

# THE TOASTMASTER

March 1991



“HAVEN'T WE  
MET BEFORE?”

SPECIAL ISSUE:  
MEETINGS

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## VIEWPOINT



## Lessons from Science Class

Although it has been many years since my university science classes, I still recall some of the instructions I received before each lab experiment. My instructors expounded the importance of entering the laboratory with clear objectives and an open mind. It was important to the success of the experiment that safe, logical and proven procedures were followed, and preconceptions avoided. Often, we worked together in teams of two, three or more to complete a project.

Imagine what would happen if we applied these procedures every time we participated in a meeting? Let's look at meetings—any meeting, not just club-related—from the perspective of a laboratory situation.

Effective listening and sound thinking play a major role in all meetings, from preparation to completion. Like the school lab assignment, we must also prepare for our meetings. Agendas, background material and rules of order are only a small part of the preparation. A positive attitude, open to other ideas, is equally important. Even the location and the individuals selected to participate contribute to the meeting's success. We must support the meeting objective and exercise care in the way we respond. Teamwork, honesty and flexibility with ourselves and others are also crucial to meeting preparation.

Meetings usually have specific objectives. It is our responsibility to examine each hypothesis, select possible solutions and evaluate their feasibility. We must discipline our thought processes to avoid side issues or personal agendas that distract us from the goal of the meeting.

After much preparation, it's time to conduct the experiment. Draw on the fundamental tools you learned in the basic Communication and Leadership Manual and the skills polished in the advanced modules. Be clear, concise and as complete as possible. Too often, meeting participants restate information already presented simply because they feel a need to say something. Self discipline is one of the most valuable assets you can bring to a meeting. It will help you say the right thing at the right time, help the person chairing the meeting keep order and move the meeting forward smoothly. It will also help establish you as a leader in the organization.

These principles apply in both the corporate environment and a volunteer community organization like Toastmasters. Each meeting in its own way is a laboratory. Keep your objectives in sight, keep an open mind, and test all possibilities. Discipline yourself to stay on course and you will find that your meetings are far more productive than they once were.

*"Education is our business."*

— Dr. Ralph C. Smedley

*A. Edward Bick*

A. EDWARD BICK, DTM  
 International President

# CONTENTS

MARCH 1991 • VOLUME 57, NUMBER 3

## Features:

### 5 HOW WELL DO YOU LISTEN?

A good listener is popular everywhere.

*By Charles Dickson, Ph.D.*

### 6 TAKE A GOOD LOOK AT YOURSELF—ON VIDEO!

A videotape of your speech is the most objective evaluator you can find.

*By George Blake*

### 8 HAVEN'T WE MET BEFORE?

How to make meetings meaningful.

*By Lin Gensing*

### 11 CRITERIA FOR USING VISUAL AIDS

They should help the listener, not the speaker.

*By Barry F. Mitsch, DTM*

### 14 GRAPPLING WITH THE GAVEL

Preparation is the key to successful business meetings.

*By Judy Osgood*

### 16 I'M MANAGER, HEAR ME ROAR

This management trainee still needs to learn a point or two about meeting skills.

*By John Cadley*

### 19 PARLIAMENTARY PROCEDURE WITH A TWIST

A lighthearted way to learn Robert's Rules.

*By Gary Bunde*

### 22 DARE TO BE DIFFERENT

Special meetings add zest to the club experience.

*By Sharon Lynn Campbell, ATM*

### 24 WHAT MAKES A TOP TOASTMASTERS CLUB?

Leaders of last year's Top Five clubs reveal how they did it.

*By Thomas Montalbo, DTM*

## Departments:

### 4 LETTERS

### 28 HALL OF FAME

### 31 1991 INTERNATIONAL CONVENTION REGISTRATION FORM

COVER BY BECKY HEAVNER

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## 'CAPTIVATED' BY OCTOBER ISSUE

This may seem strange and impossible, but it's true: I have been a Toastmaster for nearly four years and the October 1990 issue of *The Toastmaster* was the first issue that I have read.

Most of the letters to the editor expressed criticisms. I, however, write to offer congratulations. I found the October issue easy to read and littered with valuable information. In short, it was most captivating.

Once again, congratulations on such a significant accomplishment.

*A. Philip Armbrister  
First Bahamas Branch Club 1600-47  
Nassau, Bahamas*

## DISLIKES MAGAZINE CHANGES

Say it's not too late...please! I just read the October 1990 issue of *The Toastmaster* and I was, well, appalled. The changes in layout, typefaces, the reverse color bars, the fancy rules and display initials all combine to make your fine magazine much less readable. It reminds me of someone who just got a fancy new computer or publishing program and tries out every different style in the package.

I commend your desire to improve. You do a fine job publishing *The Toastmaster* and that effort shows in the quality of the magazine. But this is not an improvement. Please, say it's not too late to return to those thrilling pages of yesteryear!

*Steven Lord, CTM  
Tabor Talkers Club 1342-46  
Morris Plains, New Jersey*

**Editor's Note:** *You're right—the October issue was the first done with desktop publishing. I hope you've found the last few issues more readable.*

## TRAVELING TO EUROPE?

The Continental Council of European Toastmasters will have its conference in Stuttgart, Germany, May 10-12, 1991. We'd love to have guests from abroad attend our conference! For more information, contact:

*Robert Cockburn, CTM  
CCET Chairman  
46 Rue d' Ettlbruck  
L-7590 Biringen, Luxemburg  
Phone: 011/352-327495*

# LETTERS

## WORK STRUCTURE NOW LATERAL

Thanks for the article, "Is it Really Leadership Training?" by James Georges in the October 1990 issue. However, I found Georges' definition of leadership as merely "obtaining followers" a one-dimensional, plain vanilla, archaic perspective.

On the contrary, the whole approach to leadership development is an intricate, multi-faceted process. Georges' approach worked great in the '50s and '60s, but today's work ethic and work environment is totally different. Today's marketplace places a premium on people who are "empowering" their employees by pushing the decision-making process lower and lower into the organization. As a result, we are seeing an increase in the number of self-directed work groups in which each member has "ownership" in a particular process, task, or final product.

By the mid-1990s, there will be an average of 32 candidates for every middle management position. Obviously, everyone can't advance up the corporate ladder anymore. As a matter of fact, with the demise of the hierarchical organization (and therefore, less room at the top for advancement), the latest direction in organizational structure is horizontal in nature. George's outmoded vision of leadership promotes the vertical, hierarchical version where the "leader" develops followers (underlings). Using George's philosophy, the best leader would be the one with the most followers! That type of thinking, at its extreme, had devastating consequences in Europe during the 1930s and 40s.

The key to developing leadership in the future is in moving *laterally* within any organization. People become more valuable to the corporation by having more skills than their job description calls for—not by collecting followers.

*Donn Le Vie Jr.  
Fisher Controls Club 7235-56  
Austin, Texas*

## ENJOYS CONVENTION ON TAPE

Thank you for making available a selection of cassette audiotapes from the 1990 International Convention in Dallas. Through the magic of electronic media, I "attended" the Tom Peters Golden Gavel acceptance speech and Diane Walkowiak's "Speaking for Money."

I have been a Tom Peters fan for several years. I thoroughly enjoyed his unorthodox humor and presentation. Diane Walkowiak's presentation was very timely and helpful. Diane's speech was not only useful to me, but was presented in an entertaining, informative manner. And through the beauty of my cassette recorder, I have "re-visited" her presentation five times.

*Larry Ferguson, CTM  
Emanuel Club 6986-7  
Portland, Oregon*

## NO SPEECH CONTEST 'LOSERS'

I was chagrined by the cover of the December 1990 issue, headlined "The Speech Contest—A Rewarding Challenge. Even if You Lose." I almost threw the magazine in the trash without reading it because of the offensive component "Even if You Lose."

For an organization based on self-motivation and success, "Even if You Lose" is the wrong message. Only inside Thomas Montalbo's article did he state, "There are no losers in speech contests." Regretfully, this important message didn't find its way to the cover.

*Michael Ditkoff, ATM  
Suitland Federal Club 3349-27  
Suitland, Maryland*

## A TOASTMASTERS FAMILY

As you can see from my photo, my two-year-old daughter Samantha is an avid fan of your magazine!

I leave the magazine on our coffee table, and encourage my 10- and 12-year-old children to read it. Many of the articles are beneficial to them in their school work, especially when they need to make oral presentations for book reports or term papers. Little Samantha "follows the leaders" and enjoys looking at the magazine, just like her brother, sister and mom do!

*Elly Brekke, CTM  
FAA Club 3449-1  
Hawthorne, California*

# HOW WELL DO YOU LISTEN?

By Charles Dickson, Ph.D.

"GREAT IDEAS COME THROUGH THE WORLD AS GENTLY AS DOVES. PERHAPS THEN, IF WE LISTEN ATTENTIVELY, WE SHALL HEAR AMID THE UPROAR OF EMPIRES AND NATIONS A FAINT FLUTTER OF WINGS, THE GENTLE STIRRING OF LIFE AND HOPE."

— ALBERT CAMUS

These words are as appropriate today as they were half a century ago when they were first spoken. Listening is mostly an undeveloped skill, but one of the greatest gifts you can give to yourself for your future success and personal well-being.

Studies tell us that 70 to 80 percent of our waking life is spent communicating on some level. Of that, nearly half is spent listening and the other half divided between speaking, reading and writing.

Good listening is a skill that can be learned and improved. Like a musical instrument or sport, it takes practice and dedication. Unlike music or sports, results can be experienced quickly. Even a small effort will bring remarkable results.

How do you listen? With your ears? Your eyes? Your touch? Or do you listen with

your mind on something else, like planning a vacation, worrying about bills, or

maneuvering for a new job? Do you fake attention, allow distractions, daydream, jump to conclusions or tune out? Good listeners are rare—despite the fact that no other skill is more valuable.

To make your communication work, you must "think" communication. As you listen, keep the thought in mind that there is something valuable you are about to learn; a small nugget of information, knowledge or wisdom is about to be revealed. If you sense nothing is happening, start

asking questions. Be an information gatherer. It's the open road to discovery.

Author Rudyard Kipling explained the skill of questioning in these words: "I have six servants. They've taught me all I know. Their names are Who, What, When, Where, Why and How." If you give your attention to these servants, you will realize they have different roles. When your interest leans toward the factual, you will use Who, Where and When. You can push the door to discovery wide open by asking What, Why and How.

You just never know what will happen when you pay attention and listen. And when you are listening, there are things you can do to improve communication. Think about the following: What emotions are you hearing? What is the body broadcasting? Are you looking into a vacant stare? Looking is only part of listening. Do you only hear what you want to hear and forget about the rest? Begin building on your skill by noticing little details. Be a detective. Let your eyes support your ears, if only for the reason that you

"A GOOD LISTENER IS NOT ONLY POPULAR EVERYWHERE, BUT AFTER A WHILE, HE GETS TO KNOW SOMETHING."

— WILSON MIZNER

won't learn if you don't listen. As American writer Wilson Mizner said, "A good listener is not only popular everywhere, but after a while, he gets to know something."

Here are some suggestions for good listening:

- Listen for ideas and concepts.
- Leave judgments for later.
- Paint a mental picture of what you hear.
- Don't panic when there are silences.
- Don't interrupt.

- Motivate people to tell you more.
- Concentrate and evaluate.
- Step into the other person's shoes.
- Don't panic when there are silences.
- Don't respond by changing the subject.

A zoologist was walking with a friend through the streets of a large city when suddenly he stopped and said, "Do you hear a cricket?"

"Of course not," replied his companion. "You could never hear a cricket with all this traffic noise."

"But I hear a cricket," persisted the zoologist and, turning over a stone, he uncovered the insect.

"Did you actually hear that insect chirping above the noise of the street?" asked his friend in astonishment.

The zoologist replied, "I spend my time listening to nature no matter where I am. Everyone hears that for which he is listening."

Good listening begins with the right attitude—cheerful, open, accepting. It is no accident that people have two ears but only one tongue. Listen to others, whether they

are family members, coworkers or friends. Your self-training program can get into high gear by following the points listed above. The more you practice them, the more they will become habits.

As you build your skill, you'll be able to take your listening to new heights, not to mention what you'll discover for yourself. ■

*Charles Dickson, Ph.D., has been a clergyman for 28 years and has worked extensively in family counseling.*

# TAKE A GOOD LOOK AT YOURSELF—ON VIDEO!

*Videotaping your speech is like having your own personal trainer.*



ILLUSTRATION BY VALA KONDO

WHO CAN FORGET THE TELEVISION IMAGES OF SADDAM HUSSEIN POSING WITH HOSTAGES, OR THE ALLIED PRISONERS OF WAR READING PREPARED STATEMENTS AGAINST THE UNITED STATES? THE ABILITY OF FILM TO SHOW ALL THE EMOTIONS, ALL THE SUBTLETIES THAT WORDS DO NOT CONVEY, GIVES IT INCREDIBLE IMMEDIACY AND IMPACT.

*By George Blake*

Yet most Toastmasters clubs do not regularly use video equipment at their meetings. They consider it cumbersome, disruptive, expensive, or one of a dozen other excuses. For the past year our club has videotaped all of our weekly meetings. We found some real benefits, few disadvantages, and along the way we learned a lot about public speaking.

Picture a robot evaluating your every speech — never tiring, never missing an “ah,” always objective, forever showing you some new way to improve. It wouldn’t replace human evaluators, but would supplement their work. It would be like having a personal trainer. Such an evaluator is possible through the magic of the video camera.

Robert Burns said, “O wad some power the giftie gie us to see ourselves as others see us.” Well, the video camera is our “giftie.” Bobbie Burns could never have imagined such a gadget.

## THE BENEFITS

1) Most importantly, video recordings help us **identify and correct our bad habits**—the ear tug, the nose scratch, jingling coins in the pocket, or perhaps overusing trite phrases. It allows us to check our progress and quickly improve weak areas. Also, the tape identifies strong points that we can capitalize on.

Ironically, one member found that she was smiling too much. She has a winning smile, but she discovered that she occasionally used it inappropriately as a nervous habit. Seeing herself on tape helped her to quickly overcome this habit.

By studying his videotapes, another Toastmaster found that his gaze flitted about the audience rapidly, without seeming to focus on anyone. After he concentrated on eye contact, the camera noted a marked improvement, and so did the rest of us.

2) **A permanent record.** The videotape provides a permanent record of our speeches. Most of us draft a speech in outline form, without ever writing it out word-for-word. The tape gives us a complete and accurate copy of the talk, which is very handy when we want to give it later, before a different audience.

Each club member has a separate videocassette to record all of his or her speeches.

3) **Personal, private and voluntary.** Since each Toastmaster has a cassette, it can be viewed privately. Of course, if you believe you have an immortal blockbuster of a speech, you can invite the neighbors to view it. You can also review your recent speeches just before you give your next one.

Our club doesn't force anyone to be videotaped. In practice, the majority want to be taped, but occasionally someone doesn't.

4) **Attracts new members.** Visitors to our club are often impressed with our use of video. They recognize the potential for them to progress more rapidly in their speaking ability with the aid of this technology, and therefore are more interested in joining.

5) **The cutting edge.** Our club wants to remain at the forefront of public speaking. We want to offer the most effective way to improve communication and leadership skills. But there is heavy competition out there from other programs and courses. Having this weapon in our armory helps us stay on the cutting edge.

#### **POTENTIAL PROBLEMS**

Some may feel intimidated. A video camera can certainly add another element of stress to speaking, just as a microphone can. However, as Toastmasters we should welcome any opportunity to become more comfortable with these instruments. In any event, the use of the camera is purely voluntary.

It might disrupt the meeting. Some may think the noise of recording or changing tapes would distract the audience. In practice this doesn't happen. Modern camcorders are very quiet. Changing tapes makes some noise, but this is not disruptive during the transition time between speeches.

Some members don't have a VCR. Nevertheless, these handy machines have become so popular that virtually everyone

has a friend who has one—another Toastmaster perhaps.

The equipment may be expensive. There is no denying that the \$700 to \$1,000 dollars required to buy a new camcorder and tripod is a lot of money for a club to invest. But there are other alternatives. In our case we spent nothing, because we had three members who owned camcorders and were willing to take turns bringing them to the meetings.

If that isn't the case in your club, try to buy used equipment or borrow some. Perhaps a member wants to sell his camcorder and upgrade. Also, companies that sponsor clubs may have equipment available to loan.

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## **A VIDEOTAPE OF YOUR SPEECH IS THE MOST OBJECTIVE EVALUATOR YOU CAN FIND.**

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#### **HOW IT WORKS**

The key to effective videotaping of your meeting is to have one videocassette for each member. He or she brings it to each meeting. A standard six-hour cassette can hold up to 72 five-minute speeches, and costs about \$3. Some clubs have tried recording a whole meeting on one cassette, but this is cumbersome. The viewers have to watch the entire tape to see the parts pertaining to them, or they have to arrange to watch the tape separately and fast-forward to their own segments.

You need not limit the recording to only the prepared speeches. Evaluations and Table Topics are also good candidates for recording.

In addition to jobs like Jokemaster and Grammarian, our schedule now lists the Videomaster, or camera operator. In our case the three members who bring the equipment take turns recording. This does not interfere with their accepting other assignments. Someone can always videotape them while they are speaking.

It helps the Videomaster to get the list of speakers and their order of appearance from the Toastmaster and the Topicmaster. Then he or she can line up the cassettes in the order they will be used. The cassettes should also be collected before the meeting starts, and

extras should be available to sell to members who forget to bring one.

The individual member is responsible for two things: to bring the cassette to each meeting, and be sure it is wound to the point where the next recording should start.

For visitors and new members, we offer a one-page summary of the videotaping program, to help them understand and start using it.

The camcorder should use standard VHS cassettes, the most popular format. A tripod is also needed. Beyond that, anything else is optional. For example, we have found no need for a remote mike or special lighting. The basic equipment

works just fine with the present meeting room conditions.

Label your cassette with the speech titles and note the VCR counter number where each one starts. This will facilitate locating a particular section.

Watch the recording of your speech a couple of times. Then write out an evaluation just as if you were evaluating someone else's talk. Note the good as well as the bad, and especially the areas for improvement.

If you have a mentor in the club, or an evaluator whose opinion you especially respect, you might ask him or her to watch the recording with you and comment on it.

Before your next speech, review the recordings and the evaluations. As an example, if you are giving a humorous talk you could look at your previous humorous efforts, to see where you might improve your timing, or gestures, or your emphasis of punch lines.

This technology is just too good to waste. It offers a giant step forward for our clubs, and a chance for us to grow as individual Toastmasters. Seize the power of video for your own club! ■

**George Blake** is a member of Littleton Club 2177-26 in Littleton, Colorado.



ILLUSTRATION BY BECKY HEAVNER

# HAVEN'T WE MET BEFORE?

*How to make meetings meaningful.*

By *Lin Gensing*

**W**hen you're responsible for leading a meeting, you can make it shine—or stink. It's not as easy as it looks. Effective meetings involve the appropriate people, take a minimum amount of time, and accomplish something.

You want people to feel your meeting is worthwhile, that their time is well-spent, and to fully understand what's expected of them. The results of your meeting should also be readily apparent and valuable to your organization.

Every day, 20 million conferences and meetings are held in the United States. The average supervisor or manager spends about 53 percent of his or her time in meetings. But, as any regular meeting attendee knows, meetings have several negative characteristics. The most common complaints are that they:

- start late
- last too long
- aren't well organized
- don't address any real issues
- don't achieve any results

By following some simple planning steps you can hold the kind of meetings that will have your participants looking forward to the next one—and not coming up with excuses for why they shouldn't attend.

## STEPS TO AN EFFECTIVE MEETING

One approach to meetings is known as the "journalistic approach," conceived by the 3M Visual Products Division of E.O. Johnson Co. This technique is based on questions that journalists typically ask: "Why?" "Who?" "What?" "When?" "Where?" and "How?"

For example: **Why** are you calling the meeting? Don't call a meeting simply because you always hold one every Monday at 8 a.m. Make sure there is a good reason for it. Meetings should have specific objectives.

Some good reasons for calling meetings include:

- making sure that the same information is being given at the same time to those who need it.
- gathering input for decision-making.
- building a team committed to implementing decisions.



Before calling a meeting, ask yourself, "What will happen if I don't hold this meeting? Can I accomplish the same objectives in another way?"

- **Who** are you going to invite to the meeting? It's important to invite only those who are able to implement decisions, make unique contributions and carry official responsibility to authorize action.

The number of people you invite is important, and should follow some general guidelines:

problem-solving meetings:  
fewer than 5

problem identification meetings:  
fewer than 10

review or presentation meetings:  
fewer than 30

motivational/inspirational meetings:  
the more the better

Don't invite the same 20 people every time just because they've always been invited or because they're managers. Those who attend should have a vital role in the agenda.

- **What** are you going to cover? If you don't have a concrete idea about what to cover, you're guaranteed to have an ineffective meeting. If you're disorganized, the participants will be bored and frustrated and you won't accomplish much. You need to list everything you would like to present or discuss, prioritize these points and write an agenda to send out as a meeting notice.

Your agenda should include the names of the meeting participants; the meeting location, time and date; the subjects to be covered and the adjournment time.

You have a limited amount of time and you might have many topics to cover, so break these topics down into "need to know" and "nice to know" categories. Then try to cover as much as possible.

- **When** are you going to meet? Some times are better than others. Holding a meeting the first thing on Monday morning or late Friday afternoon is terrible. On Friday afternoon people are planning their weekend, and on Monday morning they're thinking of the weekend that passed.

Determine a starting time for your meeting by working backward from the adjournment time. As you list each of your agenda items (from least to most important) you'll work back to the starting time.

One interesting idea is to pick an odd time to begin the meeting. Instead of starting at 9, 10 or 11 a.m., call a meeting at 11:40. You may find that people show up just to see if you've made a mistake in your meeting announcement.

- **Where** the meeting will be held is especially important if you choose a remote site. If you're meeting at your club or company location, you know the meeting room size and how many people the room can accommodate. If you're going to a hotel or conference center you also have to consider factors like ventilation, room size, screen placement, and the conference room set-up.

If possible, it's a good idea to rehearse the meeting to eliminate as many unforeseen problems as possible.

- **How** will you present your information? Will you use visual aids of any sort or will you just speak?

Since people tend to think in graphic images, it's often helpful to employ graphics. It's also been proven that visual information can double retention and increase the memory capacity of an audience.

Before you decide to do a multi-image program, however, check into the pros and cons of the different types of visuals available. Then practice and organize your presentation until it runs smoothly.

People in the back row get frustrated when a presenter uses a flip chart or overhead projector they can't read because the lettering is small or blurry. Make sure you do a dry run before the actual presentation.

- 3) **Ignoring the agenda.** Keep things short and to the point. Allocate a set amount of time for each speaker or subject and stick to that schedule.

- 4) **Not concluding effectively.** Many times no conclusions are reached, and participants leave the meeting wondering why they were invited. Have objectives and an agenda, and make decisions and a plan to follow-up on those decisions.

You don't have much control over the meetings held by other people, but you can make your own meetings productive and worthwhile. In summary, some of the major points you need to consider include:

- **Select participants carefully.** Who must attend the meeting? Select participants based on what they can contribute or what they will get out of the meeting.

- **Prepare an agenda.** The major cause of wasted time at meetings is poor preparation. An agenda tells all participants what is going to happen. This gives the meeting direction, a course of action.

Your agenda should indicate the approximate length of the meeting, the topics to be discussed and what is expected of each participant. It should set an order for topics to be discussed and establish time limits for each topic.

The agenda should be prepared and distributed at least one day prior to the actual meeting. It should:

- Focus on a few major issues
- Emphasize the future rather than the past

## AS THE NUMBER OF PARTICIPANTS INCREASES, LENGTH OF THE MEETING SHOULD DECREASE.

### WHAT CAN GO WRONG?

Four major problems can hamper the effectiveness of your meetings:

- 1) **Starting late.** When you wait for late arrivals, you punish the people who came on time. If you are scheduled to start at 11:40 a.m., start at 11:40. Don't make the punctual people in the group wait another 15 minutes.

- 2) **Having no objective.** If you don't know why you're holding the meeting in the first place, it's impossible to get things accomplished.

- Present opportunities rather than problems
- Assign tasks or roles for participants

- **Set and follow maximum time limits.** Many managers feel one hour is enough to accomplish everything they need. They are probably right. Meetings that are unplanned or unnecessarily long cost companies thousands of dollars a year.

Keep in mind that as the number of participants increases, the length of the meeting should decrease.

**Maintain control.** A lot of wasted time is spent discussing unrelated topics, listening to meeting members' pet peeves, and generally "shooting the breeze."

If it's your meeting, try to control this wasted time. Keep the meeting on track; tactfully bring the discussion back to the topics at hand and end on time.

The biggest mistakes meeting planners make include: monopolizing the

meeting, coming to the meeting unprepared, publicly chastising meeting participants, permitting interruptions and losing control.

**Conclude the meeting.** As the arranged adjournment time approaches, make subtle references to the time and assemble your notes and materials.

Before adjourning, restate all the assignments and deadlines agreed to during the meeting. Follow up with meeting minutes.

Meetings usually rob companies of productive time. When care is taken to

plan and run them properly, however, meetings can be valuable time-saving vehicles. ■

*Lin Gensing is a freelance writer living in Chippewa Falls, Wisconsin, who specializes in business management and employee relations. She is the author of A Small Business Guide to Employee Selection (Self-Counsel Press, 1986) and Motivating Your Employees: Putting the Carrot Before the Cash (to be released by Self-Counsel Press in the spring of 1991) in addition to numerous articles in business, trade and general publications.*

# KEEP 'EM AWAKE AFTER LUNCH

BY FREDERICK GILBERT, PH.D.

**Y**ou look over the audience and see suppressed yawns, eyelids at half-mast and heads nodding. Recognizing the signs of a presentation going downhill fast, one question races through your mind: "How do I keep 'em awake?"

The answer is simple: Stop talking and let *them* talk.

Nothing makes a presentation more boring than turning it into a monologue. Audience members usually are busy, active, successful adults with relevant experiences and opinions. They are eager to get involved—so let them.

Why? The more actively involved people are in the assimilation of new material, the better they learn. Participation also keeps them tuned in to what you are doing and saying.

How? There are hundreds of ways to involve your audience. The following are just a few:

## INCLUSION

Whether it is a speech, a staff meeting presentation or a two-day training session, always start with an inclusion exercise to get people involved. For best results, introduce the exercise in the first three to five minutes. This helps participants focus on the task at hand.

Asking questions is a perfect way to involve people while learning about them.

Here are some of the types of questions you can ask:

1. **Rhetorical Question:** Here you don't expect a response; the audience simply ponders the question. For example: "Have you ever wondered how some speakers make it look so easy, while others struggle with very little success?"

2. **Literal Question:** Here you do want a response. For example: "Who feels nervous before major presentations? Let me see a show of hands." Be sure to raise your hand and verbally prompt audience members to raise theirs.

3. **Round Robin:** With smaller groups, this is a great way to hear from everyone. After asking for an opinion about something, ask each person in turn for their response. The advantages are that even quiet people participate, and a broad range of responses is generated.

4. **Small Group Discussion:** This is a great technique for breaking the ice or raising the energy level when the presentation starts dragging. After posing a question, ask people to join with

one, two or three others and discuss the issues involved. Ask someone from each group to report back what they discussed.

## HANDLING SETBACKS

Beware of the pitfalls. When you open up your program for audience participation, you may open a can of worms: going off on tangents, unexpected responses, loss of time, and so on. Prepare for this by:

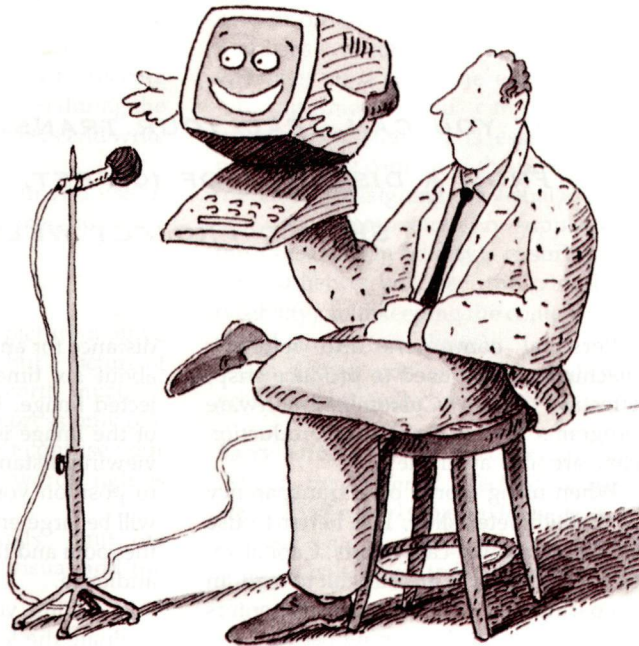
- giving clear instructions
- keeping control of the discussion
- using bridging techniques to get back on track
- designing the program to allow time for audience participation.

The dangers are real, but the benefits can be great. People learn better when they participate. So, the next time your presentation follows lunch and eyelids start drooping, try one of these techniques. The energy level will bounce right back up. ■

*Frederick Gilbert, Ph.D., is president of a speech training and consulting firm and a member of Lee Emerson Basset Club 33-4 in Palo Alto, California.*

# CRITERIA FOR USING VISUAL AIDS

*They should help the listener, not the speaker.*



VISUAL AIDS CAN GREATLY ENHANCE A BUSINESS OR TECHNICAL PRESENTATION. STUDIES SHOW THAT PRESENTERS WHO USE THEM HAVE A GREATER CHANCE OF CONVEYING THEIR MESSAGES. WHEN THE AUDIENCE NOT ONLY HEARS THE MESSAGE, BUT SEES IT AS WELL, COMMUNICATION AND RETENTION BECOME MORE EFFICIENT.

*By Barry F. Mitsch, DTM*

Unfortunately, many speakers misuse visual aids. A survey of technical professionals revealed that their visual aids were: 1, too numerous; 2, cluttered and complex; 3, not clearly relating a concept; and 4, not coordinated with the surroundings in the meeting room.

You can easily improve your use of visual aids by applying four criteria for choosing and using visual aids: necessity, clarity, visibility, and simplicity.

## IS IT NECESSARY?

A visual aid helps a listener "see" the point you are making. It should show something of importance—a comparison, a key word or thought, a technique or a demonstration. Its primary purpose is to assist the listener, not the speaker.

Many people make the mistake of planning for visual aids before they have even answered the question, "Why am I giving the presentation?" They often begin their preparation by pulling out some tables or diagrams from a report and structuring their speech around the visuals. This is backward thinking.

Only after you have carefully organized your material to achieve a specific objective should you consider visual aids. Review your presentation and ask yourself, "Could this idea be better expressed with a visual?" or "Will a visual help the audience understand the concept more easily?"

## MAKE IT CLEAR

Once you have determined that a visual is necessary, consider how to best present it. An effective visual is explicit—it eliminates doubts. In meeting the criterion of clarity, ask questions such as, "What type of graphic would best express the data?" "What photo would effectively show the process or configuration?" or "What key words will best emphasize the recommendations?"

The task of the presenter is to choose the best medium for the idea that is being

expressed. For example, a simple column chart may best express a change over time. A pie chart best depicts a comparison of parts to a whole. A picture may be best when showing a building site or finished product. And simple key words may help listeners remember a conclusion or essential steps in a process.

### A VISUAL MUST BE VISIBLE

How many times have you attended a presentation and heard the speaker say something like, "I know that some of you probably can't see this, but let me explain what it means."

You can satisfy the criterion for visibility by choosing equipment and visuals that are appropriate to the room and audience size, properly placing the equipment in the room, and designing suitable media such as transparencies, slides or flip charts.

Overheads and slides can be used in rooms of any size and with large and small audiences. The size of the image can be controlled by placement and focus. Flip charts, however, are best suited for small groups of 40 or fewer.

Placement of the projector and screen is crucial. For optimum visibility, screens and flip charts should be placed off center in a room. This allows the speaker to remain on "center stage," and provides better sight angles for the audience.

Arrive early to ensure your visuals will be seen by everyone in the audience.

### PREPARING THE VISUAL

It is always tempting to copy pages from a report or book and turn them into visuals for a presentation. Don't do it!

The size of the print in the book or report will rarely be adequate when it's projected on a screen. The lettering on slides and transparencies must be bold and clear. In projecting pictures and graphics, good contrast is needed between the images and the background.

easier to maintain uniformity in the letters.

### SOME VISUAL 'TESTS'

You can conduct a couple of tests to be sure your letters will be readable when projected. One is the "10-foot test." If you can read your transparencies from a distance of 10 feet, then they should project well. The second test is to simply lay them on the floor. If you can read them while standing up, they will be satisfactory.

As a rule of thumb, the viewing

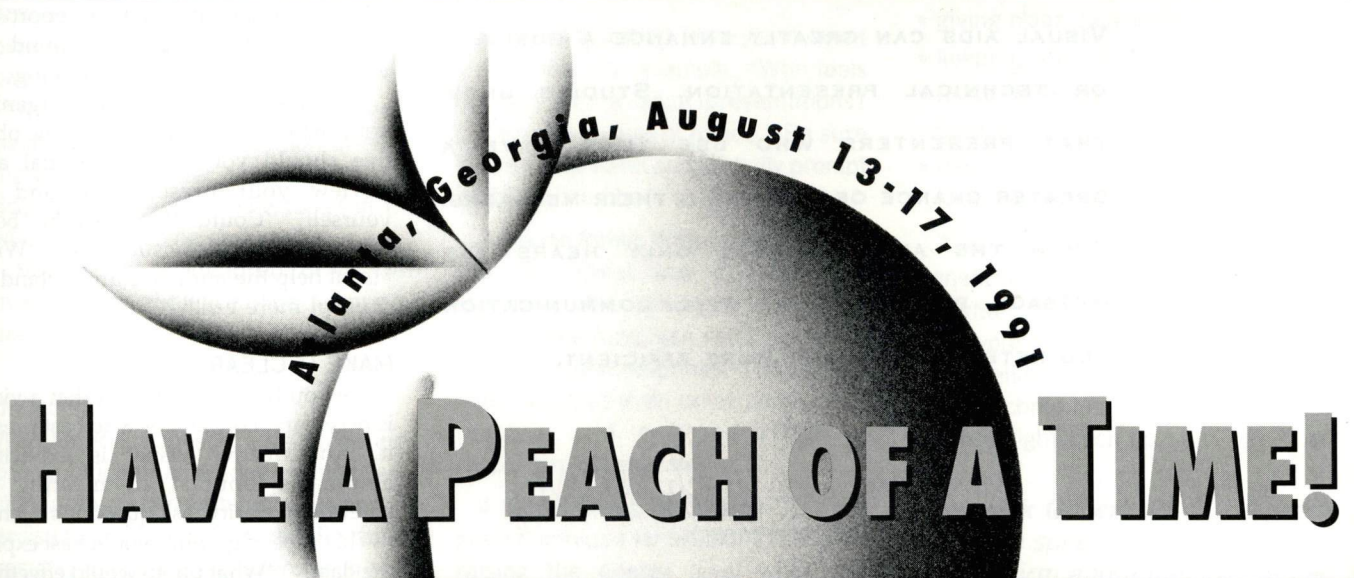
*IF YOU CAN READ YOUR TRANSPARENCIES  
FROM A DISTANCE OF 10 FEET, THEY  
SHOULD PROJECT WELL.*

Personal computers and lettering machines can be used to produce crisp, effective visuals. Customized software programs that make visual production easy are also available.

When using words on a transparency or 35-millimeter slide, it is better to use upper- and lower-case letters. Capital letters by themselves are difficult to read. In preparing flip charts, most presenters prefer to use block lettering because it is

distance for an overhead transparency is about six times the width of the projected image. For instance, if the width of the image is four feet, the maximum viewing distance is 24 feet. Use this rule to position your projector so the image will be large enough for both the scale of the room and the number of people in the audience.

In testing your slides for readability, evaluate the legibility of text or graphics



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before producing the slide. If the original copy can be read from a distance of eight times its height, it should be legible when projected. For example, if the one-page summary of a presentation is six inches high, try to read it from a distance of 48 inches.

The viewing distance for a slide is about eight times the width of the projected image. For instance, if this width is four feet, the maximum viewing distance is 32 feet. Use this guideline to determine the position of the projector and the size of the image.

Flip chart letters and graphics must be large enough to be seen by everyone in the room. Test the readability by placing the chart at a distance expected during the presentation. Use bold markers and write clearly.

Regardless of the medium you use, if people can't see your message, it's useless.

#### KEEP IT SIMPLE

It has been said that "A picture may be worth a thousand words, but a picture of a thousand words isn't worth much." An effective visual will express only one idea. Keep it simple; don't confuse your audience with a myriad of words, figures and diagrams.

When using text visuals, limit the number of text lines per visual and the

number or words per line to five. Some sources may recommend seven or nine words per line and seven or nine lines per visual. But the five words/five lines rule will force you to focus. Remember, you don't want your audience reading a full statement; you just want to reinforce your spoken word.

Simplicity also applies to color. Use color to emphasize key points only—too many colors will complicate a visual. Again, you want your audience to focus on only one idea. Use color to establish a focal point so the eyes of your listeners zero in on your key point. A visual aid that uses one color for emphasis is most effective; more than one may detract.

In summary, you can determine whether a visual aid is essential after preparing the content of the presentation (necessity), designing the visual in a way that clearly demonstrates or supplements the presentation (clarity), ensuring that the audience will see the visual aid (visibility), and keeping the content of the visual simple (simplicity).

Use visual aids skillfully, and your presentations will come alive! ■

*Barry Mitsch, DTM, a Toastmaster since 1981, is the author of "Technically Speaking," a video workshop produced by North Carolina State University which focuses on presentation skills for technical professionals.*

## Overheads With IMPACT

BY STEPHEN C. RAFE

You're going to use an overhead projector and transparencies for your next presentation? Here are some tips:

- Convert the transparencies into film negatives and color the words and illustrations. This eliminates the distracting glare of white light that is common to most overhead presentations.

- When you change transparencies, lay a solid negative or thin piece of cardboard over the one you're about to remove. Then position your next transparency over the "blackout" sheet, and slide the blackout sheet away.

- Keep colors of major headings and subheadings of your presentation consistent with your message. Consider, for instance, whether it would be appropriate to display good news in blue, and bad news in red.

- If your presentation is geared to build audience acceptance with each subsequent point, organize the colors according to their "temperature," beginning with cool colors and moving to warmer colors (e.g. blue-green-yellow-orange-red).

- When you use a build-up approach with several transparencies, display your most current point in a new, vivid color, with all previous points falling back into the "standard" color you've chosen for that part of your presentation.

- Overhead presentations can have even more influence on viewer responses if "good news" is displayed high on the screen and "bad news" is positioned low. To diminish the impact of either good news or bad news, reverse this arrangement. ■

*Stephen C. Rafe, author of three books, designed and conducted the media and presentations training for Johnson and Johnson during the Tylenol Crisis.*

## V I S U A L S:

### FOLLOW THE ADVERTISERS

*By Burt Decker*

When writing on transparencies, heed the advice of the advertising industry: Write words in lower case, or in upper and lower case, rather than in capital letters, which are more difficult to read. There is greater definition between each letter of the lower case alphabet.

In fact, there are many advertising practices that speakers can follow with great success when preparing their visuals. Some additional suggestions:

- Use tinted transparency film. It's easier on the eye than clear film.
- Use colored markers, in addition to your trusty black one, to create special emphasis.
- Make letters more legible by selecting simple typefaces. And make them no smaller than 18-point (about 1 inch high), to be readable.

The goal of good advertising is to sell a product or an idea. Isn't that your goal, too?

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# GRAPPLING WITH THE GAVEL

*How to conduct a business meeting.*

*"The gavel," said the harried president handing the carved wood mallet to his successor, "will help you keep order during meetings. It works best on knuckles and heads."*



ILLUSTRATION BY VALA KONDO

THE GAVEL HAS ALWAYS BEEN A SYMBOL OF POWER FOR ORGANIZATIONAL LEADERS. IRONICALLY, THE PERSON WHO PLANS A MEETING CAREFULLY RARELY HAS TO USE IT, WHILE THE ONE WHO FAILS TO PLAN USUALLY FINDS THAT NO AMOUNT OF POUNDING WILL YIELD SUCCESS UNLESS CAREFUL PREPARATION PRECEDES THAT OPENING CRACK OF WOOD ON WOOD.

*By Judy Osgood*

## **BEGIN WITH THE AGENDA**

Whether the leader is president of a large organization or chairing a small committee, he or she is responsible for preparing a game plan, an agenda, for each meeting. It lists the plays to be made and indicates which team member will carry the ball.

Most leaders will prepare two agendas: a simple one for distribution listing all the topics to be covered, and a detailed one for themselves, including a plan for guiding the discussion and an estimate of how long each section will take.

Make two copies of the agenda for everyone. Mail the first so it will arrive about a week ahead of time; pass the other out at the meeting. The advance copy gives members time for researching the issues to be discussed.

## **PHYSICAL PREPARATIONS**

If you have a choice of rooms, choose an attractive one that is well-ventilated and free of noisy distractions. When the weather's cold, make sure the heat will be turned on. Small groups function better in small rooms, but large rooms can be adapted by grouping the proper number of chairs in a circle.

Pioneers drew their wagons into a circle for protection against Indians and wild animals. Group leaders do it to promote cohesiveness by putting everyone on equal footing. When participants are seated at a rectangular table, those at the ends tend to dominate the meeting while those on the corners make very few contributions.

Everyone should have a hard surface to write on. If the group is too large to sit at one table or several pushed together, regular school chairs with writing arms make good substitutes. When neither is available, clipboards will do the job.

Pencils and paper should be provided; not all members will come prepared. Each member should also receive a copy of important resource materials, such as proposed budgets. In addition, a chalkboard or easel should be available for the group's use.

The leader should also check ahead of time with anyone making a presentation to see if special equipment is needed. Make a list of supplies needed for the meeting, and whenever tape recorders, overhead projectors or slide projectors are required, be sure to include an extension cord and adapter.

Finally, don't assume that a room will be available. Reserve it and then confirm the reservation a day or two ahead of time.

Meetings, regardless of how we may feel about them, are social events. And like all other social events, they're more successful when the participants feel like they belong there.

#### **WARMING UP**

Since members who already know each other will usually exchange pleasantries when they arrive, the experienced leader allows a little time for socializing before the work begins.

Coffee served on arrival tends to warm people up. Like many machines, they seem to function better after they've run on "idle" for a while. Name tags or cards placed on the table in front of each participant will facilitate discussion by eliminating the embarrassment of forgotten names.

So much more can be accomplished when the participants know each other and feel like part of the group.

If the group will be meeting many times, it's a good idea to let each member take a few minutes to introduce him or herself. In addition to breaking the ice, this gives participants some insight into the perspectives of others.

Once the coffee cups are drained, the leader begins the active role of facilitator. It is the facilitator's responsibility to guide those present through the agenda as rapidly and effectively as possible.

#### **THE GUIDING LIGHT**

While the leader will need to watch for nonverbal cues indicating a quiet member wants to speak, and occasionally bring the group back to the right track with a comment like: "We've strayed away from our problem and need to get back to it," he or she will not need to make comments

after every contribution. A nod of the head will suffice, except when a statement rambles so much that a clarifying summary is in order.

Each step will be easier if all the participants appreciate the importance of the job they've been asked to do. Since some of them may feel like the politician who said, "It's time for me to make a decision on something I know nothing about," it's best to begin by explaining the reason for the meeting, and the need for cooperation by the participants.

If the meeting has been called to find a solution to a problem, the leader's introduction should lead directly into a discussion of the facts involved. If more problems are to be discussed, each should be introduced separately. In both cases, the question should be presented in a straight-forward manner that doesn't include a suggested solution.

### **SO MUCH MORE CAN BE ACCOMPLISHED**

#### **WHEN THE PARTICIPANTS KNOW EACH OTHER.**

#### **FINDING CAUSES AND SOLUTIONS**

An answer can be found once the causes of the problem have been defined. When multiple viewpoints are represented, the chances of real understanding increase.

Once the problem is defined it's time for a brainstorming session. Set a time limit and say: "Now, for 10 or 20 minutes I want you to suggest every solution you can think of, no matter how wild it sounds. In fact, the wilder the better." That will do three things: First, it will get the group past the initial stage of presenting all the old ideas that may or may not have worked somewhere else. Secondly, it will encourage novel solutions that might never appear if the participants were allowed to dwell on tired, old answers. And finally, it will encourage quiet people to present ideas they might otherwise have withheld.

Forget your time limit if the clock says "stop" and good ideas are still pouring in. If not, ask for any more suggestions and then take a good, hard look at each item on the list. Discuss whether each idea is feasible. How far can you expect it to go toward solving the problem? In many cases it will help to list the criteria required of a solution and evaluate each idea in terms of whether it fulfills the criteria.

Sometimes the best solutions come when someone says, "What if . . ." and lets their imagination run.

#### **PREPARING FOR ACTION**

Many people think the meeting is over once a solution has been reached. But unless the plan of action is plotted before the final rap of the gavel, the chances of the problem being resolved are all dumped in the leader's lap.

Since the leader wields the gavel, it's his or her responsibility to keep the players moving until they reach their goal. And whenever action is called for, this means asking for volunteers, or appointing someone, or electing a committee to do what needs to be done.

When everyone in the group is expected to help, the results are often better if members can select the task they want to do. But regardless of how the

work is assigned, the leader is still responsible for ensuring the job gets done. Asking for progress reports on assigned dates gives the leader a chance to see how and if progress is being made.

#### **PLAYING REFEREE**

Throughout the meeting the leader will have to exercise considerable skill in interpersonal relationships to direct the flow of members' contributions, and to keep the peace.

Overall, the leader will wear many hats during the course of the meeting. Initially she is the *preparer*. When members create problems she may have to be a *conciliator*. She is always a *facilitator*, guiding the discussion as the group defines problems and searches for solutions. Finally, she is the *activator* who prods, if necessary, until the agreed-on action is done. When the leader of a meeting does an effective job, the old joke that committees are groups that keep minutes and waste hours somehow loses its meaning.

And when that happens, the symbolic power of the gavel is restored. ■

*Judy Osgood is a freelance writer with a degree in speech communications. Her work has appeared in such magazines as Playgirl, Free Enterprise, Skiing and Pacific Search.*

# I AM MANAGER, HEAR ME ROAR



Run and hide, all you enemies of corporate productivity. Woe to waste, inefficiency and poor planning: I shall smite thee where thou layest. For I am strong, I am invincible, I have just returned from a management training seminar. Meeting skills and problem-solving skills glisten in my quiver, side by side with conflict management skills, communication skills, even group observation skills! I know how to manage stress and time, I have learned the difference between a Theory X manager and a Theory Y manager, and I finally understand the tricks other managers have been using on me all these years. Now, it's my turn. I am armed, I am ready, I am manager—hear me roar.



**THIS MANAGEMENT TRAINEE STILL NEEDS TO LEARN A THING OR TWO ABOUT MEETING SKILLS.**

**A**s my leather-bound executive desk planner tells me, these new-found skills will be tested to the limit on this, my first day back. At 9:15 a.m., I must enter the very heart of darkness, the snake pit of wasted time and lost productivity. I must attend . . . a meeting.

I immediately take out my meeting skills, all shiny and new, flashing their points in the morning sun. I know what I must do to run an efficient meeting. I will set an agenda, I will state an objective, I will keep the discussion on track, I will look for tell-tale signs of how the meeting is going. I will retain control.

At precisely 9:20 I am still alone. No one has showed up yet. I write "Schedule a meeting to deal with lateness for meetings" in my note pad. I put an asterisk above it. I circle it. I draw arrows pointing to it from all directions. Finally, I write beside it in capital letters: "BE SURE TO NOTE THIS IN DESK PLANNER."

By 9:30 the attendees have arrived. "The purpose of this meeting," I begin, "is to analyze why the toy bunnies from our plant in Cleveland are coming off the line more slowly than the toy bunnies from our plant in Buffalo. We will spend five minutes on opening remarks, 30 minutes analyzing the problem, and 25 minutes developing action steps. One total hour. That concludes my opening remarks. Let us begin the discussion."

At which point my fellow employees begin to drink coffee, eat doughnuts, and talk about what they did over the weekend. I am unfazed.

I have been trained for this. I know from my problem-solving skills that I should look for solutions instead of blame. And so I say, "I realize it's nobody's fault that we're all talking about personal things when we should be talking about toy bunnies, but that we do have a problem that really has to be dealt with in the next 55 minutes . . . actually we have 54 minutes now."

The group is silent. They look at me with slightly dumbfounded expressions. Perhaps I have not communicated clearly. I take out my communication skills and speak the new language I have been taught at management training school: "Let me position the problem so that we can interface in a way that will impact more strategically our bottom line objectives. What we're talking about here is an internally oriented strategic service situation. It's going to involve a lot of focus on task behavior and we're going to surface data that can generate concepts about how to maximize efficiency and give a better profile on the Quality Wheel. And, of course, as your manager, I'll be here to give you plenty of socio-emotional support."

A man named Bob raises his hand. Ah-ha! I have connected. They understand me. I encourage Bob to speak. Bob says, "Could you please repeat that in English?"

Again, I am unperturbed. I have been trained as a manager. I know what this is. It is one of the more subtle enemies of interoffice communication known as a "pseudo-question"—i.e., in the guise of a question the speaker is really making a statement, giving an opinion, trying to gain ascendancy over me in the eyes of the group. But I know his game and I have the means with which to thwart it. At

By John Cadley

management training I learned the art of "active listening." I will not blame, moralize, evaluate or criticize. Instead, I'll put myself in Bob's position and let him know that I understand his point of view. "If I hear you correctly, Bob," I say, "you're saying that you don't understand me.

**I MUST ENTER THE VERY HEART OF DARKNESS,  
THE SNAKE PIT OF WASTED TIME AND LOST PRODUCTIVITY.  
I MUST ATTEND... A MEETING.**

You're saying that my message sending skills are not connecting with your message receiving skills. Obviously, this is an issue that's very important to you, Bob, and if it's important to you, it's important to me. So if I could just put your feelings in a nutshell, Bob: You—meaning you—have a problem with me—meaning me. Is that a fair assessment of where we stand right now?"

He is my friend now. I have established rapport, built trust, cleared up wrong assumptions, and demonstrated respect for his dignity as a human being. Now I can manipulate him over to my point of view.

Only something has gone wrong. Bob isn't my friend. He is not even paying attention to me. I know this from my group observation skills, which tell me that Bob and the other members of the group are wetting little pieces of doughnut and tossing them at each other.

For a moment I falter. Am I losing control? Can I continue to command respect in the middle of a doughball fight? I must get the meeting back on track. Then I remember—one of my jobs as a manager is to stay focused on long-term objectives while retaining the flexibility to deal with immediate problems. This is called "strategic opportunism," which I now practice by saying, "We're here to discuss the toy bunny problem in Cleveland and let's not lose sight of that fact. But let's also remember—**THAT THIS IS MY MEETING AND YOU HAVE TO LISTEN TO ME BECAUSE I MAKE MORE MONEY THAN YOU DO!**"

Strategic opportunism works.

Again, the group is silent. Too silent. I have made a classic mistake. I have behaved as a Theory X manager, one who manages by intimidation and fear. People are not motivated by Theory X managers. They hate Theory X managers. I must be

a Theory Y manager, one who believes workers are basically honest and responsible, and that they will work hard if you treat them with dignity and respect. I leave my "power" position at the head of the table and move about the group, touching them, giving them little squeezes,

letting them know I'm one of them.

"I'm going to be up front with you guys," I say, "because, darn it, you deserve it. You're the folks who make it all work. Me? I'm nothing. I'm just the captain standing up on the bridge looking out for icebergs. You fellas and gals are the turbines, the spark plugs, the propellers, the oars that make this ship go. It's your hard work and dedication that are going to make sure we steam right into the Port of Productivity and Profits with all flags flying. And we can do it, if we all get down in that boiler room right now and figure out how to solve this little problem."

"There is no problem." Bob has spoken again. He is eating his second jelly doughnut.

"What do you mean?" I reply.

Bob licks jelly off his fingers. He says, "The reason that the bunnies are coming off the line faster in Buffalo is because they got a new conveyor system. We're due to get the same one next week. When we do we'll be just as fast as Buffalo. Could you pass me a napkin?"

I pass Bob a napkin as I contemplate his remarks. This is information I should

know. Why don't I know this?

"You were at your management training seminar," comes the answer.

I am embarrassed, humiliated, mortified. My time management skills tell me the most productive thing I can do is end the meeting and get everyone back to work. But my stress management skills tell me I can't at this particular moment because I'm hyperventilating, sucking in air like a fish out of water and making subhuman sounds not unlike Ralph Kramden, going "Hommina, hommina, hommina."

The group gathers around me. To stop my hyperventilating, someone puts a bag over my head.

I finally regain my breath and end the meeting. The workers file out and I am alone again—with little balls of dough on the floor and a bag on my head. This is a sign that the meeting didn't go well.

I return to my office. I see that I have another meeting scheduled for 11:30. My hands quiver, my body shakes. To calm myself I sit on the floor in the lotus position and chant "leveraged buyout" for 15 minutes. I feel better. I tell myself to be confident. I am a manager. I have been trained to lead, to plan, to organize, to build, to perform, to produce.

More important, I have been trained to delegate. I can call an assistant and tell him to attend the meeting at 11:30. I call another assistant and tell her to write the marketing plan that's due this afternoon. I call a third assistant and tell him to go to Chicago next week. Then I sit back with a cup of coffee and begin making plans for lunch.

I feel more like a manager already. ■

*John Cadley is a New York advertising copy writer. He has written humorous articles for many magazines and a short play.*

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# PARLIAMENTARY PROCEDURE WITH A TWIST

*A lighthearted way to learn Robert's Rules.*

*By Gary Bunde*

MENTION TEACHING PARLIAMENTARY PROCEDURE, AND MOST EDUCATIONAL VICE PRESIDENTS WILL RUN FOR THE DOOR. EVEN SKILLED PARLIAMENTARIANS MAY NOT KNOW HOW TO TEACH THE SUBJECT OR EVEN WHERE TO START. HAVING CLUB MEMBERS PRACTICE MAKING MOTIONS WOULD SEEM LOGICAL, BUT HOW DO YOU MAKE IT INTERESTING, AND WHERE DO YOU GO FROM THERE?

When I was educational vice president of my Toastmasters club, I was told that one of my duties was to teach the club some parliamentary procedure. I immediately checked out several books from the library and, once a month, began reading excerpts from them to the members. Although these reading sessions only lasted five to 10 minutes, I could immediately tell that my audience was less than enthused about my efforts. Where before they were happy in their ignorance, they were now totally confused in their knowledge. I knew that I had to either find a more entertaining method of instruction, or give up the training altogether.

The necessity of the instruction was that our district holds an annual parliamentary procedure contest for which each club provides a contestant. During the contest, members of the audience read from a script, and contestants are judged by how well they conduct a meeting in accordance with the Rules of Parliamentary Procedure. The scripts used in the contest are usually written by the Toastmaster in charge.

To improve on my method of training, I began to use the past scripts from these contests. I would act as chairman, while members of the club would stand up and read the motion or amendment from the script. We would then vote on

the motion as in a regular meeting.

The problem with this procedure was that some of these scripts were still too advanced and complex for my students to understand. In addition, since the district contest providing me with the scripts was held only once a year, I soon ran out of them.

So I wrote my own. To make them more enjoyable and to increase audience participation, I incorporate humor and Table Topics into the exercises in the form of non-serious motions which are amended, deferred, sent to committee, voted on (or whatever) just as they would be in a regular meeting.

For example, Toastmaster A will stand and say, "Mr. Chairman." (Toastmaster A waits to be recognized.) "Since our president has done such an outstanding job this year, I make a motion that we buy him a Corvette."

**Toastmaster B:** "I second that motion."

**Chairman:** "It has been moved and seconded that we buy the president a Corvette. Is there any discussion?"

**Toastmaster C:** "Mr. Chairman." (Toastmaster C waits to be recognized.) "Although I feel that the president deserves anything we can afford, I know our bank account cannot take such a large hit. I would therefore like to amend the motion by inserting 'two-inch, plastic' before the word Corvette."

**Toastmaster D:** "I second the motion."

In addition, the script directs individuals to stand and speak for or against a particular motion as a kind of Table Topic. For example, in the script above, Toastmaster B could be directed to give a one- to two-and-a-half-minute Table Topic on why the president deserves a Corvette.

These Table Topic speeches are timed, but their required length is sometimes shortened to allow time for the rest of the meeting.

The primary purpose of the exercise is to teach parliamentary procedure, but the Table Topics exercise within the script also gives the club members some impromptu speaking experience. The fact that the motions made are frivolous not only adds to the fun, but allows the members to concentrate on the procedures being taught rather than the content of the motion.

The scripts take some time to prepare, but they are fun to write. They should not be lengthy or complicated, particularly at the beginning. Start out by having the group make main motions and amendments. After they have practiced this, you can get more complicated depending on your skill and creativity.

My club now has parliamentary procedure class during one meeting every two months. The class is held during time that we would otherwise have Table Topics, and it takes only 15 to 20 minutes. More importantly, members enjoy the exercise, and are learning how to conduct an efficient and productive meeting at the same time.

**WHERE BEFORE THEY WERE HAPPY IN THEIR  
IGNORANCE, THEY WERE NOW TOTALLY CONFUSED.**

### TEACHING MOTIONS AND AMENDMENTS

The purpose of this exercise is to provide practice in making main motions and making amendments to these motions.

A **main motion** is a motion which brings before the assembly some new subject upon which assembly action is desired. A main motion requires its maker to be recognized, requires somebody to second it, is amendable and debatable, requires a majority vote, and the vote may be reconsidered at some future time.

An **amendment** is a subsidiary motion whose purpose is to change the meaning of a main motion by inserting words, adding words at the end, striking words out, striking out and inserting, or substituting a new motion. The rules for an amendment are the same as for a motion.

Although the motions and amendments in the following script are not serious, the purpose of the script is. Subjects are treated lightly so that participants can better concentrate on the form of the procedures rather than their content. It should also increase enjoyment of the exercise.

This script also serves double duty as an exercise in Table Topics. Members are asked to give an impromptu talk for or against a specific motion or amendment.

If the script is used during the Table Topics portion of the meeting, members can vote on the best Table Topic after the script is finished.

The script is broken into sections by a dotted line. The script can be terminated at these points and the meeting brought to a close by going directly to the last section of the script, depending on the number of members available and the amount of time the chairman or Toastmaster wants to dedicate to this exercise. Completing the entire script should take no longer than 20 minutes.

The script can be used for a group of six to eleven people: One person acts as meeting chairman and the other five

to ten people act as members of the organization.

Each member should be given a part, such as Toastmaster A, B, C, etc. Along with the script, each member should be given a large letter on a card which he or she can hold up to be identified.

If there are fewer players than there are parts, players can easily double up. Thus Toastmaster A would also be Toastmaster F, and parts are marked accordingly. This means that some players may get more practice at Table Topics than others.

Player's parts are identified in upper case in the left hand column of the script. What each player says or does is in the right column. Speaking parts are in lower case, and required actions are in parentheses.

During the exercise, all members present should have a copy of the script so they can follow along.

**Chairman:** "This meeting will now come to order. Is there any business to come before the assembly?"

**Toastmaster A:** "Mr. Chairman." (Waits to be recognized.) "Since we made so much money with our last project, I make a motion that we buy the president a Corvette."

**Toastmaster B:** (Speaks without waiting for recognition.) "I second that motion."

**Chairman:** "It has been moved and

seconded that we buy the president a Corvette. Is there any discussion?"

**Toastmaster A:** (Toastmaster A stands and is recognized by the chairman. Toastmaster A gives a 30- to 60-second Table Topic talk on why we should buy the president a Corvette.)

**Toastmaster C:** (When Toastmaster A is finished, Toastmaster C stands and is recognized by the chairman. Proceeds to give a 30- to 60-second talk on why we should not buy the president a Corvette.)

**Toastmaster D:** "Mr. Chairman." (Waits to be recognized.) "I would like to amend the motion by striking out the word Corvette, and inserting in its place the words 'roller skates.'"

**Toastmaster B:** (Speaks without waiting for recognition.) "I second the motion."

**Chairman:** "It has been moved and seconded that we amend the motion by replacing the word Corvette with roller skates. Is there any discussion?"

**Toastmaster B:** (Toastmaster B stands and is recognized. Toastmaster B speaks in favor of the amendment, giving a 30- to 60-second Table Topic talk on the virtues and benefits of roller skates over Corvettes.)

**Chairman:** "Is there any further discussion?"

**All:** Silence.

**Chairman:** "There being none, we will now vote on the amendment that we replace the word Corvette with the words roller skates. All in favor signify by saying yea."

**Toastmaster B:** Votes yea.

**Chairman:** "All opposed."

**All but Toastmaster B:** Vote nay.

**Chairman:** "The amendment to the main motion is lost. We are now back to the main motion that we buy the president a Corvette. Is there any discussion?"

**Toastmaster D:** "Mr. Chairman." (Waits to be recognized.) "I would like to amend the main motion and insert the words 'two-inch plastic model' before the word Corvette."

**Toastmaster C:** (Speaks without being recognized.) "I second the motion."

**Chairman:** "It has been moved and seconded that we insert 'two-inch plastic model' before the word Corvette. Is there any discussion on the motion?"

# TEST YOURSELF ON PARLIAMENTARY PROCEDURE

By Annette Sinclair, ATM

Here is a quiz on parliamentary procedure. Decide whether each statement is true or false, then check your answers against those that follow.

1. When seconding a motion, one should always stand and be recognized by the chairman.
2. A member who seconds a motion is not obligated to vote for it.
3. If there is an amendment to a motion, the amendment is voted on before the motion.
4. When a motion is on the floor and a member calls out: "Question," the chairman is required to call for a vote on the motion.
5. Certain types of motions are allowed when a main motion is already on the floor.
6. According to correct parliamentary procedure, any motion that has been made and seconded should be opened for discussion.
7. A nomination should be seconded.
8. A motion that nominations be closed does require a second.

## Answers and Explanations

1. **False.** The purpose of a second is to prevent waste of time in discussing questions that interest only one person. The seconding speaker does not have to rise, nor need he or she address the chair.
2. **True.** The member seconding a motion may speak against it and vote against it.
3. **True.** Amendments to a motion do not go beyond the second such amendment. Voting begins with the last amendment. For example, if there is an amendment to an amendment, that is voted on first. An amendment to a motion is voted on before the original motion. If an amendment is adopted, the original motion must be restated to include the changes.
4. **False.** A call for "question" should not necessarily end discussion. However, a motion for the "previous question" requires that the chairman puts the "previous question" motion to vote immediately. If the previous question is ordered by the vote, the chairman must then put that question to vote. However, merely calling out "question" does not necessarily end discussion.
5. **True.** Yes, certain types of motions are allowed when a main motion is already on the floor. A privileged motion is one of such importance that it cannot wait. Questions of privilege concern rights and privileges of the assembly or any of its members.
6. **False.** Certain types of motions are non-debatable, such as those for adjournment and appeal. Such motions are put to a vote immediately.
7. **False.** Nominations do not require a second.
8. **True.** Yes, a motion that nominations be closed does require a second.  
If at least four of your answers were correct, you're doing fairly well. For complete explanations, plus much more, see the "Chairman" pamphlet (code 200) available from World Headquarters. Or suggest that someone in your club do the Success Leadership Module "Parliamentary Procedure in Action" (code 237). ■

Annette Sinclair, ATM, is a retired mathematics professor from Bradenton, Florida.

All: Silence.

Chairman: "All those in favor of the amendment, signify by saying yea."

All but Toastmasters A and B: Say yea.

Chairman: "Those opposed say nay."

Toastmasters A and B: Say nay.

Chairman: "The amendment passes, we are now back to the main motion, which is to buy the president a two-inch plastic model Corvette. Is there any further discussion on the main motion?"

All: (Silence. There will be no discussion).

Chairman: "All those in favor of the amendment, signify by saying yea."

All but Toastmasters A and B: Say yea.

Chairman: "It has been moved and seconded that we insert 'two-inch plastic model' before the word Corvette. Is there any discussion on the motion?"

All: (Silence.)

Chairman: "All those in favor of the amendment, signify by saying yea."

All but Toastmasters A and B: Say yea.

Chairman: "Those opposed say nay."

Toastmasters A and B: Say nay.

Chairman: "The amendment passes. We are now back to the main motion, which is to buy the president a two-inch plastic model Corvette. Is there any further discussion on the main motion?"

All: (Silence.)

Chairman: "All in favor, signify by saying yea."

All but Toastmasters A and B: Say yea.

Chairman: "Those opposed say nay."

Toastmasters A and B: Say nay.

Chairman: "Motion passes. We will buy the president a two-inch plastic model Corvette."

You get the idea. Now go out and create your script for practicing parliamentary procedure and Table Topics. Good luck! ■

Gary Bunde is a member of Corry Station Club 6458-29 in Pensacola, Florida.

# DARE TO BE DIFFERENT

*Special meetings add zest to the club experience.*



ILLUSTRATION BY VALA KONDO

**SPECIAL MEETINGS ARE INVALUABLE CLUB MANAGEMENT TOOLS. THEY NOT ONLY GIVE OPPORTUNITIES TO COMPLETE UNUSUAL ASSIGNMENTS THAT DON'T FIT THE REGULAR CLUB MEETING FORMAT, THEY ALSO KEEP VETERAN CLUB MEMBERS INTERESTED IN CLUB ACTIVITIES LONG PAST THE TIME THEY'VE REACHED THEIR PERSONAL GOALS IN TOASTMASTERS.**

*By Sharon Lynn Campbell, ATM*

The fundamental requirement for success in any special meeting experiment is the members' willingness to be flexible, and the executive committee's willingness to take the risk of breaking precedent. The educational vice president, in particular, must be able to simultaneously keep in mind the Distinguished Club Program, individual members' goals and overall club goals.

Part of the risk of breaking precedent lies in not being sure that an innovative idea will work for your particular group. The entire key to using special meetings in your club lies in the willingness to experience failure without punishing a particular scapegoat—the educational vice president, in most cases. From every failure a lesson is learned, and over time, you'll learn to predict what will and won't work, and modify new ideas to avoid problem areas.

Special meetings can take one or more of three general forms. You can bring in non-regular attendees, you can take the regular or modified show on the road, or experiment with novel meeting themes and strategies. The Graybar Toastmasters Club 1436-46 in New York City has tried all of these options, generally with great success, and its members had a lot of fun along the way.

## **BRINGING IN GUESTS**

A joint meeting with another Toastmasters club, or with a group from International Training in Communication (formerly Toastmistresses) gives a whole new perspective. Similarities and differences are discussed, and both groups take home new ideas. There may be other speaking groups in your area with whom joint meetings are possible. Think creatively to find common ground.

Inviting specific outside guests is a great recruitment tool. Our club invited an organization in New York City called Adventure on a Shoestring (similar

groups probably exist in other large cities as well), which organizes inexpensive "adventures" for residents and visitors to the city. This organization scheduled regular visits to the Graybar Club meetings, costing our visitors nothing.

This idea might work in other cities working through the Welcome Wagon or Chamber of Commerce, or even real estate agents. New residents, in particular, may be interested in seeking social outlets as well as improving their public speaking skills.

Speechcraft participants from an outside group could be invited to make graduation speeches, join Table Topics, or otherwise participate in a regular club meeting. For example, Graybar sponsored Speechcraft programs at Rockefeller University, aimed at giving students about to present their thesis work some self-confidence.

One favorite method of attracting visitors was the annual Graybar Reunion Night, to which former members received special written and telephoned invitations. I don't recall any former member rejoining, but it fostered a sense of continuity in at least one new member: me.

#### **ON THE ROAD**

Graybar often took the show on the road. The annual dinner meeting was held in what passed for a reasonably priced hotel meeting room in New York City. The finals for the club speech contest were held after the dinner, and former club members were welcome to attend (but not vote!)

This was successful enough that we moved to holding special workshop sessions on Saturday evenings. Once a month, a modified meeting was held in a member's home. The purpose of the meeting was three-fold: First, to provide additional opportunities to complete manual speeches for a rapidly-growing club; second, to give a chance to do non-manual talks, such as test run a speech a member may have to give at work; and third, to socialize. The workshops quickly became both educational and fun.

It didn't take long for these to become quite popular. While icebreaker speeches had to be given at the regular club meetings, almost anything went at workshops. The speeches tried at workshops were often done at regular club meetings later. For instance, at a formal debate workshop an outside debate expert judged and gave a lively explanation of some of the finer points of debate.

Workshops were the perfect place for the longer assignments in the advanced manuals, particularly "The Discussion Leader."

Workshops became a forum for assignments that were considered too unusual for regular meetings. For example, some members who were in an unsuccessful active job search requested help with their interviewing skills. Another member decided to do a dramatic reading, and eventually four members did a hilarious reading of a hard-boiled detective show. One person practiced her slide show of a recent vacation (I wish more people did this before inflicting it on unwilling victims!)

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### **EVEN THE BEST-RUN TOASTMASTERS CLUB MEETINGS CAN PALL AFTER HAVING TOO MANY SIMILAR MEETINGS IN A ROW.**

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Another way to take the show on the road is to hold a demonstration meeting. Graybar held two at MENSA regional and national gatherings. Many other organizations would be interested in Toastmasters demonstration meetings. You must be sure to clearly explain what is happening during a demonstration meeting—and if you want new recruits you have to let people ask questions.

#### **ON THE HOME FRONT**

Every successful idea led to many more. "Regular" club meetings often became special occasions. The Distinguished Club Program rightly encourages special meetings to keep member interest high. Graybar members knew that the club was open to suggestions, even if ideas at first seemed unusual.

The debate format transferred very well from the workshop, and was used in Table Topics as well as during the formal program. We even ran debates against the nearby Pacers Club, sometimes sending Graybar members to Pacers meetings, and once running a joint debate meeting.

To avoid disagreements about the debate resolution, it should be written down for both debaters and audience, and a scoring page given to the audience.

Theme meetings and panel discussions

worked well, too. The scheduled speakers had to abide by the topic restrictions, but every speech given at these meetings received full manual credit even so. In other cases, the position on the debate team was determined by who needed to work on which manual assignment.

When Graybar had a bumper crop of new members, special icebreaker nights were scheduled. Speakers gave their icebreaker talks then, and evaluators were carefully selected for their tact and diplomacy. More experienced speakers agreed to change their speaking slots to accommodate the new arrivals, and icebreaker coaches made sure work was done well in advance.

Some of the even less-conventional meetings were the most fun. The annual videotaping, at which all members gave a three-minute talk and got to watch themselves, turned out to be very educational.

The wildest Graybar meeting was the talent show. This was an "extra" meeting held at our regular site, which had a piano available for our use. A Christmas carol sing-along was led by the "Graybar Symphony Orchestra," which had been practicing for about a year. Other members performed according to their talents and inclinations, doing whatever suited them. The one bottom-line rule was simple: no evaluations were allowed! This was our time to play and have fun among friends.

Even the best-run Toastmasters club meetings can pall after having too many similar meetings in a row. Special meetings are the best tool to keep member interest and participation high. With planning and flexible thinking, they can also afford members opportunities they could not get otherwise. And that's what Toastmasters is all about, isn't it? ■

*Sharon Lynn Campbell, ATM, past president of Graybar Club 1436-46 and Chazzer Watson Club 5508-46 in New York City, is a freelance writer and consultant in Missouri.*

# WHAT MAKES A TOP CLUB?

BY THOMAS MONTALBO, DTM

*Is your Toastmasters club the best it can be? When Toastmasters clubs perform superbly, as the Top Ten and Top Five clubs did in 1989-90, the question that naturally comes to mind is, "How did these clubs do it?"*

**To get answers, officers of last year's top five clubs were contacted, all of whom identified six basic, necessary factors:**

## **LEADERSHIP**

Like any organization, a Toastmasters club is "rudderless" without a leader to direct members' efforts toward success. Four clubs in one district achieved Top Club rank last year. The clubs—all in the Philippines—are: Durian Club 4933-75 in Davao City; Capitol Club 194-75 in Quezon City; and Manila Bay Club 1088-75 and Bayanihan Club 2844-75, both in Manila.

"Strong club leadership is one of the features these clubs have in common," says District 75 Governor Virginia H. Europa, DTM. "The leaders of these clubs," she adds, "are fairly young, dynamic and aggressive, and have a strong sense of responsibility and commitment toward the club members and the district."

District 14 in Georgia was the Number One District last year, with three clubs winning top club designations: President's Club 1713-14, Buckhead Club 1520-14 and Bellsouth Club 6752-14.

Altogether, District 14 garnered seven awards, including Top Ten District Bulletin and Top Ten Club Bulletin. Immediate Past District 14 Governor James R. Dawson, DTM, says he was privileged to

ILLUSTRATION BY DOUG NISHIMURA





play a part in two of the clubs' success." When Dawson became a member of the President's Club in 1984, it had only eight active members. As club president in 1985 and 1986, he says he "had faith that we could be a Number One Club in the future, but there would be a great deal of work ahead. We had to start at ground zero."

Under Dawson's leadership, the club continually increased its membership. The members gave everything they had at each meeting, and began to get involved in district activities. "That's when we started to get the competitive edge," Dawson says, "and with each year grew the strength, confidence and desire to be the Number One Club in the world."

Dawson credits past President's Club President Diane Trawicky, ATM, with giving its members "the vision of being on top of the world." Trawicky responds: "One of the most important factors was our shared vision and each member's commitment to that vision." It's important that club leaders have the support of the members.

Becky Olson, past president of Rogue Valley Club 5633-7 in Medford, Oregon, a Top Five Club, advises, "Get some picture of where you want to be by June 30. Then, keep the vision alive!"

Club leaders must have a vision of what could be ahead. Some people call it vision and others call it purpose, mission, faith, goal or dream. Whatever you call it, a vision grabs a leader and evokes a compelling desire to make something happen. The stronger your desire, the more intense your drive will be to achieve your objective. Desire denotes deep feeling. It means something you must have and will have, no matter what.

District 69 Governor Gavin Blakey, DTM, attributes the Top Five status of API Brisbane Club 900-69 in Brisbane, Australia, among other factors, to "strong positive leadership from experienced members who encourage newer members." Blakey also says the club's meetings are "well-run" and "enjoyable."

Richard E. Schneider, DTM, past international director and past president of the Conoma Club 454-16 in Oklahoma City, Oklahoma, a Top Ten and Top Five club, joined the club in 1972, when it was down to six members and needed rejuvenation. By 1976, the club had 40 members and earned Top Ten recognition for the first time. Since the club has won the Top Ten award 10 times. "We have established a tradition of leadership," Schneider explains.

## MEETINGS AND PROGRAMMING

"The President's Club plans the year's programs, such as theme meetings and contests, during the annual planning session held in January," Trawicky says. The club also publishes an annual calendar in the club bulletin.

District 75 Governor Europa says the meetings of the four top clubs in District 75 are "both educational and fun." "The club leaders work hard at promoting the educational content and variety of meetings. Because of the dynamic interaction between club leaders and members, camaraderie in these clubs is strong, and members look forward to attending meetings."

demanding by the members."

Becky Olson of Rogue Valley Club says her club works with the educational vice president "to find out who is on track toward earning their CTM, ATM and DTM. Then we work with these members and help them set a schedule of speeches."

"We strongly encourage members to work toward completing the manuals," offers Marva Goff of the Bellsouth Club. "We also assign mentors."

## RECRUITMENT AND RETENTION

Many Toastmasters clubs have a problem with recruiting new members or retaining current members. But for top clubs, this comes almost naturally.

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# NONE OF THESE TOP CLUBS HAS DONE ANYTHING THAT YOUR CLUB CANNOT DO.

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District 64 Governor Laurie Fischer, DTM, past president of the Peak Performers Club 5570-64 in Winnipeg, Manitoba, Canada, a Top Ten and Top Five club winner, says his club's programming has "great variety, with each weekly meeting having a different theme chosen by the Toastmaster of the Meeting."

Libby Fields of the Jefferson County Speakers Club says, "We add variety to our meetings without straying from the normal structure. In the last year, we held a debate, a Johnny Carson night where a member pretended to be a talk show host who interviewed special guests. We also had a motivational night, an Emily Post night, plus others, along with all the PR necessary to make them hits."

Virginia Hedding of the Venetian Club speaks for all top clubs when she says the best membership builder is the quality meeting. "Great meetings keep members interested and make them eager to attend and participate. Guests become members because they're impressed by the meetings."

Officers of top clubs also point out that guests receive "the royal treatment:" they're recognized by the club president and warmly welcomed by members. When guests become members, they're inducted in a special ceremony and assigned a coach or mentor. They also get scheduled for an early icebreaker speech, and soon become involved in other programs and activities.

## EDUCATIONAL DEVELOPMENT

Emphasizing CTM, ATM and DTM achievements, top clubs expect only manual speeches. Additionally, they conduct constant or periodic Success/Leadership, Youth Leadership and Speechcraft programs. Many also have active speakers bureaus.

Jean Dunham of Sunrise Center Club 3359-39 in Citrus Heights, California, says her club places high emphasis on officer training, speech evaluations and developing professional speaking skills, "as

## SUPPORT AND RECOGNITION

Evaluations in top clubs are positive and constructive, neither harsh nor glossing over flaws. Shirley Thomas of the Buckhead Club says her club has an evaluation workshop every six months "to teach our members to give neither totally negative nor totally whitewash evaluations." We demonstrate how to give a balanced evaluation with several positive points and several points to be improved upon."

Jim Hills of the Moonlighters Club 431-9

in Spokane, Washington, says: "All evaluations stress the positive points in the speech as well as the areas for improvement consistent with the level of the development at the time."

As in any organization, recognition of achievement is essential in Toastmasters clubs. Its importance cannot be overstated. Recognition helps to create an environment where contributions by officers and members toward the club's goals are encouraged, acknowledged and respected. Without due recognition, officers and members would lose a major incentive for their accomplishments.

Many of the top clubs have instituted recognition ceremonies for presenting certificates, plaques or trophies. Some clubs give recognition at their regular meetings at the time of manual completions when certificates are presented, along with awards for best speaker, most improved speaker, best Table Topics speaker and best evaluator. Officers are usually recognized at the end of their term when a party is held and awards are given.

Periodically, top clubs present recognition awards to members who conduct Speechcraft, Youth Leadership and Success/Leadership programs, and to speakers bureau participants for their efforts and community contributions.

### INVOLVEMENT OUTSIDE THE CLUB

All top clubs participate in several outside programs and activities in which members have opportunities to meet new people and experience different speaking situations.

Most top clubs provide opportunities for their members by using Success/Leadership, Speechcraft, Youth Leadership programs and speakers bureaus. Top club members are also urged to judge outside speech contests and to serve in area, division and district offices. Common to top clubs is a high proportion of members involved in district leadership.

"We are very active in the district," Trawicky reports. "Two area governors, an immediate past district governor, the

district speakers bureau chairperson and the district Youth Leadership chairperson are members of our club. Last year, the club hosted the Fall District Conference."

Jim Hills points out, "An important aspect of Moonlighters Club's outside involvement is the speaker/evaluator exchange visits with other clubs."

As you've seen, the success of last year's top clubs lies in many factors. Their accomplishments serve as inspiration and examples of excellence for your club to emulate. None of these top clubs has done anything your club cannot do. And their efforts are worthwhile. It's a way to grow, to become the best we can, and to spread the benefits of Toastmasters to others. ■

**Thomas Montalbo, DTM**, a member of Sparkling Toastmasters Club 3602-47 in St. Petersburg, Florida, has received a Presidential Citation for his articles in *The Toastmaster*. He is author of *The Power of Eloquence*, a book on public speaking available from *Toastmasters International*.

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Shipping and handling are included in the above prices. If ordering from this advertisement, please use this coupon. Coupon expires 12/1/91. California residents add 6% sales tax. Where postage exceeds shipping and handling, customer will be billed for the excess.

# HALL OF FAME

## DTM

*Congratulations to these Toastmasters who have received the Distinguished Toastmaster certificate, Toastmasters International's highest recognition.*

Edna M. Lumley, 356-F  
Stephen Kaye, 5270-F  
Joan C. Newman, 6580-3  
Douglas J. Thompson, 683-5  
Catherine S. Roush, 1508-5  
James F. Richardson, 4197-5  
M.A. Johnson, 810-14  
Shirley M. Maxwell,  
1303-21  
Monika E.G. Gobeil,  
1938-21  
Merick A.S. Sherline,  
1132-28  
Linda L. Braggs, 2766-30  
Paul Burke, 1625-31  
Donald D. Giesen, 985-39  
Leo E. Ellis, 2695-39  
Kathie Pendrigh, 577-42  
Wayne F. St. Germain,  
4632-56  
Margaret A. Pickell, 3753-23  
June Sybil Gillies, 4821-70  
Lee P. Wagner, 4141-71  
Gaelle M. Deighton,  
4594-72

## ATM SILVER

*Congratulations to these Toastmasters who have received the Able Toastmaster Silver certificate of achievement.*

Kathleen A. Thompson,  
2717-F  
Donna G. O'Connell, 280-1  
Anthony Kaselionis, 710-1  
Will Brown, 149-15  
Bryant A. Gillham, 3689-18  
William G. Schrecengost,  
4879-23  
Dolores Beaver, 741-26  
Brian G. Kelley, 2237-26  
Richard A. Haefs, 4691-27  
Barbara L. Wood, 3374-33  
E. Frank Poyet, 4055-33  
Donald J. Robson, 450-42  
Michael Edward Newman,  
1318-42  
Jake Christopherson,  
7643-43  
Billy B. Johnson, 1033-44  
Foy L. Kirkpatrick, 6145-44  
Oliver N. Skoglund,  
4562-48  
Gordon G. Leggot, 1617-60

## ATM BRONZE

*Congratulations to these Toastmasters who have received the Able Toastmaster Bronze certificate of achievement.*

Curt Snyder, 2740-F  
Jean Douglas, 1394-5  
Merna Pease, 4591-6  
Gary Bryan Wright, 6774-7  
Jack A. Rardin, 1354-8  
J. D. Perper, 1957-8  
Evelyn L. Crawford, 4081-11  
Ronald L. Pardee, 1348-12  
James R. Dawson, 1713-14  
June C. Hoxer, 2439-15  
Marilyn Neuber Crotty,  
6360-23  
Bruce L. Gilmore, 1029-24  
Eunice Hendricks, 3420-24  
Jeffrey Tobe, 5830-25  
William A. Beichley,  
7186-26  
Marc Sullivan, 6694-28  
Rosemarie Miller, 265-30  
Jay D. Steger, 1087-30  
Louise Fields-Ulmer,  
5020-30  
Imogene Montgomery,  
5579-30  
Daniel Marsick, 2221-36  
Richard D. Langston,  
5620-37  
Herbert F. Long, 985-39  
Howard Hatch, 2123-44  
Wallace Thomas Johnson,  
III, 911-47  
Marian Crouch, 2208-56  
Mary K. Powell, 3437-57  
Joyce A. Cox Moore,  
2673-63  
Margaret A. Pickell, 3753-63  
Robert V. Parsons, 419-64  
Clive Simpson, 2987-69  
Alan L. Budd, 1121-70  
Mary O'Connor, 3794-71

## ATM

*Congratulations to these Toastmasters who have received the Able Toastmaster certificate of achievement.*

Ellinore J. Jacobsen, 6412-U  
Alicia R. Rockstroh, 5453-F  
Christopher Y'Barra, 2548-1  
Robert L. Duitsman, 4211-1  
Theresa Kann, 540-2  
Traci Lee Sanford, 822-2

William L. Kennedy, 16-3  
Sharon Bucher, 2694-3  
Betty Kiley, 3643-3  
Duane E. Jones, 4337-3  
Douglas E. Hewitt, 27-4  
Sandra Helayne Jones,  
1133-4  
Joseph A. Marshall, 3873-4  
Ralph R. Dickman, 5710-4  
Nathan E. Goode, 276-5  
Charles L. Stover, 1532-5  
Walter E. Fiorentini, 3538-5  
William T. Gleason, 1280-6  
Julie Redden, 3548-7  
Robert G. Duarte, 1525-8  
Brent P. Stewart, 1957-8  
Marianne Kay Ronan,  
3979-8  
Luke Youngman, 3979-8  
Anna Neher, 575-9  
George E. Hammond,  
321-10  
Diane R. Konyk, 1472-10  
Art Pietrzyk, 2502-10  
Betty Carter, 2917-10  
Royden L. Garland, 3578-10  
William I. White, 5185-11  
Rosemarie E. Caldwell,  
2338-13  
David J. McGill, 4218-14  
Earl S. Whitaker, 4607-14  
Fimone Copeland, 6931-14  
Garry A. Bennett, 3383-16  
Erma Lou Thompson,  
5467-16  
Lorean Oliver, 1376-17  
Gerald R. Hammond,  
2884-18  
Cindy Edwards Thorp,  
3032-18  
Larry Parke, 3990-22  
Lloyd Jame Zimmerman,  
2534-23  
Milton D. Garcia, 6220-23  
Walter L. Baumann, 4284-24  
Amos Fung, 4284-24  
Emil J. Hiykel, 5128-24  
Ed Adams, 713-25  
John W. Hurst, 3172-25  
Betty Chartier, 5286-25  
M. Jake Smith, 6059-25  
Patricia A. Cole, 6119-25  
Paula Ann Nelson, 6182-25  
J.L. Summers, 6623-25  
Ada Ai-Ti Chen, 619-26  
Judith D. Steadman,  
2117-26  
Milton J. Kowalewski, Jr.,  
2626-26  
Francis M. St. Mark, Jr.,  
3772-27  
Christopher B. Bordeaux,  
4572-27

Julie Lawrence, 3159-28  
Gloria Gaines, 152-29  
James M. LeVine, 535-29  
Donald K. Macintyre,  
2277-31  
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Paul Hunt, 498-35  
James Charles Pinter,  
5798-36  
Patrick M. Blanchard,  
439-37  
Marvin Wayne Bryant,  
1638-38  
Kathleen R. Johnson, 64-39  
James H. Wasilchen,  
1390-39  
Barbara Joan Kempker,  
1528-39  
Ellen F. Hester, 2427-39  
David W. Conrad, 3043-39  
Charles L. Morris, 3130-39  
John L. McDonald, 3316-39  
Leonard D. Shipley, 3444-39  
Yvonne Bartlett, 5014-39  
Robert Mullan, 6786-39  
Angeline A. Hesje, 1318-42  
Lynn Schellenberg, 5766-42  
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Shirley Holder, 5390-47  
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Jean Rene Boisvert, 3778-61  
Delores L. Jackson, 807-62  
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Victor R. McCauley, 2409-63  
Martha Clark, 7130-63  
Ken Perrett, 2215-64  
Tom O. Millington, 3207-64  
Wayne Sweeney, 3406-64  
Margaret H. Beyer, 4350-65  
Edward H. Straub, 5659-65  
Karla L. Marshall, 6822-66  
Wayne Roane, 4528-68  
Joyce Rogers, 3410-69  
Dianna Speed, 3713-69  
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Alan Pendergast, 5073-70  
Ray Boyd, 1076-72  
Irene Vorey-Bushell,  
3077-73

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**Stepan, 7869-30**  
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### 45 years

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### 40 years

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**West Suburban, 930-30**  
**Pine Knot, 908-62**

### 35 years

**Minneapolis Sales Exec., 2019-6**  
**Marion, 2020-10**  
**Noblesville, 1251-11**  
**Janesville, 1983-35**  
**Conestoga, 2036-38**  
**Napa, 2024-57**

### 30 years

**Encore, 1339-19**  
**Collins Avionics, 3250-19**  
**Cowichan, 950-21**  
**TM of Westfield, 3187-46**  
**Oxford Speakers Club, 3297-71**

### 25 years

**Moline, 2790-19**  
**Northshore, 3908-31**  
**Milwaukee Public Works, 1003-35**  
**Wausau Evening, 2510-35**  
**Louis Riel, 3207-64**  
**Karingal, 1665-70**  
**Port Phillip, 1381-73**

### 20 years

**Chilliwack, 3486-21**  
**Agrator, 1889-27**  
**Boston, 1074-31**  
**High Desert, 3647-33**  
**Norbeck, 367-36**  
**H E Dobson, 2005-40**  
**Foresters, 2511-42**  
**Logistics Center, 2050-62**  
**Thompson, 2411-64**

### 15 years

**Easy Risers, 2961-3**  
**Speak 4 Yourself, 318-4**  
**PGE, 3534-7**  
**Salem, 2430-8**  
**Lower Valley, 76-9**  
**Colfax, 1596-9**  
**Christian Tack, 3032-18**  
**Red Bird, 2047-25**

**Michael H. Murdoch, 3851-29-**  
**Minutemen, 2288-31**  
**Baraboo Bluffers, 2026-35**  
**Evergreen, 2897-42**  
Richmond County, 3817-46  
**Donelson Early Birds, 1298-63**  
**Ennis, 3360-71**  
**First National, 844-74**

### 10 years

**Sundogs, 4476-U**  
**Mensanity, 4438-F**  
**Magnavox, 4526-1**  
**Bellingham Evening, 4470-2**  
**Sunrisers, 4456-3**  
**Oak Creek Orators, 4459-3**  
**Sunset Spokesmen, 4468-3**  
**Daybreakers, 4517-3**  
**Rolman Forum, 4439-4**  
**Amyac, 4460-4**  
**One-Oers, 4486-4**  
**Downtown, 4437-5**  
**Lewis and Clark, 4448-8**  
**Lunch Bunch, 3640-9**  
**Desert Empire, 4440-12**  
**Fontana, 4443-12**  
**Windy Hill "Windbags," 4449-14**  
**Carpet Capital, 4464-14**  
**Horizon, 4465-14**

**Collins Communicators, 3154-19**  
**Ankeny, 4477-19**  
**The Communicators, 4483-21**  
**Hallmark, 4467-22**  
**Technically Speaking, 2231-25**  
**Generally Speaking, 4432-25**  
**SME TM Dallas, 4446-25**  
**Voices of Distinction, 2363-26**  
**Sunshine Valley, 4469-26**  
**Advanced Speakers, 2603-31**  
**United, 4431-31**  
**Port of Tacoma TMs, 4522-32**  
**Golden Tongued, 4452-33**  
**Empire, 4461-37**  
**News Toasters, 4474-37**  
**Toms River, 4471-38**  
**Hi-Liners, 4457-39**  
**Talk of the Town, 4463-41**  
**Wild Oats, 2849-42**  
**Norwich University, 4475-45**  
**Harris Semicons, 2002-47**  
**Palmetto Goldmine, 4472-58**  
**Goodyear, 4447-60**  
**Red River, 2329-64**  
**Gateway, 3138-69**  
**Bray Toastmasters, 4488-71**

## The Ralph C. Smedley Memorial Fund

Contribute to the Ralph C. Smedley Memorial Fund.

- Keep the legacy alive.
- Increase the benefits of Toastmasters' membership to others.

### Examples of activities the fund supports

- Increasing public awareness of Toastmasters, through the production of television and radio public service announcements.
- Development of new and improved material to help meet member and club needs.

Your donation to the Smedley Fund is tax deductible.

- Donate \$10.00 or more and receive a Toastmasters International paperweight.
- Clubs donating \$50.00 or more receive a special club ribbon.
- Contributors of \$100.00 or more have their name inscribed on a permanent plaque at World Headquarters.

All contributions will be gratefully acknowledged—Support the Ralph C. Smedley Memorial Fund

### RALPH C. SMEDLEY MEMORIAL FUND — Contribution Form

I/We support the Ralph C. Smedley Memorial Fund

Name \_\_\_\_\_

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Club \_\_\_\_\_ District \_\_\_\_\_

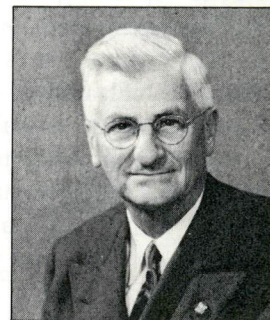
Country \_\_\_\_\_ Amount \_\_\_\_\_

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Send to: Toastmasters International, Ralph C. Smedley Memorial Fund  
P.O. Box 9052, Mission Viejo, CA 92690, U.S.A.



"Education is our business. It has been so since the beginning."  
— Dr. Ralph C. Smedley, Founder

If you wish to make a donation in honor of an individual or if you wish to make a memorial contribution, please describe below where acknowledgement of your donation should be sent. In such cases, the amount of the donation will not be disclosed.

## TOASTMASTERS' 1991 GOLDEN GAVEL RECIPIENT

Every year, Toastmasters International presents its prestigious Golden Gavel Award to an individual of significance in the fields of communication and leadership. This year's recipient is not only an outstanding seminar leader and marketing expert, he epitomizes the art of public speaking.

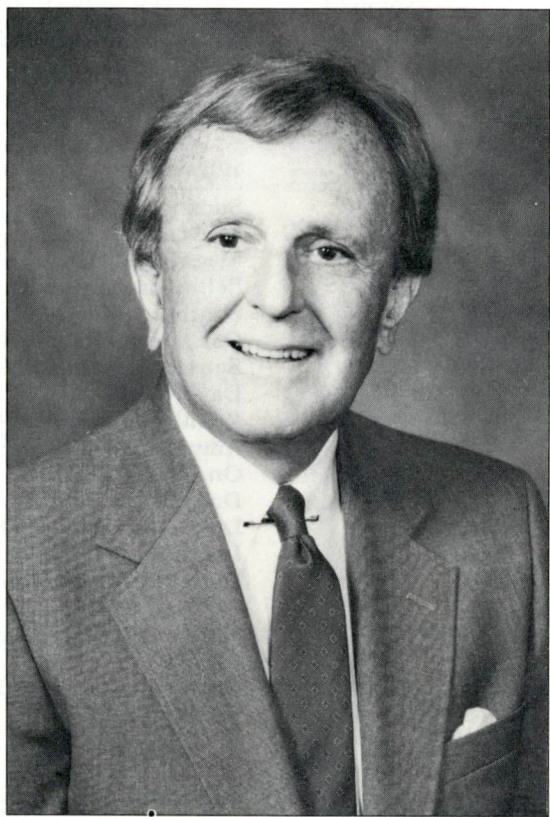
Billed as a "speaker's speaker," this silver-tongued professional orator has reached the pinnacle of his profession and won the acclaim of his peers.

• "Public Speaking is not what Bill Gove does — it's what Bill Gove is," says Jim Tunney, an NFL referee and nationally known speaker. "He is a consummate storyteller with just the right mix of meat and humor. His audiences laugh while they learn. In short, Bill Gove is a 'Never Miss' speaker!"

• "Bill Gove is simply the best — that's all!" concedes professional speaker Charley Willey.

• "He has been my role model for years," says another speaker, Don Hutson.

• "When speakers get together they speak about speaking and speakers, and invariably the name of



### *Master Orator* **BILL GOVE**

their hero and mentor comes up: Bill Gove," says Dr. Charles Jarvis, a former Golden Gavel recipient. "His humor, his freshness and his distinct delivery have made him one of the most, if not the most respectable speaker in the world."

This master trainer, teacher and entertainer has an impressive record of more than 5,000 speaking engagements to leading organizations and corporations nationwide. A former executive with 3M Company, Gove was the first president of the National Speakers Association and is a winner of the coveted Cavett award, the "Oscar of public speaking." He has won numerous other awards and is also a member of the Inter-

national Speakers Hall of Fame.

Past Golden Gavel recipients include people of international renown, such as Rear Admiral Grace Hopper, Art Linkletter, Dr. Robert Schuller and Tom Peters. This year, it is our pleasure to invite you to Toastmasters' International Convention in Atlanta, Georgia, and let you hear and see this master orator for yourself. Don't miss it!

**"Bill Gove has done as much to make speaking a profession as any other person alive. His powerful message is always sprinkled with pearls of wisdom and humor."**

**— Cavett Robert**

**"Thanks to Bill's knowledge, insights, patience and skill, I have not only been able to make a living on the platform, but to make a life."**

**— Dr. Herb True**

**"Bill Gove gets the MVP, the Emmy, and the football. He's my man!"**

**— Ty Boyd**



# TOASTMASTERS 60th ANNUAL CONVENTION

August 13-17, 1991

Atlanta Hilton and Towers, Atlanta, Georgia

**MAIL THIS PART TO: Toastmasters International, P.O. Box 9052, Rancho Santa Margarita, CA 92690 (This form is not to be used by International Officers, Directors, Past International Presidents or District Governors elected for 1991-92).**

To attend general sessions on Wednesday, Thursday and Friday, a registration badge will be required. Preregister and order event tickets now! **You must be registered to purchase tickets** to any event except the International Speech Contest. ATTENDANCE AT ALL MEAL EVENTS AND THE SPEECH CONTEST WILL BE BY TICKET ONLY. Advance registrants will receive a receipt by mail. Tickets can be claimed at the registration desk beginning at 10:00 a.m. Tuesday, August 13.

**ALL ADVANCE REGISTRATIONS MUST REACH WORLD HEADQUARTERS BY JULY 10.**

- \_\_\_\_\_ Member Registrations @ \$55.00 \$ \_\_\_\_\_
  - \_\_\_\_\_ Joint Registration: Husband/Wife (both Toastmasters) @ \$95.00 \$ \_\_\_\_\_
  - \_\_\_\_\_ Spouse/Guest Registrations (each) @ \$40.00 \$ \_\_\_\_\_
  - \_\_\_\_\_ Dinner for Members Outside U.S. and Canada/Interdistrict Speech Contest (Monday, August 12) @ \$31.00 \$ \_\_\_\_\_
  - (Note: The above event is restricted to delegates from outside U.S./Canada)
  - \_\_\_\_\_ Tickets: **Toastmasters & Guests Luncheon** (Thursday, August 15) @ \$20.00 \$ \_\_\_\_\_
  - \_\_\_\_\_ Tickets: **DTM Luncheon** (Thursday, August 15) (Note DTM# \_\_\_\_\_) @ \$20.00 \$ \_\_\_\_\_
  - \_\_\_\_\_ Tickets: **"Safari" Fun Night** (Thursday, August 15, Dinner, Show) @ \$36.00 \$ \_\_\_\_\_
  - \_\_\_\_\_ Tickets: **Golden Gavel Luncheon** with Bill Gove (Friday, August 16) @ \$25.00 \$ \_\_\_\_\_
  - (Please note: the Golden Gavel Luncheon will be held on Friday, August 16. This is a change from previous convention schedules).
  - \_\_\_\_\_ Tickets: **President's Dinner Dance** (Friday, August 16, Dinner, Dancing, Program) @ \$36.00 \$ \_\_\_\_\_
  - \_\_\_\_\_ Tickets: **International Speech Contest** (Saturday, August 17) @ \$10.00 \$ \_\_\_\_\_
  - (Please note: Continental breakfast items will be available for purchase prior to the contest).
- TOTAL \$ \_\_\_\_\_

Check enclosed for \$ \_\_\_\_\_ (U.S.) payable to Toastmasters International. **Cancellation reimbursement requests not accepted after July 22. Cancellations not accepted on site.**

(Please Print) \_\_\_\_\_ Club No. \_\_\_\_\_ District \_\_\_\_\_

Name \_\_\_\_\_

Spouse/Guest Name \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_

State/Province \_\_\_\_\_ Country \_\_\_\_\_ Zip Code \_\_\_\_\_

Daytime Telephone ( \_\_\_\_\_ ) \_\_\_\_\_ If you are an incoming club or district officer, indicate office: \_\_\_\_\_

I need special services due to a disability. Please contact me before the Convention.  This is my first TI Convention. **A**

**Mail This Part To: Atlanta Hilton and Towers, Reservations Dept., 255 Courtland Street, N.E., Atlanta, GA 30303-9862.**

**1991 TOASTMASTERS INTERNATIONAL CONVENTION**

• Atlanta Hilton & Towers • August 13 - 17, 1991

Name \_\_\_\_\_

Company Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone ( \_\_\_\_\_ ) \_\_\_\_\_

Sharing with \_\_\_\_\_

Arrival Date \_\_\_\_\_ 6PM or Guaranteed\*

Departure Date \_\_\_\_\_ Hour \_\_\_\_\_ AM/PM

HHonors Number: \_\_\_\_\_

**Reservations must be received by July 10, 1991.**

Reservations received after the above date will be accepted on a space availability basis. For hotel reservations call (404) 222-2800.

Guarantee Method :

AMX  MC  VISA  DINERS CLUB  CARTE BLANCHE

Credit Card Type \_\_\_\_\_

Number \_\_\_\_\_ Exp. Date \_\_\_\_\_

Room Type	Main Hotel	Towers
Single	\$96	\$125
Double	\$106	\$135
Suite	\$450 & Up	\$425 and Up
Extra Person	\$10	\$10

Unless guaranteed by major credit card, reservation will be held until 6 PM. American Express, MasterCard, Visa, Diners Club, Carte Blanche accepted. Towers guests please go to 27th floor to check-in. If room or suite is not available at requested rate, nearest available rate will be assigned. If a room is not available at the rate requested, reservation will be made at next available rate. If the Towers is requested and not available, your reservation will be confirmed in a deluxe room in the main hotel. Room charges subject to state and local taxes.

Does your club have the tools it needs to conduct effective club meetings—meetings that create an atmosphere of learning for your members and entice new members to join your club? All clubs should have these tools:

403	MEMBER INTEREST SURVEY (Quantity of 25) Plan your club programs around the needs and interests of members	\$1.00 plus \$ .50 s/h
900	PROGRAM ASSIGNMENT NOTICE (Quantity of 75) Postcard to remind members of their assignments	\$1.75 plus \$ .50 s/h
1114	TOASTMASTERS CHECKLIST (Quantity of 50)	\$2.00 plus \$ .50 s/h
1310	CLUB MANAGEMENT HANDBOOK All officers should have a copy	\$3.50 plus \$1.00 s/h
1502	QUARTERLY PROGRAM ASSIGNMENT SCHEDULE (Quantity of 20) Plan club program assignments month by month	\$1.00 \$ .50
1167-D	A TOASTMASTER WEARS MANY HATS Every member should have one of these informative brochures	\$.50 plus \$.25 s/h
1315	THINK FAST! TABLE TOPICS HANDBOOK	\$.50 plus \$.25 s/h
1316	STAND UP & SPEAK! TABLE TOPICS GAME	\$6.50 plus \$1.50 s/h
1415	WORD OF THE DAY Large cards with pronunciation, definition and use in a sentence	\$3.00 plus \$1.00 s/h
1211	SPIRIT OF SUCCESS AWARD (for five members) Recognize members during their first six months of membership	\$2.00 plus \$.75 s/h
1324	CLUB ADMINISTRATIVE MATERIALS KIT Contains all the forms you need to keep accurate financial and administrative records	\$13.00 plus \$2.00 s/h
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1160	MEMBERSHIP BUILDING KIT Complete collection of materials	\$5.00 plus \$2.00 s/h
1162	NEW MEMBER ORIENTATION KIT All new members must be oriented. Contains everything your club needs	\$5.00 plus \$2.00 s/h
1167	TOASTMASTERS & YOU KIT Designed to give to new members upon joining	\$2.00 plus \$1.00 s/h
1167-A	PACKAGE OF FIVE TOASTMASTERS & YOU KITS	\$8.75 plus \$2.00 s/h
1550	CLUB REFERENCE FILE 40+ of the most used educational material.	\$36.00 plus \$4.00 s/h

DON'T DELAY ORDER TODAY!

# TOASTMASTERS SUCCESSFUL MEETINGS

## COUPON

Payment Must Accompany Order

Mail to: Toastmasters International,  
P.O. Box 9052, Mission Viejo, CA  
92690 U.S.A.

Please send me:

Quantity

___ 403 @ \$1.50	___ 1211 @ \$ 2.75
___ 900 @ \$2.25	___ 1324 @ \$15.00
___ 1114 @ \$2.50	___ 1504 @ \$2.50
___ 1310 @ \$4.50	___ 1160 @ \$7.00
___ 1502 @ \$1.50	___ 1162 @ \$7.00
___ 1167-D @ \$.75	___ 1167 @ \$3.00
___ 1315 @ \$.75	___ 1167-A
___ 1316 @ \$8.00	___ @ \$10.75
___ 1415 @ \$4.00	___ 1550 @ \$40.00

Shipping and handling are included in the above prices. If ordering from this advertisement, please use this coupon. Coupon expires 12/1/91. California residents add 6% sales tax. Where postage exceeds shipping and handling, customer will be billed for the excess.

Check or money order enclosed: \$ \_\_\_\_\_ (U.S. currency)  
Charge my MasterCard/VISA (circle one)

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Signature \_\_\_\_\_

Name \_\_\_\_\_

Club No. \_\_\_\_\_ District No. \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State/Province \_\_\_\_\_

Country \_\_\_\_\_ Postal Code \_\_\_\_\_

See the 1991 Supply Catalog for complete descriptions and list of other materials to help make your club a success.