



לפרוץ את מחסום הזמן

קריבוס יועצים

ניהול תהליכים, פיתוח מוצר וניהול זמן

054-6633494

michaelkr@visualpathways.net

www.visualpathways.net



IT'S TIME FOR A CHANGE



Small text block, likely a testimonial or introduction, partially obscured by a yellow sticky note.

Small text, possibly a signature or name, partially obscured by a yellow sticky note.

Visual Pathways

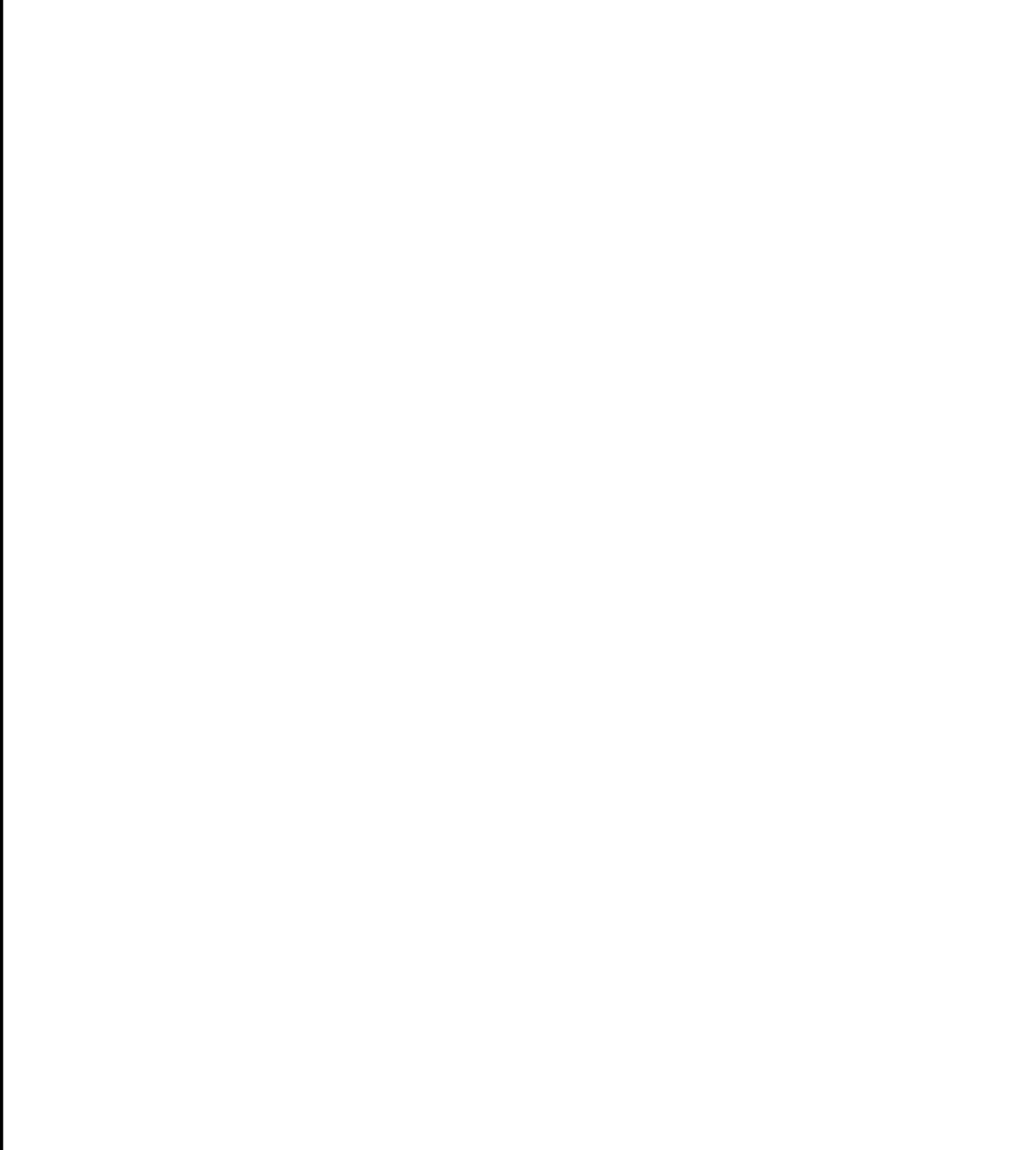
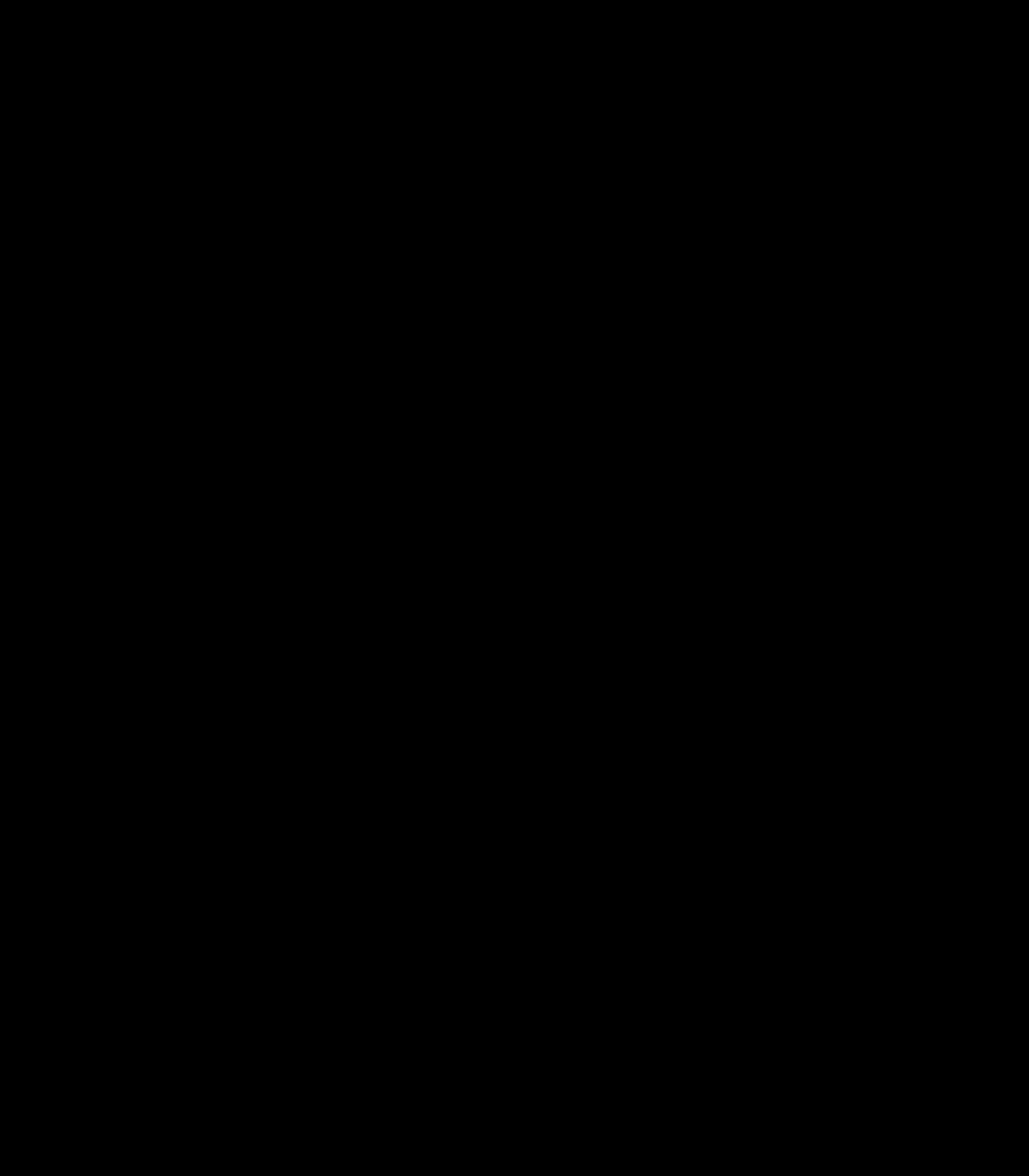
TAKING BACK CONTROL

Boost your productivity through simple creative thinking



MICHAEL KRIBUS







דף שאלות

דף רישום

למי יש תוכנית כתובה עבור פעילויות לאחר ההרצאה?

ל - 87% מהאוכלוסייה אין תוכנית כתובה בכלל

כמה מהנוכחים קמו היום לפני השעה 05:30?

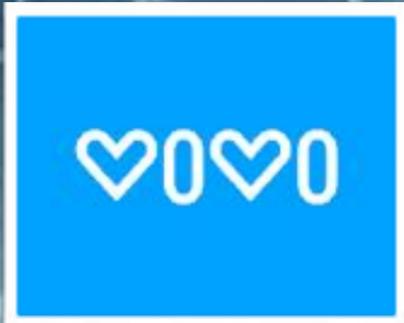
59% מהאוכלוסייה מתעוררת אחרי 07:00

כמה מכם יודעים מתי יצאו לאכול צהריים?

73% מהאוכלוסייה מתכננת את ארוחת הצהריים כבר בשעות הבוקר



f**k paperwork.



Entrepreneurs

JAN 16, 2018 @ 10:00 AM | 492,327

90% Of Startups Fail: Here's What You Need To Know About The 10%



Neil Patel, CO-FOUNDER
I focus on entrepreneurship, internet optimization, marketing and sales. [FULL BIO](#) >
Learn more about Neil Patel on Forbes.com

As an entrepreneur, I know about failure. I've made mistakes, pretty stupid ones. At the same time, though, I've been fortunate enough to succeed a few times, too.

Along the way, I've been able to understand some of the lesser-known reasons that some startups fail, and more importantly why a few succeed.

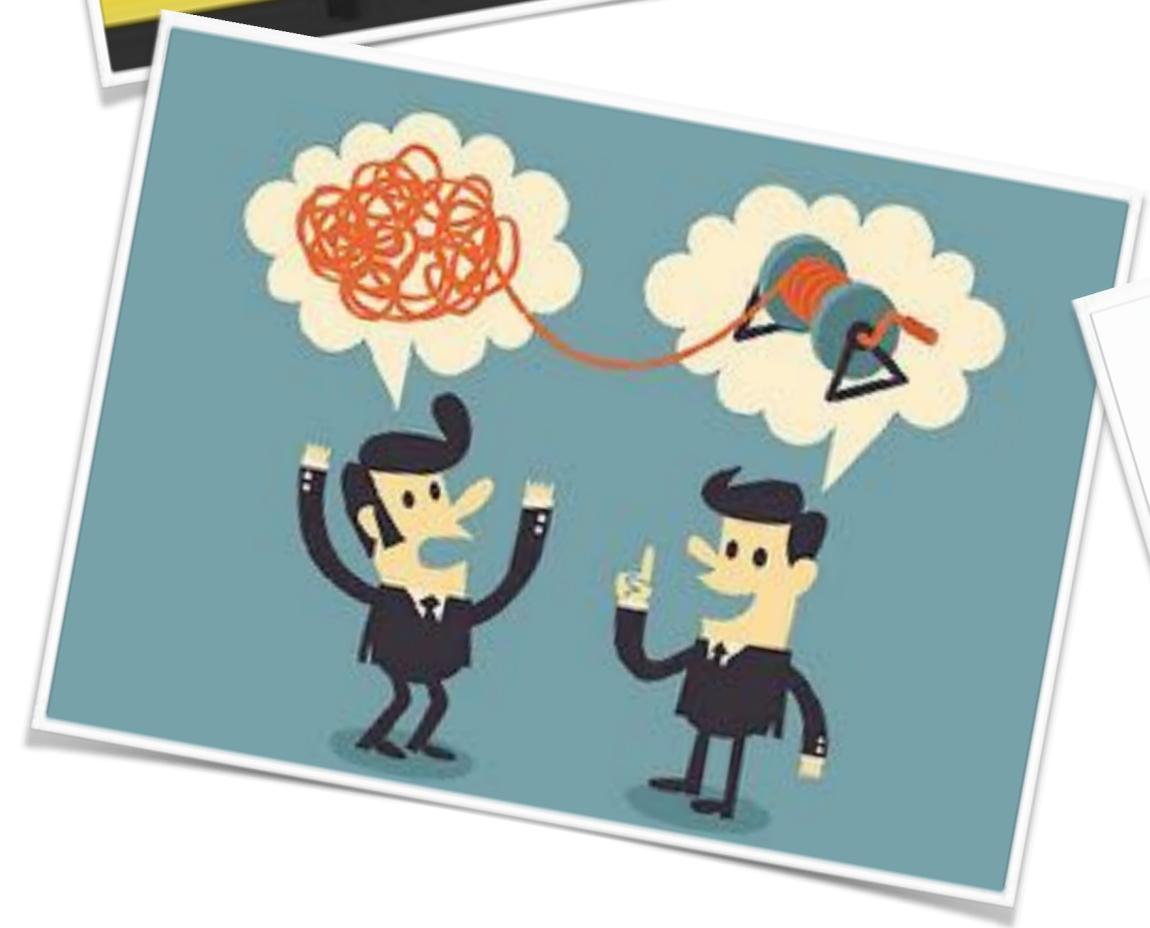
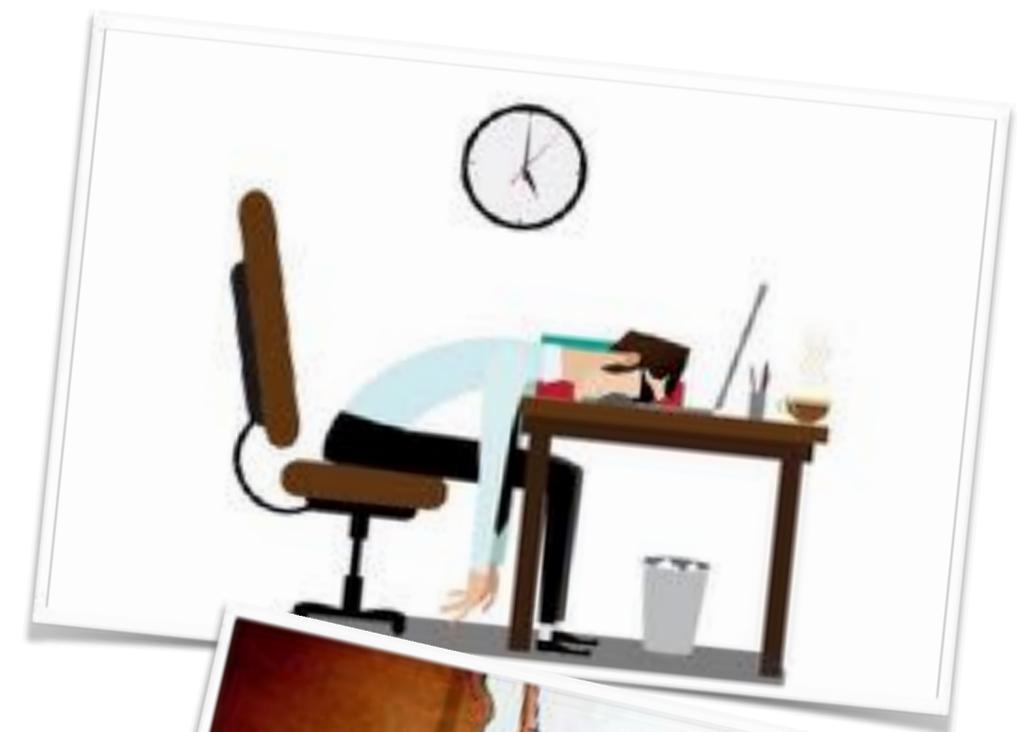
How many startups fail?

Nine out of ten startups will fail. That's a hard, cold, truth, but one that you've got to understand. Entrepreneurs want to succeed, but they often fail because they don't understand their market.

Why? Because very optimistic entrepreneurs need a dose of reality now and then. Our statistics here are not intended to discourage entrepreneurs, but to encourage them to work smart and hard.



מה הסיבות?













הזמן טס



אבל אתם הטייס





אתגרים

#1



2000 לפנה"ס



6:23 pm

11 hrs and 37 min until Fri





#2

F O C U S









2007













#3



2000



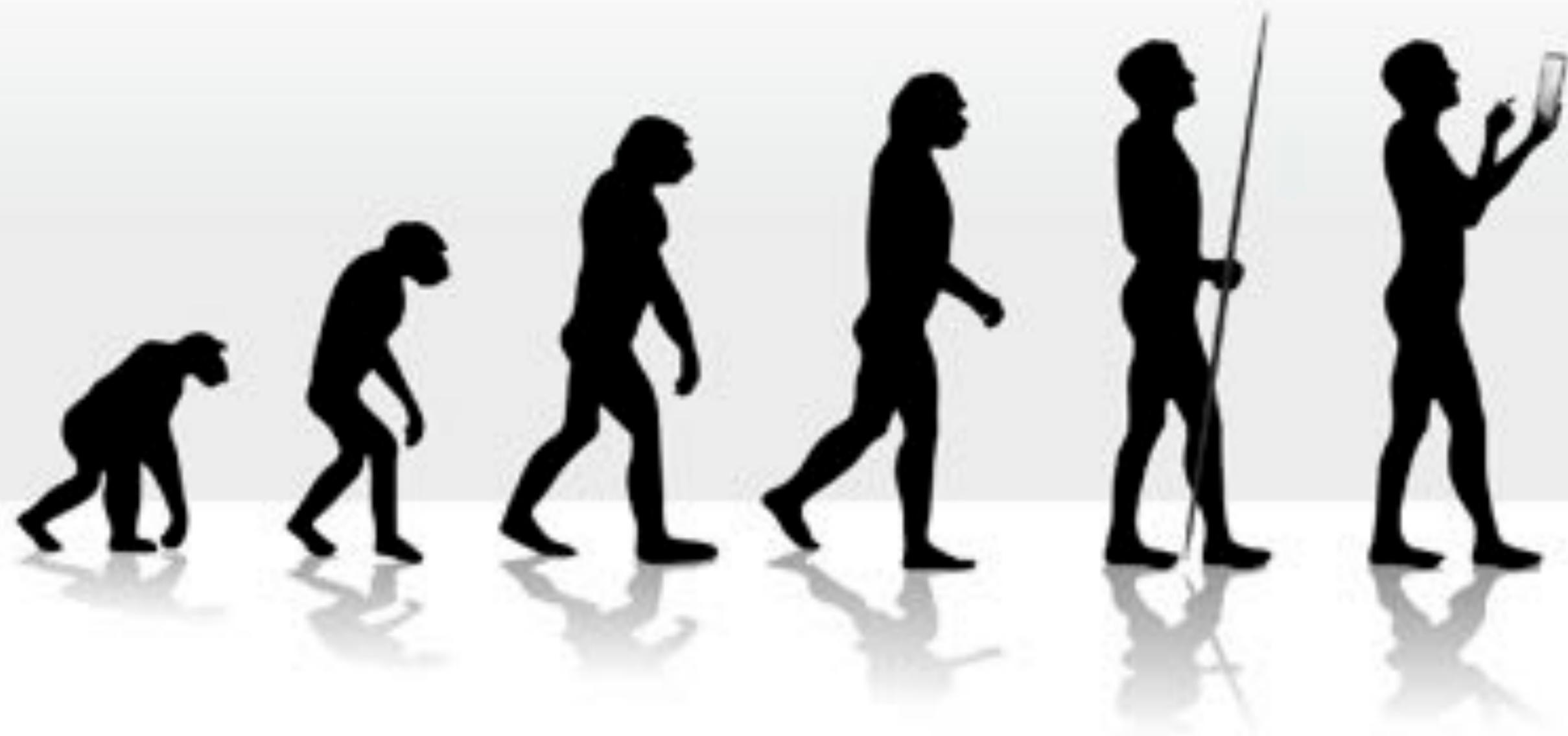
עד 30 הפרעות ביום

2016



מעל 247 הפרעות ביום





#4



דחיינות



Do it
tomorrow!

20

25

27







Robot



Time poverty



COMPETITION







work expands so as
to fill the time
available for its
completion

Parkinson law



Multitasking: Switching costs

Subtle "switching" costs cut efficiency, raise risk.

What the research shows

Doing more than one task at a time, especially more than one complex task, takes a toll on productivity. Although that shouldn't surprise anyone who has talked on the phone while checking E-mail or talked on a cell phone while driving, the extent of the problem might come as a shock. Psychologists who study what happens to cognition (mental processes) when people try to perform more than one task at a time have found that the mind and brain were not designed for heavy-duty multitasking. Psychologists tend to liken the job to choreography or air traffic control, noting that in those operations, as in others, mental overload can result in catastrophe.

Multitasking can take place when someone tries to perform two tasks simultaneously, switch from one task to another, or perform two or more tasks in rapid succession. To determine the costs of this kind of mental "juggling," psychologists conduct task-switching experiments. By comparing how long it takes for people to get everything done, the psychologists can measure the cost in time for switching tasks. They also assess how different aspects of the tasks, such as complexity or familiarity, affect any extra time cost of switching.

In the mid-1990s, Robert Rogers, PhD, and Stephen Monsie, D.Phil, found that even when people had to switch completely predictably between two tasks every two or four trials, they were still slower on task switch than on task-repeat trials. Moreover, increasing the time available between trials for preparation reduced but did not eliminate the cost of switching. There thus appear to be two parts to the switch cost — one attributable to the time taken to adjust the mental control settings (which can be done in advance if there is time), and another part due to competition due to carry-over of the control settings from the previous trial (apparently immune to preparation).

Surprisingly, it can be harder to switch to the more habitual of two tasks afforded by a stimulus. For example, Renata Meuter, PhD, and Alan Allport, PhD, reported in 1999 that if people had to name digits in their first or second language, depending on the color of the background, as one might expect they named digits in their second language slower than in their first when the language repeated. But they were slower in their first language when the language changed.

In experiments published in 2001, Joshua Kuznetsov, PhD, Jeffrey Evans, PhD, and David Meyer, PhD, conducted four experiments in which young adults switched between different tasks, such as solving math problems or classifying geometric objects. For all tasks, the participants lost time when they had to switch from one task to another. As tasks got more complex, participants lost more time. As a result, people took significantly longer to switch between more complex tasks. Time costs were also greater when the participants switched to tasks that were relatively unfamiliar. They got up to speed faster when they switched to tasks they knew better.

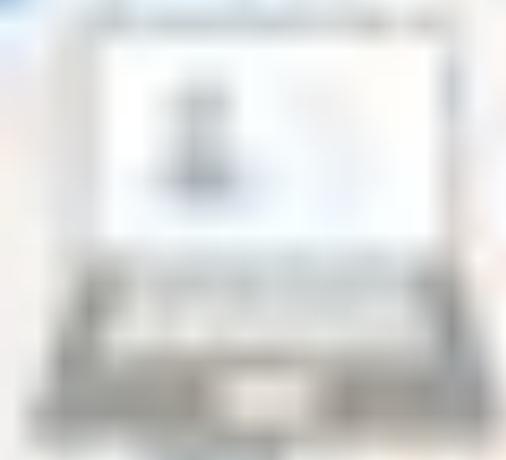
Research in Action

• Workplace Productivity

• Safety

• Human Performance

THE HIGH COST OF MULTITASKING



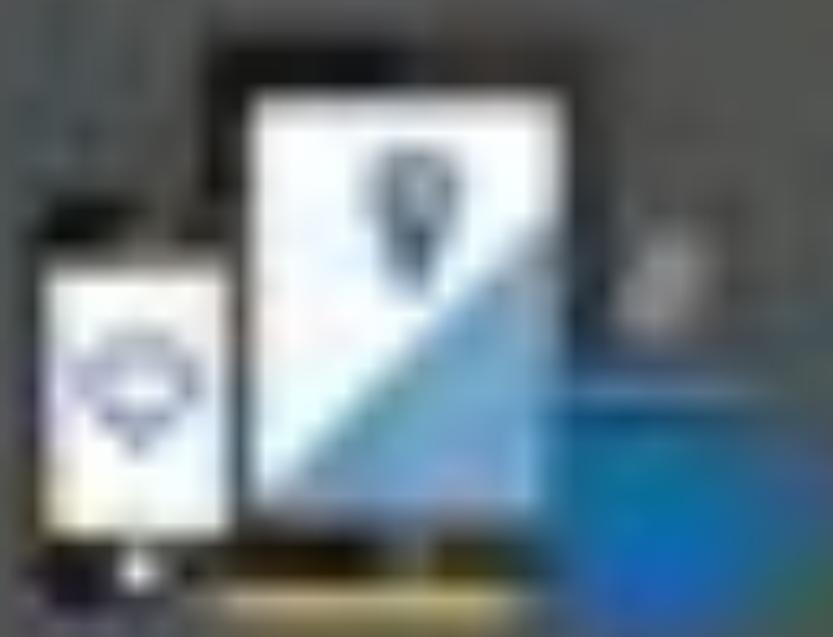
25 MILLION MEETINGS
take place daily in America



HOW MANY PEOPLE USE MOBILE DEVICES DURING MEETINGS?

92%

admitted they
checked during
meetings



41%

admitted to doing
it often to all
the time



READY?

HERE WE GO

מה הצבע של הכובע של גורג'?

ירוק

איזה פרס קבלה הנערה?

עוגת שוקולד

באיזו עונה הוציאה הנערה את הרשיון שלה?

קיץ

מה אכלה לינדה לארוחת צהריים?

דג אפוי



Working Faster Is Not Always Smart – Friday Distraction



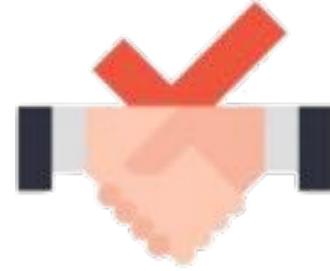
I'm always looking for ways to work smart and be more productive. I try to develop my own personal tips (some people might call them "hacks") to help. For example, years ago, I worked with someone who kept their papers organized in [Pendaflex accordion folders](#).

One set of Pendaflex folders was organized by month. So, if I have something that I wanted to remember in a couple of months, I can tuck it away in that month's slot. I might see a conference that I want to put in next year's budget. Instead of keeping it on my desk, and losing track of it, I would put it under the month that we started budget planning.

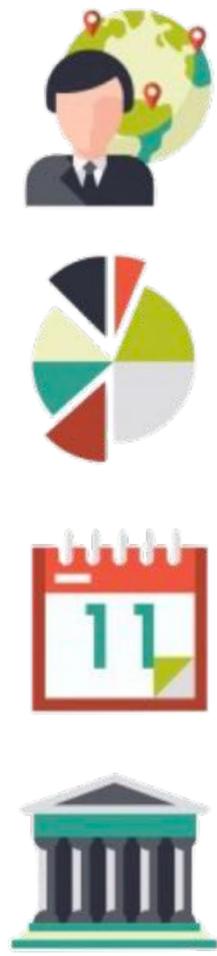
The second set of Pendaflex folders are by number – one for each day of the month. At the end of the month, I take out all of the papers for the upcoming month and file them by day. I have a project that I need to finalize by the 15th of the month, I can file the paperwork appropriately. Or I've jotted down some notes for a future HR Bartender post, I can file it away until the day I need to refer to them.

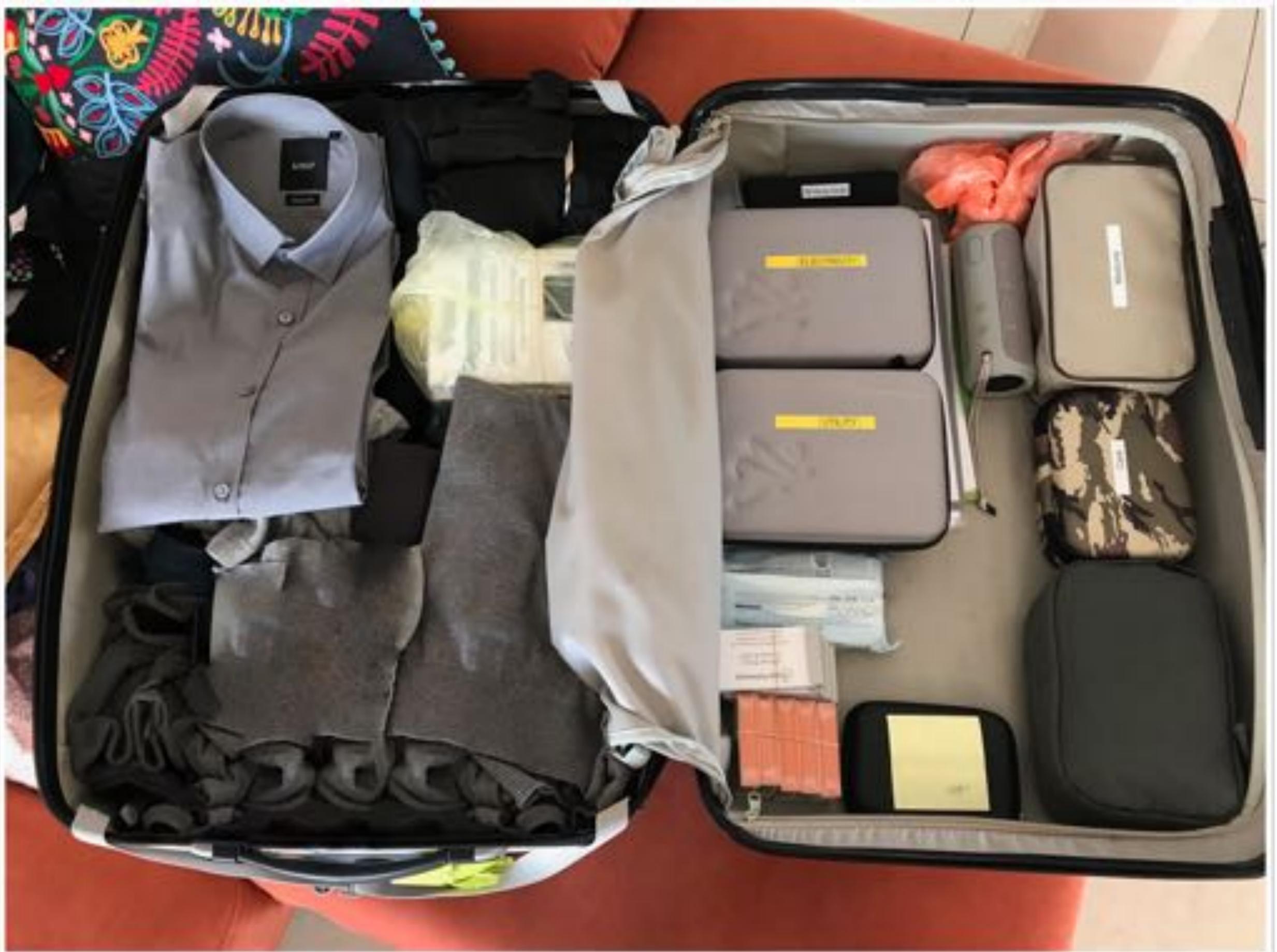
The reason I like this system is because it keeps things off my desk. Except for the work I need to be focused on, I find that keeps me productive.













ACK To basic CS

A photograph of wooden blocks arranged on a wooden surface to spell out the text 'ACK To basic CS'. The blocks are light-colored wood with black letters. The word 'ACK' is on the left, followed by 'To' which is stacked on top of 'ba' and 'si'. 'CS' is on the right. The blocks are arranged in a slightly curved line, and their reflections are visible on the polished wooden surface below.



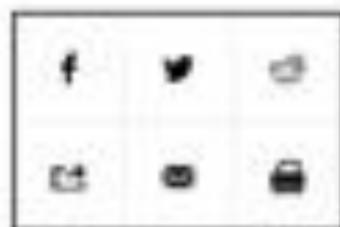
3200 לפנה"ס

MIND

A Learning Secret: Don't Take Notes with a Laptop

Students who used longhand remembered more and had a deeper understanding of the material

By [Chris Mrey](#) on June 3, 2014 [🔒](#) [Write in español](#)





The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking



Pam A. Mueller¹ and Daniel M. Oppenheimer²

¹Princeton University and ²University of California, Los Angeles

Psychological Science
 1–10
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Abstract

Taking notes on laptops rather than in longhand is increasingly common. Many researchers have suggested that laptop note taking is less effective than longhand note taking for learning. Prior studies have primarily focused on students' capacity for multitasking and distraction when using laptops. The present research suggests that even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing. In three studies, we found that students who took notes on laptops performed worse on conceptual questions than students who took notes longhand. We show that whereas taking more notes can be beneficial, laptop note takers' tendency to transcribe lectures verbatim rather than processing information and reframing it in their own words is detrimental to learning.

Keywords

academic achievement, cognitive processes, memory, educational psychology, open data, open materials

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The use of laptops in classrooms is controversial. Many professors believe that computers (and the Internet) serve as distractions, detracting from class discussion and student learning (e.g., Yamamoto, 2007). Conversely, students often self-report a belief that laptops in class are beneficial (e.g., Barak, Lipson, & Lerman, 2006; Mitra & Steffensmeier, 2000; Skolnick & Puzo, 2008). Even when students admit that laptops are a distraction, they believe the benefits outweigh the costs (Kay & Lauricella, 2011). Empirical research tends to support the professors' view, finding that students using laptops are not on task during lectures (Kay & Lauricella, 2011; Kraushaar & Novak, 2010; Skolnick & Puzo, 2008; Sovern, 2013), show decreased academic performance (Fried, 2008; Grace-Martin & Gay, 2001; Kraushaar & Novak, 2010), and are actually less satisfied with their education than their peers who do not use laptops in class (Wurst, Smarkola, & Gaffney, 2008).

These correlational studies have focused on the capacity of laptops to distract and to invite multitasking. Experimental tests of immediate retention of class material have also found that Internet browsing impairs performance (Hembrooke & Gay, 2003). These findings are

important but relatively unsurprising, given the literature on decrements in performance when multitasking or task switching (e.g., Iqbal & Horvitz, 2007; Rubinstein, Meyer, & Evans, 2001).

However, even when distractions are controlled for, laptop use might impair performance by affecting the manner and quality of in-class note taking. There is a substantial literature on the general effectiveness of note taking in educational settings, but it mostly predates laptop use in classrooms. Prior research has focused on two ways in which note taking can affect learning: encoding and external storage (see DiVesta & Gray, 1972; Kiewra, 1989). The encoding hypothesis suggests that the processing that occurs during the act of note taking improves learning and retention. The external-storage hypothesis touts the benefits of the ability to review material (even from notes taken by someone else). These two theories are not incompatible; students who both take and review

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Results and discussion

Laptop versus longhand performance. Mixed fixed- and random-effects analyses of variance were used to test differences, with note-taking medium (laptop vs. longhand) as a fixed effect and lecture (which talk was viewed) as a random effect. We converted the raw data to z scores because the lecture assessments varied in difficulty and number of points available; however, results did not differ when raw scores were analyzed.⁴ On factual-recall questions, participants performed equally well across conditions (laptop: $M = 0.021$, $SD = 1.31$; longhand: $M = 0.009$, $SD = 1.02$), $F(1, 55) = 0.014$, $p = .91$. However, on conceptual-application questions, laptop participants performed significantly worse ($M = -0.156$, $SD = 0.915$) than longhand participants ($M = 0.154$, $SD = 1.08$), $F(1, 55) = 9.99$, $p = .03$, $\eta_p^2 = .13$ (see Fig. 1).⁵ Which lecture participants saw also affected performance on conceptual-application questions, $F(4, 55) = 12.52$, $p = .02$, $\eta_p^2 = .16$; however, there was no significant interaction between lecture and note-taking medium, $F(4, 55) = 0.164$, $p = .96$.

Content analysis. There were several qualitative differences between laptop and longhand notes.⁶ Participants who took longhand notes wrote significantly fewer words ($M = 173.4$, $SD = 70.7$) than those who typed ($M = 309.6$, $SD = 116.5$), $t(48.58) = -5.63$, $p < .001$, $d = 1.4$, corrected for unequal variances (see Fig. 2). A simple n -gram program measured the extent of textual overlap between student notes and lecture transcripts. It compared each one-, two-, and three-word chunk of text in the notes taken with each one-, two-, and three-word chunk of text in the lecture transcript, and reported a percentage of matches for each. Using three-word chunks (3-grams) as the measure, we found that laptop notes contained an average of 14.6% verbatim overlap with the lecture ($SD = 7.3\%$), whereas longhand notes averaged only 8.8% ($SD = 4.8\%$), $t(63) = -3.77$, $p < .001$, $d = 0.94$ (see Fig. 3); 2-grams and 1-grams also showed significant differences in the same direction.

Overall, participants who took more notes performed better, $\beta = 0.34$, $p = .023$, partial $R^2 = .08$. However, those whose notes had less verbatim overlap with the lecture also performed better, $\beta = -0.43$, $p = .005$, partial $R^2 = .12$. We tested a model using word count and verbatim overlap as mediators of the relationship between note-taking medium and performance using Preacher and Hayes's (2004) bootstrapping procedure. The indirect effect is significant if its 95% confidence intervals do not include zero. The full model with note-taking medium as the independent variable and both word count and verbatim overlap as mediators was a significant predictor of performance, $F(3, 61) = 4.25$, $p = .009$, $R^2 = .17$. In the full

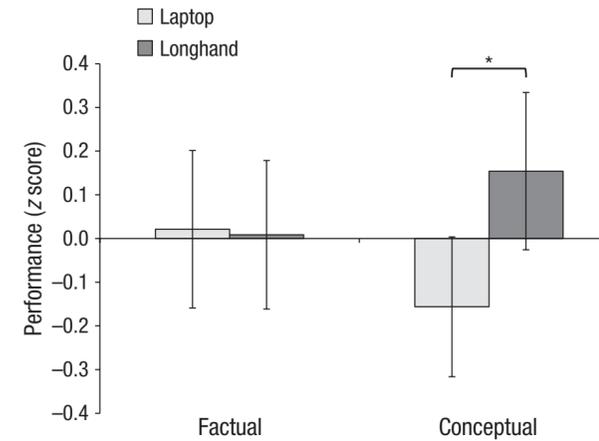


Fig. 1. Mean z -scored performance on factual-recall and conceptual-application questions as a function of note-taking condition (Study 1). The asterisk indicates a significant difference between conditions ($p < .05$). Error bars indicate standard errors of the mean.

model, the direct effect of note-taking medium remained a marginally significant predictor, $b = 0.54$ ($\beta = 0.27$), $p = .07$, partial $R^2 = .05$; both indirect effects were significant. Longhand note taking negatively predicted word count, and word count positively predicted performance, indirect effect = -0.57 , 95% confidence interval (CI) = $[-1.03, -0.20]$. Longhand note taking also negatively predicted verbatim overlap, and verbatim overlap negatively predicted performance, indirect effect = 0.34 , 95% CI = $[0.14, 0.71]$. Normal theory tests provided identical conclusions.⁷

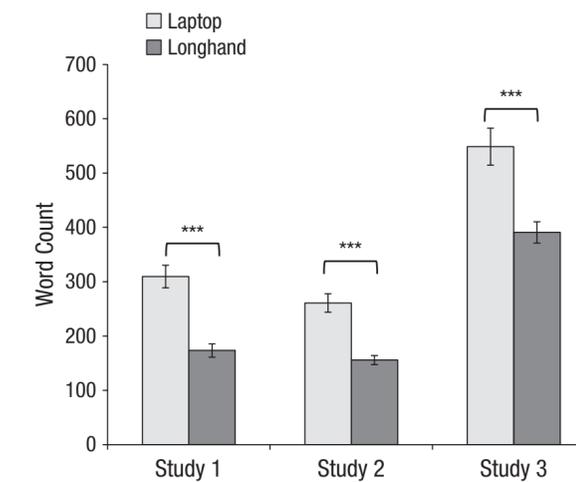


Fig. 2. Number of words written by students using laptops and notebooks in Studies 1, 2, and 3. Asterisks indicate a significant difference between conditions ($p < .001$). Error bars indicate standard errors of the mean.

Results and discussion

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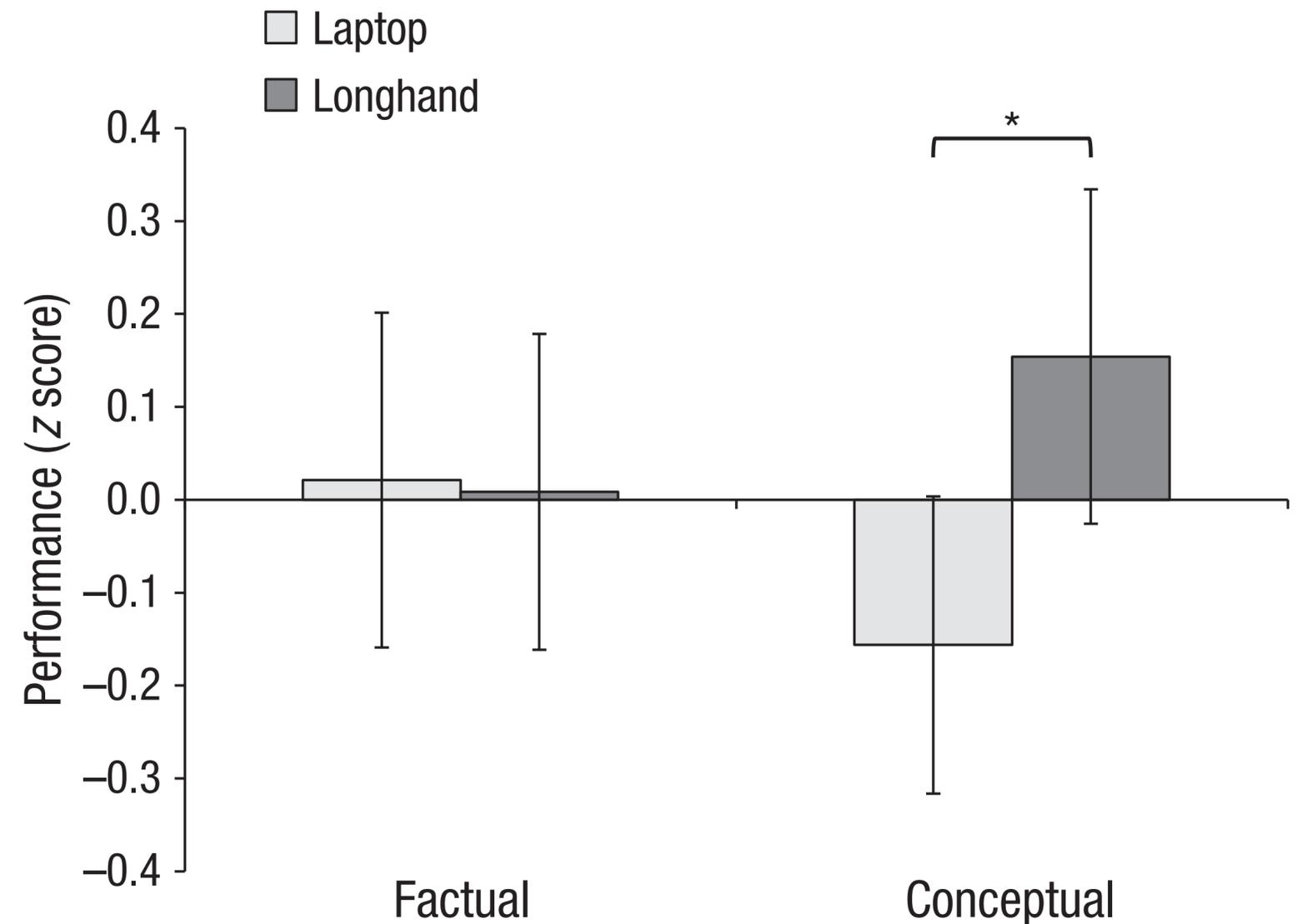


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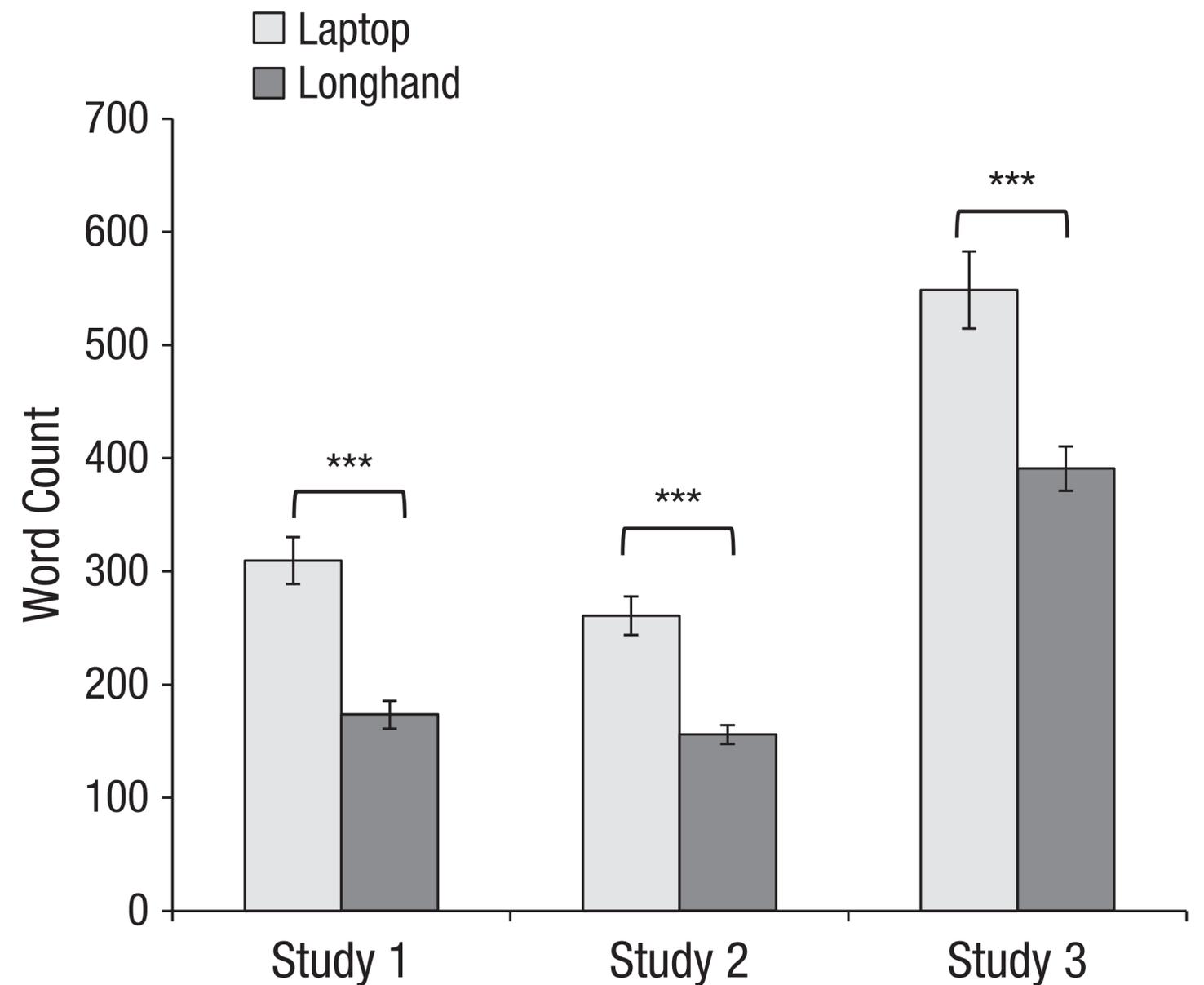


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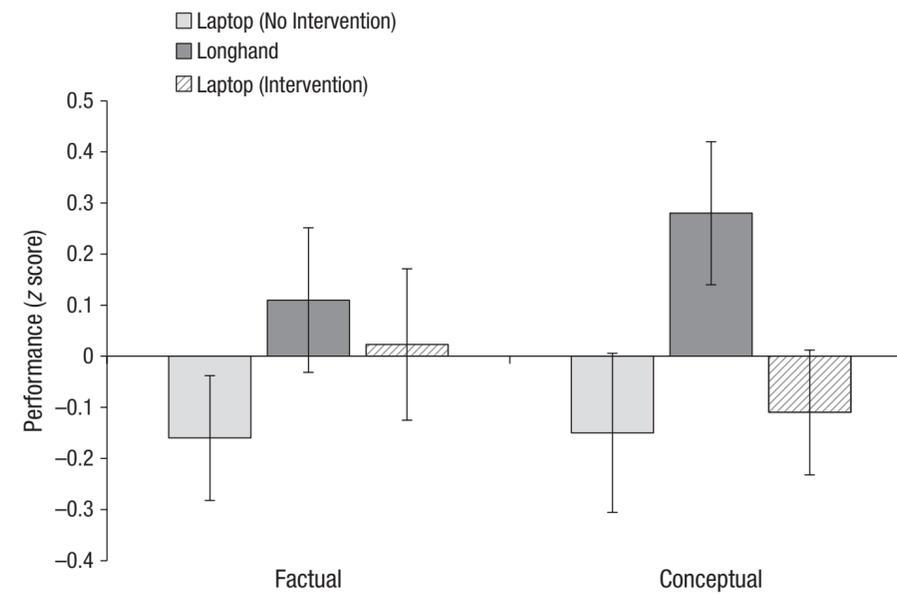


Fig. 4. Mean z-scored performance on factual-recall and conceptual-application questions as a function of note-taking condition (Study 2). Error bars indicate standard errors of the mean.

on conceptual items, but were not significant covariates when included in the overall analysis, so we will not discuss them further.

Content analysis. Participants who took longhand notes wrote significantly fewer words ($M = 155.9$, $SD = 59.6$) than those who took laptop notes without receiving an intervention ($M = 260.9$, $SD = 118.5$), $t(97) = -5.51$, $p < .001$, $d = 1.11$ (see Fig. 2), as well as less than those who took laptop notes after the verbal intervention ($M = 229.02$, $SD = 84.8$), $t(98) = -4.94$, $p < .001$, $d = 1.00$. Longhand participants also had significantly less verbatim overlap ($M = 6.9\%$, $SD = 4.2\%$) than laptop-nonintervention participants ($M = 12.11\%$, $SD = 5.0\%$), $t(97) = -5.58$, $p < .001$, $d = 1.12$ (see Fig. 3), or laptop-intervention participants ($M = 12.07\%$, $SD = 6.0\%$), $t(98) = -4.96$, $p < .001$, $d = 0.99$. The instruction to not take verbatim notes was completely ineffective at reducing verbatim content ($p = .97$).

Comparing longhand and laptop-nonintervention note taking, we found that for conceptual questions, participants taking more notes performed better, $\beta = 0.27$, $p = .02$, partial $R^2 = .05$, but those whose notes had less verbatim overlap also performed better, $\beta = -0.30$, $p = .01$, partial $R^2 = .06$, which replicates the findings of Study 1. We tested a model using word count and verbatim overlap as mediators of the relationship between note-taking medium and performance; it was a good fit, $F(3, 95) = 5.23$, $p = .002$, $R^2 = .14$. Again, both indirect effects were significant: Longhand note taking negatively predicted

word count, and word count positively predicted performance, indirect effect = -0.34 , 95% CI = $[-0.56, -0.14]$. Longhand note taking also negatively predicted verbatim overlap, and verbatim overlap negatively predicted performance, indirect effect = 0.19 , 95% CI = $[0.01, 0.49]$. The direct effect of note-taking medium remained significant, $b = 0.58$ ($\beta = 0.30$), $p = .01$, partial $R^2 = .06$, so there is likely more at play than the two opposing mechanisms we identified here. When laptop (with intervention) was included as an intermediate condition, the pattern of effects remained the same, though the magnitude decreased; indirect effect of word count = -0.18 , 95% CI = $[-0.29, -0.08]$, indirect effect of verbatim overlap = 0.08 , 95% CI = $[0.01, 0.17]$.

The intervention did not improve memory performance above that for the laptop-nonintervention condition, but it was also not statistically distinguishable from memory in the longhand condition. However, the intervention was completely ineffective at reducing verbatim content, and the overall relationship between verbatim content and negative performance held. Thus, whereas the effect of the intervention on performance is ambiguous, any potential impact is unrelated to the mechanisms explored in this article.

Study 3

Whereas laptop users may not be encoding as much information while taking notes as longhand writers are, they record significantly more content. It is possible that

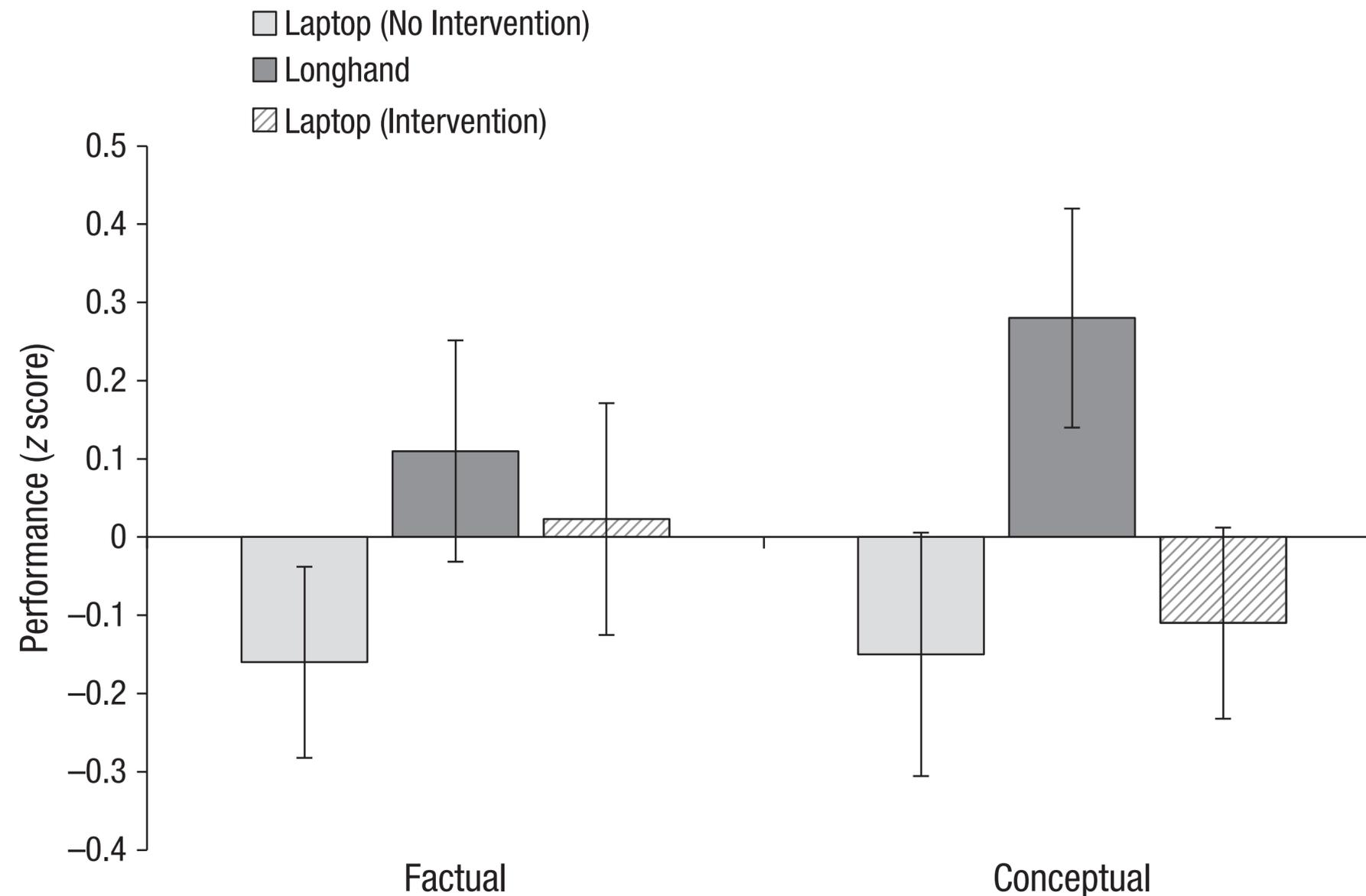


Fig. 4. Mean z-scored performance on factual-recall and conceptual-application questions as a function of note-taking condition (Study 2). Error bars indicate standard errors of the mean.

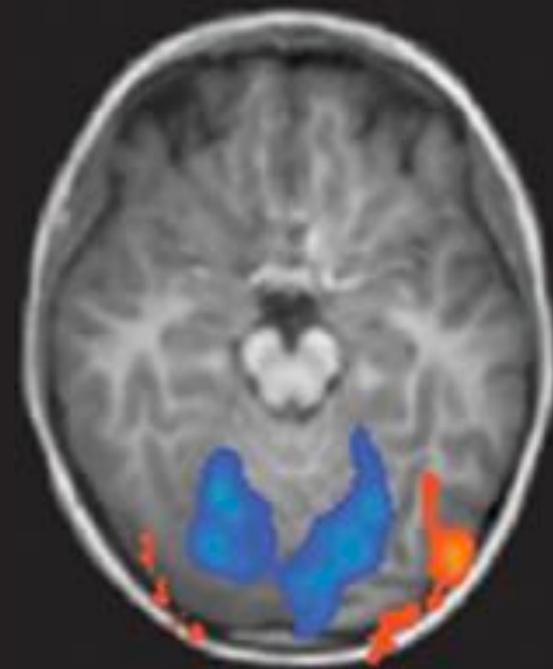
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הקלדה



כחצ'סהפ

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Shades



Watches



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More

Shades

Watches

Settings



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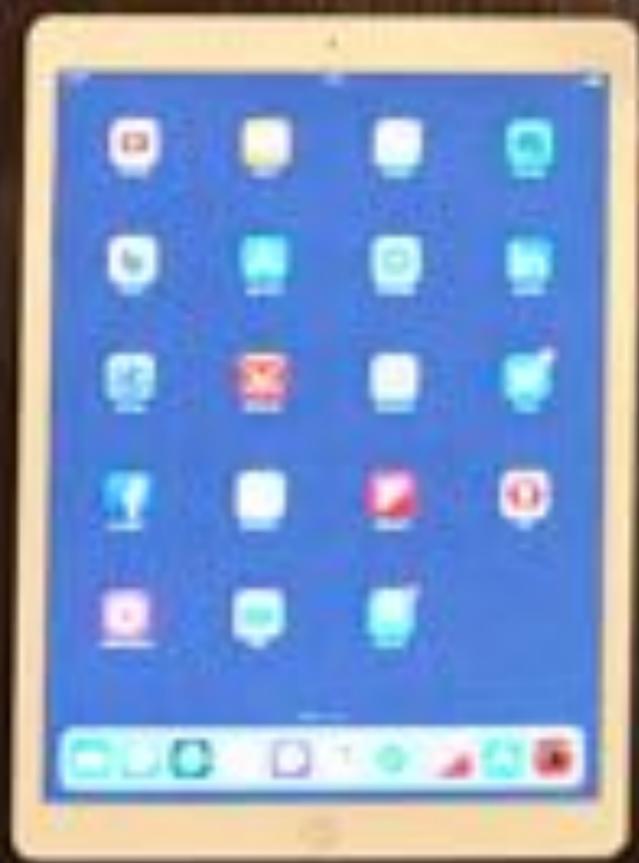


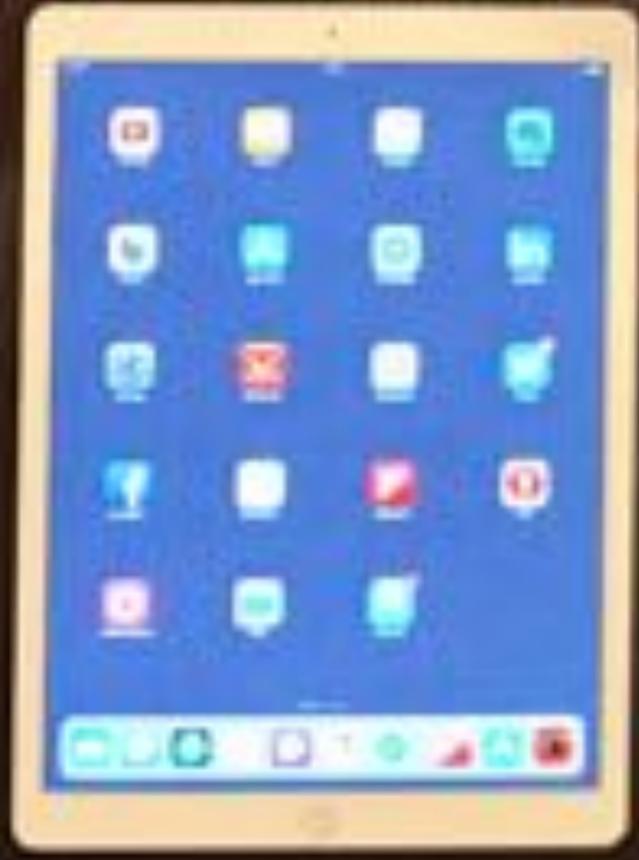
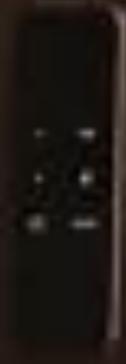




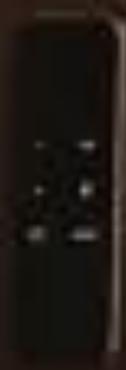
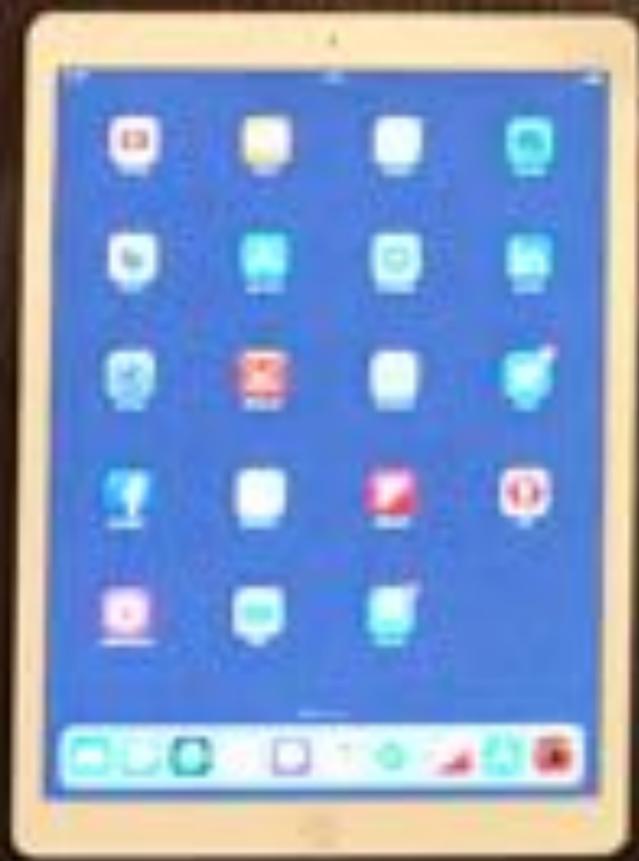








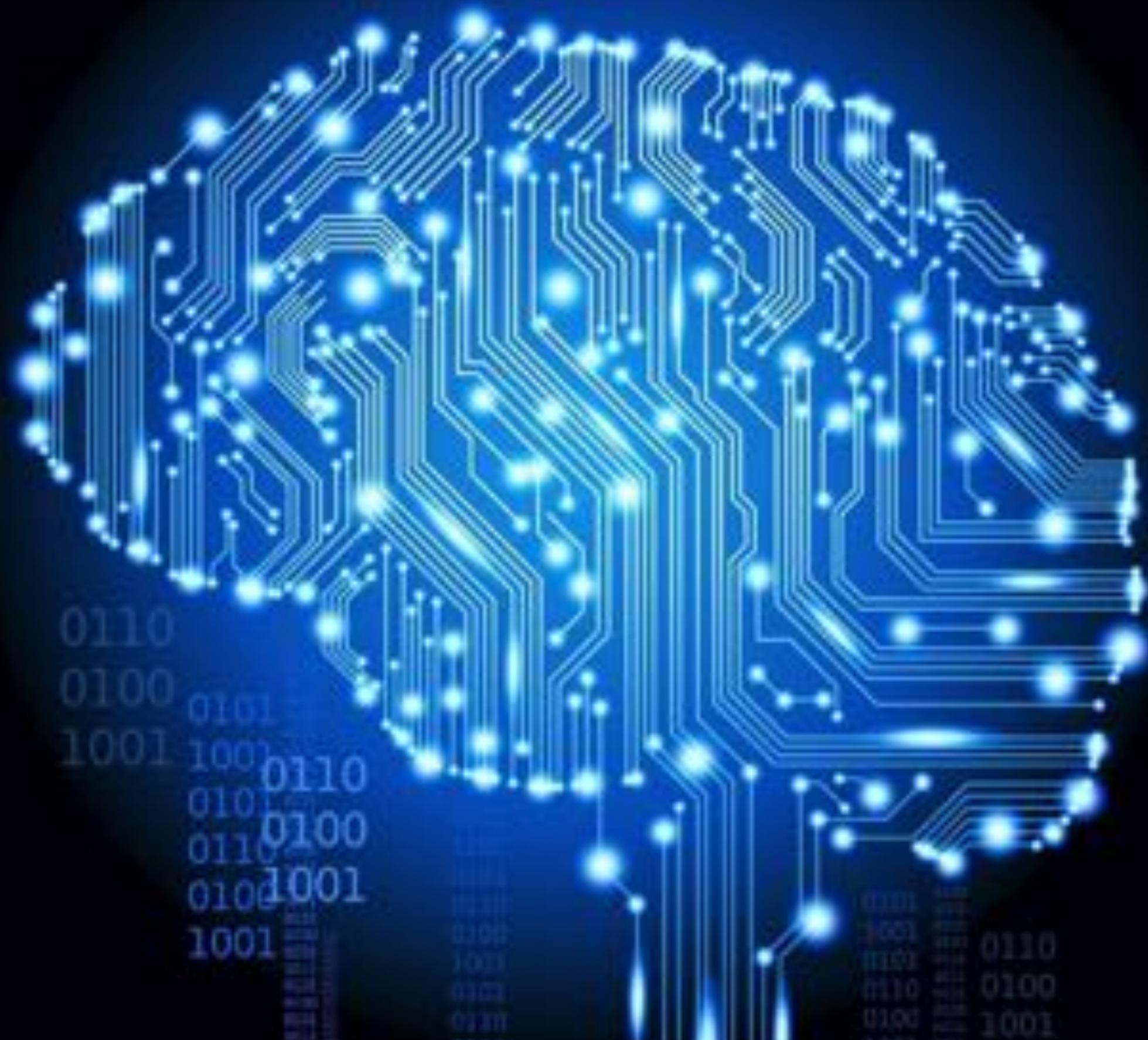








Visual Pathways



0110
0100 0101
1001 1001 0110
0101 0100
0110 1001
0100 1001
1001

0110
0100
1001
0101
0110

0110
1001 0110
0101 0100
0110 1001
0100



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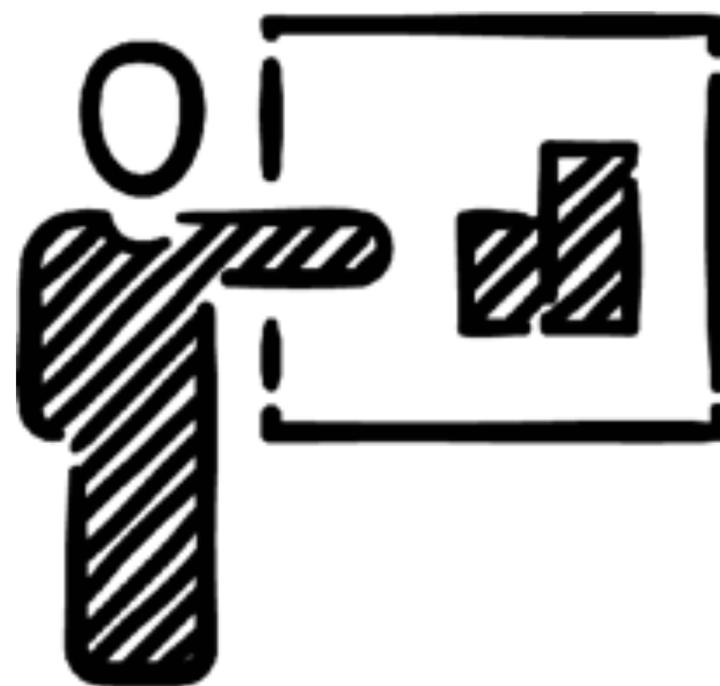
סקירה של המידע שנאסף



WORKSHOP



1:00



תוכנית

"הצרך הקצר ה'ן נקוצת הפתחם לנקוצת פס'וס

עוברת צרך תוכנית"

- מ'כאל קריה'וס

A rectangular piece of light-colored fabric with a fine grid pattern is mounted in a silver-colored metal frame. The fabric is held taut by four corner slits. In the center of the fabric, the words "PLAN AHEAD" are embroidered in a black, blocky, sans-serif font. The text is arranged in two lines: "PLAN AHEAD" on the top line and a small square symbol on the bottom line. The entire piece is set against a background of light-colored wooden planks.

PLAN AHEAD
□



כיצד בונים תוכנית?

מטרות

חובה ■

חשוב ■

אפשרי ■

■ גרסת המספקת צרכי עקוח לצד אמצע 2018

■ מוצע ניהול הכוחם יכולות ציוח

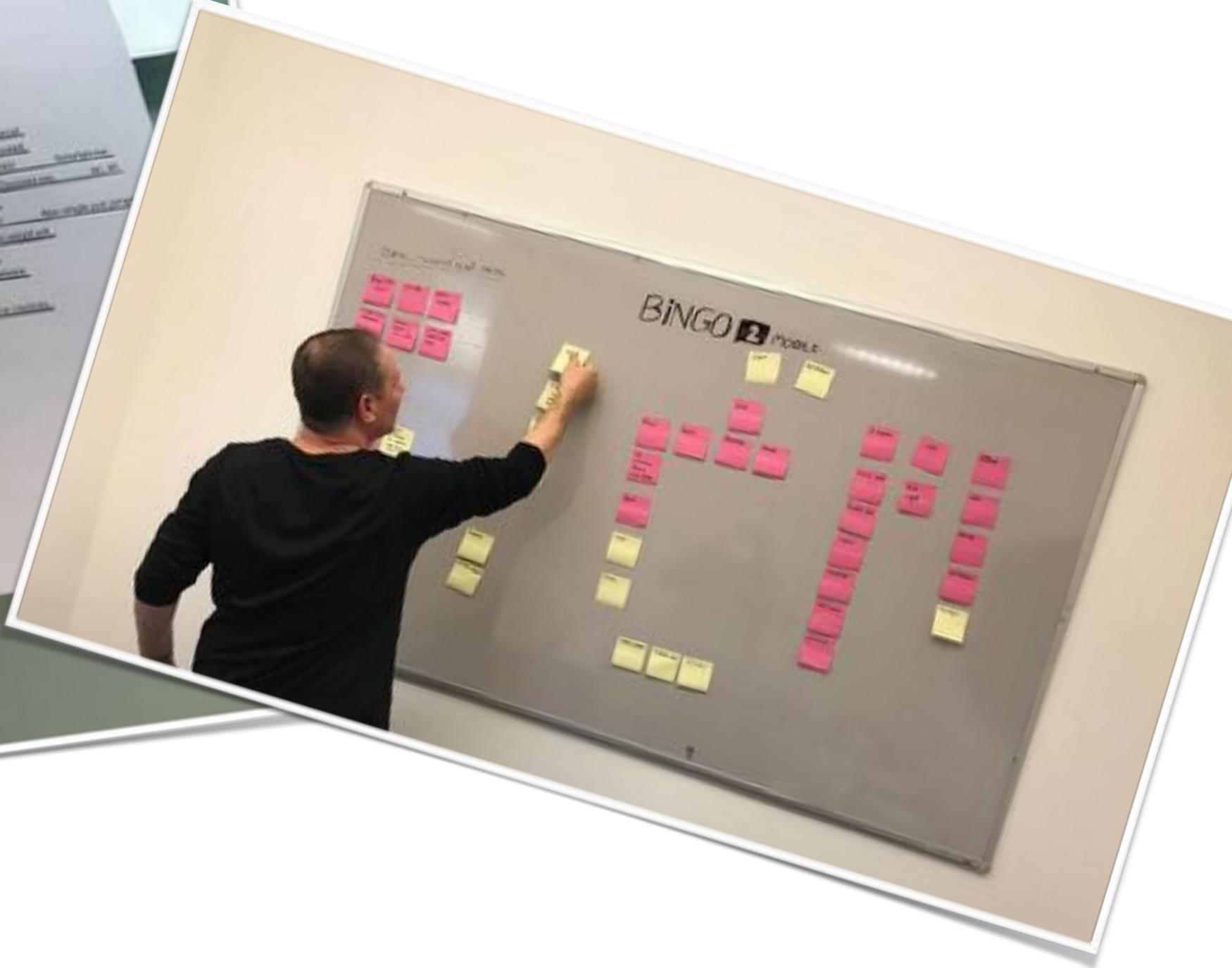
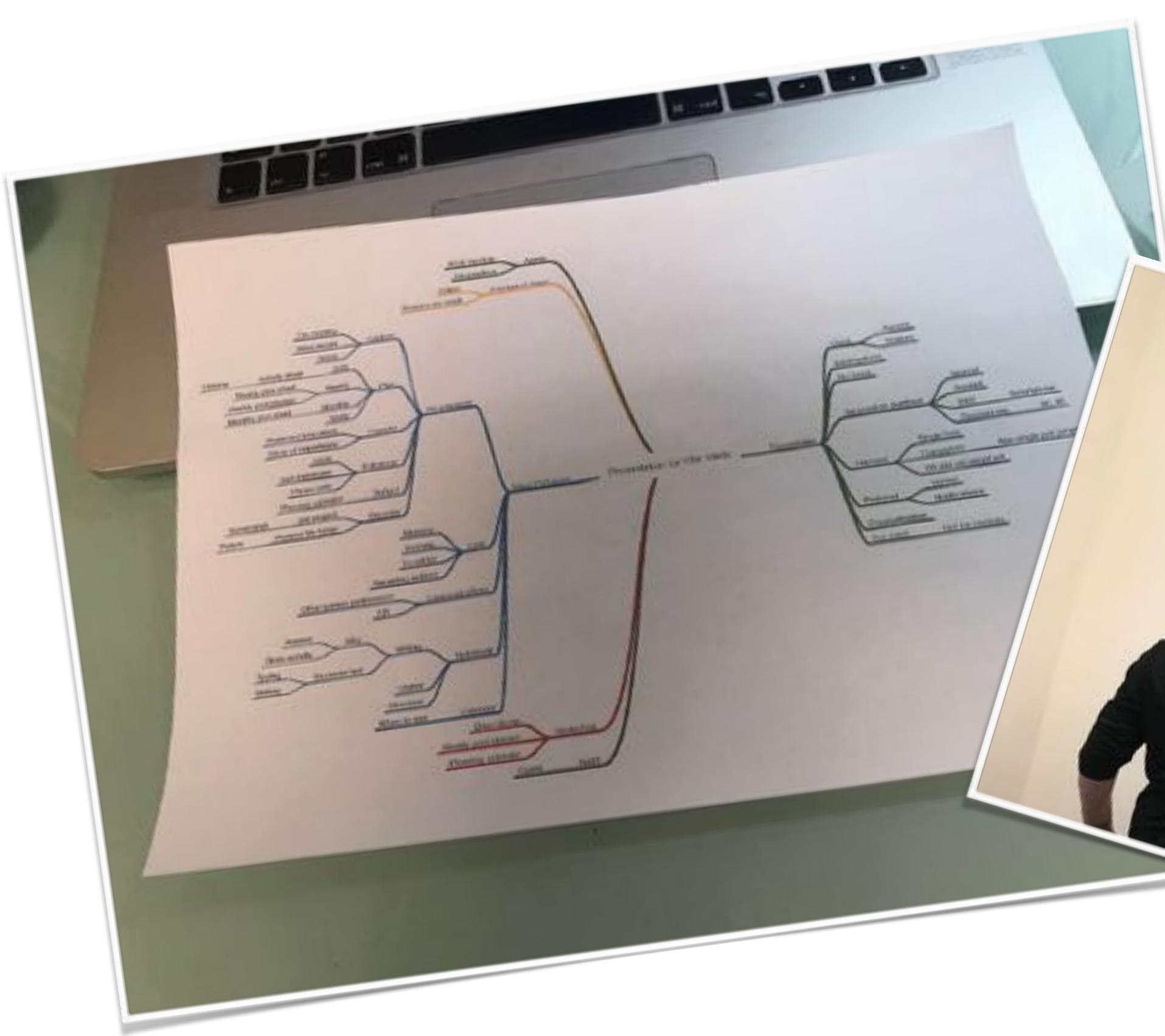
■ ג'ויס כספים לצד סוף 2018

■ שימוש באיקור חוץ עברה עם המערכת התפעולית

■ פיתוח אפליקציה עטעפונים

■ אינטגרציה עם מערכות חיצוניות

■ שיפור מחלק משתמש





Daily Activity Sheet

Date / /

Today's goal

Clear your mind



High value actions



Daily Activity Sheet

Date / /

Today's goal

Clear your mind



High value actions



Daily Activity Sheet

Sat 23rd / 2011

Today's goal: complete weekly plan

Process goal up
Process follow-up
Process - initial
follow-up on site
Process log people
Change meeting with Victor page
Order picnic on Amazon

High Value & Low

Proctor look for big site and do guest blogging

Proctor Repair presentation for today -> 20:30
Proctor new portion banner for LinkedIn

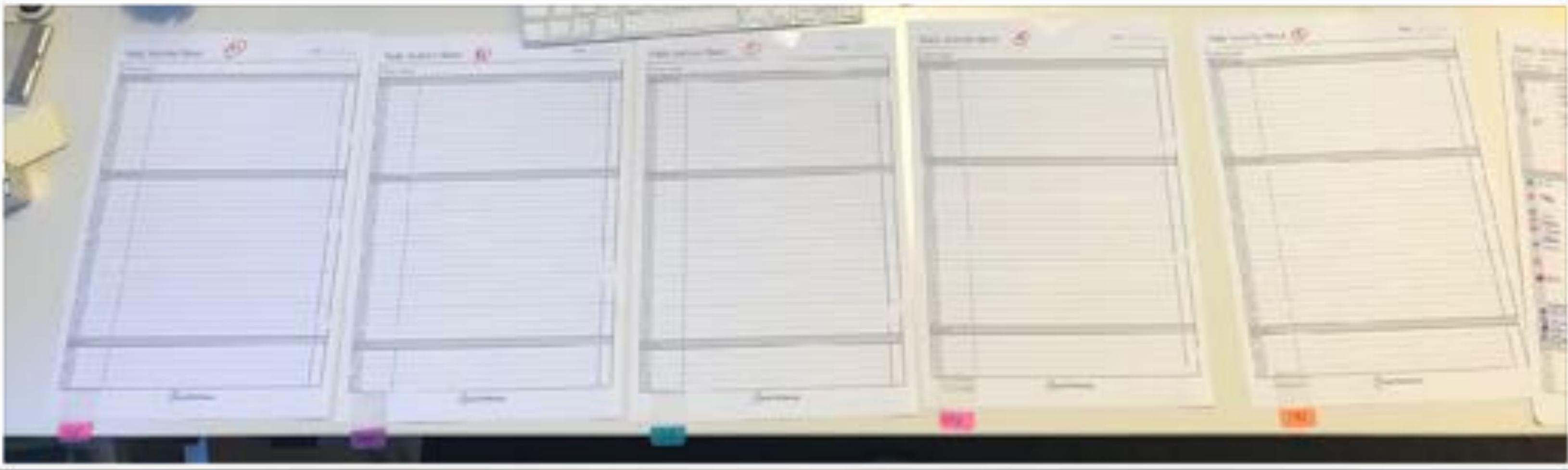
Site check subscribers email - 10/11/11
Site add to WhatsApp the book is for
Steve call bookmark for Steve
Steve add Sam + Julie

Kevin Open presentation
Kevin Load Hebrew materials presentation
Kevin create a list of eq. I need to presentation
Kevin Windows USB backup

Plan weekly plan
Organize make sure kit backup a server
Organize create hang sheet with constant actions
Plan weekly plan

Activities

organize drawer





○○○○

Visual Pathways

SUN

MON

TUE

WED

THU

FRI

SAT

Project _____ kick start sheet

What is the purpose of the project?	What would be the best outcome when it is completed?

Ideas	Possible actions	

Ideas

Possible actions

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Ideas

Possible actions

Ideas	Possible actions	



תכנון

לביד

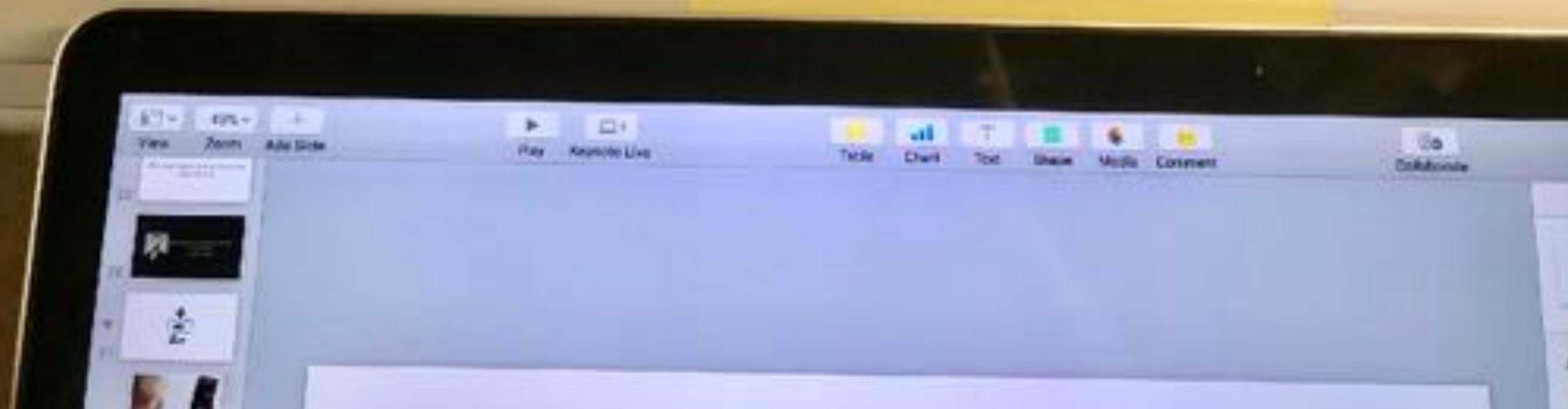
Weekly Goal Planner

This week goal

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

2017 SEP • complete kfar yarak presentation

THU	FRI	SAT	SUN	MON	TUE	WED
24	25	26	27	28	29	30
• All books are digit ✓ upload them to social	• test banner on social • color presentation is made					





תכנון

חזון

January 2018

Today

- Cloud
- Reminders
- My actions (10/1)**
- Jewish Holidays
- Askan - Meeting
- Askan - Phone
- Askan - Event
- Facebook Events
- Twitter
- Twitter's Graph
- Bit Found in Apps

Sun	Mon	Tue	Wed	Thu	Fri	Sat
7	8	9	10	11	12	13
	Workshop - Halls Call Dr. Sergio and as...	Pick up dental plates Sofitester - E... Tel Aviv	With team Taylor Kaha	Guy Margalit No Rosemary	Demetrius & Michael	
14	15	16	17	18	19	20
... new diary items	... new diary items	... new diary items	... new diary items	... new diary items	... new diary items	... new diary items
21	22	23	24	25	26	27
... new diary items	New book publication Workshop - Halls	... new diary items	... new diary items	... new diary items	... new diary items	... new diary items
28	29	30	31			
Water before bed	Marketing	... new diary items	... new diary items	... new diary items	... new diary items	... new diary items
	Marketing - int		To Silver ... new diary items ... new diary items	... new diary items	... new diary items	... new diary items
	Workshop - BBS		... new diary items	... new diary items	... new diary items	... new diary items
		... new diary items	... new diary items	... new diary items	... new diary items	... new diary items
		... new diary items	... new diary items	... new diary items	... new diary items	... new diary items

January 2018

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2018

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

March 2018

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Have A Good N

Waken The Dragon

social post
marketing materials
marketing
work with
video
fun photos

TO DO

IN PROGRESS

COMPLETED

edit photos
write content for posts

edit photos for posts

write content for posts

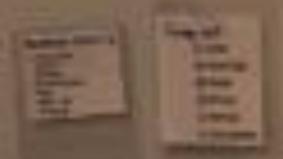
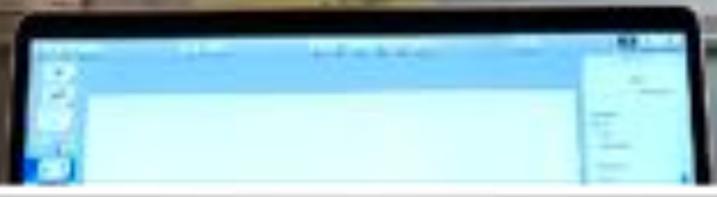
edit photos for posts
write content for posts

write content for posts
edit photos for posts

edit photos for posts

write content for posts

edit photos for posts



October 2017

< Today >

Sun

Mon

Tue

Wed

Thu

Fri

Sat

1 Oct

2

3

4

5

6

7

8

9

10

11

12

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1 Nov

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B

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A





פגישות חיצוניים

לקוחות

טיפול בקוד

העלאות גרסה ושדרוגים

גיבויים ואחזקה

לימוד והעשרה







ביצוע

I'M MULTITASKING...



I CAN LISTEN, IGNORE AND FORGET AT THE SAME TIME.

Off-Course Pilots Cite Computer Distraction

By MICHELENE MAYNARD and MATTHEW L. WALD • OCT. 26, 2009

Any employee at a company that has gone through a merger knows how distracting it can be when the new owner imposes new rules. That distraction, not a nap, was what two Northwest Airlines pilots say caused them to fly far beyond the Minneapolis airport last week, federal investigators reported Monday.

The pilots told the National Transportation Safety Board that they missed their destination **because they had taken a nap during a flight**, a violation of airline policy, so the first officer, Richard L. Cole, could tutor the captain, Timothy B. Cheney, in a new scheduling system put in place by Delta Air Lines, which acquired Northwest last fall.

TO-DO LIST:

1.



2.

EVERYTHING

3.







ביחרו באבנים שיניבו לכם תמורה



הגדירו פרקי זמן מוגנים מהפרעות







10



8



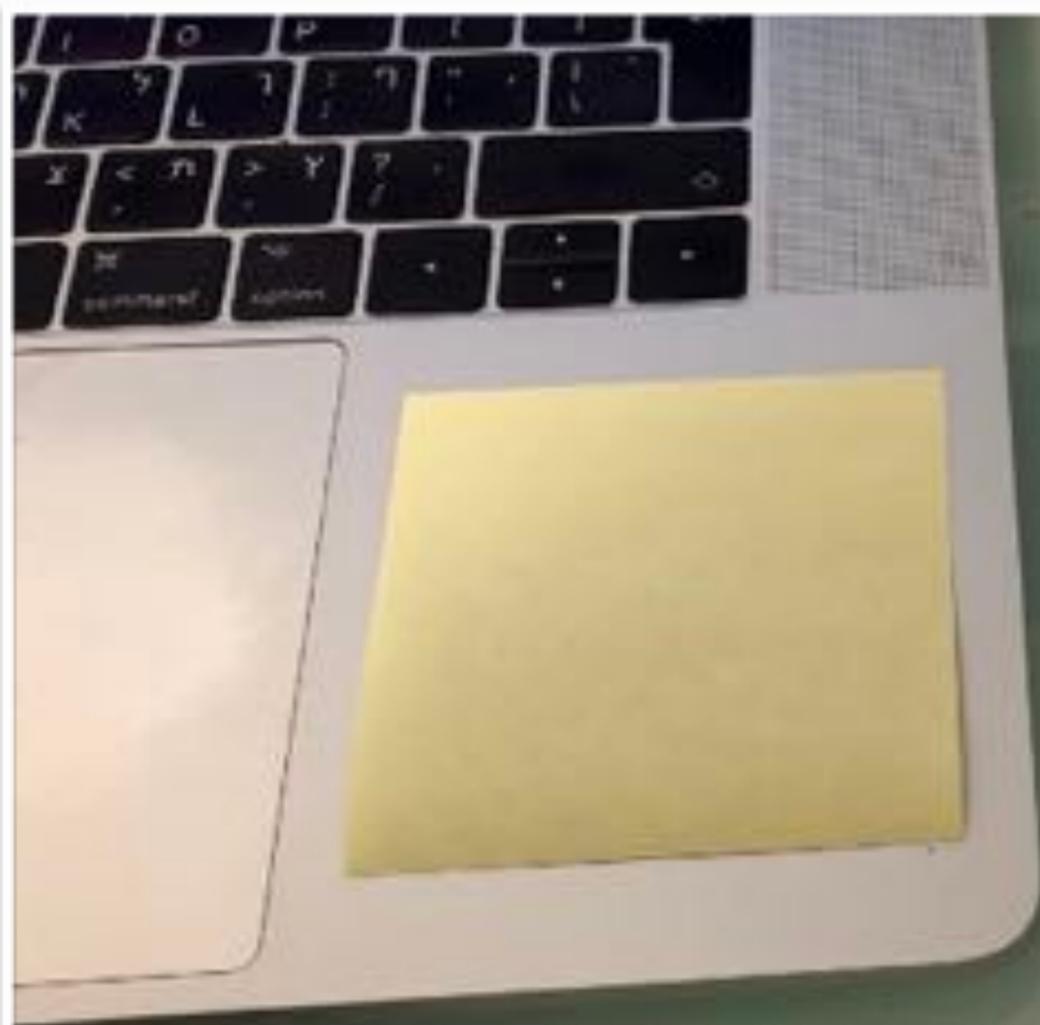
10



4







Daily Activity Sheet

Today's goal

Clear your mind

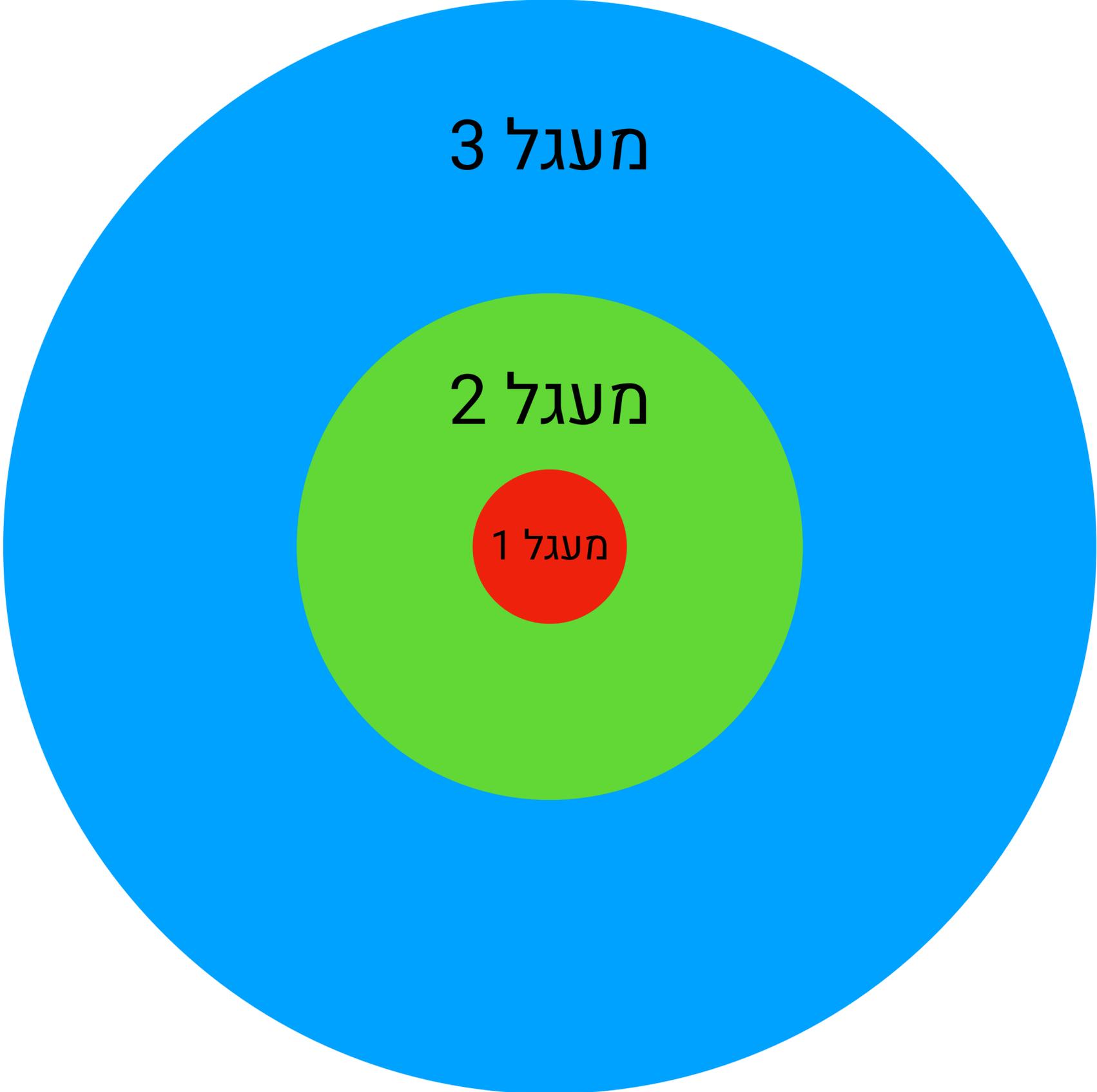
- Follow-up emails
- Process Visual Pathways email
- Process KCloud email
- Process notebook logs
- clean
- write app
- Admin team by 10
- Set up

High value actions

- Presentation How writing types sections using handwriting tools to visualization paper ready to check into the meeting
- Presentation start with the most time
- Presentation add a section for the
- Presentation add it between cycles
- Presentation add the rules when
- Presentation add up photo with
- Presentation each day you have
- Presentation you can store it
- Presentation weekly plan
- Presentation Detail on the
- Networking send a thank you
- Networking process meeting







מעגל 3

מעגל 2

מעגל 1



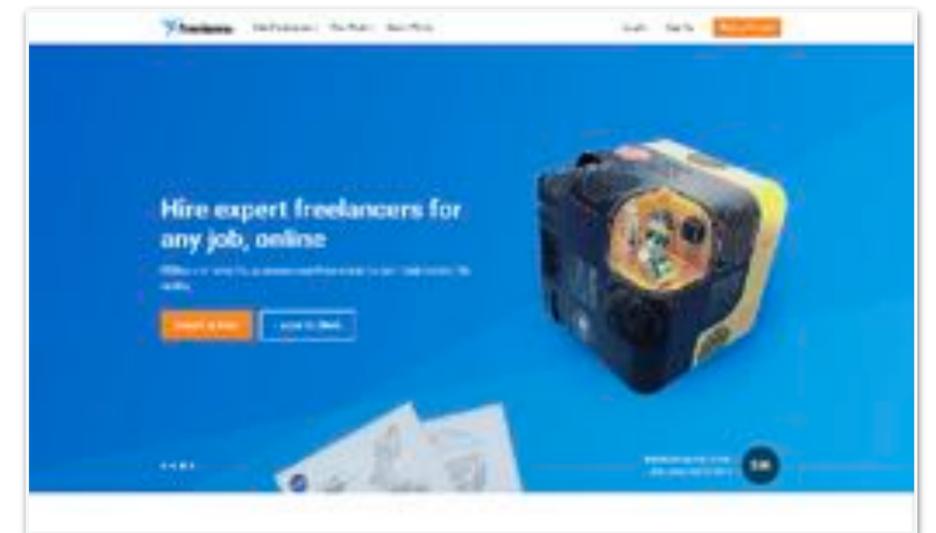
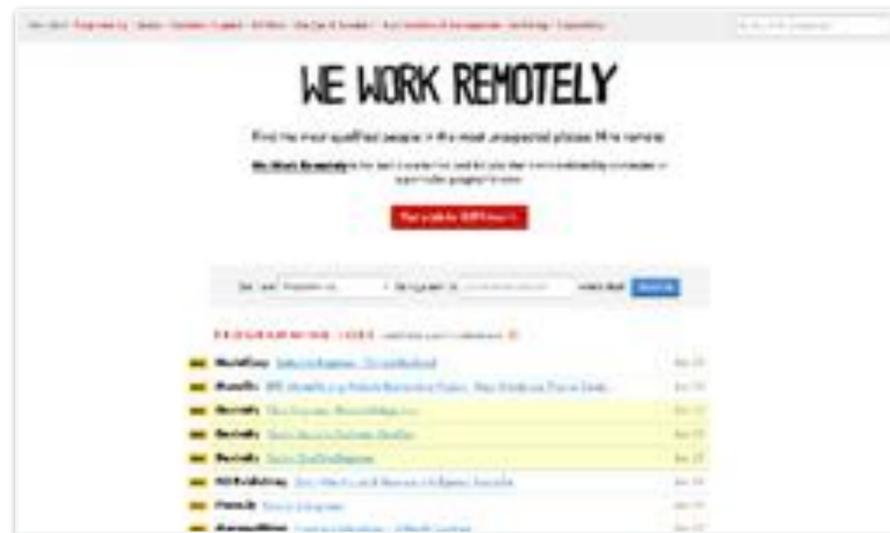
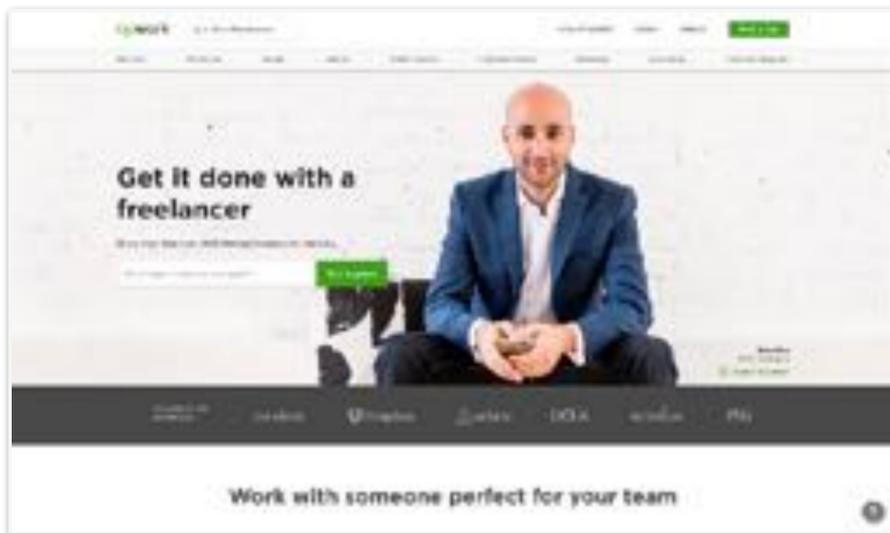
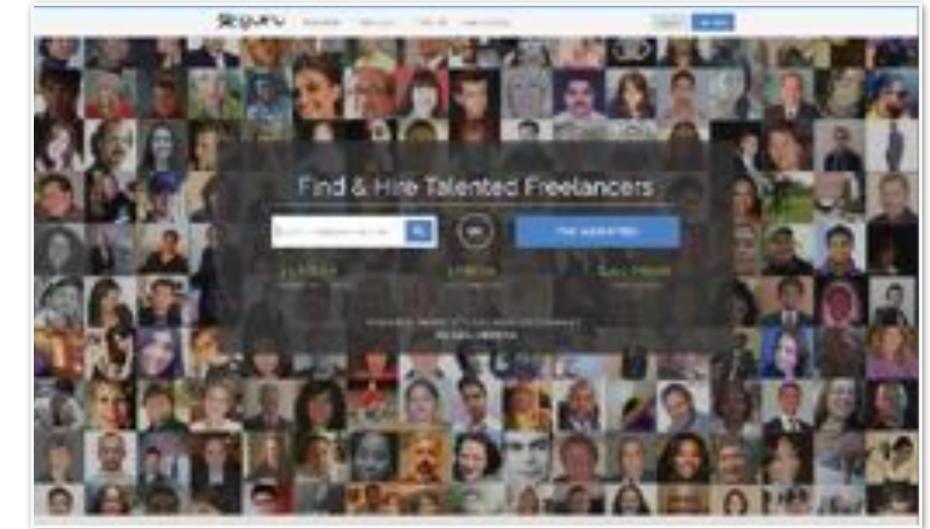
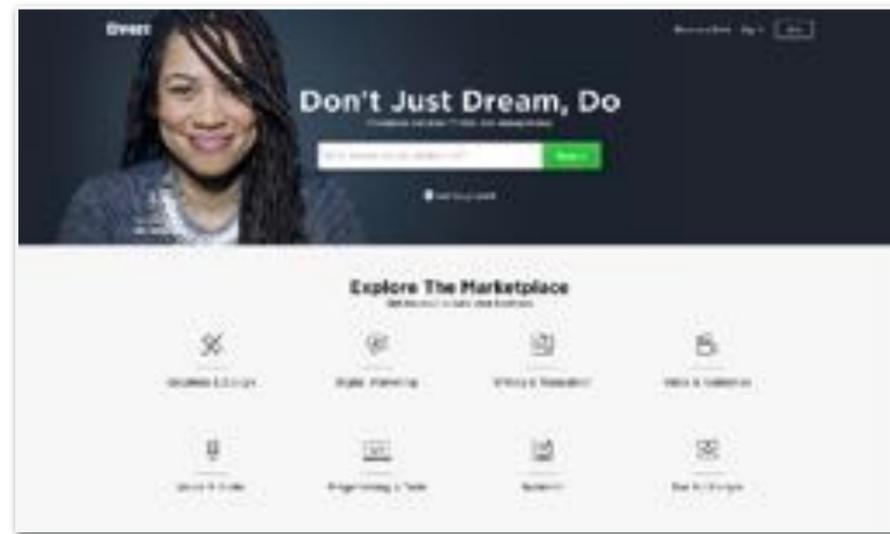
ניטור וביצועים

ניקוי קוד (קוד יפה)

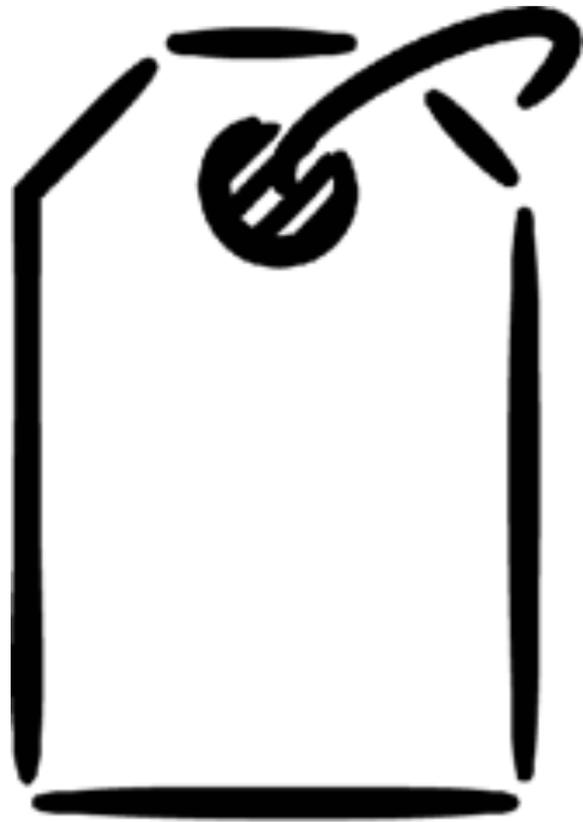
תכנון ממשק משתמש

התקנות ותחזוקה









מעקב







לכל משימה חייב להיות תאריך יעד

October 2017

Today

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 Oct	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1 Nov	2	3	4
5	6	7	8	9	10	11



Daily Activity Sheet

Date / /

Today's goal

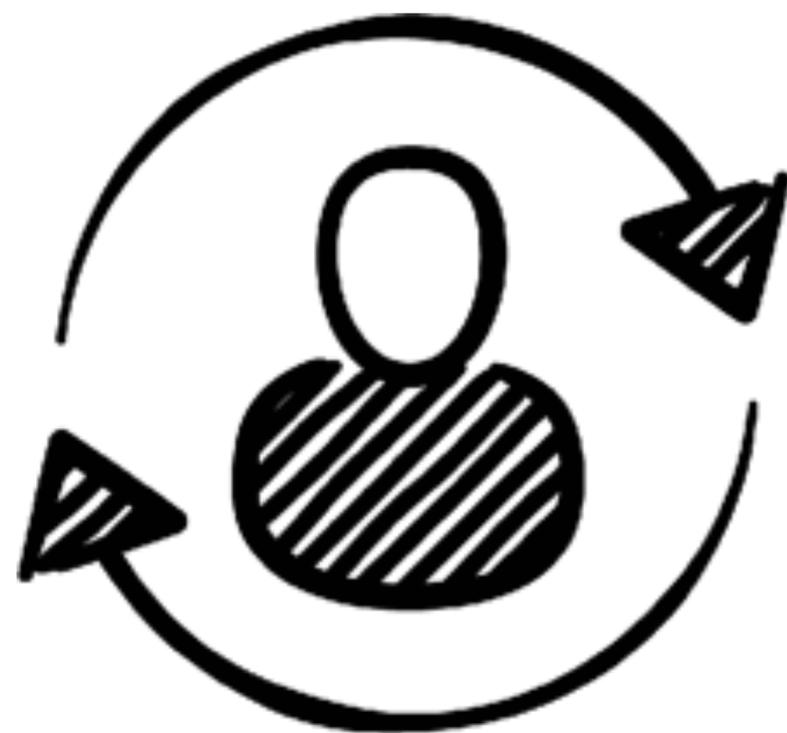
Clear your mind

- Review goal list
- Follow-up emails
- Review emails
- Review log
- Review CRM
- Review planning calendar
-
-
-
-
-

High value actions

-
-
-





סקירה



**אף תוכנית לא שורדת את היום
הראשון לביצוע.**

**היכולת להתאים את התוכנית
לשינויים היא המפתח
להצלחה.**



View

iCloud

Reminders

My account (Work)

Jewish Holidays

Action - Meeting

Action - Phone

Action - Event

Remind

Facebook Events

Other

Twitter Draft

Not Found in Apps

January 2018

Today

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	
7		<ul style="list-style-type: none"> Workshop - Halls Call Dr. Sarig and as... 	<ul style="list-style-type: none"> Pick up dental pieces Colleagues - E... for Ann 	<ul style="list-style-type: none"> With team Taylor Katya 		<ul style="list-style-type: none"> Germany & Michael Go Margalit for Rosemary 		13
14	<ul style="list-style-type: none"> for daily work Time management presentation for entrepreneurs Workshop - Kati Yank teeth stone cleaning 		<ul style="list-style-type: none"> Conference at B&B 	<ul style="list-style-type: none"> South Chodesh Shul for Sara - Michael K... Invitation - ... 	<ul style="list-style-type: none"> Conversation with M... Barbar 		20	
21	<ul style="list-style-type: none"> Letters - donations Time management presentation for entrepreneurs 	<ul style="list-style-type: none"> New book publication Workshop - Hattuk 		<ul style="list-style-type: none"> Ada - Marketing 		<ul style="list-style-type: none"> Conversation - John... 		27
28	<ul style="list-style-type: none"> Water before bed Time management presentation for entrepreneurs Marketing - ... 	<ul style="list-style-type: none"> Marketing 	<ul style="list-style-type: none"> London - Presentation 					31
				<ul style="list-style-type: none"> to B&B Invitation - 2017 to ... 	<ul style="list-style-type: none"> for Sara - Michael K... Invitation - ... 	<ul style="list-style-type: none"> for Sara - Michael K... Invitation - ... 		31
		<ul style="list-style-type: none"> Workshop - B&B 	<ul style="list-style-type: none"> Father passed away Time management for ... 				31	
			<ul style="list-style-type: none"> ... a ... 	<ul style="list-style-type: none"> South Chodesh Ashd for presentation 	<ul style="list-style-type: none"> South Chodesh Ashd 		31	

January 2018

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2018

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

March 2018

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Weekly planning

Planning

- Visit daily editors
- Review homework
- Review voice mails
- Review site updates on the planning calendar
- Create week grid sheet

Maintenance

- Backup to USB
- Water the plant
- Fill printer paper
- Check inbox folder on iCloud
- Review download folder
- Clean shower board
- Empty table trash
- Have YouTube playlist full of clips
- Charge bluetooth head

Finance

- Review bank account
- Review financial portfolio

Follow-up

- Check blog posts comments
- Remove all friends requests so
- Set friends invitations on far
- Review follow-up list lead

Self

- Set a date with Carr
- Read a chapter of the states

Planning

- Review next month planning articles
- Follow-up later email folder

House maintenance

- Charge Apple TV remote
- Empty emergency lights
- Recharge emergency lights
- Change tooth brush head

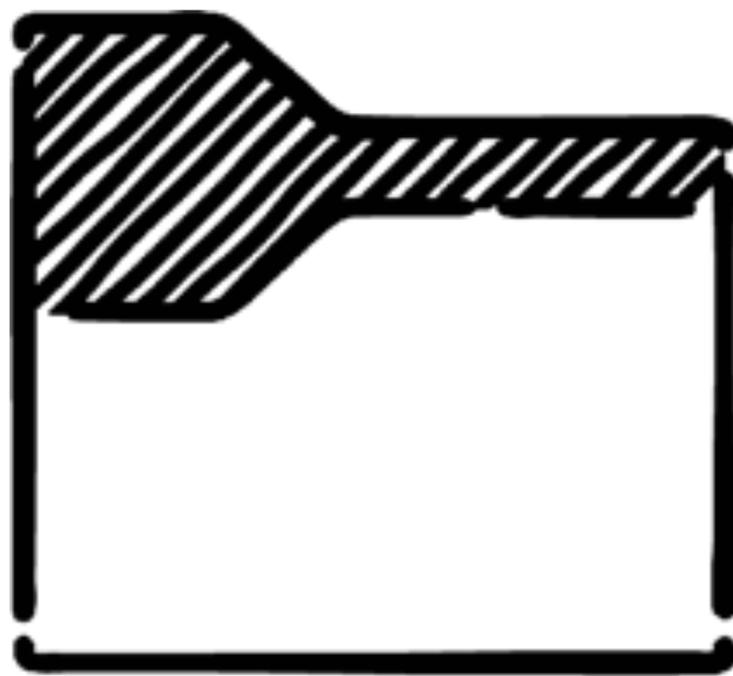
Maintenance

- Discharge laptop battery
- Software update
- Run clean my mac
- Use rechargeable battery
- Charge rechargeable battery
- Charge kindle
- Review physical file folders
- Check side bag flash light
- Check time machine backup
- Copy assets files to network drive
- Update Ad iMac
- Empty water bottles and refresh water
- Clean dish washer
- Fill dish washer materials
- Wash water bottles
- Check smoke detectors
- Empty iPhone 4 battery
- Clean Air Pods
- Charge Moleskine lights
- Delete 10 irrelevant photos
- Detect one face for 10 photos

Finance

- Review credit card transactions
- Bank MasterCard
- Leumi card - Visa





סדר

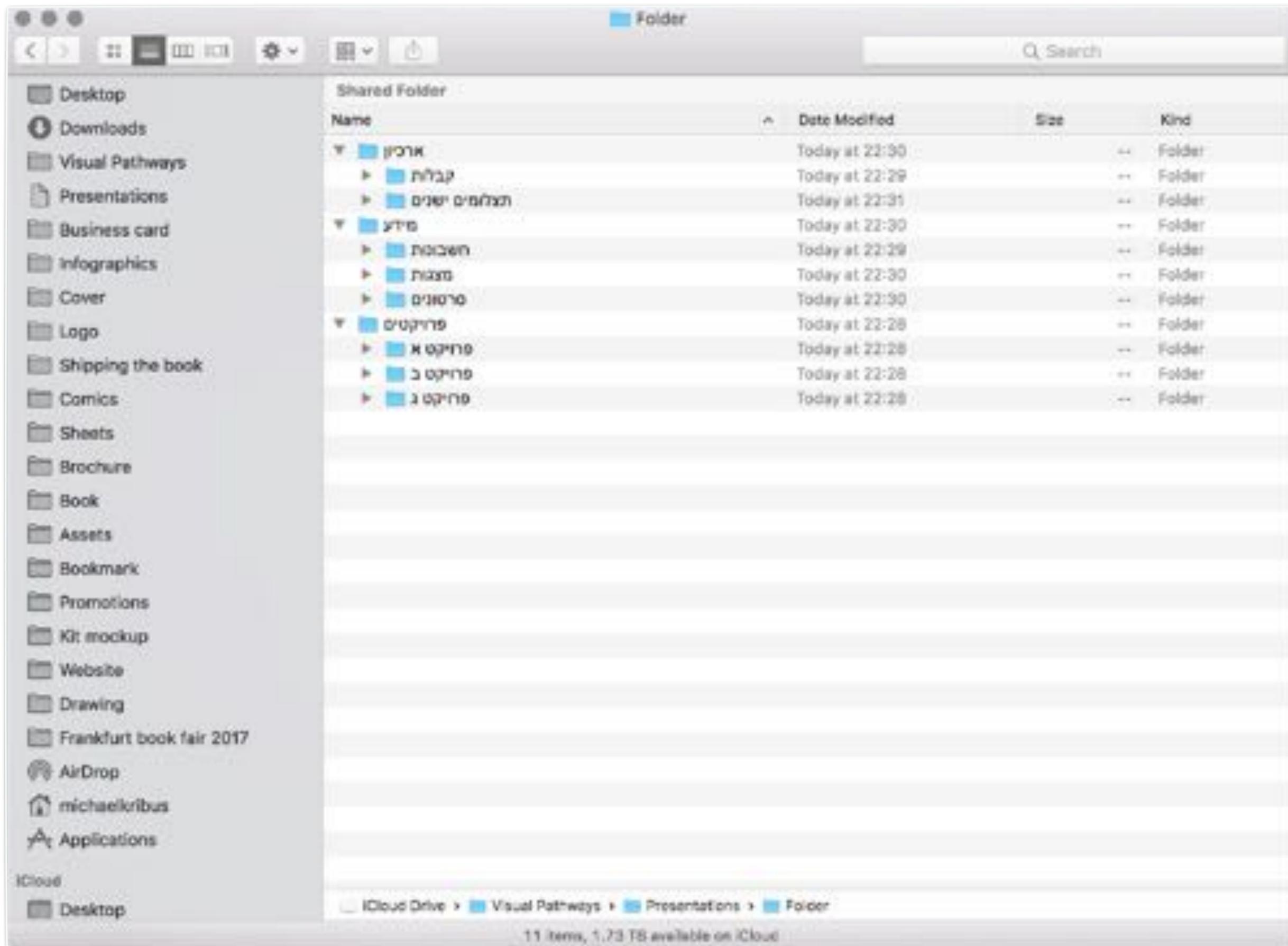












VEHICLE MAINTENANCE

LIFE INSURANCE
POLICY

STUDENT LOAN

VOTER REGISTRATION

PASSPORTS

DRIVER'S LICENSES

BIRTH CERTIFICATES

AUTO INSURANCE

MORTGAGE

CREDIT CARDS

ADAPTIVE BOOKS

EDUCATION RE

IMMUNIZATI

MARRIAGE



מקום אחד לריכוז כל החפצים שאינם במקום



תיבת דואר נכנס



עוד כמה עקרונות חשובים





היומן נועד לארועים ותזכורות



ESC [Play] 00:04 [Progress Bar] 00:05 [Volume] [Mute]

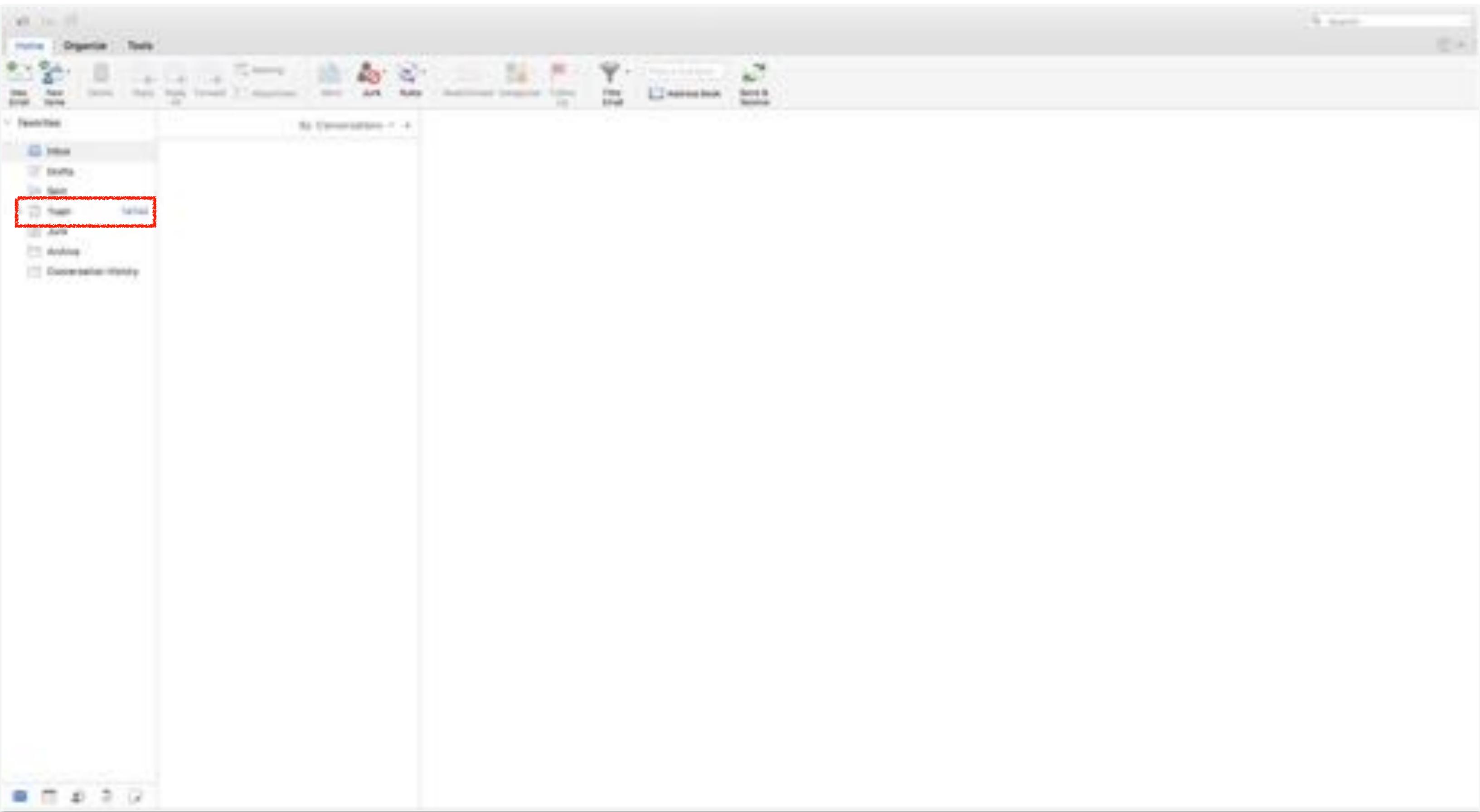




- Favorites
- All Accounts
- michael@visual-pathways.com
- michael_y@visual.com
- michael@visualpathways.net
- Smart Folders
 - Cycle 1
 - Cycle 2
 - Cycle 3
 - Flagged Mail
 - Quarantined Mail
- On My Computer

By Date Desc

No Results



Map



שימוש באוטומציה לבדיקות

התראות ניטור

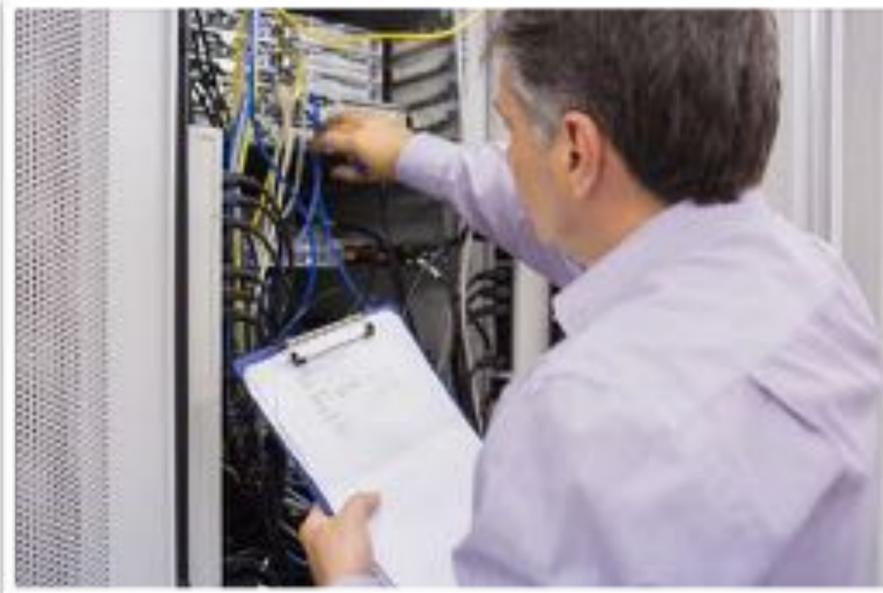
העלאת גרסה

גיבוי

שימוש בחוקי מיילים









Daily Activity Sheet

Date / /

Today's goal

Clear your mind

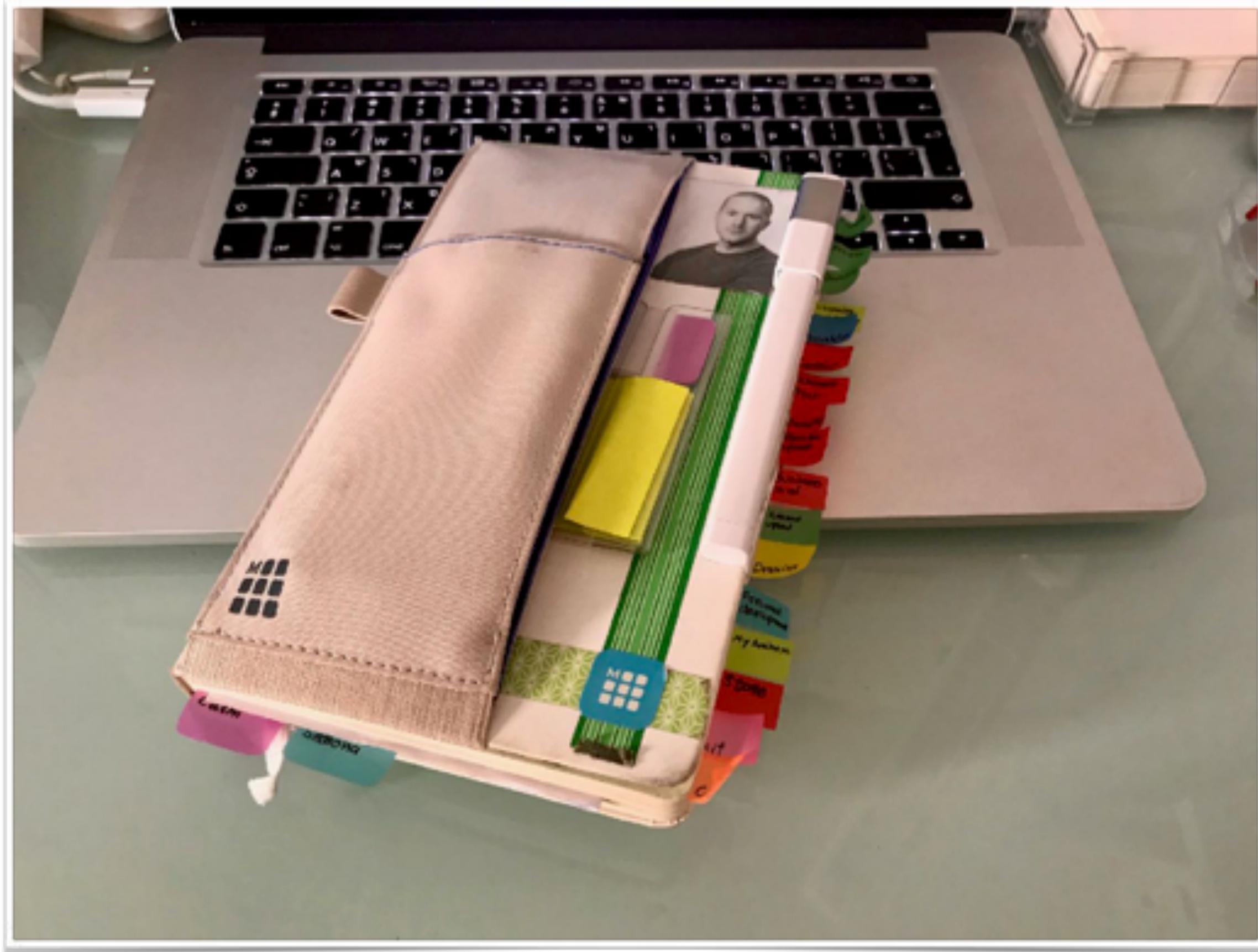
- | | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | Review goal list |
| <input type="checkbox"/> | Follow-up emails |
| <input type="checkbox"/> | Review emails |
| <input type="checkbox"/> | Review log |
| <input type="checkbox"/> | Review CRM |
| <input type="checkbox"/> | Review planning calendar |
| <input type="checkbox"/> | |

High value actions

- | | |
|--------------------------|--|
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |

העלאת גרסה
הכנות לפגישה
פגישת קבוצה
פגישה שבועית
הכנות להעלאת גרסה
תחילת יום
סיום יום עבודה
הכנות לטיסה או מצגת



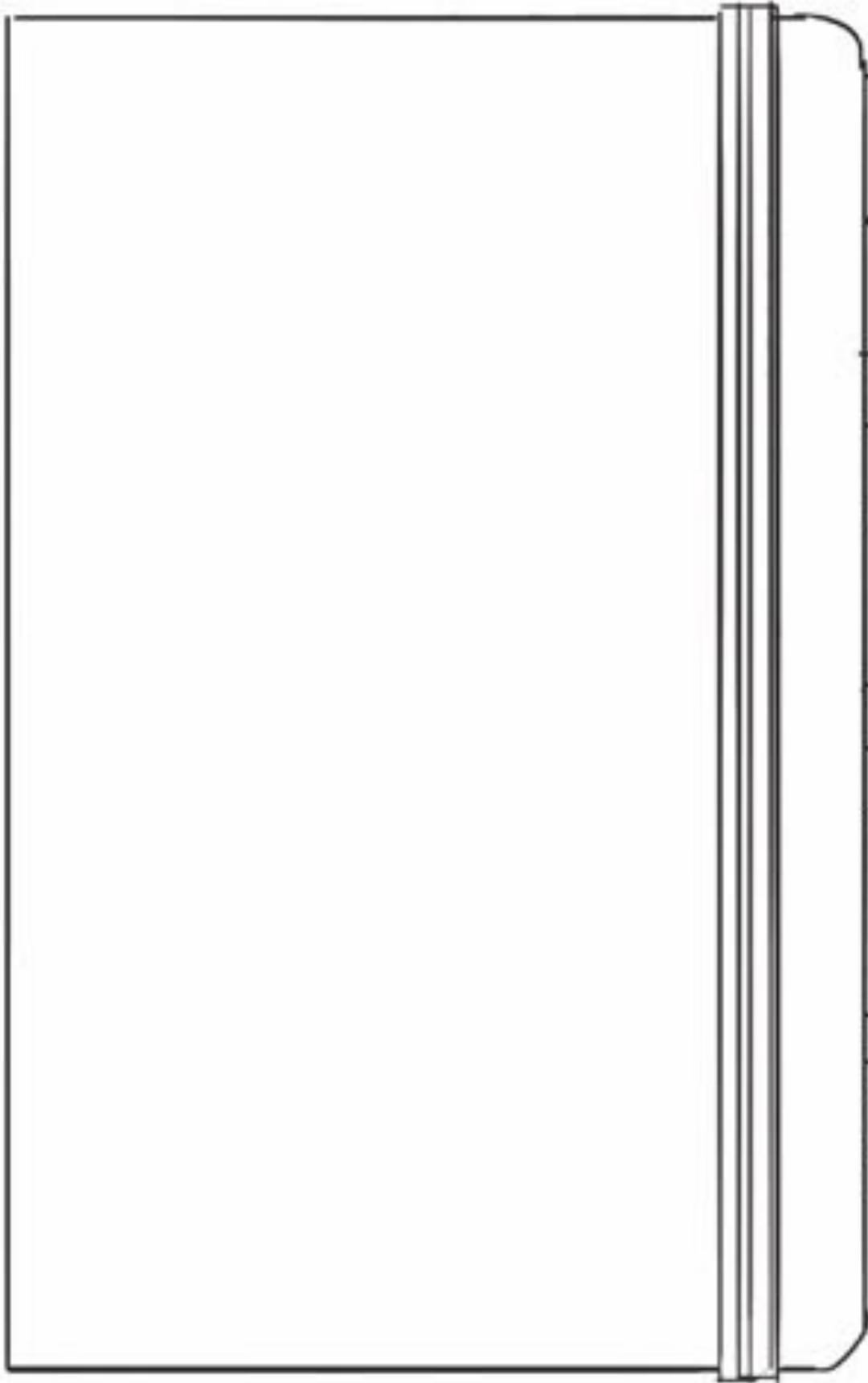


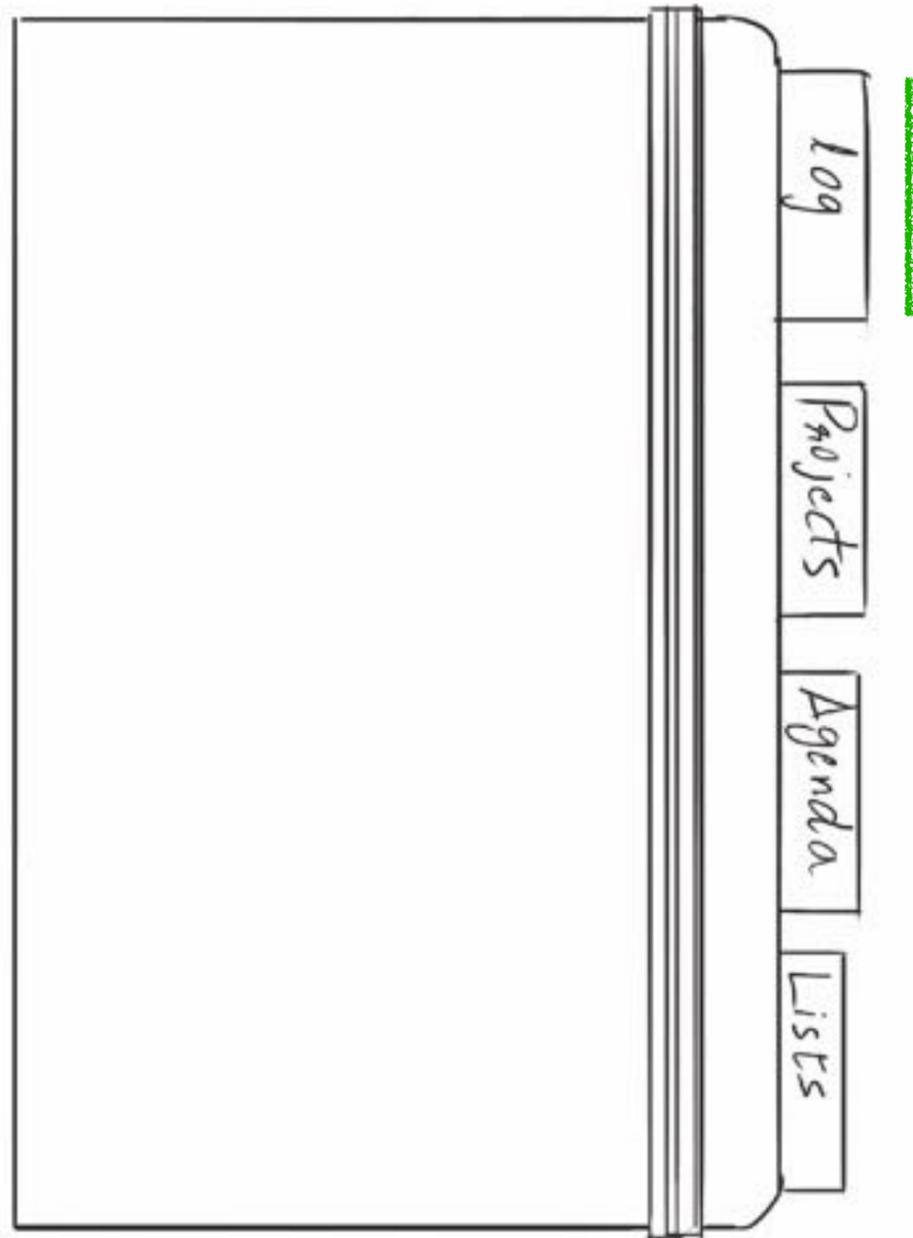
Log

Projects

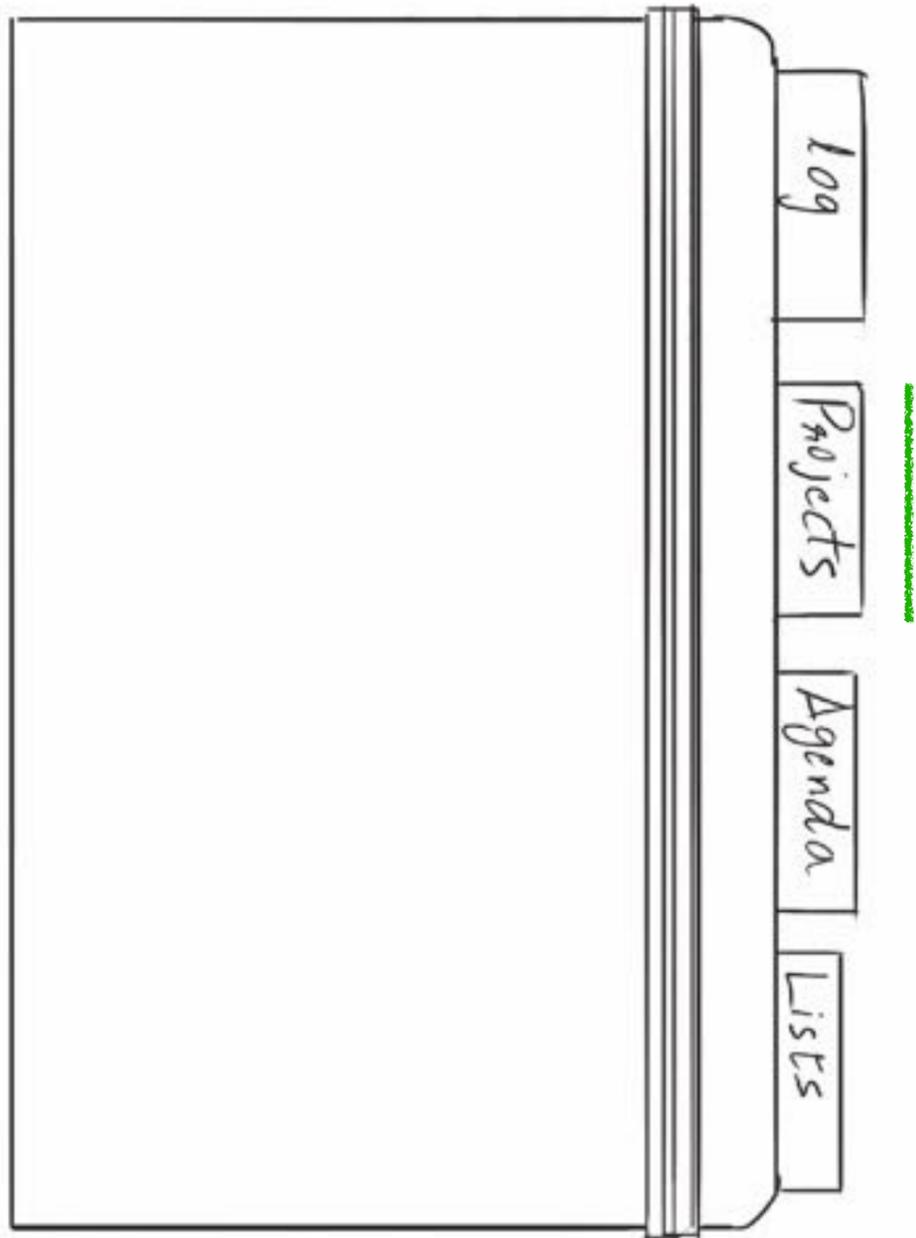
Agenda

Lists

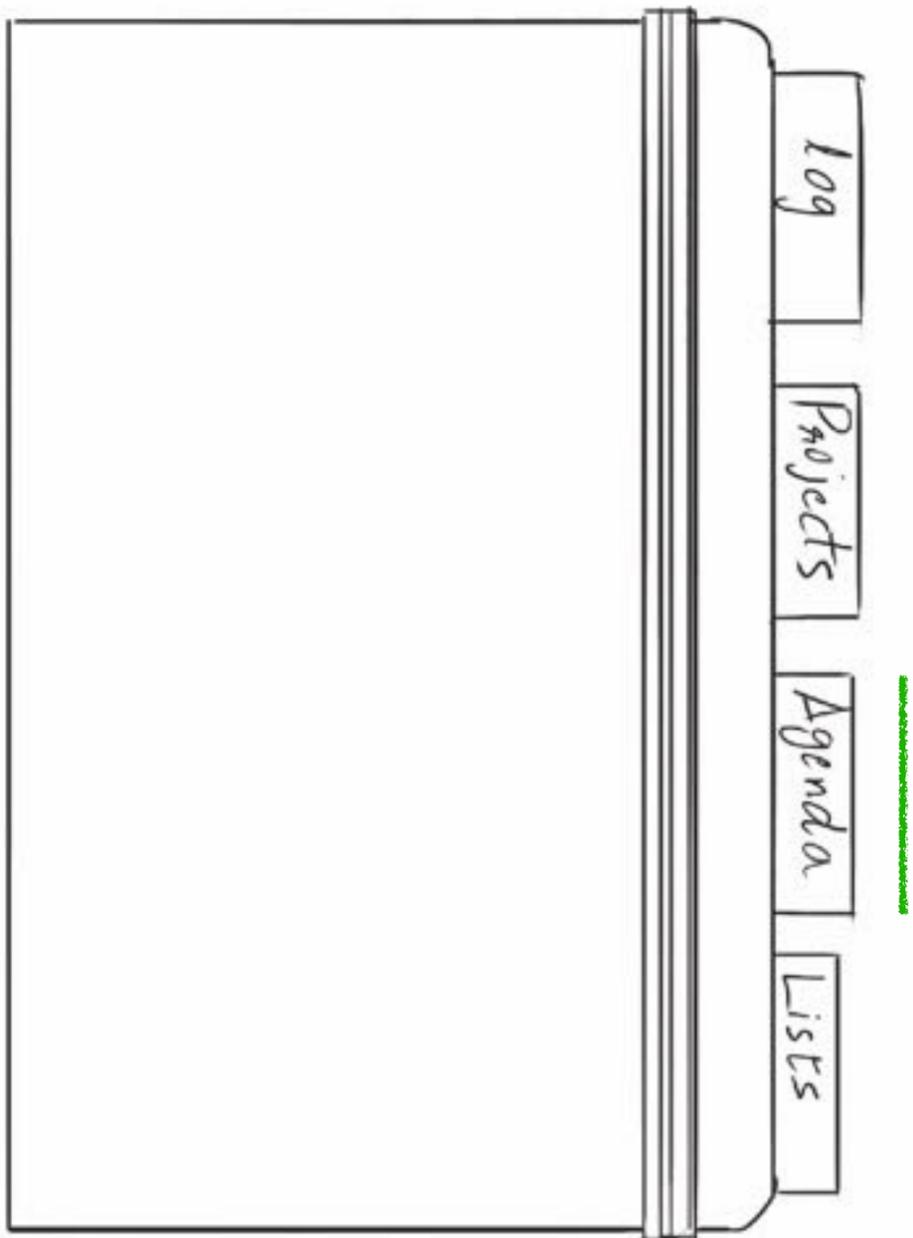




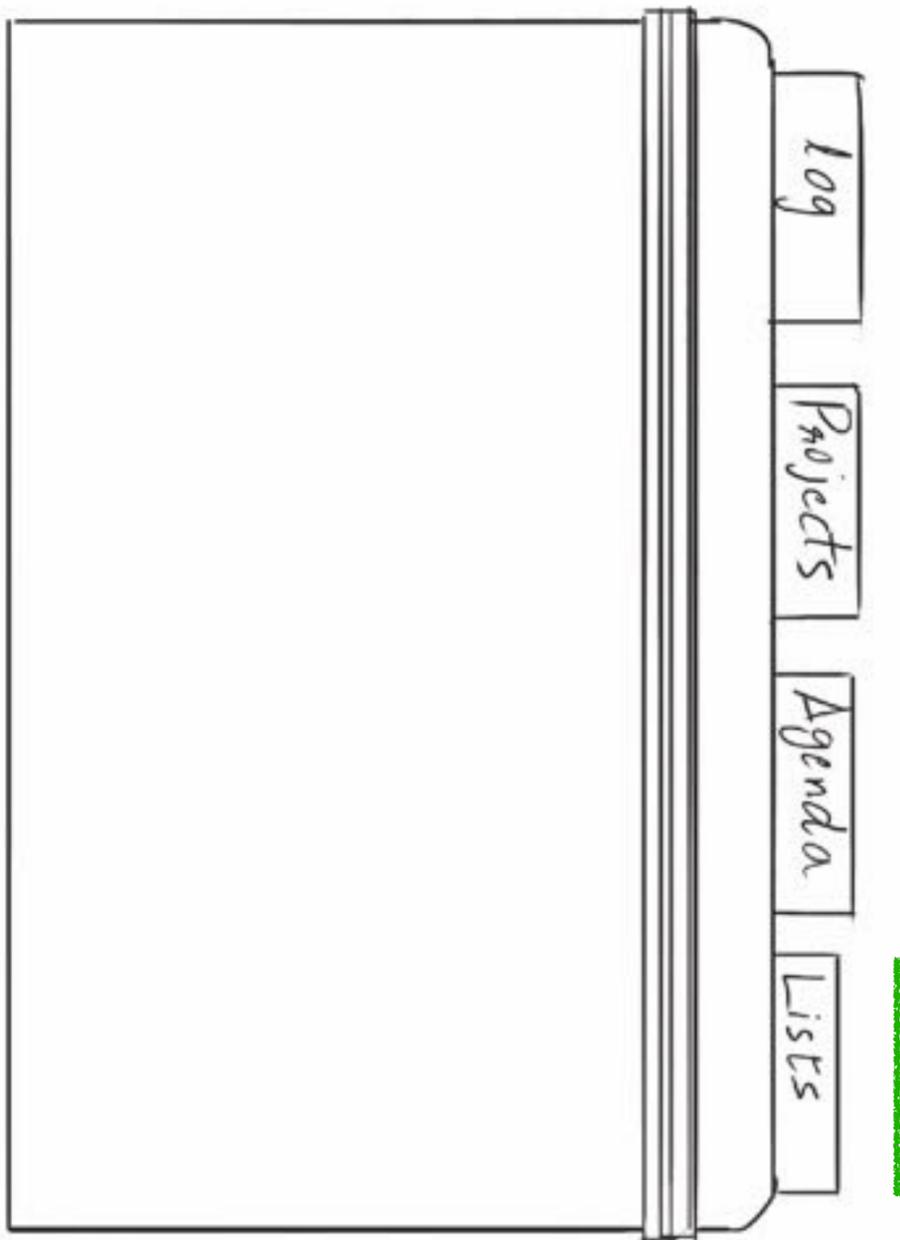
רישום יומי
רעיונות
פעולות לביצוע



פעילויות לפרויקט
חלוקה לתת-פעילויות



נושאים לפגישה ורישום בזמן פגישה



כל סוגי הרשימות שאינן תלויות בפרויקט



WHAT HAPPENS WHEN YOUR BRAIN DOESN'T SLEEP?

LONG-TERM MEMORY



The **hippocampus**, a seahorse-shaped structure in the temporal lobe, activates a distinct pattern of neural activity when the waking mind processes (learns) new information. Scientists believe the brain later "replays" the same activity pattern while we're sleeping to help the info stick. **Long-term, low-frequency memories.**



SHORT-TERM MEMORY

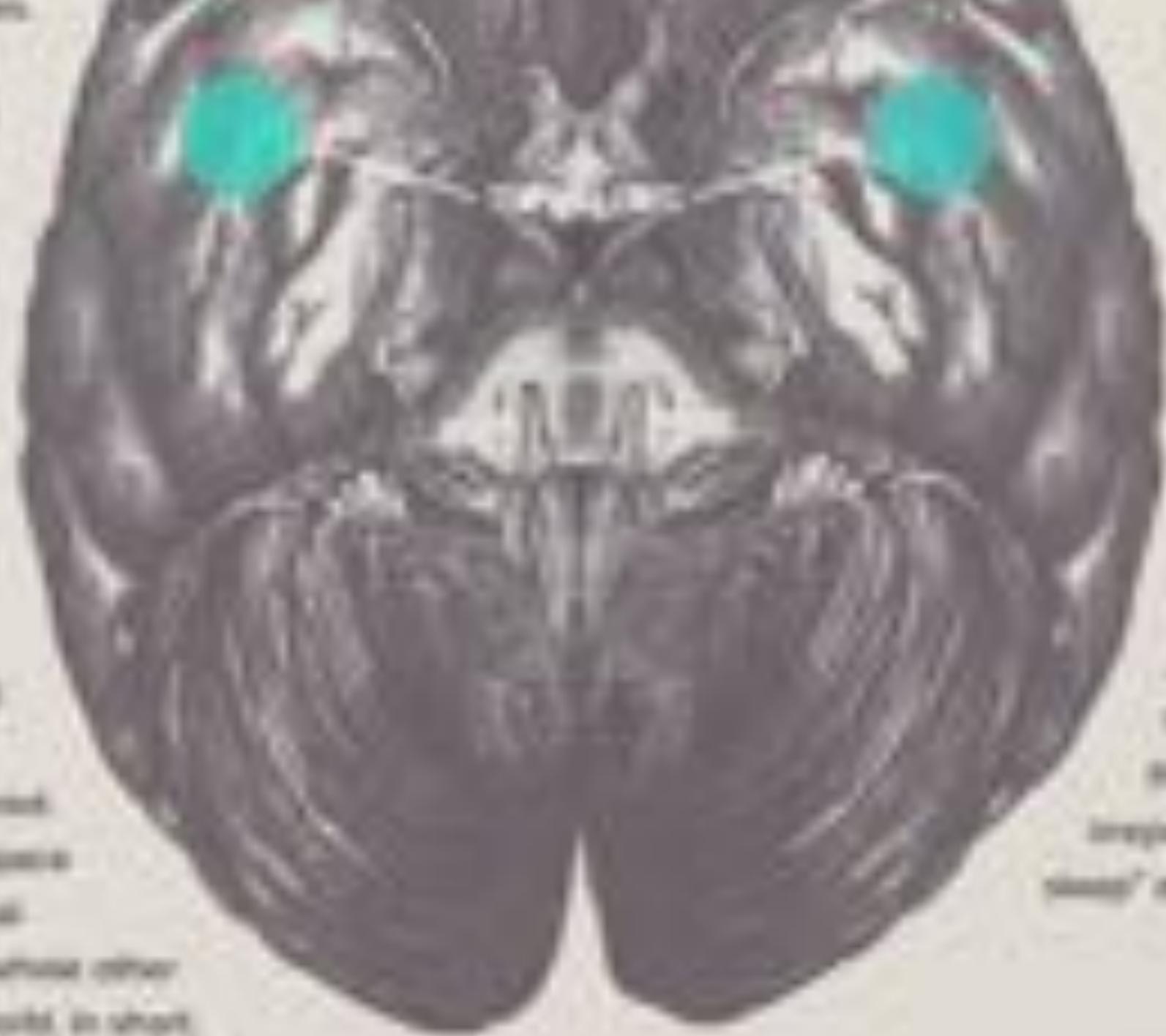
The sleep-poorer brain may fail to encode memories successfully in the first place, thanks to altered function in the **prefrontal cortex** as well as **parietal cortex** and **occipital lobe** regions. One study found that people are more likely to incorporate misinformation into memories of events observed after a night without sleep.



information coming in, there's a lag.
After pulling an all-nighter, people
may begin to anticipate things that
aren't there, including objects.

HEAD IN THE CLOUDS

We all lose focus now and
then, but brain activity tends to
shut down more strongly when
people sacrifice sleep. After a
good night's rest, these areas
correspond to altered thalamic
function and less active frontal and
parietal networks, which basically
means we tune out when we're bored.
But when sleep-deprived people come
out, they also exhibit impaired visual
sensing processing, suggesting a whole other
level of disengagement with the world, in short,
letting sleep turn you into Phobos from Friends.



specifically with (e.g., make money)
But when risky choices don't
pan out, people's brain activity
increases in the region related
to punishment and control (the
ventral striatum), suggesting they
anticipate about losing money as
much as they would on a good
night's sleep.

HEAD IN THE SAND

Add sleepiness to the list of things
that will brain cells — in this case, in
the **hippocampus**. The damage may be
irreparable, making "catching up on lost
sleep" a poor excuse for producing ill results
on the workplace.

Mic



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Most entrepreneurs should listen to science and go to bed.



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You're probably familiar with Ben Franklin's old saying "Early to bed, and early to rise makes a man healthy, wealthy and wise." It's actually true.

I know. I'm not a morning person either, but I've found that by going to bed earlier, I actually can wake up first thing in the A.M. That has made me more [productive](#), and dare I say more successful. But, that's not just me.

Here's the science to back-up the words of advice from Ben Franklin.



עציץ בשולחן העבודה

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