

Developing the Will to Do in People

A resume of the presentation by
Dr. Arthur Secord, Supervisor of
Adult Education, Brooklyn College,
at the Philadelphia Training Directors
Society meeting, December 14,
1950.

We might well have titled this evening's talk "How to Tell the Boys What You Know." And the prerequisite for best doing this job is aptly expressed in the following quotation from Mahatma Gandhi: "God himself dare not appear to a hungry man except in the form of bread."

There are five elements involved in telling the other fellow what you know.

1. You must use and *speak the other fellow's language* or no communication takes place. When you are talking to people it is necessary to use a language that means something to the other fellow; it doesn't matter what it means to you. Communication is dependent not so much on what is said, but upon what is heard.
2. When you are talking to a man in a conference or a speech, develop *not more than one point*. If you call a meeting there must be a reason for it, and it should be for one reason that can be stated simply. Work with one point at a time.
3. When you have decided upon the one point, you must then *dramatize it* with an example to make the point clear. And when you go to a group or an individual with a point, ask yourself: "what is the difference?" Picayune points are a wart on the wheels of progress.
4. When you are talking to anyone for the purpose of correcting something, *never use all criticism*. Unlike Dale Carnegie, I believe when you are going to criticize, talk courteously, tactfully and man-to-man around the point of criticism. Then praise the man. But don't praise him and then kick him in the teeth. Let him have the criticism first, followed by honest praise. Don't pat him on the back, while you are feeling for a soft spot to knife him. It may often be difficult to find a point to praise, but you must dig deep enough to find that point.
5. You must *use tact*, which may be defined as the ability to let the other fellow have your way. There are many ways to be tactful. Call a person by his name, not "Mac," "Bub," "Hey, you," etc. Find out what the person wants to be called; and remember that people prefer to be addressed as informally as the general situation warrants. Sometimes tact involves only vocabulary. For example, the use of the words "eye protection" instead of goggles, or "industrial injuries" instead of industrial accidents. Safety shoes are for preventing

injuries in case of accidents, not to prevent accidents. There are many other ways. Someone puts a question to you out in the shop. Make it your practice to never answer any question until you know what is asked. This is fundamental courtesy. Sometimes you know what was asked, but you do not know why. Never try to handle a shop grievance until you know the what and why of that grievance. If you know *why* the fellow is sore, you can do an intelligent job.

Let me summarize. In communicating or telling the boys what you know there are five musts: (1) Speak the other fellow's language, use terms he understands and he will react to you; (2) Never try to sell more than one point at a time; (3) Dramatize that point; (4) Never all criticism; and (5) Use tact, practice adaptability, be courteous.

The things that bring deepest contentment are the human efforts to achieve cooperation with our fellows. Robert Louis Stevenson in *El Dorado*, wrote this: ". . . to travel hopefully is a better thing than to arrive, and the true success is to labour."

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The supervisor must be competent to deal with the **WHOLE MAN**, and not just his productive skills. This calls for a teaching type of supervision in which the repressive technics of the policeman are replaced by the creative approach of the teacher. The teacher-supervisor will help his people understand the place of his company in the economic and social life of his country and the world. What does his company and, therefore, his job contribute to the general welfare? How does it bring human satisfactions to other people? How is its product or services related to large current issues such as world peace, public health, national stability, civic beauty, etc.?

This is meeting the problem of job satisfaction by developing the significance of the job. It can be done in group meetings, through motion pictures, posters, articles, and all media of communications. However, after all these have played their part, the supervisor must underscore and make their message real in the daily instruction on the job. He must bring the specific application, make the recognition, and engender the team spirit which identifies the worker and the social values on the job.

The supervisor is also the key to the direct attack on the problem of job satisfaction—the actual enrichment of the job. There are four types of job enrichment.

First, the worker may be taught the place of his operation in making the

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