overview.pdf>

119 “The shift from manual workers who do as they are being told – either by the task or
by the boss – to knowledge workers who have to manage themselves profoundly
challenges social structure ...

120 It also requires an almost 180-degree change in the knowledge workers' thoughts
and actions from what most of us—even of the younger generation—still take for
granted as the way to think and the way to act." ...

121 "Managing Oneself is based on the very opposite realities: Workers are likely to
outlive organizations (and therefore, employers can't be depended on for designing
your life), and the knowledge worker has mobility."

122 Executive effectiveness and realities → [http://rlaexp.com/executive-effectiveness-
executive-realities.pdf](http://rlaexp.com/executive-effectiveness-executive-realities.pdf)

123 What makes an executive effective → [http://rlaexp.com/what-makes-an-effective-
executive.pdf](http://rlaexp.com/what-makes-an-effective-executive.pdf)

124 Specifically, executives scan these seven situations for opportunities:

- 125 ▪ an unexpected success or failure in their own enterprise, in a competing enterprise,
or in the industry;
- 126 ▪ a gap between what is and what could be in a market, process, product, or service
(for example, in the nineteenth century, the paper industry concentrated on the
10% of each tree that became wood pulp and totally neglected the possibilities
in the remaining 90%, which became waste);
- 127 ▪ innovation in a process, product, or service, whether inside or outside the
enterprise or its industry;
- 128 ▪ changes in industry structure and market structure; demographics;
- 129 ▪ changes in mind-set, values, perception, mood, or meaning; and new knowledge
or a new technology.

130 Drucker on Leadership → <http://rlaexp.com/peter-drucker-on-leadership.pdf>

131 Six Rules for American Presidents → [http://rlaexp.com/studio/biz/conceptual_resources/
authors/peter_drucker/six-rules-for-presidents.pdf](http://rlaexp.com/studio/biz/conceptual_resources/authors/peter_drucker/six-rules-for-presidents.pdf)

132 **The Management Revolution** → [http://rlaexp.com/
memo.html#management-revolution](http://rlaexp.com/memo.html#management-revolution)

133 From [Post-Capitalist Society](#) – "When I decided ..."

134 "The change in the meaning of knowledge that began two hundred fifty years ago has
transformed society and economy. [History of the World in Two Hours](#)

135 [A new view](#)

136 Formal knowledge is **seen** as both the [key personal](#) and the [key economic](#) resource.

137 In fact, knowledge is the **only** meaningful resource today.

138 The traditional "factors of production" – land (i. e., natural resources), labor, and capital –
have not disappeared, but they have become secondary.

139 They can be obtained and obtained easily, provided there is knowledge.

140 And knowledge in this new sense means knowledge **as a utility**, knowledge as **the means
to obtain social and economic results**.

141 «§§§»

142 These developments, whether desirable or not, are responses to **an irreversible change:
knowledge is now being applied to knowledge**.

143 This is the third and perhaps the ultimate step in the **transformation of knowledge**.
144 Supplying knowledge to find out how existing knowledge can best be applied to
produce results is, in effect, **what we mean by management**.
145 But knowledge is now also being **applied systematically** and **purposefully** to define
what new knowledge is needed, whether it is **feasible**, and **what has to be done to make**
knowledge effective.

146 It is being applied, in other words, to systematic **innovation** or **purposeful innovation**

147 «§§§»

148 This third change in the dynamics of knowledge can be called the “Management
Revolution.”

149 Like its two predecessors – knowledge applied to tools, processes, and products, and
knowledge applied to human work – the Management Revolution has **swept the earth**.

150 It took a hundred years, from the middle of the eighteenth century to the middle of the
nineteenth century, for the **Industrial Revolution** to become dominant and worldwide.

151 [Management and the World's Work](#)

152 It took some seventy years, from 1880 to the end of World War II, for the **Productivity
Revolution** to become dominant and world-wide.

153 It has taken less than fifty years—from 1945 to 1990—for the Management Revolution to
become **dominant** and **worldwide**.

154 «§§§»

155 Most people when they hear the word “management” still hear “business management.”

156 Management did indeed first emerge in its present form in large-scale business
organizations.

157 When I began to work on management some fifty years ago, I too concentrated on
business management

158 But we soon learned that management is needed in all modern organizations

159 In fact, we soon learned that it is **needed even more** in organizations that are not
businesses, whether not-for-profit but non-governmental organizations (what in this book
I propose we call the “social sector”) or government agencies.

160 These organizations need management the most precisely because they **lack the
discipline** of the “bottom line” under which business operates.

161 [Citizenship through the social sector](#)

162 That management is not confined to business was recognized first in the United States.

163 But it is now becoming accepted in every developed country.

164 «§§§»

165 We now know that management is a generic function of all organizations, whatever their
specific **mission**.

166 It is the generic organ of the knowledge society.

167 «§§§»

168 Management has been around for a very long time.

169 I am often asked whom I consider the best or the greatest executive.

170 My answer is always: "The man who conceived, designed, and built the first Egyptian Pyramid more than four thousand years ago—and it still stands."

171 But management as a **specific kind of work** was not [seen](#) until after World War I—and then by just a handful of people.

172 Management as a discipline only emerged after World War II.

173 [Management and the World's Work](#)

174 As late as 1950, when the World Bank began to lend money for economic development, the word "management" was not even in its vocabulary.

175 In fact, while management was invented thousands of years ago, it was not discovered until after World War II.

176 «§§§»

177 One reason for its discovery was the experience of World War II itself, and especially the performance of American industry.

178 But perhaps equally important to the general acceptance of management has been the performance of Japan since 1950.

179 Japan was not an "underdeveloped" country after World War II but its industry and economy were almost totally destroyed, and it had practically no domestic technology.

180 The nation's main resource was its **willingness** to adopt and adapt the management which the Americans had developed during World War II (and especially training).

181 Within twenty years—from the 1950s, when the American occupation of Japan ended, to the 1970s—Japan became the world's second economic power, and a leader in technology.

182 When the Korean War ended in the early 1950s, South Korea was left **even more** devastated than Japan had been seven years earlier.

183 And it had never been anything but a backward country, especially as the Japanese systematically suppressed Korean enterprise and higher education during their thirty-five years of occupation.

184 But by using the colleges and universities of the United States to educate their able young people, and by importing and applying the concepts of management, Korea **became a highly developed country within twenty-five years.**

185 «§§§»

186 With this powerful expansion of management came a growing understanding of **what management really means.**

187 When I first began to study management, during and immediately after World War II, a manager was defined as "someone who is responsible for the work of subordinates."

188 A manager in other words was a "boss," and management was rank and power.

189 This is probably still the definition a good many people have in mind when they speak of "managers" and "management."

190 «§§§»

191 But by the early 1950s, the definition of a manager had already changed to one who "is responsible for the performance of people."

192 Today, we know that that is also too narrow a definition.

193 The **right definition of a manager** is one who “is responsible for the application and performance of knowledge.”

194 [The CEO in the New Millennium](#)

195 [Management Challenges for the 21st Century](#)

196 [Managing in the Next Society](#)

197 «§§§»

198 This change means that we now see knowledge as **the** essential resource.

199 Land, labor, and capital are important chiefly as **restraints**.

200 Without them, even knowledge cannot **produce**; without them, even management cannot **perform**.

201 But where there is **effective** management, that is, **application of knowledge to knowledge**, we can always obtain the other resources.

202 «§§§»

203 That knowledge has become **THE** resource, rather than a resource, is what makes our society “**post-capitalist**.”

204 This fact changes—fundamentally—the structure of society.

205 It creates new social and economic dynamics.

206 It creates new politics.”

207 «§§§»

208 The alternative to tyranny → http://rlaexp.com/studio/biz/conceptual_resources/toc_reviews/conceptual_resources_files/conceptual_resources_6771.html#tyranny

209 Management as a liberal art → http://rlaexp.com/studio/biz/conceptual_resources/toc_reviews/conceptual_resources_files/conceptual_resources_6779.html#liberal-art

210 Preface to the Practice of Management → <http://rlaexp.com/practice-of-management-preface.pdf>

211 Management and the World’s Work → http://rlaexp.com/studio/biz/conceptual_resources/authors/peter_drucker/mgtww.pdf

212 The society of organizations → http://rlaexp.com/studio/biz/conceptual_resources/authors/peter_drucker/the-society-of-organizations.pdf

213 How to guarantee non-performance → http://rlaexp.com/studio/biz/conceptual_resources/authors/peter_drucker/how-to-guarantee-non-performance.pdf

214 MBO user’s guide → http://rlaexp.com/studio/biz/conceptual_resources/authors/peter_drucker/mbo-user’s-guide.pdf

215 What executives should remember → http://rlaexp.com/studio/biz/conceptual_resources/authors/peter_drucker/wesr/what-executive-should-remember.html and http://rlaexp.com/studio/biz/conceptual_resources/authors/peter_drucker/what-executives-should-remember.pdf

216 The theory of the business → http://rlaexp.com/studio/biz/conceptual_resources/authors/peter_drucker/theory-of-the-business.pdf

217 Sur/Petition: Going beyond competition → Creating Value Monopolies When
Everyone Else is Merely Competing → [http://rlaexp.com/studio/biz/
conceptual_resources/toc_reviews/conceptual_resources_files/
conceptual_resources_10759.html](http://rlaexp.com/studio/biz/conceptual_resources/toc_reviews/conceptual_resources_files/conceptual_resources_10759.html)

218 The Power and Purpose of Objectives: The Marks & Spencer Story and Its Lessons →
[http://rlaexp.com/studio/biz/conceptual_resources/authors/peter_drucker/the-marks-
spencer-story.pdf](http://rlaexp.com/studio/biz/conceptual_resources/authors/peter_drucker/the-marks-spencer-story.pdf)

219

220 **The CEO in the New Millennium + The New
Workforce** → [http://rlaexp.com/studio/biz/conceptual_resources/authors/
peter_drucker/the-ceo-in-the-new-millennium.pdf](http://rlaexp.com/studio/biz/conceptual_resources/authors/peter_drucker/the-ceo-in-the-new-millennium.pdf)

221 «§§§»

222 **Transnationalism, Regionalism, and Tribalism** → [http://rlaexp.com/studio/biz/
conceptual_resources/toc_reviews/conceptual_resources_files/
conceptual_resources_6767.html#trans-reg-tribal](http://rlaexp.com/studio/biz/conceptual_resources/toc_reviews/conceptual_resources_files/conceptual_resources_6767.html#trans-reg-tribal)

223 **Tribalism** thrives precisely because people increasingly realize that what happens in
Osaka affects people in Slovenia who have no idea where Osaka is and can hardly
find it on the map.

224 Precisely because the world has become transnational in so many ways – and **must**
become ever more so – people need to define themselves in terms they can
understand.

225 They need a geographic, a linguistic, a [religious](#), and a cultural community which is
visible to them and which, to use an old cliché, they can “get their arms around.”

226 The Sorbs in the woods outside of Berlin do not cease to be part of Germany and
German culture.

227 But they also see themselves—and demand to be seen—as something distinct.

228 The Latin American immigrants into Los Angeles—whether from Mexico or Central
America—become American citizens as soon as they possibly can.

229 They expect to have the same opportunities as native-born Americans have.

230 They expect their children to receive the same access to education, to careers, to
jobs.

231 But they also expect to be able to maintain their Hispanic identity, Hispanic culture,
and a Hispanic community.

232 The more transnational the world becomes, the more tribal it will also be.

233 This undermines the very foundations of the nation-state.

234 In fact, it ceases to be a “nation-state,” and becomes a “state” plain and simple, an
administrative rather than a political unit.

235 Internationalism, regionalism, and tribalism between them are rapidly creating a new
polity, a new and complex political structure, without precedent.

236 **From analysis to perception – the new worldview** → [http://rlaexp.com/studio/
biz/conceptual_resources/authors/peter_drucker/essential/from-analysis-to-
perception.pdf](http://rlaexp.com/studio/biz/conceptual_resources/authors/peter_drucker/essential/from-analysis-to-perception.pdf)

237 To use a mathematical metaphor, the post-capitalist polity has three vectors, each
pulling in a different direction.

238 But an equation with three vectors has no one solution.

239 In the meantime, as the old English saying has it, "the work of government must go
on."

240 The only institutions we have so far for this work are those of the nation-state and its
government.

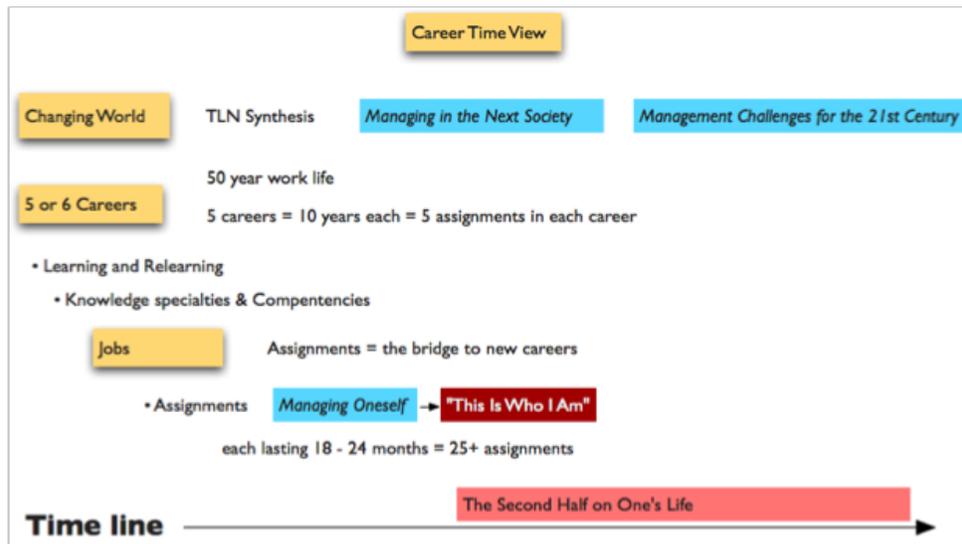
241 The first political task of the post-capitalist polity must be to restore the performance
capacity of government, which the Megastate has so seriously diminished.

242

243 **The second half on one's life**

244 The wisdom of Peter Drucker → <http://rlaexp.com/the-wisdom-of-peter-drucker.pdf>

245 Ten principles for finding meaning in the second half of life → <http://rlaexp.com/ten-principles-for-finding-meaning-in-the-second-half.pdf>

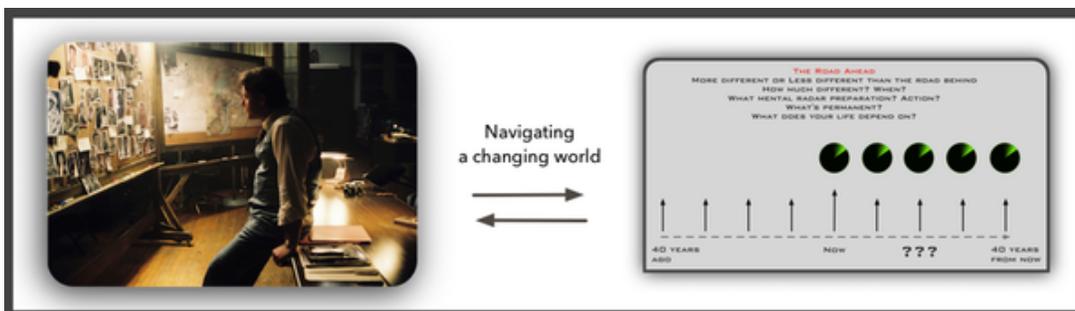


246 <http://rlaexp.com/studio/images/career-time-view-pict.png>

248 «§§§»

249 The **memo** they don't want you to see → <http://rlaexp.com/memo.html>. They want you to stay where you are – beholden to them.

250 **We can only work toward the horizons on our mental radar ↑ at a point in time**



251 [Timeline](#)

252