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### Editorial Assistant

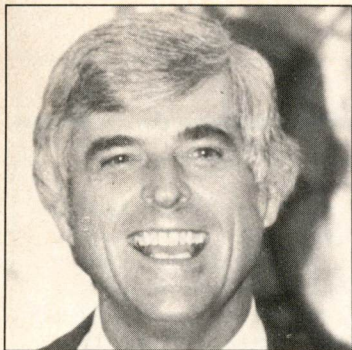
Michelle Cabral

### Art Director

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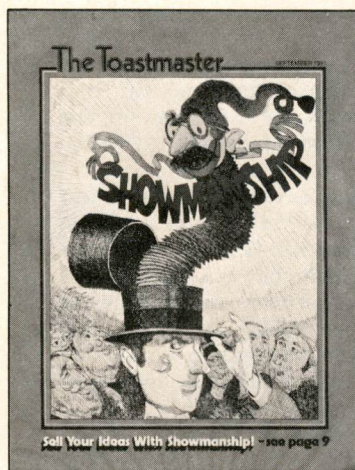
Page 11



Page 16



Page 24



# Contents

SEPTEMBER 1981  
Vol. 47 No. 9

## features

- 5 Brainstorming: In Search of an Idea**  
by Richard A. Taylor, DTM
- 9 Sell Your Ideas With Showmanship!**  
by William Repp
- 11 William Hamilton: Learning + Enjoyment = Achievement**
- 14 Why Executives Fail**  
by Raymond Schuessler
- 16 Know Your Audience**  
by Leon Fletcher
- 20 Planning the Impromptu Speech**  
by John I. Hartley
- 21 Move Over, You're Blocking Your Message**  
by Dorrine Anderson Turecamo
- 23 How To Make Yourself Clear**  
by Larry Heller
- 24 The Care and Feeding of a Committee**  
by B.Y. Auger

## departments

- 4 Letters**
- 8 Update**
- 18 1980-81 International Hall of Fame**
- 22 Laugh Lines**
- 28 Hall of Fame**
- 31 How To...**

## COVER

Have you ever had to persuade the loan officer at your bank to finance your business? Sell a client on your new advertising campaign for his product? Every day people everywhere are faced with the problem of selling someone else on their ideas. But the people who succeed are the ones who sell their ideas more effectively than others. In this month's cover story, William Repp tells how dramatizing your ideas will enable you to make a powerful presentation sure to grab your audience's attention and win them over to your point of view.

Published monthly to promote the ideals and goals of Toastmasters International, an organization devoted to helping its members improve their ability to express themselves clearly and concisely, develop and strengthen their leadership and executive potential and achieve whatever self-development goals they may have set for themselves. Toastmasters International is a non-profit, educational organization of Toastmasters clubs throughout the world. The first Toastmasters club was established by Dr. Ralph C. Smedley on October 22, 1924. Toastmasters International was organized October 4, 1930 and incorporated December 19, 1932. This official publication of Toastmasters International carries authorized notices and articles regarding the activities and interests of the organization, but responsibility is not assumed for the opinions of authors of other articles. Second class postage paid at Santa Ana, California. Copyright 1981 by Toastmasters International, Inc. All rights reserved. The name "Toastmasters" and the Toastmasters emblem are registered trademarks of Toastmasters International, Inc. Marca registrada en Mexico. PRINTED IN U.S.A. All correspondence relating to editorial content or circulation should be addressed to THE TOASTMASTER Magazine (ISSN 0040-8263), 2200 N. Grand Ave., P.O. Box 10400, Santa Ana, California 92711. Phone (714) 542-6793. Non-member price: \$9.00 per year. Single copy: 50¢.



## Toastmasters for Self-Improvement

When joining Toastmasters International's Speechcraft program, my immediate goal was to improve my speaking ability. I also wanted to prepare for a speaking engagement for which I would address more than 200 people. The program helped me to improve as a speaker and gave me more confidence at the lectern.

I did not plan to join Toastmasters but after completing the Speechcraft program, I was eager to do so. I realize that Toastmasters will help me become a better speaker and will assist me in developing my full potential. I know that Toastmasters training will also enable me to become more successful in my occupation and assist me in my next promotional examination.

I want to express my appreciation to my fellow Toastmasters at the Mt. Helix Club for being so helpful and cordial. I commend Toastmasters International for their excellent training programs. And thank you for an excellent magazine. Keep up the good work!

*Al Mozingo  
El Cajon, California*

## Why Bother?

Acquaintances often ask me, "What do you get out of Toastmasters?" What they really mean is "Why do you, a 50-year-old housewife, want to make speeches in front of all those sharp young men and women?"

I tell them I get self-confidence. I get direction for my life, and I get inspired. I get appreciated by my fellow human beings and I get a youthfulness that can only come through enthusiastic participation in a meaningful activity with a caring group of people.

I need continuous active participation in Toastmasters to maintain the high level of self esteem and skill required to achieve success in my life. I need the honest, thoughtful, trained evaluation I get from my fellow members so I can continue to aim even higher and exceed my own levels of performance. I need to associate with people who are mentally and emotionally stimulated and who reach out beyond the confines of

their daily routines.

I tell these acquaintances that even if my skills were never used past the conversational environment of my own living room, I would still be getting something valuable from my Toastmasters training.

*Lorraine Folse  
Memphis, Tennessee*

## Unhealthy Advertisement

The Tobacco Institute's half-page advertisement in the July magazine disturbed me. The ad encouraged clubs to schedule their nationally-known speakers who, I presume, are paid by the Tobacco Institute. During these speakers' discussion periods, it appears that they would find ways of advocating the use of their sponsor's products. As smoking has been proven to be dangerous to our health, I believe that advertisements from the tobacco lobby are not in the best interest of Toastmasters.

*Stephen Polaschik, ATM  
Greenbelt, Maryland*

## Improving Speech Contests

More power to Marshall Kulberg for writing an article about something deficient in Toastmasters.

Officially it is not a policy of Toastmasters International that controversial topics are to be avoided in speech contests; however, I must say that it has unintentionally become a policy. I, too, have observed that motivational speeches have the greatest tendency to win speech contests. I also agree with Mr. Kulberg that inexperienced judges are part of the problem, especially at the area level when each club furnishes judges, even if the clubs are new (by the way, voting for the entrant from your own club is strictly taboo in our area).

Recently Picatinny TM Club 3547-46 had a debate and picked a controversial topic, abortion. To keep the judging objective, immediately after introducing the judges, the Toastmaster passed a box labeled "Bias Box" to each judge and requested that any biases be deposited in that box. The final vote was very close.

I don't agree with all of Mr.

Kulberg's solutions. As for training at club level, some weaker clubs would be in no position to effectively accomplish that. For area and division contests, I recommend using judges from outside the area or division, plus requiring at least CTM status for judges. I suspect that in the last five years some potential world champion speeches were eliminated at the area or division level because of sloppy judging.

I recommend that Toastmasters International form an ad hoc committee to study this problem and then recommend changes to the way we run speech contests.

*Lester Hemphill  
Sparta, New Jersey*

Marshall Kulberg should be awarded the Meritorious Service Medal with at least twenty-nine palms. His article in the June issue, "Something Must Be Wrong!," was incisive, well written and at long last voiced the opinion most of us have shared, but which he alone had the courage to promulgate.

Those who have entered the speech contest arena, and those who have attended numerous contests as observers can endorse his comments. It appears that motivational speeches rank with sacred cows and instantly find favor with contest judges even though other speeches may have contained all the elements of true Toastmaster skills: excellent organization, clear delivery, proper gestures, friendly eye contact and an element of outstanding subject matter. It is time to educate members in the proper method of judging and scoring.

I also agree that the *Judge's Guide* and ballot forms should be available to the speakers to see how they were graded and in what areas they could improve. Toastmasters was designed to improve speaking ability and one cannot improve areas in which one does not realize that a deficiency exists.

I believe that Mr. Kulberg's article should be mandatory reading for everyone in Toastmasters. Moreover, it should probably be engraved in bronze and made a permanent part of the opening ceremonies at every speech contest.

*George H. Vandenberg, ATM  
Omaha, Nebraska*

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How to harness a group's creativity to solve  
even the most difficult problems.

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# **BRAIN— STORMING:**

## **In Search of An Idea**

by Richard A. Taylor, DTM

**G**ood flip-flop," she said, rotating her hand encouragingly. Diane Heffner, training coordinator for Burroughs Welcome Company, Research Triangle Park, North Carolina, paced in front of the crowd confidently. Behind her, two assistants scratched furiously on twin easel pads, struggling to keep up with the intense bursts of words fired from the audience.

They call it "brainstorming." It's an old idea, but only recently have the techniques been honed into the fine-pointed discussion tool wielded by Diane Heffner and others like her. Brainstorming —also called "green-lighting" — is regarded as one of the most useful idea-generators and one of the most successful discussion-leading methods practiced today.

The purpose of brainstorming is to generate a large quantity of ideas in a very short time. You can do this yourself. Given a problem, a quiet room and pad and pencil, you can quickly jot down all the possible solutions you can think of in a couple of minutes. But the greatest worth of brainstorming lies in its

value as a group process. Brainstorming harnesses the creative power of groups. People working together in a free-wheeling discussion often come up with ideas none of them could produce individually. This phenomenon (known as *synergy*) confirms the old adage, "two heads are better than one." Indeed, brainstorming has been used quite successfully with groups of up to 20 or 30,

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**Brainstorming avoids  
the pitfall of  
premature evaluation.**

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though eight to 10 is usually preferred.

In addition to its synergistic effects, brainstorming, like other group processes, allows members of the group to help shape decisions, actions and policies of the group or organization, which leads to greater commitment and motivation to achieve the goals of the group.

Brainstorming does, however, differ

from traditional discussion techniques in one very important respect. It avoids the pitfall of premature evaluation, perhaps the greatest of all barriers to the creative flow of ideas. In a brainstorming session, the group produces as many ideas as possible as rapidly as possible, with no criticism or evaluation of any idea permitted until the discussion leader says so.

### Preparation

Being the leader of a brainstorming session is fun, easy and productive. By following a few simple guidelines and with a little practice, you can put this remarkable discussion technique to work in solving the problems of your organization.

The first factor to consider is the facility — the office or meeting room in which the session will take place. It must be large enough to seat the group comfortably, preferably in a semi-circle facing the discussion leader. This arrangement de-emphasizes differences in rank or status among group members, ensures good visibility for everyone and focuses the attention of the group not only on the leader, but also on the task.

To record the ideas of the group, you'll need at least one easel with a blank pad of paper. Ask for a volunteer to serve as recorder. You can do the writing yourself, but it's best to leave yourself free to concentrate on the group, not the easel. Two easels are even better. Then you can employ two recorders who can alternate writing down the ideas generated by the group. At its productive peak, an active group will test the speed of even the fastest writers.

A chalkboard can be used if necessary, but it's a poor substitute for an easel pad in a brainstorming session. When it fills up, the flow of ideas screeches to a halt as the board is erased. Even if someone in the group is taking accurate minutes, the group can no longer see what has already been said, a critically important factor in brainstorming.

Another essential detail is masking tape. As the pages of the pads fill up, tear them off and tape them to the wall so everyone can see the ideas that have already been recorded. If you simply flip the pages or stack them out of sight, you'll have people wondering, "Didn't we think of that earlier?" To avoid stopping the discussion at a critical point, tear off a dozen or so 3-inch strips of tape before the session, and stick them temporarily to the edge of the easel or on the wall where the sheets will be displayed.

The matter of marking pens may seem a trivial detail, but it can be embarrassing if you don't have any. Use water color pens with broad felt tips. Some of the permanent inks leach

through the paper, ruining several sheets beneath the one you're writing on. Even worse, using the wrong pen on a sheet of paper which has been taped to the wall can leave ink spots on the wall.

In some cases, you may want to contact each participant individually before the meeting to explain the problem the group will be attempting to solve. In others, you may want to kick off the meeting with a formal presentation, complete with facts, figures, charts, graphs, etc., to make sure everyone understands the situation. Members of the group will want (and need) to know if they are deciding or merely recommending. If a course of action is adopted, who will implement it? As the leader, it's your job to answer these questions before the brainstorming session begins.

By far the most important rule — and everyone in the group must understand this — is the ban on evaluative remarks during the brainstorming session. All ideas, no matter how far-fetched, are to be accepted and recorded.

### Free Speech

Another rule is that in a brainstorming session, all participants must be treated

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## The wild, the funny and the ridiculous have a place in the process.

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as equals. Each individual must have a right to speak without fear of being put down. Perhaps one of the most difficult situations the leader will have to manage is when one person in the group has more knowledge of the problem than the rest of the group. Your task will be to encourage input from the others in the group. If the ideas of the non-experts were not important, you wouldn't be having a brainstorming session. You would have given the problem to the expert in the first place.

The mechanics of processing the ideas should also be explained to the group. For example, they should understand that all ideas will be written on the easel, the pages will be taped to the wall, building on previous ideas is encouraged, contradictory ideas are encouraged and even wild ideas are encouraged.

After you give the green light to the discussion and the group begins to spout ideas, you should restate the idea, trying to use the speaker's exact words. This lets the speaker know that not only the idea, but also the means of expressing it are important. This encourages further participation. If the recorder does not record the speaker's words exactly, ask the recorder to re-

write the idea as originally stated unless the speaker prefers the revision.

You, as the leader, may ask for clarification if you do not understand what the speaker said. If you understand what he or she said, but not what he or she meant, don't pursue it. The idea can be explained during the evaluation session which comes later.

Your role is to facilitate the flow of ideas, and this means reinforcing participation in the discussion. You can do this with encouraging words ("OK," "good flip-flop," "good piggybacking," "uh-huh," "now we're really clicking," "can anybody think of a variation on that idea?" etc.). Notice that the leader, in keeping with the rules, does not remark on the idea, but merely on the participation.

Body language is an important reinforcer, too. You can quickly shut down the discussion by raising your hand with the palm turned outward toward the group. You can encourage discussion by extending your arm toward the group, with the palm up and the hand open. Generally, if you look open, relaxed and receptive, the group responds better.

As the ideas continue to flow, the first page of the easel may fill up. Be aware that there is a natural tendency for discussion to stop when the page gets full. For some reason a full page creates the illusion that the job is finished. You can prevent this unnecessary break in the action by having an assistant quickly tear off the sheet and tape it to the wall. Meanwhile, the recorder should keep recording and the discussion should continue.

The essence of brainstorming is that one idea stimulates another. In fact, one idea may precipitate a whole "family" of related ideas. Some of these even have names, like "flip-flop" (opposite of a previous idea) or "piggyback" (logical extension of a previous idea). The human mind can interpolate, extrapolate, analyze and synthesize. This sort of mental processing goes on all the time in a brainstorming session, which is why it's so important to keep all of these scribbled pages before the group. The first ideas are the raw materials, the feedstock of the last ideas. And the last ideas are often the best.

For the same reasons, the wild, the funny and the ridiculous have a place in the brainstorming process. They may sprout good offshoots. That crazy idea that at first drew chuckles may, upon analysis, turn out to be the best solution.

### Deceiving Lull

Sooner or later, the group will wind down. There will be an awkward period of silence when nobody is saying anything. An inexperienced discussion leader may end the brainstorming session here, believing that the group has

reached a natural ending point. Not so. Remember that the group is still processing all the ideas that have been offered previously — combining them, breaking them apart, examining their contents and holding them up to the light. The patient, experienced discussion leader will outwait the lull, knowing the best is yet to come.

Perhaps a minute, possibly three minutes of silence will pass. Then, like a runner getting his second wind, the silence will be trampled under a new stampede of ideas. Other brief lulls will occur, and eventually the discussion leader will sense that the group has exhausted its options.

The next step is to conduct an evaluation of the ideas on your list. One way to do this is to take each idea in order and let the group discuss what they like and don't like about each. Many will be discarded, some will be immediately attractive and others will bear further investigation. Depending on the task, the group may select the "one best" alternative or a group of alternatives.

Another approach is to ask each group member to select the idea he views as best, or to "select the best five and arrange them in rank order." This process will weed out the ideas favored by no one.

But these are simply different paths to the same destination. In each case, the group must select the best idea (or ideas) and decide on a course of action or recommendation. Open debate and discussion of the pros and cons of the various ideas presented is the key to the evaluation process. It may produce consensus or there may be a dissenting minority. As the meeting leader, you will need to be prepared to deal with either.

#### The Right People

Brainstorming is not a cure-all. There are situations in which it should not be used. A brainstorming session which includes the wrong people is not likely to produce satisfactory results. Clearly, the members of the group must have competence and experience that relate to the problem. Often, roles and functional responsibilities determine who will participate in the process. It is, for example, unlikely that the chairman of the board would call in his secretary to help select a site for a new manufacturing plant. On the other hand, it is not unusual to omit a key person from the brainstorming process — someone who has real expertise in the problem being discussed. Sometimes this occurs as a simple oversight, but often it occurs because the leader is unaware of the capabilities of the people in his organization. It's good to know who knows what.

Another misuse of brainstorming — or of any process involving the input of ideas from people in the organization —

is to give a false appearance of participation in the decision-making of the organization. If you (the leader) have already made the decision, you risk alienating your key people by involving them in a sham — a transparent one, at that.

A further limitation of brainstorming is that it is not a "scientific" method of problem analysis, though it may well be used in conjunction with such methods. Quite the contrary, the value of brainstorming lies partly in its allowing us to suspend, temporarily, the rules of the system and common sense. By permitting imagination to run free, brainstorming lets us step over the line of

logic and fact and allows us a fresh view of our world. From that vantage point, we see things as we would like them to be, things as we would never believe they could be and, sometimes, things as they really are. 🎤



*Richard A. Taylor, DTM, is past District 58 governor. A member of the Rock Hill Club 2040-58 and Palmetto Mastercrafters 2298-58, Taylor is a training and development supervisor with Celanese Fibers Company in Rock Hill, South Carolina.*



## SPEAKER'S HUMOR WORKSHOP

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## Supporting Toastmasters Training

Eastman Kodak does. Xerox Corporation and IBM do, too. Aramco in Saudi Arabia does, and so does Pfizer Pharmaceuticals in Puerto Rico.

In fact, more than 400 organizations throughout the world do. What do they do?

They all sponsor in-house Toastmasters clubs as communications training workshops for their employees. Not only do corporations like these sponsor Toastmasters training, but so do nonprofit organizations, educational institutions, churches and government agencies. Often these organizations will pay all or part of the costs of their employees' training, too.

Several United States federal agencies endorse Toastmasters training, including the Department of Justice,

the Department of Labor and the Internal Revenue Service. According to the U.S. Office of Personnel Management, employing federal agencies are authorized to financially support such training if the employing agency believes the employee is lacking skill in speaking effectively before groups and that such an activity is an authorized agency duty which the employee currently performs or could be expected to perform in the future.

"Astute managers will realize the important asset they have in their employees and strive to assist employees to develop to their maximum potential," wrote Alan Campbell, then director of the Office of Personnel Management.

If you would like to see your employer sponsor a new or existing Toastmasters club, you may want to share this information with him or her.

## Speaking Up for Australia

Toastmasters in Australia have found a new means of publicity—tapping national pride.

Two years ago, the government formed a National Australia Day Committee to coordinate the celebrations for Australia's national holiday. The committee, in turn, readily endorsed a proposal by Toastmasters to run a National Speech Contest.

The Australia Day Public Speaking Contest was the result. Jointly organized by Toastmasters Districts 70 and 73P and run with separate youth and adult sections, the contest started at grass-roots level with a series of community-based heats hosted by local Toastmasters clubs.

The best speakers in each section moved through six regional semifinals and two district finals to the national final, held in Sydney on Australia Day.

The contest attracted sponsorship from major companies, and clubs and districts received excellent publicity. New members joined and a new club was formed.

The newly formed Australia Bicentennial Authority has now offered support, too, so the annual contest will also be a major event of Australia's bicentennial celebrations in 1988.



*HELPING EMPLOYEES — Potomac Toastmasters Club 827-36 in Washington, D.C., displays a poster inviting employees of the Department of Agriculture to attend meetings,*

*join the club and share in Toastmasters training. Potomac Club President Nolan Kegley (r) talks about Toastmasters with Mandy Kaufmann, a USDA employee.*

## Model Toastmasters

Passersby did a double take when they noticed a window display at Stone & Thomas' store in a Fairmont, West Virginia mall.

Instead of seeing a selection of this year's fashions, they were treated to a view of various Toastmasters items—a large banner, trophies and various brochures, more than enough to stimulate interest in our organization.

Members of Greater Fairmont Toastmasters Club 2773-13 in West Virginia created the display as part of their 15th anniversary celebration and as a way to share their Toastmasters pride with other members of the community.







# Sell Your Ideas With Showmanship!

Using theatrics can help you get your audience's attention in almost any situation.

by William Repp

**E**very successful person knows the value of selling his or her ideas — and selling them more effectively than someone else does. That takes showmanship . . . dramatizing ideas by putting them in the best light possible.

No matter what you do, you make a powerful, lasting effect on people whenever you use showmanship. Why? Because people can understand your ideas more easily. And remember them. For example, it's accepted that the best teacher is also a good actor. Actually, it's the same with anyone who presents ideas well — whether it's during a business discussion, a sermon or a sales call. You can use showmanship to good advantage whenever you have an idea to share.

Consider situations in which people often present ideas:

- A salesperson calls on a customer who has previously bought a competitor's product.
- An executive presents a new organization plan to the executive committee.
- A minister suggests a new way of looking at moral values to his congregation.
- A product manager explains to the divisional vice president why he wants to allocate \$1.5 million for research.
- A school board presents the yearly budget to a community already pressured by money demands.
- An advertising manager proposes an ad campaign.
- A marketing vice president wants agreement that his strategy will produce the best sales results — two years away.
- An English teacher introduces a new unit on poetry — to the toughest gang of boys in the school.
- A lawyer presents evidence to convince a jury that his client is innocent.
- A small businessman explains his new business idea to a bank to get financing.

- The new president of a local club wants to stir up more interest in her organization.

Every day, in every walk of life, in nearly every position of responsibility, people present their ideas to other people.

#### Dramatic Examples

Here are some good showmanship techniques you can use when you present an idea — either to just one other person, or to a large group.

- A teacher demonstrates how people tend to overlook the good qualities of people and focus only on their flaws by drawing a small dot on the chalkboard and asking, "What do you see?"

#### A saleswoman keeps her customer's attention by writing upside down.

He gets all kinds of answers — except the word, "chalkboard." Then he says, "Doesn't anyone see the chalkboard? Why did you look at only the speck? Isn't the entire chalkboard more impressive and more important than the tiny dot I drew?"

- Each year, one of the country's most successful doctors lectures at major conventions. He holds his audience spellbound for hours at a time. How? Whenever he has an important idea to emphasize, or when someone in the audience raises an important point, he rings a little bell for everyone to hear. "What a great question! That's a ringer," he says.

- A sales manager in Chicago won approval to hire new people by placing on the vice president's desk a large stack of orders that couldn't be handled because he didn't have the staff. When he told the boss that these inquiries represented \$500,000 in possible orders which could be filled in just three

## **SELL YOUR SHOWMANSHIP IDEAS!**

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months if he could add two people to his staff for five per cent of that amount, he got his approval.

• A saleswoman keeps her customer's attention riveted on her presentation by writing the key points upside down as she talks to her customer. Customers literally can't take their eyes off the paper as she summarizes product benefits: "Warranty Service . . . Cost Savings . . . Long Service Life" — all written perfectly, but upside down, so the customer can read them easily.

One of the most important things you do in making any presentation is to have a good beginning. First impressions count. If you can convince your audience — whether it's one person such as your boss, or a whole roomful of people — that you've got something special to say, you're in. People will easily filter everything you do or say through the successful image you established at the outset. They'll tend to see everything you do as successful!

So, consider ways in which you can use showmanship right from the start. That will give you a head start in using other showmanship techniques without your presentation.

### **Analyze Motivations**

We're all a little selfish. Of course, we can compromise from time to time — simply putting aside some of our own

needs so people whom we are trying to relate to can achieve what they want. But, when you think about it, we sometimes only appear to sublimate our own needs. Actually, we simply change our behavior.

Before you begin to sell your ideas, try to find out what motivates the person you are talking to, and use some showmanship to dramatize the fact that you really are interested in his or her own self-interest. Consider these samples, for starters:

There isn't a person living who doesn't want peace in his life. A good way to begin a talk about peace would be to say to the audience, "I have something very special to share with you this morning . . . and it is sealed in this envelope." Then you hold the envelope in the air for everyone to see. Don't hurry. Pause. Turn around so everyone can see you.

Next, say something like, "What is inside this envelope is guaranteed to bring peace into your life. Absolutely guaranteed. And in just 10 minutes from now, I am going to open this envelope and tell you what it is."

What you have put inside the envelope could be nearly anything appropriate: a passage from scripture, the word "Love" written in the center of the page or an admonition for people to share their talents.

Then you can easily take 10 full minutes to tell why people want peace today . . . why it is more needed than ever before . . . how difficult it is to achieve . . . the list goes on. What you are really doing is building toward that time when you open that envelope — with a flair, of course. You appealed to their self-interest: the desire for peace and contentment. After that, you can hold people spellbound for a long time.

You can also bring a stack of reports into a business meeting and place them on the desk. Before you begin your presentation, say something like this: "Ladies and gentlemen, this stack of reports represents all the customer complaints we've received in the last three weeks — and they all center around only one topic. I am betting no one in this room can guess what they're complaining about."

Here's still another idea from a sales manager in the midwest. Suppose you're planning to talk to a sales prospect about a new line of widgets — and they're the most durable on the market. You know the prospect is interested in durability, so you begin by saying, "If I could show you a material that is so durable it carries a moneyback guarantee for five years against breakage, would you want to know more about it?" (The answer has to be, "Yes!") Continue, saying, "Well I do have that material to show you, and the name of the one product made from it is

in this envelope. I'll tell you the name in just five minutes, because I'd first like you to have the opportunity to test this material, which I have in my hand, any way you like. Go ahead . . . try to damage it."

As soon as the prospect is convinced, you hand him the envelope and let him discover the name of your product. Then you discuss other benefits.

### **Enticements**

While we're on the topic of sales calls, why not show a prospect a new \$100 bill and say, "This \$100 will be yours just one week after you buy our product, because that is how much you'll save in one week." You might even open the presentation with the question, "How would you like this \$100 bill in your pocket next week?"


Grab the interest of the class the minute it begins. Instead of saying, "Today we'll review the material you can expect on next week's test," show them your envelope and wave it in the air. Let them all see it. Then tease them. Say, "I'll tell you exactly how to get an 'A' on the test next week. I have it written down for you and I'll share it with you in just 10 minutes. But first, let me tell you why this test is so important . . ." You'll have their attention and they will love you for it.

An English teacher in New York wanted to show his class how to read a literary passage with enthusiasm, so he taped a three minute broadcast of one of the nation's top disc jockeys who has a syndicated program which features the week's top hit records.

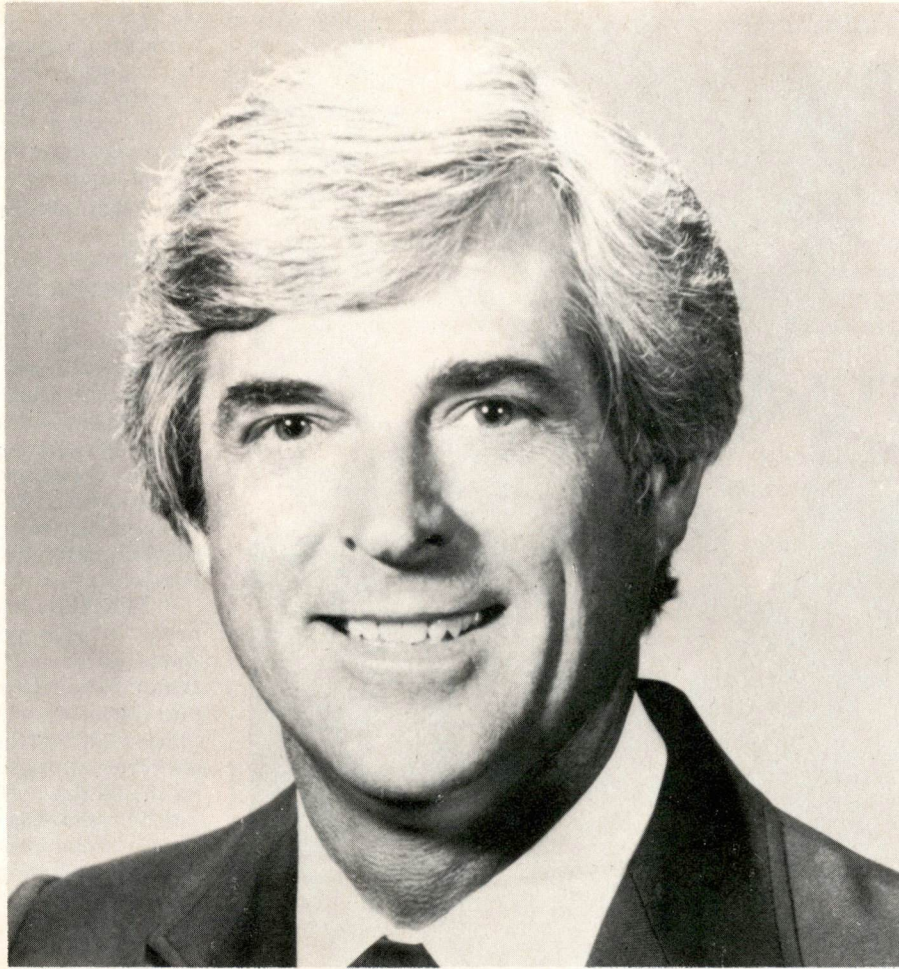
The teacher got his students interested in the subject by announcing at the start of the class, "I'm going to let you hear one of the country's top speakers." Then he turned on the tape.

Most of the kids were familiar with the DJ, so the teacher knew they'd value anything that positioned him as an expert. The teacher transcribed the two or three minutes of the disc jockey's patter and duplicated enough copies for the entire class. Then he asked for volunteers to read the script and record their words. After taking three or four student samples, he played the tape back to the class, then played the disc jockey's version again. Of course, the disc jockey's technique had all the polish they lacked.

Then the teacher said, "Now I'm going to show you how to put that same feeling into what you read so people will pay attention to you and remember what you say. It's easy when you know how."

Try a little showmanship in your next presentation. You might feel embarrassed at first, but chances are your audience will love you for it! 

*William Repp is a writer in Rochester, New York.*



## **WILLIAM HAMILTON: LEARNING + ENJOYMENT = ACHIEVEMENT**

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An Interview with William D. Hamilton,  
Toastmasters' 1981-82 International President.

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**T**oastmasters' new International President, William D. Hamilton, DTM, has come a long way since graduating from UCLA in the mid-1960s. Today, he is a highly respected prosthetist in Arizona and a leader in his field — director of Prosthetics for the Artificial Limb and Brace Center in Phoenix, Arizona, a delegate to the National Commission of Health Certifying Agencies, an examiner for the American Board for Certification in Prosthetics and Orthotics and past president of the American Orthotic and Prosthetic Association.

President Hamilton attributes much of his success to his experience in Toastmasters. "I would not — I could not — be the person I am today if I had refused the invitation to visit a Toastmasters club 13 years ago," he says

emphatically. In the following interview with *The Toastmaster*, President Hamilton talks about what Toastmasters has done for him and what he hopes to do for Toastmasters throughout the world in the coming year.

**THE TOASTMASTER:** Bill, you've chosen an unusual presidential theme. What is its significance?

**WILLIAM HAMILTON:** The theme for 1981-82 is: TOASTMASTERS . . . LEARNING + ENJOYMENT = ACHIEVEMENT. This theme evolved from an often quoted statement of our great founder, Dr. Ralph Smedley. His statement was, "We learn best in moments of enjoyment." I honestly believe that the learning process is enhanced if it's conducted in a manner that is enjoyable to the participants.

I believe if we can bring more fun,

more enthusiasm and more enjoyment to all levels of Toastmasters activity, then we will provide our members with an environment that is conducive to greater learning. If greater learning does occur, then many of our members will use this knowledge to achieve their goals.

Every program in Toastmasters International is designed to achieve a goal through a learning process. The most successful achievers are those that enjoy the learning process. For example, every district participates in the Distinguished District Program. Every district has the same tools, materials and resources. The learning process is the same for each district and most of the districts do achieve Distinguished District; but the districts that are the most outstanding seem to have more fun,



more enthusiasm, more *esprit de corp*, more camaraderie and more enjoyment.

I believe every member of Toastmasters joined because they wanted to achieve a higher level of professional or personal development. Every member will, if they adopt the 1981-82 presidential theme: TOASTMASTERS . . . LEARNING + ENJOYMENT = ACHIEVEMENT.

**TM:** How long have you been a Toastmaster? Why did you join?

**HAMILTON:** I joined Toastmasters in May, 1968, right after I moved to Phoenix. I had just graduated from the University of California at Los Angeles and was trying to establish my prosthetic practice. I was invited to speak before the Arizona Physical Therapy Association about a new development in amputee rehabilitation, in which I apply a prosthesis in the operating room and have the patient begin ambulating the next day. I was excited about presenting this material because I knew that if I did a good job it would lead to many contacts that could enhance my professional practice.

Two minutes into my presentation I knew I was in severe trouble. It was the first time I had attempted to speak before a group of people and I was nervous and afraid. To say I was terrible would be kind. Three minutes into

the speech I wanted to quit, but I knew I couldn't. The next 27 minutes were a nightmare! How I survived I'll never know. I was so embarrassed that when my talk was completed, I wanted to leave as quickly and as quietly as possible. I was doing just that when a man stopped me to comment on my talk. During our discussion he mentioned that I could improve by joining Toastmasters. As we parted company, he invited me to be his guest at a Toastmasters meeting the following week. I went, I observed, I enjoyed and I joined.

**TM:** How has Toastmasters changed since then?

**HAMILTON:** Toastmasters has become more exciting over the years. Exciting because of the development of all the plans, programs and manuals in the last seven or eight years that challenge a member to become the person he or she wants to become. Exciting because our great organization is so incredibly tuned into and turned onto meeting every member's need. Exciting because of the introduction of cassette programs that teach us how to be an effective speaker or how to use humor appropriately. Exciting because of the fantastic growth in membership, which is now at a record 90,000. Exciting because of the rapid development of new clubs throughout the world, which

places Toastmaster International as the world's leading organization devoted to helping people learn and develop more effective communication skills.

Thirteen years ago we didn't have all the things I just listed. We do now and I'm extremely grateful that we do.

**TM:** What has Toastmasters done for your career?

**HAMILTON:** Toastmasters has enabled me to become successful in many aspects of my life. My participation in Toastmasters has given me many, many rewards and benefits. A few in my career would be:

- The development of the ability to effectively communicate with patients, doctors, nurses and other allied health professionals. I believe this is the primary reason that my company is now the leading company of its type in the state of Arizona.
- The ability to evaluate people's needs and be empathetic and sympathetic with them. I believe this is the reason I was selected to be the chief prosthetist on several physical rehabilitation teams in Phoenix and to be a part-time instructor in clinical prosthetics at UCLA.
- The understanding of group dynamics and team building. I believe this understanding led to my being elected to the office of President of the American Orthotic and Prosthetic Association in 1979.

- The skill of listening. This was the reason I was selected by the American Board for Certification to be an examiner for three years. A major portion of the tests are answered orally. Being a good listener is essential to the examiner.

**TM:** What has Toastmasters done for your personal life?

**HAMILTON:** Toastmasters has had a great impact on my personal life as well. Some highlights would be: discovering that I am a worthy person; developing confidence, self esteem and composure to the extent that I feel comfortable in most situations and groups of people; exposure to people with different backgrounds, philosophies, religions, professions and methods of doing things, which has certainly enabled me to be more understanding and tolerant of others. Another aspect of Toastmasters I find rewarding is friendship. Some of my closest friendships resulted from getting acquainted at a Toastmaster meeting. I see the same thing happening to other members as well. It's great, because you can never have too many friends.

**TM:** What are your goals as president of Toastmasters? Why? How do you plan to achieve these goals?

**HAMILTON:** I have several goals this year.

Toastmasters International is the greatest organization in the world de-

voted to helping people help themselves. My goal is to insure that our programs are shared with more people than ever before. Currently we have approximately 90,000 members. If every member shared Toastmasters with one friend during the next year we would double our membership. A noble but unrealistic goal perhaps, but it's nice to dream. I will predict, however, that the magic number of 100,000 members will be reached.

Increasing the number of clubs in countries outside the North American continent is another goal for this year. In some areas of Europe, Japan and the Philippines, new clubs are being built. We hope they will eventually build enough clubs to form districts. We can meet this goal by teaching the leaders in these countries more effective marketing concepts and club extension procedures.

We live in a changing society. We must develop leaders that are sensitive and aware of the changes and yet have the vision to guide Toastmasters International on a course that will insure continued success. We can do this by developing educational programs that challenge our members to achieve. Our Board of Directors and World Headquarters staff have developed some outstanding programs in the past seven or eight years that stimulate and motivate our members to participate. Our future success is directly related to the quality of our educational programs. **TM:** What can individual clubs and club members do to help you achieve these goals?

**HAMILTON:** Members can help achieve these goals by spreading the word about Toastmasters. I, like many of our members, joined because somebody cared and was willing to share the benefits of Toastmasters. Clubs can help by notifying World Headquarters of the needs of their members. Many of our programs were developed from the information supplied to us from clubs and members. Clubs can also inform us of non-Toastmaster groups that could grow and develop faster and more effectively by forming Toastmasters clubs comprised entirely of the group's participants.

**TM:** What do you see as Toastmasters' role in society?

**HAMILTON:** A very interesting question. Our society today is very communication and leadership conscious. Pick up any trade journal, magazine or newspaper and you will find an advertisement about "how to develop the real you" or "now you can achieve success." All of these programs offer, in some form, some aspect of the Toastmasters program. Toastmasters will save the members of our society hundreds, even thousands of dollars as soon as these people realize they can receive

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all the benefits of these other programs each week at a Toastmasters club meeting.

**TM:** What do you see as Toastmasters' role in the future?

**HAMILTON:** I see Toastmasters increasing its role as the world leader in helping people develop leadership and communication skills.

**TM:** You lead a very active and involved life regarding your business and professional activities. Do you see any difficulties in balancing this with your presidential duties?

**HAMILTON:** None whatsoever. My responsibilities to my professional associations will be set aside for a year. Plans were made several years ago to allow my undivided attention to the duties of the President.

My business activities will not interfere, either, for I've been blessed with two extremely talented and understanding partners who are also two of my best friends. Both of them share my enthusiasm for Toastmasters and they are quite proud of me, as I am of them. They kid me by saying, "The business seems to go better when you're not here, so next year should be a banner year. Ha! Ha!"

**TM:** As president, you will be visiting many districts as an official ambassador of Toastmasters International. What do you hope to accomplish through these visits?

**HAMILTON:** I have four goals that I will accomplish.

- I hope to meet every Toastmaster at the district conferences. What a great opportunity to let them know that we are sensitive to their needs, to listen to their ideas and to inform them of new materials being developed at World Headquarters that will help them reach their goals.

- To meet with the district officers to see what can be done to assist them in meeting their goals.

- To meet with business leaders to inform them of the many benefits a Toastmasters club would provide for their employees.

- To promote and publicize the Toastmasters program through television, newspapers and radio interviews. By letting everyone know about the wonderful benefits they can receive by joining Toastmasters, our organization will continue to grow and help others become better communicators and leaders. 🎤

# WHY EXECUTIVES FAIL

When you stop learning, you'll stop succeeding.

by Raymond Schuessler

A senior vice-president of a large pharmaceutical firm spent twelve years moving up the corporate ladder, garnering awards and stock options along the way. Then he was fired.

It doesn't make sense that a company would invest so much time and money in a key executive and then let him go. What happened to the competence and ability that were demonstrated over the twelve years of service?

The answer is simple. The executive, like many others failed, because he stopped learning or he used up what he knew. He used old knowledge to solve new problems. And, to cover the failure of that strategy, he created old problems that matched the old knowledge.

## Changing Beliefs

Of course, to say that many executives fail because they stop learning is not the end of the story. It actually raises some very important questions. Why, for example, do executives stop learning? How can they continue learning? To answer these questions, we have to demolish several commonly held myths:

- *Where people learn.* Most people think of learning as confined to a schoolroom environment. In fact, people learn everywhere: in business meetings, in negotiating sessions, even while entertaining clients. The world is constantly changing and we are constantly being bombarded with new information. Whether we use that information and whether we use it effectively is another matter.

- *When people learn.* Most people believe that by-and-large their education ends when they leave school. We know the opposite is true. During your adulthood you will continue to learn and you will have a greater need to learn. This is especially true for executives who are moving up within an organization. For them, the need to keep learning is a pressing one.

- *What people learn.* Most people think they will learn what they need to know. Our experience confirms that people learn information and misinformation, useful information and useless infor-

mation. Unless people first learn how to learn, they will be unable to discriminate between these different kinds of information. That is why people reject, deny or forget much of what they have learned; they lack the ability to discriminate between necessary and unnecessary information.

- *Why people learn.* People think they choose to learn. The fact is that you have no choice but to learn. The mere

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## When people simply reinforce their own positions, they'll fail.

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fact that you are alive means that you are subjected to your environment. For executives in the world of business, the need to keep learning is even more exigent: there are plenty of up-and-coming executives who are eager to learn and who will pass you by if you stop learning.

- *How people learn.* Most people think that learning is mainly involved with memory. Learning is actually a function of your personality. We know that unless and until people start learning to learn, they will continue to believe the old myths about learning.

Before an executive can learn, he or she must first identify the signs which indicate that he or she needs to learn how to learn:

- *Workaholism.* You find that work time is eating into your family time, recreation time and vacation time. Or, you have some free time and you don't know what to do except fill it with more work.

- *Ineffectiveness.* You have great ideas but can't seem to get them across to people. When you do get them across, they are not executed the way you'd planned.

- *Frustration.* The solutions you use don't seem to work and the problems you are supposed to be solving are just getting worse. You try to come up with new ideas but keep drawing a blank.

- *Continuous anxiety.* Additional responsibilities and duties are frightening rather than challenging.

## Greeting Challenges

One of the main benefits of learning

to learn is that you will constantly find yourself seeking out challenges. Before learning how to learn, many executives said, they found challenges threatening. Many of the older executives admitted they actively avoided being challenged, even though they knew the reason they had attained the position they were in was because they had earlier been aggressive in dealing with challenges.

If you have not learned how to learn, a challenge is a danger. It is a potential source of anxiety and distress. Once you have learned how to learn, a challenge is simply an opportunity to exercise your personality.

Another benefit of learning how to learn is that you can apply the process of learning how to learn in all areas of your life, both on and off the job. That means the skills and techniques you learn can be used in sports, relationships or in any area where you may want to learn more. You will no longer be limited to applying the same old skills to each problem.

Frequently executives say that one thing they have gotten out of learning to learn is that they surprise themselves. Before they would deal with each problem the same way. Now, they find themselves coming up with new, more creative solutions. They find themselves working quicker and working less, yet achieving results of which they are more proud.

Most people could learn far more than they ever allow themselves to learn, but they stop themselves in the following ways:

- *I can't.* This takes many forms, such as: "I couldn't possibly take that course, I'm just not good at languages." Or, "I can't figure this out — I'm just lousy at math."

- *I don't.* When faced with the prospect of learning something new, an all too familiar response is: "I don't want to to. . ." You can fill in the blank — "I don't want to learn to dance, to ski, to type." This form of denial is one of the most common ways in which people stop their learning process.

- *I won't.* This one is usually not said aloud, but is used by people all the time. They tell themselves things like: "I won't admit that I don't know that," or "I won't ask anyone for help," or "I won't let anyone teach me anything."

After identifying the signs that indicate you need to learn how to learn and the ways in which you stop yourself

from learning, the next step is to get feedback and reinforcement from your environment.

### Feedback

There is a distinction between internal and external feedback. Internal feedback tells you how you feel about what you are doing. With external feedback, your environment evaluates you and your performance.

One of the ways in which people do not learn is by giving themselves their own feedback over and over again. If you simply process new information by yourself you will reject what does not fit into your preexisting belief system and accept only what is compatible with it. This will keep you from ever learning anything new. Only by testing out the new information via new actions can you learn what is useful and functional and what is not. And only if you get good, honest feedback and evaluations from those around you will you continue the learning process.

People need reinforcement. If they don't get it, they won't change or try anything new. We know from the numerous studies done over the years that one of the most important elements in employee satisfaction is the recognition given for a job well done.

But often people seek reinforcement based solely on their positions rather than on their results. Any enterprise which functions this way (based on people securing their positions rather than on the achievement of results) will

eventually fail. It will create a cadre of dissatisfied executives and it will drive off executives who are creative and innovative. It will also strangle the free exchange of ideas and opinions.

Whenever people simply reinforce their own positions, they are doomed. The world will change faster than they can understand. Even if they never get any honest feedback from the people in their immediate environment, they will eventually get the most honest feedback available — the response of the competitive marketplace.

### Mental Fitness

The final step in learning how to learn is to become psychologically fit. A lack of psychological fitness does not refer to psychopathology. Psychological fitness parallels physical fitness. If you are physically fit, you are healthy, you are better able to withstand stress, you take care of your body and practice preventive measures to insure full functioning.


While physical fitness refers to the state of your body, psychological fitness refers to the state of your personality. In most cases, a lack of psychological fitness will result in certain weaknesses. On the job, you may not be able to hear criticism without having an anxiety attack or getting into a fight. Or, you may work well when pushed, but lack the skills to motivate yourself.

Psychological fitness is based on your internal feedback. One way you know you are psychologically fit is that you

feel good. The following questions will help you determine for yourself whether you are psychologically fit in the area of work:

- In general, do you enjoy working?
- Are you financially successful, according to your own standards, in your work?
- Are you successfully pursuing your chosen career?
- Are your work skills improving?
- Do you work well alone?
- Do you work well with others?
- Do you have a positive opinion of the way you work?
- Do you have a positive opinion of your potential to work?
- Have your attitudes about work improved over time?
- Do you have the skills you need to work as successfully as you want to work?

The more *yes* answers, the greater your strength in the area of work. *No* answers indicate an area where you need to learn.

Remember, there is an answer to the question "Why do executives fail?" They don't continue to learn what they need to learn in order to succeed. And the decision whether or not to learn is up to the individual alone. 

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*Raymond Schuessler is a writer based in Venice, Florida. He has written for American Heritage, American Legion, the New York Times, Science Digest, Newsday, Think (IBM) and Congressional Record.*

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# KNOW YOUR AUDIENCE

by Leon Fletcher

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Whom you're speaking to should influence how you approach your subject.

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**N**ot long ago I received in the mail a colorful greeting card from a salesman for a local automobile dealership. The card read: THE BOSS SAID I SHOULD GO FAR — and stay there if I can't interest you in a new or late model used car . . .

Come in . . . Please!  
I don't want to leave town.  
I like it here!

That sales appeal, you'll note is based strictly on the interests of the seller. But psychology of effective sales tells us it is much more productive to base sales messages on the interests of the buyer. The same principle applies — and is often disregarded — by many public speakers.

A department head speaking to man-

agement on why he needs a larger budget will be more likely to get increased funds if he points to how management will be able to increase profits, rather than talking about how his department will be helped. Similarly, the environmentalist appealing to the board of a utility company to preserve a wildlife area for campers would be more successful if the advantages to the company were emphasized. And the manager who urges workers to greater output so the plant will set a new record should, instead, point to benefits his listeners — the workers themselves — will receive.

These three speakers — and you, too — can reach your audience by basing speeches on the interests and needs of your listeners.

The key is to know your audience.

Bloomingdale's, the famous New York department store, is a "phenomenal success," according to a *Time* magazine cover story, because of the store's main formula: "First, know your customer, his age, affluence, customs, habits, tastes."

Such knowledge is even more important for the public speakers. Rather than the one-to-one sales talk by a clerk to a customer in a department store, the





public speaker is trying to influence an audience composed of many diverse listeners.

One experienced speaker told me, "Sure, I know my audience. I analyze them. After I'm introduced, I stand up there at the lectern and I take my time for as long as I feel I can — looking them over, sizing them up."

Fine. But that's too late — and too shallow.

### Direction

The speaker should get to know the audience long before he or she steps up to speak. The speaker should study and analyze the audience before deciding anything more than the general topic of his or her speech. Knowing your audience will help you decide exactly what points to present and which kinds of evidence — statistics, stories or comparisons, you should use. Even your style of delivery should be influenced by your audience.

To get to know your audience, answer these questions:

- *What does that audience already know about the subject of my talk?*

Californians recently debated if a specific room in public high schools should be designated for use by student smokers. Suppose you were to give a speech about your views on that proposal to the board of trustees at the school and then to your community's medical association. While your viewpoint would remain the same for both talks, the content should certainly be quite different. For the school board you should probably present some statistics and case studies about the health hazards of smoking. But your audience of doctors would of course know such specifics. The speech to them might cover, for example, the laws concerning use of public school rooms — a subject those school board members, on the other hand, would already know.

How do you find out what your audience already knows about the topic of your talk? Ask the person who invited you to speak. Ask if the group has had other speakers on the same subject. Ask if the group has a committee or study group concerned with the topic you're to speak on. Ask if there are experts in that audience who may know more than you do about your speech subject.

- *What is that audience's attitude toward your subject?*

Not long ago a friend of mine spoke to a service club which helps students with visual handicaps. His subject was the need for special schools for youngsters born blind. His problem was he didn't know that the club supported integrating such students in regular classes rather than setting up separate schools.

If he'd known, he could have spoken about the special problems blind chil-

dren have when playing with sighted youngsters, for example. Instead, he plunged in with a speech directly opposing his audience's views. He didn't learn of his error until he heard the light applause at the end of his speech.

### Bias

- *What's your audience's attitude toward you as a speaker?*

If you're 5'5" and weigh 200 pounds, you'll have a bit of difficulty giving a talk on the need for physical fitness. But if you weighed 300 pounds a year ago, that audience might very well accept you as an authority.

If you work for an oil company and intend to speak to a taxpayer's group about reducing the cost of government, you'd better recognize that many in your audience may well be thinking about the high costs apparently imposed on them by your own company.

- *What are the occupations of your listeners?*

If your audience is composed mostly of structural engineers, school administrators, travel agents or any other group with common experiences, education, interests or background, then your speech can build on that unifying background.

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## Is your audience reading *New Yorker* or *True Confessions*?

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But most audiences are made up of people with a wide variety of occupations. That makes it more difficult to select the specifics for your speech. While those engineers may be impressed by your statistics, others may be convinced more easily and surely by human interest stories.

- *What's the economic status of your audience?*

Are you planning to speak on oil depletion allowance — that special tax reduction plan for people wealthy enough to take the high risks in drilling new wells on the chance of high income if the drilling is successful? Executives, as an audience, might well be interested. Laborers often reject such tax arrangements as "loopholes."

- *What's the educational level of your listeners?*

The average adult in the United States has but slightly more than a high school education. Four out of every 10 adults have not graduated from high school. Nearly three million Americans can't read or write. One out of eight of our citizens has less than four years education. About 20 of the youngsters in the fifth grade today will not graduate from high school.

Those facts should not lead you to

change the point of your speech. But they should guide you in your selection of data to support your view. The educational level of your listeners should help you determine if your ideas should be expressed in advanced or simple terms.

- *What's the cultural status of your audience?*

Do they read *New Yorker*, *Atlantic* or *Harper's*? Or are they reading *Modern Romances* and *True Confessions*? On weekends, do they take their youngsters to a museum or to a demolition derby? Evenings, do they watch "Vegas" on television or a foreign film at the local art theater?

The answers to such questions should give you tips on what you might say in your speech to make it more effective. Those answers can also give you an idea of what might be over their heads.

### Basic Demographics

- *What's the sex of your audience?*

Despite liberation movements, speakers agree that there are differences in all-male, all-female and mixed audiences. Most speakers would want to talk about birth control a bit differently to a group of girl scout leaders than to a team of construction workers.

- *What's the age of your audience?*

Are you to speak to a group just out of college? An audience of retirees? Or a cross-section of various ages?

If you're to speak about "the war," for example, remember that for 30-year-olds, "the war" means the Vietnam War. For 60-year-olds, it means World War II.

- *How many will be in your audience?*

A group of 20 people can gather in a circle and you can talk with them informally. That would be a good-sized group and effective seating for a talk demonstrating techniques of counseling. But if your audience numbers in the hundreds, you'll have to use a public address system or project your voice. For that larger audience, you'll probably do better to replace those demonstrations with a series of audio and visual aids.

Now, after answering those questions, you should know your audience. You're ready to start planning your speech. You don't need to change your ideas, your viewpoints or your subject because of what you know about your audience. But your knowledge about your listeners should be used as you select the points on which you'll build your views, pick the data to support those points, and decide on your style of speaking. Then, like Bloomingdale's, you'll be better able to sell your products — your ideas. 🗣️

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*Leon Fletcher is an emeritus professor of speech at Monterey Peninsula College and author of more than 215 publications.*

# 1980-81 International Hall of Fame

## International Speech Contest Winners

### REGION I

James R. Joelson  
Sierra Sunrise 2318-39  
Reno, Nevada

### REGION II

Russel Short  
Fresno Flat 4052-33  
Oakhurst, California

### REGION III

Mike Loth  
Sleeping Giants 1296-26  
Steamboat Springs, Colorado

### REGION IV

Charlotte Newton  
The Henjum TM Club  
2994-64  
Winnipeg, Manitoba, Canada

### REGION V

Dale C. Ferrier  
Early Bird 3293-11  
Fort Wayne, Indiana

### REGION VI

Clifford B. Hoard  
Morgantown 2526-13  
Morgantown, West Virginia

### REGION VII

Gerard L. Gaudreau  
Towson 2707-18  
Towson, Maryland

### REGION VIII

Steve L. Medlin  
Gold Mine 241-37  
Concord, North Carolina

### OVERSEAS

To Be Selected

## Select Distinguished Districts

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Charles W. Rooney, ATM

### DISTRICT 26

Judith A. Ellis, ATM

### DISTRICT 37

Mickey W. Marshall, DTM

### DISTRICT 43

Cynthia J. Harbuz, ATM

### DISTRICT 49

Dale N. Yamaki

### DISTRICT 56

Eloise F. Latson

## Distinguished Districts

### FOUNDER'S DISTRICT

Kermit Ekegren, DTM

### DISTRICT 5

Les E. Stubbs, DTM

### DISTRICT 6

Edward W. Nygaard, DTM

### DISTRICT 7

Pete Behr, ATM

### DISTRICT 9

John W. Scott, DTM

### DISTRICT 10

Virginia R. Eckert, DTM

### DISTRICT 11

Tommy B. Richardson, DTM

### DISTRICT 13

Ken Luyk

### DISTRICT 17

Robert L. Peterson, ATM

### DISTRICT 18

Richard B. Pyra

### DISTRICT 19

Irving R. Deihl, DTM

### DISTRICT 20

Ron Saurdiff, DTM

### DISTRICT 22

June Poplar, DTM

### DISTRICT 23

Dr. Betty W. Harris, ATM

### DISTRICT 25

Richard G. Ellis, DTM

### DISTRICT 28

Edward L. Pohlman, DTM

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George C. Schmidt III, ATM

### DISTRICT 33

Robert J. Huddleston, DTM

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Edmund J. Schrang, DTM

### DISTRICT 36

David H. Soule, DTM

### DISTRICT 38

John E. Foster, DTM

### DISTRICT 39

Herbert A. Yarbrough, DTM

### DISTRICT 40

Randall C. Reeder, DTM

### DISTRICT 41

Collin J. Kollars, DTM

### DISTRICT 46

Carol E. Isselian

### DISTRICT 47

Virginia E. Hedding, DTM

### DISTRICT 48

John C. Peckham, DTM

### DISTRICT 57

Max Coats, ATM

### DISTRICT 60

Peter Crabtree, DTM

### DISTRICT 64

Allan W. Shaw, DTM

### DISTRICT 65

Frederick J. Ludwick, Jr., DTM

### DISTRICT 66

Paul A. Jacobi, DTM

### DISTRICT 70

Geoff Henson

### DISTRICT 72

Alf J. Baker, DTM

## Taped Speech Contest Winners

### International

- |                       |            |                             |
|-----------------------|------------|-----------------------------|
| 1. MRS. YOSHIKO BURKE | Kansai     | Kobe and<br>Osaka,<br>Japan |
|                       | 2244-U     |                             |
| 2. TORREY BRATHWAITE  | Bridgetown | Bridgetown,<br>Barbados     |
|                       | 2660-U     |                             |
| 3. JAMES RAPHAEL      | Vienna     | Vienna,<br>Austria          |
|                       | 551-U      |                             |

## President's Distinguished Districts

### DISTRICT 2

Edward J. Buzard III, ATM

### DISTRICT 3

Ralph B. McKenzie, DTM

### DISTRICT 4

Dan A. Winterburn, DTM

### DISTRICT 21

Margaret Hope, DTM

### DISTRICT 58

Richard A. Taylor, DTM

### DISTRICT 68

Dr. James D. Garber, DTM

## President's Top 10 Distinguished Clubs

BLUE FLAME	2717-F	Costa Mesa, California
LEE EMERSON BASSETT	33-4	Palo Alto, California
REAL-ORATORS	474-5	El Cajon, California
CONOMA	454-16	Oklahoma City, Oklahoma
VANCOUVER	59-21	Vancouver, B.C., Canada

GOLD MINE	241-37	Concord, North Carolina
REYNOLDA	3380-37	Winston-Salem, N. Carolina
HI-NOON	2217-43	Little Rock, Arkansas
VENETIAN	952-47	Fort Lauderdale, Florida
AUCKLAND	3593-72	Auckland, New Zealand

## Top 10 District Bulletins

THE FOUNDER District F Alice Hollman, DTM, Editor	TOASTMASTERSHIP 35 District 35 Barbara S. Schuppe, Editor
REBEL ROUSER District 14 M. Kay duPont, Editor	PRAIRIE HORIZONS District 42 Norma Ewashen, Editor
THE CORNER POST District 19 Larry Huegli, DTM, Editor	THE SUNSHINER District 47 Clara Gelfand, Editor
DISTRICT 22 REPORTER District 22 R.J. Dickens, Editor	FORUM 56 District 56 Emmy Crawford, Editor
HOTLINE District 25 Cheryl Ann Smith, Editor	BULLETIN 69 District 69 Eric A. Roush, ATM, Editor

## Top 10 Club Bulletins

WESTWINDS REPORT 2436-F Frank Ortega, DTM, Editor	THE TOASTER 2195-14 Mary Goodson, Editor
SPEAKING EASY 2495-F Leslie Jahnke, Editor	THE VOICE 3365-25 Pat Houchin, Editor
RAB'S RAPPINGS 3798-F Henri Heller, Editor	PODIUM 3561-30 Pearl Stock, Editor
THE SQUEAK 2083-3 Mo Ohlrich, Editor	KALORI 1665-70 Peter Wood, Editor
GAVEL TO GAVEL 1523-6 Mark Bufkin, Editor	WARBLER 4365-70 Dianne Suters, Editor

## Outstanding Toastmasters of the Year

Phil Ponder, ATM	D- F	Lee Beattie	D-37
Grace Kaywell, ATM	D- 1	James D. Beissel, Sr., DTM	D-38
Randy Williamson, ATM	D- 2	Paul Flanagan, DTM	D-39
Len Baker	D- 3	Dave Hershberger	D-40
Benjamin Nelson	D- 4	William E. Bristol	D-41
Al Meloche, DTM	D- 5	Lanny Coulson	D-42
Harold Masem, ATM	D- 6	Doris Anyan	D-43
Bruce Barnes	D- 7	Dennis R. Connor	D-44
Howard Brandt	D- 8	Marion T. Hanrahan	D-45
William Rehfield, DTM	D- 9	Michael Crane	D-46
Gerrie Pucilowski	D-10	Hugh Burgay, DTM	D-47
Peggy W. Richardson, ATM	D-11	Earl D. Heath, ATM	D-48
Barbara B. Geyer, ATM	D-13	Helen Carey	D-49
James Hester, ATM	D-14	Mike Young, ATM	D-52
Leroy James, Jr.	D-16	Bonnie J. Turner	D-53
Lois S. McAlear	D-17	Donald Maynard, ATM	D-54
Ronald Earl Rath	D-19	Lee Weddle	D-56
Clarence Bina	D-20	Lynden Davis	D-57
W.J. Gahr	D-21	M.B. Sutton, DTM	D-58
Woodrow (Woody) Allen, DTM	D-22	Jim Rollingson, DTM	D-60
Milton Klein	D-23	Muriel How	D-61
Barbara T. Houghton	D-24	Col. Richard C. Harder, DTM	D-63
Jack Kimble, ATM	D-26	Betti Ann Commodore	D-64
Robert G. Boatfield	D-28	Andy Anderson, ATM	D-65
Arthur C. Holzwiessig	D-29	William Francis Fink, Jr.	D-66
Ann Breland, ATM	D-30	Harold Parker	D-68
Daniel T. Blake	D-31	Gerald Keen	D-71
David R. Lewtas	D-32	Les. J. Hewett, DTM	D-72
Jim Sullivan	D-33	Mike Levinrad	D-74
Paul F. Larson	D-35	Ann King	D-U
Michael Leon Wardinski, DTM	D-36		

## Outstanding Area Governors of the Year

Roy Fenstermaker, DTM	D- F	Ron Von Til	D-38
George Kunze, ATM	D- 1	Kenneth Dawson	D-39
Ruth Spencer	D- 2	"Skip" Jackson	D-40
Jan McKenzie	D- 3	Dale Daniel	D-41
Ramon Amparano	D- 4	Kathie Pendrigh, ATM	D-42
Norma B. Esquivel, ATM	D- 5	Christie Shope	D-43
Patricia Larson, ATM	D- 6	Don D. Dennis	D-44
Robert Martin, ATM	D- 7	Blair Austin-Radley	D-45
Gary White	D- 8	Barry Sherman	D-46
Gary Morgan, ATM	D- 9	Joy Riddell, ATM	D-47
T. Damodaran	D-10	Joseph F. Coughlin, ATM	D-48
Dr. Sheldon J. Rikke, ATM	D-11	Joyce Matsuo	D-49
Irene S. Martin, ATM	D-13	Peter Hagopian, ATM	D-52
Johnny Mackey	D-14	George Murphy	D-53
John Perry	D-16	Joan Horton	D-54
Kenneth Wayne Primrose	D-17	Stan Krauhs	D-56
Charles H. Hiebler, Jr.	D-18	George Peters	D-57
Kenneth E. Pitcher	D-19	Robert D. Wells, ATM	D-58
Ian Edwards	D-20	Judy Barnes	D-60
Bob Larmour	D-21	Lilli Morgan	D-61
Betty L. Pollock, ATM	D-22	Charles Gillihan	D-63
Frances Harshaw	D-23	Dianna Derksen	D-64
Stan Wallen, ATM	D-24	Maryann Jane Anderson	D-65
Vincent Daal, ATM	D-26	Earl Fariss, Sr.	D-66
Robert Showalter	D-28	Randy Fox	D-68
Sue D. Guthrie	D-29	Oliver Sheridan	D-71
George Hamper	D-30	Ken Haines	D-72
Ted Verdone	D-31	Dr. Carl Albrecht	D-74
W.C. "Kit" Burns	D-32	Timothy Keck	D-U
Greta Powell	D-33		
Jane Partington	D-35		
Marlys K. Brownlee	D-36		
Armand Perez	D-37		

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By following the basic pyramid structure, you can deliver an effective impromptu speech.

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# Planning the Impromptu Speech

by John I. Hartley

**A**ccording to an old story, a famous American orator was asked how much time he needed to prepare a five-minute speech. "Three weeks," he replied.

"Three weeks? For a man of your experience? How much time would you need for an hour speech?"

"Oh," said the great man, "I'm ready for that right now."

This story has some pointers and some warnings. Some of us may marvel that anybody is ready at once to deliver a one-hour speech. Yet we can soon understand why, since an experienced orator has a lifetime collection of well-tested jokes, anecdotes and other fillers which enable him or her to filibuster amusingly and effectively while mentally planning some connected remarks of substance. But when asked to speak for only five minutes, the same speaker needs lots of time for preparation. Why? Because the short speech must have a proportionately higher concentration of substance than the long speech. In five minutes there is no time for filibuster, no time for a pleasant series of funny stories. The speaker, no matter how skilled, cannot just fumble along; he or she has to say something, and has to say it quickly. In this respect, the short speech demands some careful planning. Nevertheless, it is often assumed that anybody can deliver a good, sensible five-minute speech, totally impromptu. Only those who have been there know how ridiculous such an assumption is.

What can we do when we are faced with an assignment for a five-minute speech and we have not weeks, but minutes to prepare it? If we panic, we may do the verbal equivalent of the cowboy who was said to have mounted his horse to ride off in all directions. Even if we don't panic, though, we need some simple, rapid and reliable method of planning our presentation so that we can say something worthwhile for our listeners.

One fundamental planning device that has been used by speakers and writers for centuries is the pyramid structure. The speaker plans the speech as if building a pyramid from the top

down. He or she begins by stating the main idea to be put across — the peak of the pyramid — and then works out the blocks of support and elaboration needed to explain that idea.

## Narrowing the Topic

In this top-to-bottom planning the phrasing of the central idea is important because it gives the speaker the focus he or she needs to speak sensibly and effectively in a relatively short time period. The idea should be stated as a single sentence, preferably a sentence that is simple, direct and uncomplicated. The speaker should strive to use one key word in that sentence to serve as a link for each of the major points of development. Ideally, that key word will be a plural noun, like *purposes, reasons, causes, effects, advantages, types, ways, uses, faults*, etc. For example, if that key noun is *reasons*, then each of his three or four supporting points will be a reason. His central-idea sentence will be stated to provide an umbrella of unity for his remarks and serve as the nucleus for his planning.

Let us suppose, for example, that a speaker is given just a few minutes to plan a five-minute speech. Perhaps the speaker can choose the topic, or maybe it will be assigned. In either case, the topic will probably be stated in very broad terms, such as *taxes, marriage, inflation, dogs, travel, books* or *The Civil War*. The speaker's first step is to put a peak on the pyramid — to write or think of a sentence that will impose a focusing plan on the impossible hugeness of the topic. To do this, he or she will mentally run through a number of general key words, usually plural nouns, searching for one that strikes a chord of sense and interest.

Suppose that the subject for our speaker is *dogs*. In a matter of seconds the speaker can unroll a mental film containing a number of the commonly used general key words, testing each one quickly for suitability in building the central-idea sentence. Mentally, the speaker could consider a number of sentences like these: There are various *reasons* for owning a dog. The dog-buyer must carefully consider the *sizes* of various breeds of dogs. Dogs can be

used for different *purposes*. Illness in dogs can result from several *causes*. A new dog in the house can have different *effects* on members of the family. There are *advantages* in owning a dog. There are three basic *types* of hunting dogs. To discipline a dog, the owner should follow a procedure of four *steps*. Dogs have many obnoxious *faults*. There are several *considerations* in purchasing a dog.

## Support

Once the speaker decides on the central-idea sentence, he or she has the peak of the pyramid — the direction and thrust of the presentation, and the key word to tie onto in providing support. The plan may be simple and brief enough to retain mentally or it may require the use of note cards. The cards may read something like this:

Central idea: There are various *reasons* for owning a dog. For some people, companionship is the main *reason*. For others, protection is the most important *reason*. For a few, the assumed prestige of owning a certain breed is the main *reason* for owning a dog.

With such a plan, the speaker can proceed with some assurance. He or she knows the main point to get across and what to say to do so. Like a good traveler, the speaker knows his or her destination and the places he or she must pass through to get there. Although the speaker's plan does not contain a clever introduction or resounding conclusion, it will enable him or her to go ahead with direction and purpose.

Despite its bare-bones simplicity, the pyramid structure has served for centuries to help the speaker organize his or her thoughts. For example, John Milton's *Areopagitica*, which was addressed to the English Parliament in the 17th century, follows the pyramid pattern. Bluntly stated, Milton's central idea was, "You should not license the printing of books in England." (His obviously implied key word is *reasons*.) He then proceeded to list and explain fifteen different reasons supporting his central idea. The development was brilliant, inspired and sophisticated, but the plan was a simple, solid pyramid. Although he failed to prevent the passage of the licensing act, his work survives as the best anti-censorship speech in our language.

If the planning device of the pyramid structure worked for John Milton and countless others, it can work for the rest of us. 🗨️



John I. Hartley, a resident of Inglewood, California, teaches composition and English literature at El Camino College.

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Those unconscious signals you send out may communicate more to your listeners than words.

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# MOVE OVER, YOU'RE BLOCKING YOUR MESSAGE

by Dorrine Anderson Turecamo

**T**hey came to hear an absorbing talk about the subject you promised. Unless, of course, you're Robert Redford or Liv Ullman, they did not come to gaze longingly at you, but to hear your expert facts and ideas on "How to Survive During the Current Recession" or "Mountain Climbing at the South Pole." However, the expert who attempted to convince the Rotary Club that nuclear energy is the safest bet for the future was a dis-

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## Wearing red or bright purple will make your audience withdraw.

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mal failure because his red blazer stirred his audience's emotions and heightened the tension. The Womans' Club's "Assertiveness Training" speaker drew only negative response as she made her address peeking over a tall, lighted lectern on the stage.

Both of these speakers blocked their own messages by giving negative or contradictory signals about themselves or their topics. Studies have shown the silent signals we unconsciously give to each other reveal far more than anything we say. These signals will be open, candid and involuntary and will lack the sophistication of carefully chosen words.

You wouldn't go around carrying a sign that reads, "I'm nervous," or "I'm depressed," but you could be shouting it through your mannerisms, the colors and designs you wear or the distance you maintain. By constantly shifting hands and feet, smiling too often and

without reason, speaking too loudly, wearing too many colors or rushing into the speech before pausing to let your audience look you over, you indicate you're not at all sure of yourself.

We can all speak about 150 words per minute, but our minds whiz along at over 800 words per minute. While your voice drones on, the listener's eyes and other senses are gathering almost eight times as much information about you, forming opinions and making decisions that could work against you unless you have learned to put together the right combination of nonverbal codes.

### Revealing Walk

Your audience can form opinions of you just by observing your walk. Not only is a person's entire body involved, but his or her attitude as well. Gregarious, domineering people step hard on the heel first, toes pointing outward, with longer steps and some space between the legs. They hold their heads high, shoulders back and arms (elbows out) swing freely and away from their bodies (imitate this when you're feeling low or insignificant and watch your whole outlook change).

The walk of a true introvert or a shy person will be opposite in every respect. The full foot or the ball of the foot will touch first, toes slant inward and steps are relatively short and close together. Shoulders are held in self-consciously and arms hug the body with elbows turning in. The introvert prefers wearing inconspicuous, dull colors or soft pastels with an easy, nondescript line. Nothing about them will attract attention.

### Color

Color is the most exciting and stimulating code. Color is emotion. The colors you wear or are surrounded by have

the power to make you feel lively or depressed, debonair or dumpy, relaxed or ill at ease.

Color can sell a person or a product. It's your key to gaining respect. Generally, people who radiate a sophisticated self-confidence dress in dull or non-colors (greys, beiges, navys) with little contrast and simple, classic lines. They don't need to have their clothes or surroundings speak for them. Their walks and gestures are deliberate, but incon-

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## If you already have an unorthodox image, feel free to break the codes.

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spicuous. They quietly dominate their space.

Bursting into a room wearing red or bright purple will make an audience withdraw or feel challenged to compete with you. The color affects us physically. Red is a stimulant, pepping up the autonomic nervous system. Seeing it, your pupils dilate, your blood pressure rises, and your pulse rate and hand tremors increase. But, as the airlines know, cool greens and blues soothe nerves and create a restful atmosphere.

Your message comes from your face, so let your clothes be the quiet background they're supposed to be. Effective speakers wear subdued neutrals with just one striking point of interest, in either color or design, near the face — a navy and red diagonally-striped necktie, for instance, or an unusual pin on a blouse. Navy and white inspire the most confidence in the speaker, with black and white a striking and more

# Laugh Lines

Sign on the lawn of a house in a suburb of Los Angeles: "Attention Dogs! Beware of vicious owner!"

When a 14-year-old boy appeared in juvenile court of Cologne, Germany, on charges of robbery, theft, arson, indecent assault and public mischief, the case was given a big play by the newspapers. The boy's enraged father wrote a letter to the editor: "I am unable to understand why my son is persecuted by police and pilloried by your paper. Boys will be boys and my child only committed the kind of juvenile prank we were all guilty of in our younger years."

A newspaper reporter recently discovered a government office in Rome staffed with 23 employees, named the Department of Administration and Construction of Waterworks in the Italian Colonies of Africa. Italy lost all its African possessions after the Second World War, a fact that seemed to have escaped not only the 23 employees of the department, but the government treasury as well, which had kept the staff on the government payroll.

Stockholm police headquarters issued a city-wide alarm when five inmates of the city's prison for the criminally insane escaped. All policemen were ordered to arrest anyone who behaved strangely in the streets. Within three hours, more than 350 persons had been arrested; the wanted men were not among them.

Charles W. Raker, serving 20 years for armed robbery in a California penitentiary, took up law while serving his term. Researching his own case, he found the court that sentenced him had exceeded its powers and given him five years too much. An appeal court agreed with him and clipped the five years off his sentence.

A Chicago judge requested a report on a company involved in litigation before his court. The report stated the company enjoyed the highest reputation and worked within the law. The judge was puzzled. He had asked for the report in the first place because the president of the company is currently serving 25 years for murder, the vice-president 10 years for counterfeiting, while the general manager, a lawyer, had been disbarred for embezzlement.

The pilot of a private plane approaching the airport of Belo Horizonte in Brazil suffered a fatal heart attack. Passenger Francisco Tomaz, who had never flown a plane in his life, took the controls and managed to bring the plane safely down. A week later, Francisco was fined for flying without a pilot's license.

Demetrio Gomez of Mexico City only smiled when he was bitten by a poisonous rattlesnake. A few minutes later, the snake died in convulsions. Demetrio, who works in a chemical plant, had been for years in daily contact with sodium cyanide with which his system had become saturated. The concentration of poison was strong enough to kill the rattler.

In Palermo, Sicily, lawyer Pietro Corso decided to run for office. On election day, he and his wife went to the polls but when the results were announced, Pietro was a very disappointed man. Only one ballot had been cast in his favor — his own. Pietro immediately packed up and left the house he had shared with his wife.

The Italian government has published a so-called *Income Who's Who*, listing all taxpayers with an income of more than \$10,000 per year. It is said the tax department hopes to receive enough anonymous tip-offs from "friendly" neighbors and acquaintances which will enable the government to catch the majority of taxpayers who have failed to disclose their real income.

The owner of a restaurant in Toulouse, France, lost his license for serving leftovers often several weeks old. Proof was supplied by a young physicist. Eating daily for a week at the restaurant, he sprinkled small quantities of radioactive salt over the food he left on his plate. Returning after a week's absence, he used a Geiger counter on the food served. The gadget started to tick wildly as soon as it was brought near the plate.

From *The Speaker's Book* by Walter Kanitz, reprinted by permission of The Canadian Publishers, McClellan and Stewart Limited, Toronto.

dramatic second. These combinations will make you stand out from the crowd without being irritating or garish.

Prints, checks and plaids should be left in your closet for nonspeaking occasions. The more simple the design of the outfit you wear when speaking, the more effective you'll appear. If you're a woman, V-necklines are especially good; for a man, a white dress shirt and conservative necktie inspire respect. Keep hair back off the face and don't wear a hat. You don't need to add any barriers between yourself and your listeners.

Since every audience before 6 p.m. is technically informal, chiffons, satins and formal fabrics should be saved for evening wear. Of course, if you're a Diana Vreeland (former editor of *Vogue* magazine and present consultant to the Costume Institute of the Metropolitan Museum in New York City) and have achieved your status with an unorthodox, unconventional image, feel free to break the color and design codes. Similarly, if you're a prize-winning investigative reporter like David Burnham ("Serpico" and "Three Mile Island"), you might be excused for your rumpled appearance and for removing your coat and tie. After all, reporters have a long-time reputation for looking slovenly. People might even comment on your dedication and independence.

## Visibility

If you're giving a formal address, you should be clearly visible to the audience, at least from the bottom of the rib cage upward. If your message must be strong and forceful, a formal stance and a little distance give you room to put your ideas across without making your audience feel threatened. Friendly or persuasive thoughts are best sold informally with an air of "Let's discuss this as friends." But the amount of space you allow between you and your audience is still critical — moving in on your audience at the wrong moment, with the wrong subject or with a reserved or unreceptive crowd can ruin your speech. Use intimacy subtly and sensitively and don't overdo it by using it too often or for too long.

Pay attention to your nonverbal signals and you'll experience a new sense of self-confidence and command the respect of others. Most importantly, you'll be in control of the image you present and you won't block your own message. 📌



Dorrine Anderson Turecamo is a New York management consultant, speaker and talk show hostess.

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A humorous look at one of the oldest problems in communication.

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# How To Make Yourself Clear

by Larry Heller

**M**aking yourself clear is impossible until you know the dynamics of the communication process. Even then, chances are, you will not be as clear as you would like to be. History is one sad incident after another of obscurity and vagueness. Many years ago, Pliny the Elder said: "Everything is soothed by oil, and this is the reason why divers send out small quantities of it from their mouths, because it smooths every part which is rough." Few individuals understood what Pliny meant then. Nobody does today. After Pliny (perhaps partly because of him) obfuscation settled in like a fog.

The problem of men and women trying to be clear and failing pitifully has depressed mankind, driving them to drink and to golf. Since the beginning of

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## Something happens in the labyrinth between the brain and the lips.

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recorded time (on Monday morning), five trillion directions have been given in the vain hope that they would be clear enough to be understood. To date, only six have been followed, and those none too well. If the future is to hold any promise at all for us, we have got to climb out of the mud and strive to be clear.

I have spent the better part of my life searching for clarity — behind this bush, up in that tree, on the roof of that building and at the bottom of that sandtrap. I have read about clarity and pondered it as passionately as any man or woman in history.

### Misunderstandings

It is toward the ever elusive and fragile attainment of perfect communication that I have, with considerable effort and discomfort to myself, nar-

rowed the problem of making yourself clear to the following four basic dilemmas.

- **Indirect statement requiring a direct response.** A wife says to her husband, "Don't bother about my birthday this year, dear." The husband, the poor sap, doesn't. What he did not realize was that her indirect statement did not mean that he should not bother about her birthday, but rather that he should. There was hell to pay when the birthday came and went unacknowledged.

- **The business prevarication.** "Surprise me!" exclaims the boss to the naive employee who is about to undertake an assignment. Longtime employees (longtime because they have not surprised the boss too much) know that the boss is saying: "Surprise me the way I like to be surprised." The new employee, however, in his untempered eagerness, often either bores the boss or surprises him too much — neither extreme boding well for his future with the company.

- **The direct question and the indirect answer.** Most of us start out trying to be clear. Often, though, something grim happens to a message in the labyrinth between the brain and the lips. The message gets lost, or worse. For example, in reply to the direct question, "Do you owe me two bucks, Harry?," Harry Truman answered, "The buck stops here, Milton!" The now famous reply was once just an indirect answer to a direct question. History is burdened with too many similar mistakes.

- **Good intentions but ambiguous results.** Theodore Berhune seriously tried to make himself clear. If effort guaranteed clarity, Berhune would be the clearest man on earth. Each morning, as the sun crept up behind the lilacs, Berhune would tell his wife, Gloria, what he wanted for breakfast: "Two medium-size eggs, sunny-side up. Two pieces of whole-wheat toast,

medium-light. A small glass of orange juice (sans seeds). And mildly strong coffee." Even with this very specific order, the struggle for clarity apparent in every syllable, the Berhune marriage began to deteriorate.

Let us examine the intricacies of the Berhunes' disagreement. "Sunny-side up," is, after all, problematic. Whole wheat bread comes in various brands and sizes, not to mention textures and compositions. "Medium-light" to one individual might be "burned" to another. "A small glass of orange juice (sans seeds)" to a giant would be something else to a dwarf, especially if some seeds had not been removed. And "mildly strong coffee," as Mrs. Berhune caustically pointed out to Berhune, "describes most of the coffee drunk in America."

The more Berhune strove to be clear, the more obscure his wife said he was. It was when Berhune's instructions for breakfast exceeded 20 typewritten pages, with footnotes, that the frayed fabric of marriage parted like a shirt that has been washed too many times.

### Solutions

Because I hope for a world in which people like the Berhunes will be clear to one another, I offer the following suggestions to help resolve the many communication dilemmas that plague us:

- **Never attempt to speak with food in your mouth.** This is a disgusting habit and yet another example to mankind that your time in college was utterly wasted. Not only can't you be understood, but you also bring out hostilities in those who are unfortunate enough to have to look at you. Swallow your food. Then, if you haven't forgotten what you were going to say or still think it is important enough to communicate, speak.

- **Always leave them laughing.** This will not always help you to be clear. But if people are laughing, usually being clear is not so important, unless money is involved.

- **Be definite.** Never say, "It depends" or "I'll get back to you on that." Always say, "Yes, Hubert Swatke invented the party hat, and a fine job he did too!" Who can prove otherwise? You may not be entirely accurate, but you will be clear.

- **Stand before a mirror every day and say, "I am clear. I am clear."** It can change your life!

My four suggestions may not correlate exactly with the four dilemmas, but if you are truly seeking to be clear you will be happily surprised at the extraordinary coincidence between them. Remember, the race is not always to the swift, nor the battle to the wise. It is to the clear.

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Larry Heller is a writer based in Lansing, Michigan.

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Committee meetings can be productive if you follow several basic rules.

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# The Care and Feeding of a Committee

by B.Y. Auger

All of us constantly decry the mounting dollars and human energy wasted in business meetings each year — whether these be board conferences, monthly community meetings, or the day-to-day meetings we use to run our businesses. If we were to target one scapegoat for our vengeance, however, it would undoubtedly be THE COMMITTEE MEETING.

Of all meeting groups, the committee seems in most disrepute today.

It is criticized for being a burial place for management problems. It is accused of diffusing and confusing executive responsibility. It is indicted in countless jokes as being slow and indecisive.

But the fact remains that no one has come up with an alternative. Meetings

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**It's a good idea to deliberately include abrasive members.**

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are on the increase, and more decisions than ever are the result of discussions in committee.

A good committee doesn't just happen. Its success depends upon solid management practices right from the start. First, care must be taken to define the committee's purpose and function. Next, the best possible chairman, secretary and membership must be selected.

Once established, the successful performance of any committee will depend upon how effective its meetings are.

The guidelines I offer here apply to committee meetings large and small, internal or external, information-giving, fact-finding or decision-making. They are based on my personal involvement in thousands of meetings around the world during my 33 years at 3M. In

these years I have evolved my basic premise that all meetings can be stimulating, inspiring and productive, if the planner is mindful of certain fundamental principles.

Before the meeting process begins, however, let's take a look at what goes into the formation of a committee. Then, we'll talk about how to plan and conduct a good meeting, including correct use of visuals and techniques to assure follow-up action.

## The Chairman

The single most important ingredient of committee success is its chairman. While the chairman may use an executive secretary for assistance, he or she is the one who oversees the preparation of the meeting agenda and is responsible for the discussion management of each item on the agenda.

If you are choosing a chairman for a committee, remember that he or she must be a self-starter and must have demonstrated an ability to get things done through people, particularly since committee members often need to be prodded to fulfill their responsibilities.

Although one normally starts with the selection of a chairman, it's a good idea to have in mind at the same time the committee member who will act as secretary. The two must form a good working team. In fact, you can sometimes sacrifice some qualities in a chairman if you know you have a dynamic secretary who will attend to an agenda and make sure the business of the committee moves along. This could be the case if you want as chairman a person who has exceptional status and who also can run a good meeting.

It can be tacitly understood that the other burdens of committee work will fall on the secretary.

When this is the case, the secretary should be one who has demonstrated ability to organize projects, develop



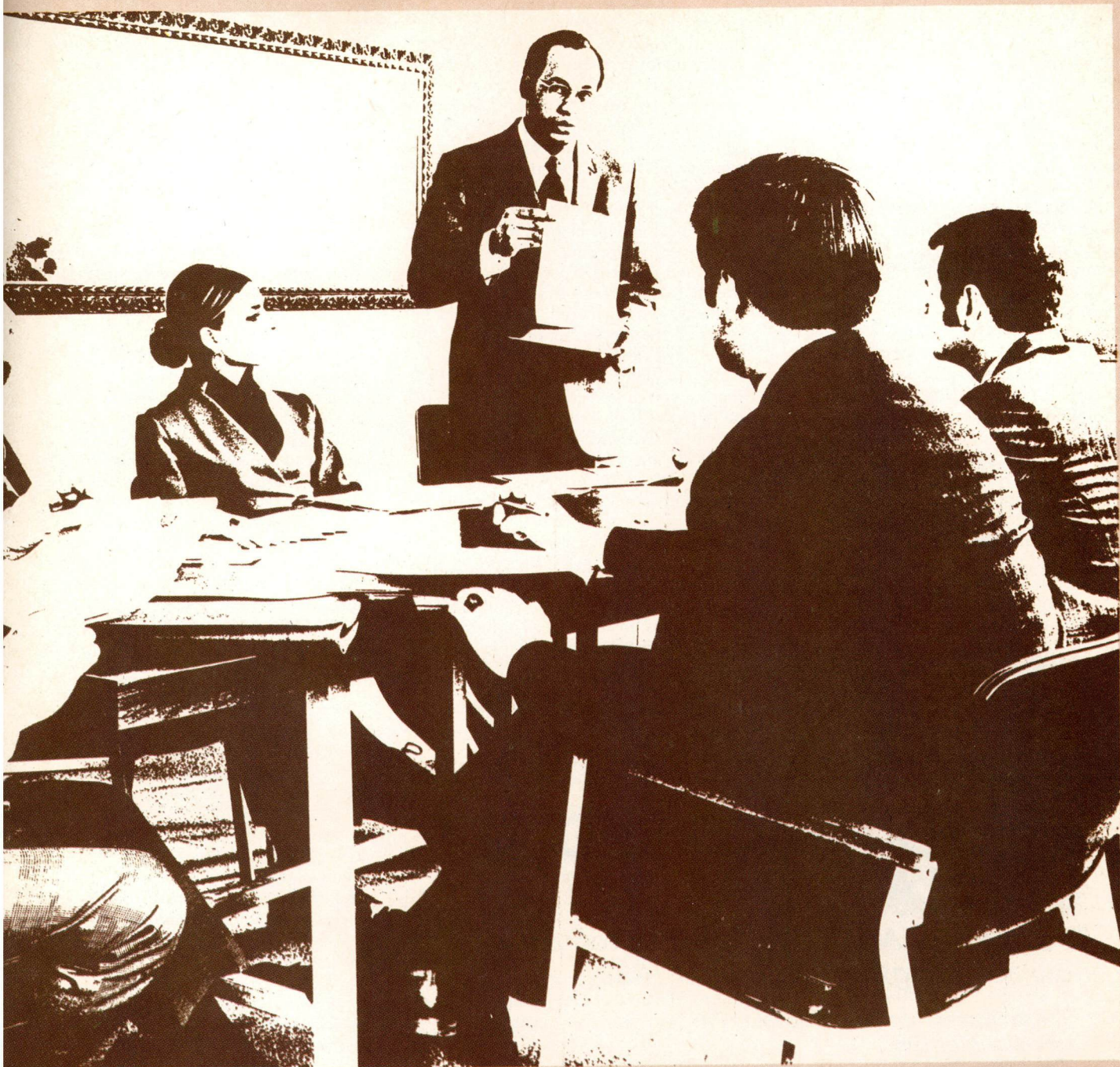
agenda topics, express himself or herself effectively on paper and maintain good contact with committee members and those who have business with the group.

## Purposes

The committee is a body of people who meet together on a continuing basis to accomplish an assigned mission. It is usually set up to accomplish something that cannot be done through the existing organization.

If you've ever thought about it, the committee is a form of activity organization which cuts across normal lines of command. It is given semi-permanent or continuing responsibility for the accomplishment of an assigned mission, just as is done with any unit of organization. Yet, it differs in that it normally





does not have a specific operating function pertaining to the production or selling of goods.

If you're asked to chair a committee, a logical question is "why me?" The answer lies in the fact that this experience will give you an opportunity to be seen and judged favorably by others in terms of your professional worth, as well as to make your organization a better one. One of the prime skills of managerial leadership is communicating effectively. And it is those companies or organizations which have developed skillful leaders that are successful ones.

If you want to climb the ladder in your organization, leading committees successfully will surely be part of your job description.

Equally important at the outset is the

selection of committee members. As a general rule, they should be of equal status. This will minimize the risk of members being inhibited by the superior status of others or, in reverse, of individuals taking advantage of their senior roles. Obviously, dependability is another important element in selection. People who are known not to be dependable, however talented, should be avoided.

While members may be selected for their compatibility, it's often a good idea to deliberately include some abrasive elements in a committee's membership. This is because if everyone thinks alike too much, they might not have enough of the constructive conflict that leads to good analysis, problem-solving and decision-making.

It goes without saying that the committee chairman should be someone who has demonstrated the ability to plan and conduct a good meeting. This is because, while the basics already discussed are vital, *meetings* are the lifeblood of any committee. If your meetings are dull, rambling and not action-oriented, the best organized committee will fall flat.

Before you call a meeting, think of why you're doing it, who will be there and what you want as a result. Don't call a meeting if phone calls or memos will do the job. If key people can't be present, you're wasting everyone's time.

When planning the meeting agenda, assign discussion to those expected to carry out the action. Agendas should be

distributed in advance, leaving ample preparation time for each committee member. The agenda should be tight, but not so cut and dried it shuts out participation. In a multiple-topic agenda, allow time to cover topics and tailor load to time available. Try to keep topics related. If unrelated, schedule fewer of them.

The need to give every committee member every opportunity for preparation demonstrates why we believe the committee chairman should avoid surprise meetings. Participants have a right to know in advance about the purpose, the subject matter, their role in the meeting and how long it will last.

It's important, too, to pay attention in advance to your setting. Remember, rooms with windows provide distractions. Chairs should be comfortable and not crowded together. Visibility should be clear, and participants should be grouped together close to the speaker. Provisions for visual aids should be adequate. Sensible acoustics and good ventilation are other essentials to keep in mind.

#### Use of Visuals

Using visuals for action-oriented committee meetings is an excellent way to increase retention, help you maintain control and show your membership you came prepared — you mean business!

What kind of visual to use? Films,

slides, flip charts and other media all have their particular values. We at 3M prefer the overhead projector for most meetings. It makes sense for committee meetings, because overhead transparencies can be made quickly and inexpensively on either the office plain paper copier or a transparency maker. Color and other highlighting materials can be used as desired.

The best way to begin a meeting (and eliminate the pre-meeting jitters most chairmen have) is to project a visual of the agenda. It shows that you, and this meeting, are organized. All eyes will focus on the screen — not on shuffling papers and other distractions. As chairman, you won't need copious notes to remind you of key points. Your visuals carry the agenda and the margins on the cardboard transparency frames can carry all kinds of notes to keep you on track. You're looking at the projector while your audience is looking at the screen.

If you are holding a meeting in a room that is equipped with a dual overhead system, you can project the entire agenda on one screen, then show individual items on separate visuals on the other screen as the meeting progresses. Cross off each agenda item as you cover it.

As you get into the heart of the meeting, remember that it is often up to

you, as chairman, to stimulate the discussion. You may begin with a general question addressed to the group or with a specific question for a particular individual. On important topics, one of the participants should be briefed, in order to insure a discussion of the specific points to be raised.

If the discussion gets one-sided, turn to someone who can balance it off. If someone hogs the floor, stay attuned to a remark that will permit you to interrupt and, cutting your own remarks short, turn the discussion over to someone else.

If the group is exploring several possible solutions to a problem, such as where to hold next spring's seminar or whom to invite as guest speaker, you can work towards a consensus in the following manner: if you are using an overhead projector, take a blank piece of film and write out all possible alternatives directly on the surface with a pencil or marking pen. Then, discuss them one by one, crossing off each possibility as it is discarded. When a decision is reached, write it on a blank piece of film and project it for all to see. If anyone objects, you can easily erase the wording on the transparency and change it with a marking pen.

#### Maintaining Order

It's up to you, too, to tell the group when a subject is off the track. If you need to be more subtle, pick up the discussion from the digressing speaker and then turn it back to the topic, perhaps by restating the issue.

Use visuals to pace the meeting and keep it alive. Get everyone involved. Keep all topics to their allotted times, and work toward key issues. If needed, sacrifice details to remain on time.

Remember, too, with an overhead projector system:

You can conduct a meeting of any size committee — two to 20 — in a fully-lighted room. The result is better attention and participation.

You face your audience. You'll have better meeting control and will be able to pick up group reactions immediately.

The on-off technique directs attention either to you or to the screen, as you wish. If you want to make a point orally, turn the machine off and all eyes will turn to you.

You can reveal material for discussion point by point. No one will be impatiently reading ahead because you control the pace.

Anybody can operate the equipment. It's mechanically simple.

The crucial drawback of a committee is the fact that the chairman often has no direct responsibility over the committee members. While they are expected to respond to his or her leadership, the chairman's greatest effectiveness lies in being able to command the respect of the members. There's no

## ARE YOU GOOD ENOUGH TO BE A PRO?

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*Toastmasters' Accredited Speaker Program is now accepting applications for 1982.*

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better way to accomplish this than by establishing your reputation as a dynamic meeting leader who gets things done efficiently.

Here, then, is a checklist of points to remember for your next committee meeting:

- Start and finish on time.
- Know what you want to say.
- Have your materials ready.
- Talk your members' language.
- Make your presentation simple and to the point.
- Speak clearly; be confident and enthusiastic.
- Use visual aids.
- Watch out for problem participants.
- Listen to opinions and encourage people to speak up.
- Take a break if the meeting runs much over an hour.
- Close up on a positive note, and make sure everyone understands what's been decided.
- Don't dominate a meeting called to get ideas.
- Don't let people drift off onto other subjects.
- Don't get upset when people disagree with you.

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## To pin down action, you must pin down the elements of feedback.

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- Don't try to be funny when you're not.
- Don't make fun of anyone.
- Don't allow arguments.
- Don't let the meeting get bogged down.

### Following Through

No matter how stimulating a committee meeting, however, as an ancient philosopher once observed, "In deeds — not words — the outcome of the battle lies." If action is to follow discussion, you must fix accountability before anyone has left the room. The key to a follow-up system is to build in checkpoints requiring progress or accomplishment reports. To pin down the action, you must pin down the elements of feedback.

For example, you are chairman for your management chapter's one-day management development seminar. You are charged with bringing together representatives from 50 or more companies to plan this important event. So far, you have had a good meeting. But how do you insure that everyone will go home and do their jobs?

As decisions start to form, look for logical points of follow-up. Make it clear where accountability will lie. It's important, of course, to spread the critical

responsibilities around so that illnesses or accident won't wipe out all action.

The use of visuals, which have been proven to increase retention, can be invaluable in fixing accountability.

When action is to be taken by an individual, you can write his or her name or initials at the left side of the transparency under the inscription "action." (People always notice their name or initials, and are reminded of their expressed willingness to carry out a committee assignment.)

When you are working towards an event, it's important to make a checklist as a guideline for special arrangements, facilities or meeting aids. Be sure to specify which committee member is responsible for each item.

Set time limits for all action and put the deadline dates beside each initial. Then, give the final version to a secretary to run through an office copier to produce copies to hand out to each participant at the end of the meeting. Everyone can see at a glance what has been planned, what needs to be done and who is responsible — and when.

As chairman, use these "action minutes" to stay on top of all follow-up activities. As deadlines approach, a single copy of the minutes, sent to the responsible committee member with the date circled, is a complete and authoritative reminder.


### Life Span

Committees have a way of going on . . . and on.

One way of avoiding this at the outset is to provide that unless the committee's life is extended through positive action, it will automatically go out of business.

If the committee's tenure is extended, it's a good idea to provide for a review of committee purpose and membership at stated intervals. This tends to keep the committee alert to its own internal dynamics.

Rotation of committee membership serves a triple purpose: providing management or your association with fresh viewpoints, energizing the committee by disturbing complacencies of thinking and giving more people an opportunity for management development through participation in committee activities.

If you have followed the guidelines outlined here, old and new members alike should have the rewarding experience of taking part in a dynamic well-grounded committee whose members are well prepared for meetings . . . whose meetings are efficiently organized and run . . . and whose follow-up action takes place "without tears." 

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*B.Y. Auger is vice president of 3M's Visual Products Division, St. Paul, Minnesota, and author of How to Run Better Business Meetings . . . An Executive's Guide to Meetings That Get Things Done.*



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Presented by Your District Governor (Minimum of 5 New Members to Qualify)

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**4584-F Perkin-Elmer Hi-Nooners**

Pomona, CA — Thurs., noon, Perkin-Elmer, 2771 No. Garey Ave. (593-3581).

**4579-1 Board of Realtors**

Long Beach, CA — Wed., 7 p.m., Long Beach Board of Realtors, 3747 Long Beach Blvd. (603-8747).

**4601-2 Good News Ambassadors**

Seattle, WA — 2nd & 4th Sat., 8 a.m., Sambo's Restaurant, 4th S. & Michigan St.

**4568-4 AMCOTECH**

San Jose, CA — Thurs., 7:30 p.m., Sarti's Restaurant, 2587 Seaboard Ave. (946-7811).

**4569-4 First Raters**

Cupertino, CA — Fri., 7:30 a.m., Coco's Restaurant, 10630 De Anza Blvd. (998-5800).

**4575-4 Lunch Munchers**

San Francisco, CA — Wed., noon, Bechtel, 45 Fremont, 2nd Floor (768-7421).

**4592-4 Real Toasters Club**

San Francisco, CA — Sat., 10 a.m., Bay View Towers, 2601 Missiob St. (647-2601).

**4606-4 Marketeers**

Santa Clara, CA — Thurs., 7 a.m., Lyons Restaurant (988-7179).

**4607-4 Silver Voices**

San Jose, CA — Mon., Church of Religious Science, 1195 Clark St. (265-2226, x 2020).

**4608-4 Cupertino**

Cupertino, CA — Tues., 11:45 a.m., Denny's (446-6376).

**4565-6 Ellerbe**

Bloomington, MN — Mon., 7:30 a.m., Apple-tree Square Cafeteria, One Appletree Square (853-2025).

**4591-6 Prairie Winds**

Litchfield, MN — Fri., 6:45 a.m., Litchfield Civic Arena, 900 N. Gilman (693-6712).

**4587-8 Effingham**

Effingham, IL — Mon., 6 p.m., Ramada, N. Rt. 32 (347-7141).

**4583-9 Round-Up Stutter Bugs**

Pendleton, OR — Wed., 11:30 a.m., Tapadera Inn & Restaurant, S.E. 1st & S.E. Court.

**4563-11 Blue Ribbon**

Indianapolis, IN — Wed., 7 p.m., MCL Cafeteria, Ayer-Way Shopping Center, U.S. 31 South (448-4255).

**4564-11 St. Elizabeth Hospital**

Lafayette, IN — Wed., 6:45 a.m., St. Elizabeth Hospital Medical Center, (423-6416).

**4599-11 Merrillville**

Merrillville, IN — 1st & 3rd Tues., 7:30 p.m., Pierce Junior High, 199 E. 70th Pl. (988-4868).

**4573-14 Eastern Midfield**

Atlanta, GA — 1st Tues. & 3rd Thurs. monthly, 7 a.m. and 4:30 p.m., Atlanta International Airport (762-2367).

**4571-17 Toastmasters 17 Skill Club**

Location varies at District 17 meetings in Montana (723-5729).

**4576-18 Hercules Research Center**

Wilmington, DE — Fri., noon, Hercules Research Center, TID Conference Room (995-3324).

**4597-18 Department of Human Resources**

Baltimore, MD — Thurs., Department of Human Resources, 1123 N. Eutaw St. (298-8188).

**4598-21 Advanced Speakers**

Vancouver, B.C., Can — Last Saturday of each month, 6 p.m. Location varies (291-0921).

**4590-21 Simon Fraser University**

Burnaby, B.C., Can — Wed., 5 p.m., SFU-Green Room, AQ, Simon Fraser University (291-3224).

**4598-21 Fort St. John**

Fort St. John, B.C., Can — Wed., 7:30 p.m., Smitty's Pancake House, Totem Mall, Alaska Hwy.

## SPEAKING RESOURCES

Latest Gags \$3. Gags by Contributors \$2. Humor booklets, free list. Comedy Writing Team, free list of members. Robert Makinson, 417 State St., Brooklyn, NY 11217.

Comedy Writer, one-liner specialist. Add a little humor to your speech. Lee Haas, 4775 W. 134th St., Hawthorne, CA 90250, (213) 679-0870.

THE NEW BOOK OF "ORCHIDS OR ONIONS" FOR ALL OCCASIONS. OVER 900 CLEAN JOKES & SHORT LINERS. Written by a Toastmaster. Indexed for Quick Reference. \$7, including tax and postage. Check or M.O. to: T.R. Bob Kirby, #1 Marcia's Park, Easton, IL 62633.

## SELF-IMPROVEMENT

GUARANTEE FINANCIAL SECURITY: Guard Family Money; Protect Loved Ones! Learn How-to Write "Essential Instructions" For Heirs. Assemble Details Usually Not Found In Wills. Attorney-Narrated Cassette/Work booklet. \$15.95 Postpaid. Guaranteed. Estate Planner, Box 1265, San Luis Obispo, CA 93406.

"SEX AND SWEETHEARTS." Vernon Howard's powerful, new, wholesome booklet. Understand love! Solve problems! Command romance! End heartaches! Only \$1. New Life, Box 684-T, Boulder City, NV 89005.

## EDUCATIONAL OPPORTUNITIES

IMPROVE YOUR COMMUNICATIONS AND PERSONAL RELATIONS SKILLS and enjoy autumn on beautiful Cape Cod. Learn effective communication and leadership skills; goal setting, time management and problem solving techniques. Visit historic Boston, Nantucket and Martha's Vineyard. Golf, tennis and shopping. October 10 and 11, 1981. Write for information to Toastmaster Jack Slipkowsky, HORIZONS, 55 Farnum St., North Andover, MA 01845.

## EMPLOYMENT OPPORTUNITIES

EXCITING PUBLIC RELATIONS WORK. Conduct workshops & seminars in your area. Motivation, positive thinking, personal growth. Build your own business using Toastmaster skills. Free information: A.I.A., 5185 69th St., Lubbock, TX 79424; (806) 794-3895.

Send your classified ad with a check or money order to Toastmasters International, Publications Department, 2200 N. Grand Ave., P.O. Box 10400, Santa Ana, CA 92711. Rates: \$25 minimum for 25 words, 80 cents for each word over minimum. Box numbers and phone numbers count as two words; zip codes and abbreviations count as one word each. Copy subject to editor's approval. Deadline: 10th of the second month preceding publication.

**4581-26 Overland Expressors**  
Cheyenne, WY — Tues., Noon, Hicks Hall-Union Pacific Railroad, 121 W. 15th St. (634-4421).

**4578-28 No'aahs Clubs**  
Pontiac, MI — Wed., 5:15 p.m., Oakland County Public Works Bldg., 1 Public Works Dr. (858-1198).

**4585-30 CBI Fabricators**  
Oak Brook, IL — Wed., 5:10 p.m., CBI Theater, 800 Jorie Blvd. (654-7378).

**4604-31 Raytheon MSD**  
Bedford, MA — 2nd & 4th Mon., noon, Raytheon Missile Systems Division, Hartwell Rd.

**4603-33 5-Cities**  
Arroyo Grande, CA — Tues., 6:30 p.m., Farley's Restaurant, 611 Grand Ave. (481-3797).

**4596-35 Sentry**  
Stevens Point, WI — Tues., 7 a.m., Sentry World Headquarters, 1800 N. Point Dr.

**4566-36 Franconia Orators**  
Alexandria, VA — Thurs., 7 p.m., John Marshall Library, 6209 Rose Hill Dr. (370-2498).

**4572-36 Energy**  
Washington, D.C. — Wed., Before Payday, noon, Forrestal, 1000 Independence Ave. (252-8053).

**4580-36 St. Jude's**  
Rockville, MD — Wed., 7:30 p.m., St. Jude's School, Viers Mill Rd. (770-7748).

**4621-36 Icebreakers**  
Washington, D.C. — 2nd & 4th Wed., 6:30 p.m., American Nuclear Energy Council Offices, 410 First St., S.E. (656-8221 or 663-7659).

**4567-40 Tipp City**  
Tipp City, OH — Tues., 7:45 p.m., Zion Lutheran Church, W. Main St. & N. 3rd St.

**4561-44 Tulia Talkers**  
Tulia, TX — Tues., 12:45 p.m., The Gaylor Room, Swisher Memorial Bldg., 127 S.W. 2nd St. (995-3594).

**4588-45 Sackville**  
Sackville, Nova Scotia, Can — Mon., 7 p.m., Board Room, Downsview Mall (865-0491).

**4593-46 We Search**  
Bloomfield, NJ — 1st & 3rd Thurs., 4:40 p.m., Schering-Plough Corp., 60 Orange St. (558-4530).

**4562-48 GTE**  
Huntsville, AL — Mon., 4:35 p.m., GTE Automatic Electric Co. (883-3210).

**4570-56 ANICO Articulators**  
Galveston, TX — Mon., Noon, American National Insurance Co., One Moody Plaza (763-4661, x 467).

**4600-56 ARCO Speakers**  
Houston, TX — Every Other Wed., 4 p.m., Atlantic Richfield, 12000 Lawndale (475-4754).

**4605-56 International Bank of Commerce**  
Laredo, TX — Tues., 5 p.m., International Bank of Commerce, 1200 San Bernardo Ave. (722-7611).

**4582-57 Diamond**  
Pleasanton, CA — Thurs., 11:50 a.m., Clorox Technical Center, 7200 Johnson Dr. (462-2100).

**4559-63 UNIVAC Speak Easy**  
Bristol, TN — Tues., 6:30 a.m., Sperry Univac, Univac Rd. (968-1151).

**1168-64 Lynn Lake**  
Lynn Lake, Man., Can — Thurs., 5:10 p.m., Sherritt-Senior Staff House, Camp St. (356-2403, x 128).

**4574-64 Manitoba Morning**  
Winnipeg, Man., Can — Sat., 9 a.m., Westminster Hotel, Sherbrook & Westminister (475-0227).

**4586-68 Dow Chemical**  
Plaquemine, LA — Wed., 4 p.m., RSD Conference Room, Bldg. 2509 (389-8917).

**4594-72 AM**  
Auckland, NZ — Thurs., 7 a.m., 2001 Coffee Lounge, Lorne St. (9P557-761).

**4577-74 EDP**  
Joannesburg, South Africa — Tues., 5:45 p.m., The New Club, Loveday St. (011 21-4851).

**4602-74 Boksburg**  
Boksburg, South Africa — Wed., 7:30 p.m., Pogo's Restaurant, Boksburg Lake, Boksburg (811 896-1174).

**4595-U YMCA of IPOH**  
Ipoh, Perak, Malaysia — Wed., 7:30 p.m., YMCA of IPOH, 211 Jalan Raja Musa Aziz.

# Anniversaries

## 35 Years

**La Crosse 411-35**, La Crosse, WI

## 30 Years

**Santa Ana Toasters 991-F**, Santa Ana, CA  
**Monterey Peninsula 934-4**, Monterey, CA  
**Milwaukie 656-7**, Milwaukie, OR  
**Kinston 962-37**, Kinston, NC  
**Castro Valley 961-57**, Castro Valley, CA  
**Ptarmigan 979-U**, Anchorage, AK

## 25 Years

**Space Center 2189-1**, Inglewood, CA  
**Researchers 2201-31**, Bedford, MA  
**Andrews 2184-36**, Andrews Air Force Base, Washington, D.C.  
**Penn-Harris 2128-38**, Harrisburg, PA  
**TM Breakfast Club 2056-57**, Concord, CA

## 20 Years

**Valley 3354-3**, Phoenix, AZ  
**Procurement 3344-14**, Robins Air Force Base, GA  
**Bellevue Breakfast 3369-24**, Bellevue, NE  
**New Southwest 3314-36**, Washington, D.C.  
**Wissahickon 1856-38**, Ambler, PA  
**Wayne 2099-46**, Wayne, NJ  
**Newburgh 3331-53**, Newburgh, NY  
**Coolabah 3358-69**, Mackay, Qld., Aust

## 15 Years

**Fort Leonard Wood 493-8**, Fort Leonard Wood, MO  
**Armed Forces 1023-11**, Indianapolis, IN  
**Tifton 1434-14**, Tifton, GA  
**TM Club of Dalby 2622-69**, Dalby, Qld., Aust  
**Tamworth 2762-70**, Tamworth, NSW, Aust  
**Grand Falls 3477-U**, Grand Falls, New Foundland, Can

## 10 Years

**Tift County 1554-14**, Tifton, GA  
**Deerfield Beach 3299-47**, Deerfield Beach, FL

## Surviving on a Radio or TV Talk Show

by Rudy Stengel, DTM

To most people, "talk show" means a prime time program: top budget, celebrity guests and a national audience. As you can imagine, these shows are very tough to get on.

Cheer up. Daytime shows (particularly on radio) are much easier to crack. Unless a station has an all-music or all-news format, producers find filling every minute of their broadcast day is not that easy to do. Even filling a daily half hour or hour program can become difficult. This would mean a seller's market for you (although you are unlikely to get paid) — if you have the right product.

In the last few years, I have been on a number of talk-shows, usually for 15 to 30 minutes, in rare cases for a full hour. *Without* Toastmasters training, I would have had an unhappy experience each time. *With* it, I had a good time, enlarged my outside speaking record and held forth on my favorite subject to an unseen, but large audience. My experiences have enabled me to compile the following tips on getting and successfully living through a radio or television talk show.

### Making the Pitch

- Choose the program carefully. Be familiar with the format and theme preferences of your target show. Remember that your audience is literally everybody. If your subject is a bit off the beaten track, it may have novelty value, but only if you can make it interesting and understandable to most people.

- Present your proposal. Contact the station and ask for the producer of your target show. Be prepared to give a concise definition of your subject, explain why you think it would interest this specific audience and add (briefly) what qualifies you as an expert (or semi-expert) on the subject. If you get a

favorable response, follow up with a letter repeating the same information. This letter is likely to form a guide sheet for your interviewer.

- Prepare your presentation. Even in an interview format, prepare at least a short opening statement which explains the subject, is interesting and leaves a natural opening for the next question. After this statement, the format is not "a prepared speech" but more like Table Topics. Your interviewer asks a question and you respond. Two minutes (three, at the most) should be your invisible time limit. Long speeches will lose the audience's attention. Finally, have a closing statement ready in your mind. When your host or hostess asks you to summarize the subject, do it quickly or you will be cut off. The dog food commercial is waiting.

Unless you are on TV, you will have to rely entirely on word pictures or homely analogies — anything that helps the audience to get your point with minimum effort. Remember, you are competing against a number of distractions, such as crying children or a noisy typewriter. Short, simple statements are much easier to comprehend. In an interview on alternate energy sources, I had to talk about OTEC (Ocean Temperature Energy Conversion) — a complicated subject for those people not scientifically oriented. But by comparing the process to boiling water in a kettle, even laymen were able to understand the concept.

### Pre-Show Meeting

- Arrive early. Even on television, you are unlikely to be asked for a makeup session. But the producer and the interviewer will want to see you before air time. It's to your benefit. On one television show this spring, the producer had planned a confrontational dialog between another guest and my-

self. While my "opponent" and I were waiting, we discovered that we were both on the same side of the issue. Fortunately, we told the producer. She was glad and so was the talk show hostess, for discovering this on the air could have been embarrassing for all of us. Instead of battling, we shared the subject, ping-pong style.

- Know about your microphone. Clip-on mikes are best because they are unobtrusive and forgettable. With a boom mike, remember to keep a constant distance and don't turn away. Before the program, the audio technician will ask you to say a few words in your normal speaking voice so he or she can adjust the volume so you'll be heard somewhere between a whisper and an amplifier-rattling boom. On television, disregard the camera, and face your interviewer. Remember, this is a conversation. You may find a small monitor screen discreetly set into the table or put behind the cameras. Don't look at it. This is not the time to admire yourself.

- Don't take over. You are not the toastmaster, your interviewer is, and this is his or her show. If you upstage your host or hostess or, worse, if you are dull, the show still has to succeed. Most interviewers are kind and helpful (you are both on the same team), but if you don't come across as bright and captivating, the show may have to get interesting at your expense.

Be sure to have a Toastmaster friend listen to the show and act as your evaluator (and "ah" counter). Then relax and enjoy yourself.

Who knows, they might even ask you back.

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*Rudy Stengel, DTM, is a past educational It. governor of District 52 and a member of Los Conquistadores 896-52 and Northridge 1906-52 in Los Angeles.*

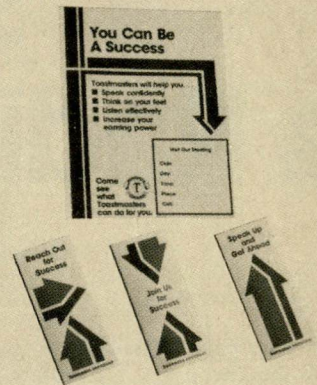
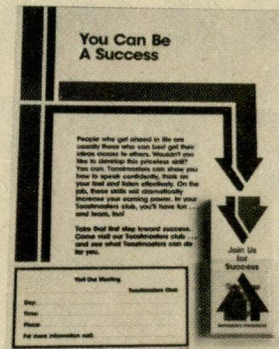
# Spread the Word About Toastmasters!

Toastmasters can lead you to greatness. And that's no secret. So why not tell everyone about it? Starting today — with these appealing promotional tools . . .

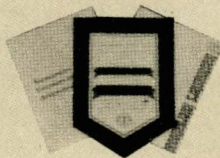
**367-368. New TI Posters.** These eye-catching works of art will help you get your message across quickly and eloquently. Two sizes available. The smallest (367), is 11" x 14". The color scheme is navy blue and white and there's space for your club's name, meeting time and place and phone number. Set of 10: \$2. The large red, white and blue poster (368) is 22" x 17" and comes with a plastic stick-on brochure holder. Set of three: \$4.

**99-101. New Brochures.** Toastmasters has completely revised its promotional brochures, giving them an attractive design that complements the new posters.

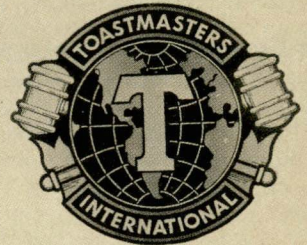
The new brochures include *Reach Out For Success* (99), which tells prospective members what Toastmasters is all about; *Join Us For Success* (100), which includes statements from prominent persons who have been helped by Toastmasters; and *Speak Up and Get Ahead* (101), which is tailor-made for company clubs that want to promote their programs within their organizations. Clubs may request up to 15 of the above brochures at no charge. Additional copies are 2 cents each. Contact World Headquarters' order department for details on quantity prices for orders of 1000 or more.



**267. Communication Achievement Award.** Now your club can honor a local dignitary for outstanding communication achievements and gain valuable publicity at the same time! Comes complete with a handsome award plaque ready for engraving and a helpful "how to" booklet with valuable tips on who to select, how to present the award and how to gain the needed publicity. **\$19.50.**



**363. Highway Sign — 22".** Features the Toastmasters emblem in weatherproof paint with reflecting Scotchlike "T." Provides an excellent way to publicize Toastmasters — and your own club — in your community. Pre-drilled holes make this sign easy to attach. **\$18.**



**376. Membership and Extension Slide Presentation.** This unique 40-slide show provides a great way to introduce Toastmasters to a civic group, business association or prospective club. The show comes with professionally prepared slides and a script booklet. **\$15.**



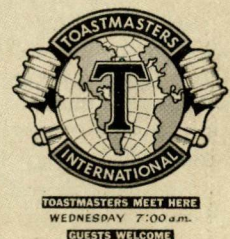
**377-378. TV, Radio Public Service Announcements.** Let Earl Nightingale work for you! These 30-second television and radio public service spots will go a long way toward making the Toastmasters program better known in your community. Information sheets with tips on how to use the tapes are included. Television spots (377), \$25; Radio (378), \$5.



**369-370. TI License Plate Frames and Bumper Stickers.** Carry Toastmasters with you wherever you go . . . or give these popular items as gifts. Let everyone know how proud you are to be a Toastmaster. License Plate Frames (369) sold only in sets of two — \$2.50, plus \$1 postage and handling (U.S.). Bumper Stickers (370) come in sets of two — 70 cents each.



**384. Official Club Meeting Plaque.** White plastic plaque, 10" square. This attractive plaque makes an effective promotional tool to hang in restaurants, auditoriums, business rooms . . . wherever your club meets. Includes pressure-sensitive decals for posting the day and hour of your meeting. **\$3.50.**



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WEDNESDAY 7:00 a.m.  
GUESTS WELCOME