



教育 / 組織管理的五項準則

Five Rules for Education and Management

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IN THE BUDDHA HALL AT THE CITY OF TEN THOUSAND BUDDHAS

三星期前，尹達偉居士在佛殿與各位分享他最近爲了充實自己，做男生宿舍舍監而讀的一本書，書名是〈做有效率的父母親〉。作者曾任教於高中二十七年，也是美國足球史上最年輕、得獎最多的一位四分衛球員的父親。因爲他近三十年的老師暨父親的雙重身分，書中提出的五項做有效率的父母親的準則，對老師也一樣的實用。事實上，這五項準則在任何組織的管理上也是很實用的。

今天我想就來談這五項準則的運用：

1. 清楚的告訴孩子 / 學生 / 員工您想要他們做的是什麼：我們能確實、明白的說明要他們做的是什麼時，他們照要求去做的機率會大增。這似乎是理所當然的事。但爲什麼我們總聽到做父母的大聲叫孩子們不要吵架，而不是以很平靜的聲音告訴孩子該如何相處？做父母的非但沒有清楚明白的告訴孩子該怎麼樣做，他們的大聲命令聽起來不是也和吵架一樣嗎？孩子們自然也就覺得吵架沒什麼不對，成語說「言教不如身教」就是這意思。

有些老師無法明白，學生爲什麼上課聊天或做其他科目的功課，而且屢說不聽。請問這位老師除了告訴學生不要做什麼，他清楚明白的告訴學生要他們做什麼了嗎？本書作者在每學期的第一堂課就清楚明白的告訴學生，他的教室規矩只有兩

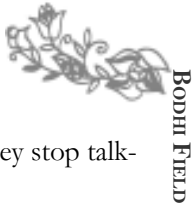
About three weeks ago, David Yin shared with you a book he read on parenting to better equip himself for the role of a Boys School dorm teacher. The title of the book is *Parenting with Dignity*. The author of the book was a 27-year veteran high school teacher as well as the proud father of the youngest and most awarded quarterback in U.S. football history. Because of his experiences as both a parent and a school teacher for nearly 30 years, the five rules for parents he presented in the book could very well be suited for use in the classroom. As a matter of fact, these five rules could also be very useful in management.

Today, I would like to take this opportunity to share with you how these five rules could be used in various environments.

Rule One: Tell Your Kids What You Want Them to Do!

We drastically increase the chances of getting a child to do what we want them to do if we actually tell them what it is! It sounds like common sense. However, why do we hear parents yelling at children to stop fighting all the time rather than telling them in a calm voice how to treat each other nicely? Parents tend to yell at their children without telling them what they want them to do, but their yelling is no better than their children's fighting. Why do we think children will stop fighting when adults yell at them? That's why the saying, "Your behavior speaks so loud that I cannot hear what you are saying," makes so much sense.

Some teachers have a hard time understanding why students keep chatting or doing homework for other classes in their class, regardless of how many times they remind them to stop. The question is, why does the teacher keep telling students to stop doing something rather than telling them exactly what he/she wants them to do? The author of the book tells his students in the first class of every semester that there are only two rules in his classroom. Rule No. 1: *When I talk, you listen.* Rule No. 2: *When I say get to work, you get to work* (on this subject only). Now the students are very clear about the behavior



條。第一條是老師在講課或同學在發言時，所有其他同學必須聚精會神的聽，絕對不准說話。第二條是這是歷史課，老師要學生作習題時，想做其他科目功課的學生請離開這教室。這樣一來，學生很清楚老師的要求是什麼，自然不會上課聊天或做其他科目的功課了。

同樣的，一位主管把工作內容與要達到的目標描述得越詳細時，員工的工作效率與質量會越高，因為有了這些詳細的訊息，當遇到問題時，員工可以獨立的做好的選擇，而不必大小事都得請示，耽誤許多寶貴的時間。換句話說，善於授權的主管效率高，因為他動員了整個團隊的力量。聚集了整個團隊中每個人的專長、經驗、創造力，一定遠勝於任何個人的力量。相反的，在處處都掌控、事必躬親的主管手下，只有一個命令一個動作的部署，這種團隊的文化往往是少做少錯、不做不錯，工作效率一定很低。

2. 以事論事、避免人身攻擊：這項準則是父母 / 老師 / 主管是否能有效率的使孩子 / 學生 / 員工照要求去做的先決條件。許多父母爲了要教孩子養成整潔的好習慣，常常不停的嘮叨要孩子把房間理乾淨。屢說不聽，生氣之餘，他們往往就罵孩子是大懶蟲（變成人身攻擊），同時忍不住開始替孩子整理房間！其實往往孩子對真有興趣的事很勤快，一點也不懶；反正父母會打理，自己何必麻煩？能不做就不做！如果父母想要孩子自己把房間理乾淨，一定要耐心的解釋爲什麼養成整潔的好習慣是很重要的，而且只要方法對，一點也不困難。當孩子明白其中的道理時，會比較願意照父母的要求去做。其實天下無懶人，只有未被啓發的人。

在教室裡也如是，常常有老師因爲學生習題錯了許多，就問：「你怎麼這麼笨？」其實，學生程度通常是老師教課質量的寫照，如果學生成績不好很可能是因爲老師還未找到激勵學生的教法。所以，**天下無笨人，只有未被啓發的人。**

their teacher expects from them, and as a result, they stop talking or working on other subjects during class.

Similarly, the more a supervisor can give his employee a detailed goal and description for the task at hand, the higher the employee's productivity and quality of work will be. The reason is, with all the information on hand, when encountering any problems, workers will be able to make independent and wise decisions on their own, rather than having to go ask the boss for every little problem which would take a lot of time and delay things. In other words, when the boss knows how to delegate, the overall productivity increases because the whole team is motivated and empowered. When we are able to utilize the expertise, experience, and creativity of many people, the productivity and quality of work will definitely be much higher than that of any one individual. On the other hand, if the boss is an autocrat who makes all the decisions, then all the subordinates are only robots. In such an environment, everyone will do as little as possible in order to avoid mistakes and blame. For this reason, the overall productivity will definitely be low.

Rule Two: Criticize the Performance, Not the Person

This rule determines whether parents/teachers/supervisors can get kids/students/workers to do what they want them to do. Many parents nag at their kids endlessly trying to get them to tidy up their rooms. When nagging yields no results, they get angry and start criticizing the kids for being lazy while tidying up the rooms themselves. Often they find that their kids are not lazy at all when they are truly interested in something. Now, since the parents will eventually tidy up their rooms for them, why should the kids bother to do it? How can parents get their kids to tidy up their own room? They must clearly and patiently explain to them why it is important to develop such a good habit, and explain that when they know how to do it right, that it's not hard at all. When kids understand the reasons behind the requests, it's much more likely that they will accept them. Thus there are really no lazy people, there are only uninspired people.

It's the same in the classroom. Often when a student repeatedly makes mistakes, the teacher begins to ask, "Why are you so dumb?" Actually, the quality of students' work usually reflects the quality of the teacher's teaching. If students do poorly, it is most likely due to the fact that the teacher has not yet found a way to encourage students to learn. For this reason, there are really no dumb people, there are only uninspired people.

It's the same in the work place. If the boss is quick to criticize and yell every time things do not turn out as expected, then



在職場上也如是，主管如果每次看到不如期望的事就大聲批評、破口大罵，動了情緒以後，很自然的會開始人身攻擊；被罵的人也會很生氣。大家都在生氣的狀況下，是不可能作有效率的溝通討論的。因此除了惹得大家都生氣外，主管想要改善的目的完全無法達到。

3. 重複、重複、再重複：我們學習任何東西都必須重複的練習才學得會。要孩子養成一個新習慣或遵守一項新規則時，千萬別以為說一次他們就學會了或記得了，要常常提醒；如果他們聽不懂或記不得，就要用其他方法來說，到他們聽進去為止。但絕對不能嘮叨或責罵，否則他們只會反抗或相應不理，無法收到我們想要的效果。在職場上，如果主管能耐心的培訓員工，給予充分的學習時間，開頭似乎很費時，一旦員工得心應手了，終究會事半功倍的。

4. 每個人對自己的評價才是真正起作用的：我們必須有效地引導孩子 / 學生 / 員工對自己有一個正向的、有建設性的評價。在開始了解正向引導的重要性時，我們或許會用正向的方式來與孩子 / 學生 / 員工溝通。但往往因為在他們的腦海裡已儲存了許多對自己負向的評價，所以雖然聽到正向稱讚，他們卻在自我否定，而這自我否定才是真正起作用的，它完全抹殺了我們的讚語。

如何使他們在腦海裡存入對自己正面的評價？第一，我們要細心的觀察與聆聽，就不難了解他們對自己有何種評價。例如，父母對孩子說：「我知道你會自己穿衣服的。」孩子可能立刻回說：「我不會穿。」父母就知道孩子對自己穿衣服沒有信心，此時如果父母繼續重複：「我知道你會的。」是不管用的，因為孩子對自己的評價才真正算數。所以父母必須設法建立孩子的信心，例如坐在孩子身邊，鼓勵他自己穿襪子，等孩子穿好，立刻問他：「哇！你完成了什麼？」孩子答：「我穿好襪子。」你說：「要不要告訴

the person being criticized or yelled at gets angry too. When everybody is angry, no real communication or discussion can happen, and hence no improvement will be possible. The only consequences will be that everybody is angry, and productivity practically disappears.

Rule Three: Don't Assume They Learned It: Repeat It!

Almost everyone knows that repetition is fundamental to any learning experience. But when we begin teaching our children, we seem to forget that fact! Rule 3 aims to correct that oversight. When we want children to develop a new habit or to abide by a new rule, don't assume that since we told them once, they have learned it or will remember it. We need to repeat it for them many times, and if they still don't seem to get it, then we need to tell them in a different way until they get it. However, we should refrain from nagging them or scolding them if they fail to understand, because otherwise they will either rebel or ignore us, and then we will not get what we want. In the work place, the boss should patiently train the workers and give them sufficient time to learn. It may seem to take a lot of time at the beginning, but once the workers are well trained, the productivity will drastically increase in the long run.

Rule Four: What They Say to Themselves Is What Counts

We must effectively guide kids/students/workers to develop a positive and constructive self-worth. When we begin to understand the power and importance of positive guidance, we may decide to communicate positively with our kids/students/workers. However, oftentimes since they have already stored a lot of negativity about themselves in their minds, when we say something positive to them, they are uttering something negative to themselves. Whatever they are uttering to themselves is what counts and thus totally negates whatever positive comments we made.

How can we get positive messages into their heads? First of all, we must observe and listen attentively. When we do that, it's not hard to see what they are saying to themselves. For example, when we say something encouraging to them like, "I know that you can dress yourself," the child may immediately respond, "No, I can't." At that time we know that the child has no confidence in dressing himself, and it does little good to ignore the statement and answer with something like, "Oh, yes you can." Because, every time we tell him he can and he says he can't, what he says to himself, counts. So what the parent should do would be to try to build his confidence about dressing himself. The parent may sit with the child and have him put on a pair of socks. Here is the critical step: Ask him to tell you what he just did. It might sound like this:

"Wow, what did you just do?"

"I put my socks on."



爸爸你做了什麼？」孩子開心的說：「爸爸，我自己穿好襪子！」這樣的練習會大大增加孩子的信心，有了信心，孩子以後就會由退縮不前變成勇於嘗試了。成人員工也一樣，想提高他們的效率與品質，必須正向地引導，培養他們的信心，讓他們發揮潛能。

5. 不間斷的傳送關愛的訊息：人是一種群居的動物，團體歸屬感是種共同的需要，相互的關愛與支持是使每個人開心、健康、有效率必要的條件，孩子們也不例外。當孩子有了關愛的滋潤，自尊心與自信心會日益茁壯，成爲一個獨立自主、自動自發、負責任的人。相反的，一個缺乏關愛滋潤的孩子，多半成爲一個自暴自棄、爲非作歹、不上進的孩子。爲人父母或老師要如何使孩子感受到被關愛？雖然用言語告訴他們是很重要的（本書作者直到三十六歲時才體會到他父親原來一直是很愛他的，因爲他父親雖爲孩子們做了很大的犧牲、督促他們上進，就是從來沒說過「我愛你」），但光嘴說是不夠的，一定要用行動來表現、與孩子一起共度時光。現代父母都很忙，無暇與孩子共處，因此就以物質來補償，有求必應，不但養成孩子不知感恩惜福的習氣，也仍覺得欠缺父母的關愛。特別是家庭破碎時，孩子更覺失落。無怪乎現在雖然醫學發達，可是各種疾病患者的平均年齡一直往下降。因此現在的學校必須擔起一些關愛的任務，讓渴望愛的下一代能有較正常的成長。

在職場上，員工也需要主管與同事的關懷，堅固的團隊精神是非常重要的。若在工作環境中，主管以掌控、批判的方式對待員工，同事間惡性的競爭，相互排斥，這個機構一定怨言滿天飛，工作效率低。一個團隊是爲共同的目標而努力，分工合作、互相支持、氣份和諧，自然工作效率高。

由上看來，顯而易見這五項準則，確實可用於家庭、教室與職場。當我們能運用自如時，不論在哪裡，都能建立良好關係，高的工作效率。阿彌陀佛！

“Wow, can you tell dad what you just did?”

“Daddy, I just put my socks on all by myself.”

Such practice will build the child's confidence. With confidence, the child will dare to experience new things rather than being timid.

It's the same with adult workers. We give them positive guidance and help build their confidence so they will reach their potentials.

Rule Five: Send a Constant Message of Love

Human beings are not meant to live in isolation. We all need to belong to something bigger than ourselves. Mutual caring and support is fundamental to our health, joy and productivity. It's the same for children. When children are nurtured by love and care, their self-esteem and self-confidence will make them independent and responsible. On the other hand, when a child lacks love and care, they will most likely become depressed, uninterested in learning, and make a lot of trouble everywhere they go. So how can parents and teachers make children feel loved and cared for? Telling them that we love them is certainly important. The author of the book did not realize that his father really loved him until he was 36 years old. Although his father made a lot of sacrifices for his children and pushed them to be good, he never said the three magic words, “I love you” to his children. But just saying “I love you” is certainly not enough. The most important thing is for parents to spend a lot of time with their children. However, in modern times parents are all very busy and not able to spend a lot of time with their children. To overcome their guilty feelings, parents often compensate the lack of time by giving children as many material goods as they want. The result is many ungratified children who yearn for the love and care of their parents. Kids from broken families are especially lost. Is it any wonder why in this modern age, the average age of all kinds of disease keeps on getting lower? For this reason, the only hope for our next generation to have a more normal childhood is for schools to provide some of the love and care children are yearning for.

In the work place, workers also need the care and support from their boss and co-workers, and a strong team spirit is very important. If the boss is an autocrat who micromanages and criticizes the workers and all the co-workers only look out for themselves and compete with one another, then predictably, complaints are everywhere and productivity is at an all-time low. Team spirit emerges when everyone is working toward the same goal and when they complement each other and support each other in the most harmonious way. High productivity will be the sure result.

From the above, it's obvious that these five simple rules are applicable in the family, classroom and workplace. When we have mastered these five rules, regardless of where we are, we will enjoy harmonious relationships and high productivity. Amitabha!