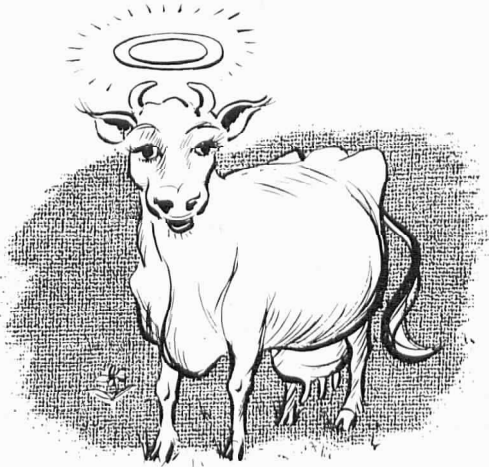


Parable Of Mr. Big, The Untouchable

WALTER E. ELLIOTT



CHAPTER I

Mr. Big, with a fried egg hanging from each ear and a banana peel covering the part in his hair, walked into the office of Ivory Tower Doc, industrial psychologist. Brushing past the receptionist with not so much as a "don't mind me," he burst into the Doc's office saying, "Doc, I came in to see you about my stupid employees!"

He discounted the spark of irritation in the doctor's eye, since psychologists are a queer breed of people anyway, even though they might have a few right answers now and then. What Mr. Big couldn't stand was the look of irritation in his employees' eyes when

THEY looked at him . . . HE who was going all-out just to get a job done!

"Doc, I want you to come out to my plant and give the guys below me some of your tests. I want to know which of the more stupid ones I should fire."

So Ivory Tower Doc, knowing which side of his bread the butter was on, threw some papers in a bag, polished up his Phi Beta Kappa key, and toddled after Mr. Big. He was quite delighted to pick up a fat check for proving to Mr. Big what he already was sure he knew.

Of course, at the time, Doc wasn't too sure on which ones Mr. Big wanted a good or bad report. After all, some of

WALTER E. ELLIOTT operates the consulting organization, Walter E. Elliott Associates, Cincinnati, Ohio. His program supplies the missing link which enables the Training Director to reach those above and on his same level who are "beyond criticism," yet who unwittingly short-circuit the very climate he is seeking to reach through the human relations training at the foremen level. Elliott has been doing this service since 1946. Prior to this he operated his own manufacturing business.

the men might be his in-laws. So in his reports, he threw in a few extra paragraphs to keep himself off the spot, as it were. One chap who looked like the "spittin" image of the old man gave him particular concern. So, in his summary evaluation he reported: "He is able to engage in abstract kinds of mental activity, but at times over-extends himself. Inner resources as a means of further advancement are indicated, but not readily available. A good deal of energy is being used in dealing with an inner conflict, but it seems transitory. Stress tolerance is good, but there are minor depressive features that are not considered to be significant."

Doc was immensely pleased with the way he skirted that one!

CHAPTER II

Back in his office, Doc was reviewing the remarks made to him by a dozen of Mr. Big's key employees whom he had interviewed before giving them his tests. Then he began to rummage through all the test papers. Suddenly he began to notice the items on which the entire group had made low scores.

"Mighty funny," mused Doc, "how Mr. Big could have selected so many people out of the same barrel. The whole kit and kaboodle scored low on self confidence, fear, and insecurity. No one seems to have the guts to stand up on his two hind legs and think for himself. Even those with high aptitude scores seem to be 'yes' men!"

CHAPTER III

Doc's secretary came in and announced that Mr. Big's Production Superintendent was in the outer office. "Show him in," said Doc, getting up off his couch.

The man entered with an apology, saying, "Doc, I couldn't talk with you about what was really on my mind when I took your tests last month. I was afraid I might get fired. Well, now that I *am* fired, maybe we can talk."

So for over an hour, he talked. He told Doc that the men Doc had tested were only those who had been more afraid of trying to get another job than they were of what Mr. Big dished out. All the others had quit long ago. Because he ran a one-man show, Mr. Big wouldn't bother with any of this modern management stuff such as delegating authority and making his men feel a part of the team. That's why the present foremen were all left handers and former used-car salesmen. Even the workers shied away from offers to move up since they made more than foremen when overtime was available. That was why quality and production had dropped and why 38% of the factory employees had quit last year. He talked about a lot of other things too, that Doc thought existed only back before the industrial revolution.

CHAPTER IV

Ivory Tower Doc visited his psychiatrist today. He couldn't put his finger on why, but he had been having a lot of migraine headaches lately. All he knew was that they had begun shortly after he had started testing for all the Mr. Bigs in industry.

"Guilt feelings," said the psychiatrist. "It seems you lack the intestinal fortitude to make a choice between what authority wants you to tell them and what you know you should tell them."

The verdict had a familiar ring to Doc. "Come to think of it, that was the

thing I have been telling Mr. Big about all of *his* men," he recalled.

Then the psychiatrist drove in the final nail by asking Doc, "How many bucks have you taken from those who hire your services without telling them they had better get their own 'heads shrunk' as well as those under them?"

That stumped Doc, for he knew he couldn't get any business if he so much as hinted to Mr. Big that *he* might be the real source of the problems he saw in the men below him. For, after all, *he* had ARRIVED.

CHAPTER V

Doc is a new man today. For the past six months he's been going to his own "head shrinker" in order to get his own batteries recharged. Yesterday, he went back to see Mr. Big who by now, had a whole new group of left handers. Believe it or not, Doc got up enough gumption to get Mr. Big to take his tests! Of course, he couldn't come right out and tell him he needed them. Instead, he told him he just wanted him to get the "feel" of the tests so he could better interpret future test results on others he might test. Mr. Big went along with the gag.

CHAPTER VI

It took more nerve than Doc even knew he had to show Mr. Big that it was his own feelings of insecurity that were at the root of his employee problem. He showed Mr. Big why it was that no one could have any more confidence in others than the degree to which he had confidence in himself . . . that his terrific drive which had carried him to the top had been motivated by

desires to "prove something" rather than from a deep inner faith within himself . . . that everyone had such feelings, but he had been made to feel ashamed of them and thus repressed them. He kept Mr. Big from throwing a fit by showing him that he had scored at the highest percentile in intelligence and know-how.

He then went on to show Mr. Big how he could throw off the effects of having been made to feel more wrong than right since he was knee high to a duck. Doc showed him that when he didn't do it this way, his feelings only went underground and made him appear tyrannical to others when the steam in his stopped-up tea-kettle suddenly let loose.

CHAPTER VII

Former Mr. Big can't get over the great change for the better that has come about. The left handers are now using their right hands and everyone else has suddenly become much more intelligent! They are taking responsibility on their own so much that former Mr. Big doesn't feel he has to hover over them like an old mother hen anymore. Those who used to come into management meetings with a chip on their shoulder or a "yes man" attitude seem to have a more friendly look in their eye.

Former Mr. Big doesn't see any change in himself . . . it's the others who have suddenly changed for no reason at all! He still thinks Doc is a little cracked for suggesting he was the problem, but what the heck, let him go on thinking he is an expert. After all, experts are just those who make a lot of mistakes, but are never in doubt!

How To Succeed At Studying

DAVID V. LEWIS

When he was 93, Michelangelo raised his hands to heaven and said: "Thank God I can still learn."

The versatile Italian artist expressed an idea we know well today: Learning—thus studying—is a life-long proposition.

Ask any successful business or professional man. Odds are he'll tell you he has to study routinely to keep abreast of trends.

Doctor, lawyer, merchant, chief, teacher, preacher, and of course all students, are finding it increasingly difficult to keep posted on our ever-changing universe.

No doubt, the ability to study efficiently is a tremendous asset.

But according to the best calculated guesstimations, only about 1 of 50 adults study very efficiently.

Even the study habits of many high school and college students obviously leave much to be desired. This, despite the aid offered by modern psychology.

Fortunately, almost anyone can learn to study more efficiently—regardless of age. At least, that's the consensus of most of the students who take my Me-

memory Course—sponsored by The Adult Education Program.

The laws of memory and the laws of learning have been around for centuries. They aren't likely to be repealed in the near future.

It's all in knowing how to use them.

Many students of average intelligence have, by developing effective study habits, surpassed their brainier brethren who stumble along helter-skelter at half throttle.

Here, then, are 11 study tips which can put you on the road to more productive studying:

1. *Get in the Study Habit*—Educators tell us that most knowledge is caught, not taught. And you can't catch much of anything unless you're in a receptive mood for learning.

Make sure you're mentally geared to the task—and that the environment is conducive to studying.

Is the lighting okay? How about the room temperature? Do you have paper, pen, dictionary, and other study aids near at hand? What about your chair? (You'll want it to be comfortable, but not so plush that you'll *over-relax*).

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May sound trivial. But it's often the little things that interfere with concentration—thus learning.

University surveys consistently reveal that the most successful students have developed routine study habits by the time they're ready for higher education. Most of them set aside a certain time of the day for study—and stick to it.

Contrary to the popular notion, many professional writers—even the great Hemingway—buckle down to the routine job of pouring out copy from 9 to 5. And most of them will tell you that writing is probably more perspiration than inspiration.

So is studying.

Once you develop effective study habits, use them regularly. Allow few, if any, exceptions to the habit; and eliminate ineffective methods before they become a part of the habit pattern.

2. *Read Wisely and Well*—Always try to read with a purpose. Never just to kill time or “get through an assignment.”

Many executives and professional people spend at least a third of their time wading through a daily avalanche of mail, trade magazines, and company directives.

Pathetically, many plod along at less than an average of 250 words per minute—with only fair to poor comprehension. Most college and high school students, despite their student status, don't do much better.

The fact is, poor reading habits have kept many a promising young man from climbing the executive ladder—and many a school-going youngster from reaching his full potential.

As a result, developmental reading programs are finding their way into the

curriculum of many colleges. And a number of major industries and businesses—like General Motors and General Connecticut Insurance Company—have set up reading programs for their management people.

What are the steps to better reading? Briefly, this:

First, *review* your progress. Spend a few minutes recalling what you learned recently about the subject. If studying a lesson, what points did you cover in your previous assignment? Give your mind free rein. If you can't remember, look it up.

Step two is to *preview* your new material. Scan the piece quickly. Look for the main idea of what you're to read. Study the main headings, charts, and other topical suggestions. This enables you to “get the hang of it.” Then when you read “for keeps” you'll know where to speed up, where to go slow.

3. *Concentrate Fully*—Samuel Johnson said: “The art of memory is the art of attention.”

Even the Grade-A Genius has difficulty doing two things efficiently at the same time.

Still, altogether too many kids insist on mixing “Wagon Train” and “Gun for Hire” with English Literature and Algebra.

The result is a half-shot education.

Stick to your studies only, educators say, if you really want to learn.

Psychologists tell us that the human mind can concentrate fully on one subject for only a few seconds. And though we may concentrate on a series of related subjects for a longer period, individual concentration spans will vary from 10 minutes to several hours.

What is your concentration span? Time yourself during your next few reading assignments. If you habitually start wool-gathering after, say 30 minutes, it's time to take a break.

This gives you a chance to rest and reminisce—in itself an effective memory technique.

Then, mentally gassed up, you're ready to go again.

Needless to say, you'll need a quiet study area. If possible (and it seldom is) place your study area "off limits" to even the spouse and kiddies.

4. *Take Notes*—Whether you jot down bits of information on a note pad, or make notations in the margin, take notes. Note-taking is important to efficient studying.

But, be discriminating. There's no virtue in taking down everything you read, or hear. In fact, this may actually tend to sidetrack your chain of thought.

Most efficient readers take notes on two types of information: (1) important facts, such as historical dates, definitions, and so forth; and (2) those points which summarize the main ideas.

After you've finished your reading, put the notes in a regular note book.

This helps in several ways. It helps you to organize the material into a logical system of thought. And it provides the all-important review while the facts are still fresh in mind.

Tests prove conclusively that most forgetting occurs in the first few hours after studying. A review during this period will result in better retention.

5. *Use Visualization and Association*—Some writers are adept at drawing "word pictures."

The words they use create an image of an idea in your mind's eye. And any time you "see" an idea, you very likely will understand and remember it. Aristotle came to this conclusion some 2200 years ago.

Unfortunately, many business and professional people write in the stilted jargon of their profession.

This means that the reader must reduce this pedantic prose into words or symbols that will *give him the picture*. It often requires real digging.

And the more vivid you make the picture, the better your chances of remembering it.

Association is a must.

Everything we learn is related in some way to something that we already know. People with exceptional memories have developed this art of association to a high degree.

In studying, relate new information not only to the previous lesson, but to any other information you may have on the subject.

Remember, association is the basis for all remembering.

The association should be a logical one. But don't feel squeamish about using an artificial association. About three out of four people, for example, use the little ditty, "Thirty days hath September . . ." to recall the number of days each month has.

6. *Slant Your Study*—If you're learning a speech, rehearse it exactly as you plan to give it, gestures and all.

If possible, rehearse in the same room you're to give it in. Psychologists say the very sight of the room will help you remember the speech as you learned it.

At school, if you're studying for an essay-type test, make it a point to summarize main ideas *aloud*. If it's to be a multiple choice quiz, pay more attention to detail.

7. *Space Your Study*—Don't scan a book or try to digest a quarterly report the night before a final exam or important business conference—and expect to retain any appreciable amount of the information.

Psychologists have proved that cramming is the arch enemy of retention.

Ideally, six hours of study should be spaced over six nights—one hour a night. If possible, always avoid the six-hour evening of coffee and cramming.

Spacing permits "jelling" of ideas. It gives you a chance to make logical associations between one lesson and another.

The crammer can, and usually does, learn enough to pass a test. But in most cases, he'll have forgotten most of what he learned a week later.

8. *Study at Night Before Going to Bed*—The German Psychologist Jost concluded that the best time for studying is at night—just before going to bed.

This way, the new ideas have a chance to take root in your "memory bank"—the subconscious mind.

Let's assume, for example, that you are to deliver a speech tomorrow. If you study and rehearse before retiring, there's a tendency for the speech to *take form* in your subconscious.

Figuratively, your subconscious rehearses the speech for you while you sleep.

But, Jost concluded, it's important that nothing intrude between your late study and your trip to dreamland.

The youngster who studies, then takes in a late TV western, is likely to find cowboys and Indians patrolling his nocturnal thoughts.

This idea is based on an old psychological finding—the Law of Recency. The law states simply that new thoughts tend to crowd out older thoughts. Psychologists give this tendency the fancy name of "retroactive inhibition."

9. *Overlearn*—Practice still makes perfect.

Repetition is still the root of remembering.

The things we overlearn, like swimming and dancing, are rarely forgotten.

The things we barely learn, whether it be a name or fact, are rarely remembered.

Learning permanently requires going that extra mile, simply reviewing the material till you're sure you know it. Then you must *use* it, preferably in conversation.

This may explain, in part, the amazing memory for detail possessed by some of the TV quiz-show phenoms.

Many of them, like Charles Van Doren, came from highly educated families. In such an atmosphere, intellectual matters are discussed freely.

Talking about it helps you remember it permanently.

10. *Recognize Individual Differences*—Indications are that no two people think or study exactly alike.

The most successful students are those who evolve their own study style—and stick to it.

But, as in golf or tennis, it might be a good idea to learn the fundamentals before doing it your own special way.

Professional writers take liberties only after they have mastered the fundamentals.

And be sure to set your own pace.

The Phi Beta Kappa may study productively five hours a day. But let's face it. Our capacity may be considerably less.

11. *Try, Try Again*—Finally, remember that perseverance pays off.

Your grade-school teacher gave you a good tip when she said, "If at first you don't succeed—try, try, again."

Psychologists tell us that we often reach plateaus of learning—points at

which we apparently make no headway.

Nearly always, these plateaus are temporary. We're stymied because we're temporarily tired or distracted. Or maybe something else is grabbing our attention.

Once you realize that these imagined barriers are temporary, you can attack them with renewed vigor after an interval of rest.

These study tips, blended with your own special techniques, will soon make your study periods more fruitful.

And quite possibly, even more enjoyable.

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S/John M. Skelly, *Business Manager*

Sworn to and subscribed before me this 15th day of September, 1958.

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Rosemary A. McGuine, *Notary Public*

(My Commission expires December 5, 1960.)