

# 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

N. H. ATTHREYA MA PhD

author, educator & consultant

on problem-solving and creative ideas

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**3225 SUPER ACHIEVERS:** There are super achievers in every field - business, medicine, entertainment, education, science and even public and social service. We would all love to learn from their life and work. There is a fair amount of literature on successful people. **What is rare is high level of success.** Recently, Professor Seymour Epstein of the University of Massachusetts made such a study on behalf of the noted publication **Personal Selling Power**. (P.O. Box 5467 Fredericksburg, VA 22405). We summarise below some of the findings:

### How Successful Are Superachievers?

1. Financial success:  
Superachievers are wealthier.
2. Family success:  
Superachievers enjoy their families more.
3. Life success:  
Superachievers find more meaning in life.
4. Work success:  
Superachievers have better social skills.

### Differences in Physical and Psychological Health:

1. Physical health:  
Superachievers enjoy better health.
2. Psychological health:  
Superachievers feel better.

## How Do Superachievers Think Differently To Achieve Higher Levels of Success?

1. Capacity for coping with disapproval
2. More action-oriented thinking
3. Effective thoughts to cope with negative emotions
4. Less superstitious thinking
5. Better thought for coping with failure
6. Less categorical thinking
7. Absence of native optimism
8. High on optimism and planning
9. Low levels of esoteric thinking

## How To Think Like A Superachiever

1. Find role models or mentors to help you grow.
2. Don't "should" at yourself -- remove the psychological bullets from your vocabulary.
3. Increase your mental "navigation" skills.
4. Test the realities of your thinking.
5. Face difficulties and enjoy growth.

To determine how Superachievers think differently, and to clarify the relationship between thinking and success, Dr. Seymour Epstein's "Constructive Thinking Inventory" test was given to many participants. This test has been validated through extensive research and some of the findings have been reported in psychological journals and most recently in *The New York Times*. For many decades, educators have assumed that academically correct thinking would lead to success in life. However, recent research suggests that IQ is not strongly associated with success in life. Dr. Epstein stated in an article (*The New York Times*, April, 1988): "Intellectual gifts don't mean that you will earn the most money or achieve the most recognition in life."

Dr. Epstein's research seems to indicate that there are two minds, the experiential mind and the rational mind. The first, the experiential, is shaped by experiences. The second, the rational, is shaped by education. The experiential mind makes instant decisions while the rational mind follows the path of reason. The experiential mind controls how we react to the world emotionally. The rational mind controls how well we do verbally or mathematically.

The performance of the experiential mind can be measured with The Constructive Thinking Inventory, while the performance of the rational mind is traditionally measured by IQ tests. The experiential mind expands and grows new experiences. The rational mind expands and grows through study and reasoning. The experiential mind is directly related to success in all aspects of life. The rational mind is more strongly associated to success in school and in solving abstract problems.

The kind of thoughts that lead to success levels similar to those of the the Superachievers described in this survey are predominately shaped by the experiential mind. Although these thoughts can be understood by everyone through book learning, they can't be translated into action skills through study, only through experiences. Since our thoughts lead us to experiences that are consistent with our thinking, the first step to new learning begins with seeking out experiences that stimulate new ways of thinking and better ways of functioning.

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Under the guidance of Professor Epstein, we are engaged in a research to validate this test for Indian conditions. We welcome your company participation. Please ask for details from Professor N.H. Atthreya, Director MMC SCHOOL OF MANAGEMENT P.B. No. 11269 Bombay 400 020.

3226 ONE WAY TO ASSURE SUCCESS: is to prevent failure. A recent study of over one hundred failures shows 7 steps that lead to failure. They are: 1. Lacking a Business Plan; 2. Running out of money; 3. Not knowing the numbers; 4. Taking customers for granted; 5. Keeping employees in the dark; 6. Computer mania and 7. Egomania.

The Researchers recommend that you periodically ask these questions and get satisfactory answers, and especially if you are not a giant business.

- > Do you have a written plan that sets out the goals you want to achieve in the next five years? Has it been revised recently?
- > Can you prove that you've made progress toward the goals with hard numbers?
- > Can you generate a cash flow without having to suffer through too many dry spells?
- > Does your accountant prepare and thoroughly explain reports other than tax returns, such as monthly profit-and-loss statements and balance sheets?
- > Have you consulted an expert recently about financial or marketing strategy?
- > Have you talked about your business with your bank's loan officer even though a loan wasn't the object right then?
- > Do you know your break-even point and whether you are on target for reaching it?
- > Do you know how much it actually costs you to make each sale?
- > Do you know exactly how much inventory you have on hand?
- > Do you belong to a trade association for your industry?
- > Do you read the same publications that your competitors and your customers read?
- > Do you talk regularly about business-related topics with other business owners?
- > Do you get regular feedback from your customers and base changes on their suggestions?
- > Do you consistently study your competitors' ads and read their sales literature?
- > Do you have training sessions for and regular motivational meetings with your employees?

# 21 Self-Esteem Books for Younger Children

Compiled by the L.A. County Library System

Berger, Terry. **I Have Feelings.** How feelings may be different in different situations. (Gr. 1-3)

Brown, Marc. **Arthur's Nose.** Arthur Aardvark's nose is different, but it helps make him special. (Pre-G. 1)

Browne, Anthony. **Willy the Wimp.** Body building gives courage to stand up to bullies (Pre-G. 2)

Byars, Betsy. **After the Goat Man.** An overweight, sensitive boy gets insight and strength. (Gr 4-6)

Carrick, Carol. **Some Friends!** How to deal with overly self-assertive "friends." (Gr. 3-5)

Caudill, Rebecca. **Did You Carry the Flag Today, Charley?** How a curious boy gets to carry the flag for his class. (Gr 3-5)

Christopher, Matt. **Glue Fingers.** A stutterer gains esteem through playing football. (Gr 2-4)

Cohen, Barbara. **Molly's Pilgrim.** A Jewish girl considers her heritage at Thanksgiving. (Gr 2-5)

Cohen, Miriam. **No Good in Art.** A first grader decides he can draw after all. (Gr K-2)

Conford, Ellen. **Just the Thing for Geraldine.** A non-artistic girl discovers that she can juggle. (Gr K-2)

Conford, Ellen. **The Revenge of the Incredible Dr. Rancid and His Youthful Assistant, Jeffrey.** A shy sixth grader learns to deal with bullies. (Gr 5-7)

Danziger, Paula. **The Cat Ate My Gymsuit.** A fat, unattractive girl finds self-confidence. (Gr 5-7)

DeRegniers, Beatrice. **Everyone is Good for Something.** A "good-for-nothing" boy saves an island. (Gr K-3)

Fitzhugh, Louise. **Nobody's Family is Going to Change.** A girl discovers what to do if parents won't change. (Gr 6+)

Gilson, Jamie. **Do Bananas Chew Gum?** A sixth grade non-reader finally finds help. (Gr 4-8)

Gramatky, Hardie. **Little Toot.** A little tugboat becomes a hero in a storm. (Gr K-3)

Greene, Bett. **Get On Out of Here, Phillip Hall.** A girl learns to be less cocky and a better leader. (Gr 4-7)

Greenfield, Eloise. **She Come Bringing Me that Little Baby Girl.** A big brother learns to deal with a new baby sister. (Pr-1)

Hamilton, Virginia. **M.C. Higgins, the Great.** A boy acts when his family's home is threatened. (Gr 6-9)

Hermes, Patricia. **What If They Knew?** A girl tries to hide her epilepsy for fear of losing friends. (Gr 4-8)

Hutchins, Pat. **Titch.** The "baby" of the family enjoys a moment of triumph. (K-3)

Isadora, Rachel. **Ben's Trumpet.** A hopeful trumpeter gets help in his ambition. (Gr 2+)

Jukes, Mavis. **Like Jake and Me.** A boy compares his fears with that of his stepfather. (Gr 2-4)

Klein, Norma. **Girls Can Be Anything.** A girl considers being a doctor, pilot, or president. (Gr 1-3)

Konigsburg, Elaine. **Throwing Shadows.** Five young men discover identity through those unlike themselves. (Gr 6-8)

Kraus, Robert. **Leo the Late Bloomer.** A boy "blooms" when he learns to read, write, draw, eat neatly, and speak. (Pr-1)

Lionni, Leo. **Pezzettino.** A small boy discovers who he really is. (K-3)

MacLachlan, Patricia. **Arthur, for the Very First Time.** A summer away helps a boy find new awarenesses (Gr 4-6)

Mauser, Patricia. **A Bundle of Sticks.** An 11-year-old learns self-defense against a bully. (Gr 5-7)

Mayer, Mercer. **Just for You.** A little wooly animal gets into scrapes trying to please its mother. (Pr-1)

Moore, Emily. **Something to Count On.** A fifth grader deals with feelings about her parents' separation. (Gr 3-5)

Myers, Walter Dean. **Fast Sam, Cool Clyde & Stuff.** Harlem teenagers help each other face growing-up problems. (Gr 3-6)

DePaola, Tomie. **The Legend of the Blue Bonnet.** Comanche legend of a girl's courage and sacrifice (K-3)

Peet, Bill. **Pamela Camel.** A ridiculed circus camel becomes a hero by preventing a train wreck. (Gr 1-3)

Pavener, Stella. **Keep Stompin' Till the Music Stops.** A dyslexic seventh-grader faces school problems. (Gr 4-7)

Rabe, Berniece. **Margaret's Moves.** Wheelchair-bound Margaret helps earn money for a new, lighter chair. (Gr 4-6)

Sharmat, Marjorie. **I'm Terrific.** A conceited bear cub learns healthy self-esteem and respect for others. (Gr 1-3)

Simon, Norma. **Why Am I Different?** Various children consider their differences and decide they are OK. (Pr-3)

Supraner, Robyn. **Would You Rather Be A Tiger?** A child decides being a child is better than being an animal (Gr 2-5)

Van Leeuwen, Jean. **I Was a 98-Pound Duckling.** A girl improves her self-image after a brief romance. (Gr 5-7)

Weber, Bernard. **"You Look Ridiculous," Said the Rhinoceros to the Hippopotamus.** A hippo's "friends" make her feel bad until she thinks about it. (Gr 1-3)

Williams, Barbara. **Someday, said Mitchell.** A boy dreams of things he will do "someday," but he's OK right now. (Pr-K)

Wolf, Bernard. **Don't Feel Sorry for Paul.** Photos and text of two weeks in the life of a handicapped boy successfully living in a world made for people without handicaps. (Gr 4-6)

**3227 SELF-ESTEEM:** In the January issue of MANAGEMENT IDEAS (3215) we published a list of video films for children. Here we are giving a list of books on Self-Esteem. Though written for children, the message is as applicable to adults. The books hold clue to overall well-being and all that goes with it in work life and other life.

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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 this quest and share their discoveries and findings through these columns?*

NH ATTHREYA Editor

FOR  
BHARAT DARSHAN  
TOO

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Dr. N.H. Atthreya,  
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**HELPING PEOPLE TO STAND TALL:** At the Anand Niketan Ashram, Rangpur, Gujarat State, Harivallabh Parikh ("Bhaji" for the 25,00,000 inhabitants of Gujarat tribal belt) has wrought a minor (major?) miracle. Two features are the alternative judicial system with a Gandhian touch and the improved quality of life.

"When Harivallabh Parikh ventured first into the region, people there did not know "who Nehru or even Gandhi was." Now they know even who Mikhail Gorbachev is and what he is doing. The area had not seen outsiders except those who lent money and appropriated the tribals' land. When the victims went to the police to complain, they often saw the officials sipping tea with the sahuakar.

The tribals' world was limited to the land "up to the hills." From beyond them came the bad men. People had been burnt alive for asking a moneylender what interest he charged. An outsider could walk away with a tribal's wife with impunity."

All that is no longer, thanks to one man's passionate compassion. (1)

**A SOCIAL EXPERIMENT:** Village: Karuppur (Near Thiruvayr) State: Tamilnadu. Achievers: A small group of young men. Moving spirit: Sri Mayappan (36). Sample achievements: Drinking water for the village on self help basis; public tanks brought to life; tree plantation on a big scale; broadcast of inspiring ideas through the public system. (2)

**RESOURCEFUL WORK:** At Chettipatti, a few miles off Salem (Tamilnadu State) functions the Leprosy Rural Relief Centre set up and run by a German lady since 1962. The centre has helped to cure over 7500 leper patients in the past few years. It has established eight rehabilitation centres all functioning admirably well. The full time and part time workers from India (like Dr. Sankari) and Germany (like Mr. Gerard Fisher) do proud to the human race. (3)

**A CONFERENCE TO CONSIDER:** The World Future Society Annual Conference this year has the theme **Business and Future: Planning to Survive and Progress Through the 90s.** September 11 - 13 are the dates and the location is New York. Registration before May 15 is \$745 for members and membership fee is \$30.00. Address of World Future Society: 4916 Saint Elmo Avenue, Bethesda, MD 20814. Fax: 301/951 0394.

*For further details, please refer:*

1. Source: Frontline (fortnightly from Madras - "The Hindu" group) Dec. 8-21-1990.
2. Source: Tughlak, Tamil Fortnightly from Madras Dated 1 January 1991.
3. Source: Rotarian PV Purushothaman 115 Omalur Road Salem 636 007.

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## WHY EMPLOYEES DON'T DO WHAT THEY'RE SUPPOSED TO DO

By Ferdinand F. Fournies  
Published by TAB Books Inc., U.S.A.

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"Most employees do what they're supposed to do, most of the time. But what about when they don't? We investigated 20,000 managers over a 15 years study, and found that in **most cases**: A) The manager did something wrong to or for the employees; or B) the manager failed to do something right. Fortunately, we also discovered that there are effective interventions any manager can use to head off most types of performance lapse. The situations we began with are examples of the most common problem of all:

### They Don't Know What They're Supposed to Do.

#### PREVENTIVE SOLUTIONS

- A) Don't ask your employees if they know what they're supposed to do. They'll say, "yes" and you'll be no wiser. Instead, ask them to tell you what they're supposed to do.
- B) When you describe a job, don't limit yourself to a page; the objective is to describe the job, not save paper.
- C) When assigning work projects, describe all the steps required to reach the goal; then define how the employee will recognize each step's completion.

### They Don't Know How to Do It.

#### PREVENTIVE SOLUTIONS

- A) Choose a single person to train new employees. Send him to a seminar to learn how to teach;
- B) Create a training reference manual for instructors;
- C) In jobs where mistakes are costly, give employees practice in simulations;
- D) Create a trainees' test to measure your teaching.

### There Is No Positive Consequence to Them for Doing It.

If you don't reward the right behavior, it won't recur and increase. Many managers would object, "I pay them to do a job -- why should I compliment them for it, too?" The answer is, "In order to get what you pay for."

#### PREVENTIVE SOLUTIONS

- A) Get out from behind your desk, walk through your company, and "catch someone doing something right":  
I noticed you worked late to finish that report on time. Thanks a lot.....  
"I want to compliment you on your persistence debugging that program. Keep it up--I know you'll succeed....."  
"I notice you've been doing a good job balancing cash and receipts every day. Thanks for your attention to detail."
- B) Don't wait for people to finish projects to deliver rewards; compliment them for doing what will lead to success.

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C) Give tangible rewards, too. They needn't be expensive: a calculator, to someone who does good numerical work; lunch, to someone who works hard to meet deadlines.

**They're Punished for Doing What They're Supposed to Do.** Research shows that when people do things that are followed by punishment, they tend to do those things less. Is good work rewarded this way in your office?

#### PREVENTIVE SOLUTIONS

A) When employees contact you voluntarily for help, don't use the occasion to chew them out for something else. Save that for later. Rather, thank them for coming to you and improving teamwork at the company.

B) Keep a record of your interactions with employees, classifying each as positive or negative. Keep at least 50 percent of all your interactions with a worker positive or neutral.

C) When employees do difficult work well, reward them with time off before giving them more difficult work.

D) Eliminate sarcasm and sniping from your workplace -- especially when it's directed at workers doing what they're supposed to do. And if an employee puts out extra effort, compliment him - in private, if necessary.

**Personal Problems.** Most managers don't know how to talk about employees' personal problems that are affecting performance--much less deal with them.

#### PREVENTIVE SOLUTIONS

A) Keep in mind that at least half of employees' personal problems that seem to cause nonperformance only do so because management allows them to do so.

B) Freely excuse employees for personal appointments with lawyers, dentists, teachers at school, and so on. Just ask them to give you advance notice and make up the time.

C) Respond instantly to an employee's emergency, such as a death or serious illness in the family: organize help and cover for him yourself, if necessary.

D) For persistent poor performance due to emotional problems (which may be caused by anything from family arguments and alcohol to an unsatisfied book maker):

# Discuss the problem with the employee, and direct him to appropriate sources of help;

# If the problem persists, explain that there are really two problems: a personal problem and a work problem;

# Ask for the employee's help in solving the work problem quickly---even though the personal problem may be with him for some time.

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I, N.H. Atthreya, hereby declare that the particulars given above are true to the best of my knowledge and belief.

Dated 6 March 1991

(Sd.) N.H. Atthreya  
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