

# Management Ideas



**FOR STILL BETTER**

**RESULTS**

**RELATIONS**

**REPUTATION**

a monthly newsletter to key executive-leaders  
on practices, possibilities and ideas generally  
for stepped up performance

edited by

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on problem-solving and creative ideas

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## SEASON'S GREETINGS!

**0000 NEW FEATURES:** This year, two new features were promised to Readers of Management Ideas. It has become possible to make it three! They are: 1. A book summary/book notes; 2. Ten Million Jobs - identifying work potential and enterprise opportunities in our country and 3. Hopeful and Helpful - giving a sampling of news and notes that are positively exciting and/or practically useful.

While the Editor takes the primary responsibility for these features, he welcomes contributions from Management Ideas Readers.

**3214 WHAT PRESENTERS WANT:** Some time back, Dr. Frederick Gilbert and his Associates conducted a survey at Hewlett-Packard Labs in Palo Alto to determine what technical presenters wanted to hear from other presenters. They found that rather than wanting more technical detail, they wanted more concise organization, more effective style and better visual aids (usually overhead transparencies). One manager put it: "Don't tell me the details of how you got the data, just tell me what the data means."

"Contrary to conventional wisdom that says the technical audience is eager for a "data dump", their survey results reflect peoples' concern that talks be well organized and easy to follow. Technical speakers who try to show how much they know by making their presentation complex would be more successful if they focused instead on simplifying the message.

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It is a classic example of "less is more." Simplifying and repeating the "core message" will result in increased buy-in and retention.

In addition, we know that audiences pay more attention during openings and conclusions. These crucial segments are often ignored by technical presenters who prefer to jump right into the body of the presentation and start immediately discussing the data. They need to give the audience a reason to listen in the opening and have a strong memorable close. The speaker's core message will get across in these segments.

In his "I Have A Dream" speech in 1963, Martin Luther King repeated the phrase "I have a dream" nine times. That was his core message. The repetition created strong message retention.

Business or technical audiences have a lot on their minds. They are not paying full attention to the presentation. To be remembered, the message must be simple and it must be repeated. If there is too much extraneous background data or if the flow of thought is unclear, this "noise" in the system will cause people to tune out.

[ MMC School of Management has been giving in-company programmes in Presentation Skills as well. Please communicate to: 3E1 Court Chambers New Marine Lines Bombay 400 020 ]

**3215 VIDEOS FOR CHILDREN:** Our children will watch video films - if not in our home, in our neighbour's. The choice, if any, is in the films they see. Today some commercial tyros make the choice for us. WE can make the choice. Help is available. One such help comes from a recent article in U.S. News and World Report.

Ten experts were approached for their considered opinion; and they commend the following 100 films for children:

#### **An Honor Roll For Kids Of All Ages**

- |                          |                       |
|--------------------------|-----------------------|
| 1. Anne of Green Gables  | 2. The Black Stallion |
| 3. Sounder               | 4. Breaking Away      |
| 5. To Kill a Mockingbird | 6. Cinderella         |
| 7. The Miracle Worker    | 8. The Red Bloon      |
| 9. The Snowman           | 10. Stand and Deliver |
| 11. Stand by Me          | 12. West Side Story   |

**Tapes For Tykes** - Parents of preschoolers have many more choices these days than Mickey Mouse, "Bambi," "Dumbo" or "Mary Poppins."

- |   |                          |
|---|--------------------------|
| 13. Abel's Island                           | 14. Annie Oakley         |
| 15. Baby's Bedtime                          | 16. Beauty and the Beast |
| 17. Bedknobs and Broomsticks                | 18. Ben and Me           |
| 19. Charlotte's Web                         | 20. Digging Up Dinosaurs |
| 21. Doctor De Soto and Other Stories        | 22. The Elephant's Child |
| 23. Frog Goes to Dinner                     | 24. Herman & Marguerite  |
| 25. Koko's Kitten                           | 26. The Last Unicorn     |
| 27. The Lion, The Witch and the<br>Wardrobe | 28. Madeline             |

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|---|--|
| 29. The Maurice Sendak Library              | 30. Morris Goes to School                            |
| 31. The Mouse and the Motorcycle            | 32. Pecos Bill                                       |
| 33. The Phantom Tollbooth                   | 34. Raffi in Concert With the<br>Rise and Shine Band |
| 35. Samson and Sally: Song of the<br>Whales | 36. The Tale of the Frog Prince                      |
| 37. Wind in the Willows                     |  |

**Pick For Grade Schoolers:** Once your kids have memorized every scene from "E.T.," the Star Wars trilogy and "Annie." what does a family watch on a Saturday night? Here are 25 movies for families with children age 7 to 12.

- |                                  |   |
|----------------------------------|---|
| 38. An American Tail             | 39. The Autobiography of Miss<br>Jane Pittman |
| 40. Bach and Broccoli            | 41. Bernice Bobs Her Hair                     |
| 42. Best Boy                     | 43. Brian's Song                              |
| 44. Captains Courageous          | 45. Chariots of Fire                          |
| 46. A Child's Christmas in Wales | 47. The Electric Grandmother                  |
| 48. Fiddler on the Roof          | 49. He Makes Me Feel Like<br>Dancing          |
| 50. Hoosiers                     | 51. The Journey of Natty Gann                 |
| 52. The Man from Snowy River     | 53. Molly's Pilgrim                           |
| 54. The Music Man                | 55. My Fair Lady                              |
| 56. Mystery Meal/Rainy Sunday    | 57. The Never Ending Story                    |
| 58. Out of Time                  | 59. The Princess Bride                        |
| 60. The Secret Garden            | 61. Shane                                     |
| 62. The Sound of Music           |   |

**A Top 25 For Teenagers:** For parents in search of entertaining and discussion-provoking films to watch with their older kids, here are 25 of the critics' favorites.

- |   |                             |
|---|-----------------------------|
| 63. Amadeus   | 64. The Diary of Anne Frank |
| 65. The Elephant Man                                    | 66. Forbidden Planet        |
| 67. The 400 Blows                                       | 68. The Gold Rush           |
| 69. The Great Santini                                   | 70. Gregory's Girl          |
| 71. Hope and Glory                                      | 72. Horse Feathers          |
| 73. Little Shop of Horrors                              | 74. The Magic Flute         |
| 75. My Life as a Dog                                    | 76. North by Northwest      |
| 77. Ordinary People                                     | 78. Places in the Heart     |
| 79. Rich Kids   | 80. The Right Stuff         |
| 81. The Russians Are Coming,<br>the Russians Are Coming | 82. Say Anything            |
| 83. The Sky Is Gray                                     | 84. Take the Money and Run  |
| 85. A Thousand Clowns                                   | 86. Who Am I This Time?     |
| 87. Whistle Down the Wind                               |                             |

**A Little Work, A Lot of Fun:** These special-interest nonfiction videos, many of them award winners, aim to entertain youthful viewers as well as get them thinking.

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|--|--|
| 88. The Animal Alphabet  | 89. Be a Magician                                      |
| 90. Don't Eat the Pictures: Sesame<br>Street at the Metropolitan<br>Museum of Art. | 91. Eyes on the Prize: America's<br>Civil Rights Years |

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- |   |                                |
|---|--------------------------------|
| 92. From Mao to Mozart                        | 93. Hey, What About Me?        |
| 94. Home Alone                                | 95. The Miracle of Life        |
| 96. 101 Things for Kids to Do                 | 97. Sign-Me-a-Story            |
| 98. Squiggles, Dots and Lines                 | 99. Where the Wild Things Are, |
| 100. You Don't Have to Die:<br>Jason's Story. | the opera                      |

**3216 BOSS SECRETARY TEAM WORK:** Besides every successful man, there is a woman, it is said. The same can be said about a secretary. A recent study indicates some of the steps taken by bosses to have a productive teamwork with the secretary:

1. **Set of Ground Rules:** Make sure there is a clear understanding of expectations. A certain amount of flexibility can be part of these expectations.
2. **Establish a routine:** This does not mean emergencies should bow to routine. It does mean that the work life is not haphazard.
3. **The telephone communication:** Set a system for answering the telephone and placing calls. Let your secretary know how you would like the phone answered. If the nature of your work calls for a lot of movement, make sure the secretary knows where to catch you to transfer the call.
4. **Get organised:** Let there be a place for the files working papers and both of you know the system for filing, so that in her absence you do not feel stumped.
5. Set up rules about areas that are half-limits and inform her.
6. **Delegate Authority:** Once you decide what task belongs to your secretary, give her appropriate and sufficient uthority to complete those tasks.
7. **Do not expect a mind reader:** This deserves repetition. If you are explicit in your needs and wants and not leave things to chance and assumptions, things will go smooth for both of you.

### 3217 LAUGHING MATTER?

A son was helping his father get ready to go to an agricultural meeting in Calgary. "Dad," asked the boy, "what does it mean when they say you're going to the convention as a delegate at large?"

"It means," said the father with a twinkle in his eye, "I'm going without your mother."

Continued Special Features.

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*As a child, Samuel Oliner came face to face with evil. He has spent the last 10 years studying human kindness.*

# Can Goodness Be Taught?

**S**amuel Oliner has as much reason as anyone to think the worst of humankind; yet, he has spent the last decade studying what makes people good. Nearly 50 years ago, Oliner's family and friends were slaughtered by Nazi soldiers; yet today he firmly believes in people's capacity for kindness and compassion. Sound unlikely?

Much about the life of this professor of sociology at Humboldt State University in Arcata, Calif., is unlikely.

The first improbable event took place on Aug. 14, 1942. Before dawn, German trucks rolled into the walled Jewish ghetto in Bobowa, Poland. Soldiers leaped out, fired rifles into the air and yelled, "All Jews outside!" The terrified people were beaten, herded onto trucks and driven off into the dark. Only a 12-year-old boy remained, hiding on the roof of his house, so frightened that he wasn't sure whether he was alive or dead. That boy was Shmulek Oliner.

In late afternoon, Shmulek climbed down. There was no sign of life. He could not know or suppose that his parents, grandparents, brother, sister, other relatives and all of the thousand other Jews of Bobowa (who had been forced to leave their hometowns, then herded into this ghetto by the Nazis) had been machine-gunned and lay in a pit in the nearby forest. Shmulek knew only that he needed to find help.

The blond, blue-eyed boy looked like a Christian Pole, so he was able to hike unhindered toward Bielanka, his native village. Fiercely hungry, he begged for bread; the peasant who fed him told Shmulek, chuckling, what had happened to the Bobowa Jews. Numbed by such malevolence, Shmulek plodded onward to the home of the only Christian he felt he could trust: a peasant woman who had bought cows from his father. He timidly knocked on her door.

Balwina Piecuch welcomed the sobbing boy. "Don't cry, my child," Balwina said. "The Lord will help you." She set out food, then sent him to the attic to sleep. Later, Balwina tutored Shmulek to pass as a Christian and advised him to go north lest he be recognized here.

Shmulek found a job some miles away with a couple who had taken over a Jewish farm. He led a bitter life, without family or friends, and worked all the time—forever fearful that a slip of the tongue or reaction to an offhand remark about the extermination of Jews would expose him.

Sometimes this nightmare seemed the only life he'd ever known. Then, in March 1945, Russian troops entered Poland, and he was free. The 15-year-old orphan was sent to England by a refugee committee and educated there. He eked out an existence as a cabinetmaker's apprentice while trying to locate relatives in America. Finally, he found a distant cousin in New York, who sponsored his immigration.

Shmulek anglicized his name to Samuel when he entered the U.S. in 1950. He was drafted into the Army, served in Korea and then, thanks to the G.I. Bill, went to college, where he discovered sociology and the fascination of finding out what makes people behave as they do. But it took close to 20 years of part-time study—while running a drapery business in San Francisco to support himself, a wife and three sons—before Samuel Oliner received his Ph.D. in 1971 and an appointment to the faculty of Humboldt State University.

Despite his ascent and happy family life, Oliner maintained a bleak view of humanity. In his early 40s he was still, he says, "wary of people and mistrustful." Says his wife, Pearl: "Sam didn't really deal with his past until he began teaching about the Holocaust at Humboldt."

That was in 1978. At that time, certain anti-Semitic groups here and abroad began denying that the mass slaughter of the Jews had ever happened. Oliner felt compelled to defend the truth and, that fall, he began teaching "On Causes and Consequences of the Holocaust." Doing so unleashed a flood of painful memories: his teenage sister weeping the night Gestapo officers raped her; his grandfather being shoved against a hot stove by a Nazi officer, then knocked to the floor; the screaming throughout the ghetto the day his family and the others disappeared.

Oliner's work brought another unexpected turn: the empathy and anguish of his students. One day, a tearful young woman came to him after a lecture and, in a heavy German accent, said: "Professor Oliner, I'm quitting class. I can't

stand the guilt over what my people did."

Oliner, pained, tried to reassure her: "But it wasn't all your people. It was some of them." There were people like Balwina Piecuch, he said. Heedless of the danger to themselves, they had rescued Jews. As he spoke, Oliner realized how one-sided his lectures—and his own view—had been. There was a good side to human nature; he had to study it.

Oliner began reading about people who had rescued Jews in Nazi-occupied Europe. As a social scientist, he wanted to understand what had created the altruistic nature of these people. In 1982, a grant from the American Jewish Committee enabled him to launch a study of the surviving rescuers.


For the next five years, Oliner gathered 600 detailed stories from aging rescuers from Poland, France, Italy, the Netherlands, Denmark, Norway, as well as Germany. He and his staff also interviewed 200 people from the same areas and of the same age, class and background who had done nothing to save the Jews. Then they analyzed the differences between the two groups. Among the findings, which cast light on how compassion can be built into human nature, are:

- People who rescued the Jews were not particularly adventurous or self-confident; nor were they more religious than the "bystanders," as Oliner calls those who did nothing. But they were more empathetic, more caring and had a much greater sense of responsibility for others. How did the rescuers become compassionate? In part, by having lived among people who were not of their own faith and background, they had learned to see others as fellow human beings.

- The most important influences were parental: How the rescuers had been disciplined as children was crucial. The bystanders were more likely to have been beaten and abused by their parents. The rescuers' parents, on the other hand, used reason to discipline, thereby instilling values as well as compassion.

- Parents' behavior toward others was a major influence. Kind, caring parents were the model for kind, caring children.

Oliner discovered that 500,000 Christians had risked their lives to save a million Jews from death. His work had other rewards: The research, intimates say, helped heal Oliner. Rabbi Harold Schulweis, a close friend, says: "He found the spark of decency in human beings."

At 60, Samuel Oliner is now a man at peace with the past and hopeful for the future. He says, "The notion that we are each other's keepers is gaining. Maybe we've reached a point where another Holocaust is unimaginable." He pauses, then adds: "It's because of the people who cared that I'm here. There are such people in the world—and we can teach our children to be like them." 

*Morton Hunt adapted this article from his book "The Compassionate Beast: What Science Is Discovering About the Humane Side of Humankind," just published by William Morrow and Co.*

B Y M O R T O N H U N T

COMPLAIN NOT  
ABOUT DARKNESS.  
LIGHT A CANDLE

## Hopeful & Helpful

*Positively Exciting  
Personally Useful*

## Good News From Anywhere

*Inspiring multiplier models and exemplary acts of excellence are found all over the country. They are hardly written up.*

*Many miss the point that the positively exciting is also news.*

*Also, adequate efforts are not made to bring useful information to the literate public.*

*There is a case for collecting and spreading hopeful and helpful information and news.*

*May I invite the Readers to join me in this quest and share their discoveries and findings through these columns?*

NH ATTHREYA Editor

**PERSON OF THE YEAR:** One of the finest features of the periodical, **The Week**, is The Woman of the Year or The Man of the Year. The Editor and the reporters identify one who is doing significant and sustained work in an unknown part of the country and write a heart-warming story. My only appeal to the Editor is: Please ask the subject any special assistance she/he will welcome from any of the readers. Some of us would like to greet her/him. May be, we would like to donate to the good cause. Please therefor give the person's postal address. The Woman of the Year 1990, Malati Devi Chowdhuri (87) is lighting up the lives of tribals in Orissa. (1)

**A MULTIPLIER MODEL:VILLAGE RALEGANJ:** A minor miracle has come about in this village (Population:2000) in the past fifteen years. Raleganj Shinde is situated five kilometers off the Pune-Nagar Road on the way to Parner. The man behind the miracle? Anna Hazare. (2)

**IN RECORD TIME:** Central Railway engineers working round the clock have finished remodelling the suburban section of V.T. to enable commuters to entrain and detrain from both sides of a local, a month ahead of schedule. (3)

**GUIDANCE ON EPILEPSY:** There is now an Indian Epilepsy Association. Bombay Chapter address:21 Dar Ul Muluk, 21, P. Ramabai Road, Gamdevi Bombay 400 007. Phone: 822 9582 (Saturdays 3 to 5 pm). Epilepsy Clinic KEM Hospital No.6 Gr.Fl. Tuesdays 10 to 12 noon. (4)

**TREES FOR LIFE:** A nonprofit organization started by Indian American Balbir Mathur to help fight world hunger has planted more than a million trees all over India as of now. The address: Balbir Mathur, Trees for Life, 1103 Jefferson Wichita, Kansas 67203, USA (5)

For further details, please refer:

1. *The Week Anniversary Special Dec.30, 1990*
2. *Times of India 13.02. 1989*
3. *Times of India, 29 December 1990*
5. *Span, November 1990*

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Find a legitimate need and fill it well. You have a chain of jobs

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## TEN MILLION JOBS

### WHY DON'T WE?

### WE TOO CAN PROSPER

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*INDIA IS A LAND OF OPPORTUNITIES. There are thousands and thousands of potential jobs. They are based on creative observations and unconventional ideas.*

*Of course, each idea will have to be organised. Once organised, there is a job for the organiser-enterpriser and for his or her assistants.*

*The key point is that productive, paying jobs can get created by you and me. And we need them in millions. In this feature, we will identify and briefly outline the work-job opportunities that **abound** in our country.*

*Our Readers are invited to join this common cause and contribute to it in any way they can.*

NH ATTHREYA Editor

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**TEN MILLION JOBS:** The Library Idea holds promise of over 10,000 brand new work-jobs opportunities.

[ A word about the work-job. We are not talking of parasitical jobs where we hope to get something for nothing. We are talking of jobs where we give something useful to the society and get our compensation ]

We are all familiar with three types of lending libraries - book libraries, magazine libraries and, more recently, video libraries. These libraries meet one of our legitimate needs, namely, the temporary use of a book, a magazine or a video.

We have other needs too of a temporary nature, for example, toys and tools. We will need a toy library for every few streets. We will need a tool library for every town and for every suburb of a city. That means we have several thousand work-job opportunities all over the country.

Toys and tools are only examples. There should be hundreds of other needs. Some of these needs are frequent and some occasional and some even rare. Some of these needs have to be met locally and some regionwise.

Even of book libraries, we have need of specialised libraries, for example, books on self improvement, or computers or psychic healing.

A library is not merely a convenience-provider but a conserver of national resources. Many of us possess things which we require only for a short time and only occasionally. Because such a 'library' is not available or accessible, we tend to buy things and keep them idle. Once libraries to cater to our multiple needs are there, we will understand what most of us need is access, and not possession of "tools or toys".