

The TOASTMASTER®

JULY 1997

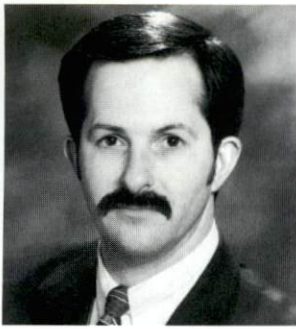
SPECIAL ISSUE:

Leadership Lessons For the 21st Century

Dare to Delegate

**Build an Envious
Reputation**





VIEWPOINT

Stop Wasting Your Time

People join Toastmasters to learn. While aspects such as socializing or networking are important, the primary benefit people expect from Toastmasters is improved speaking and leadership skills. Therefore, our clubs must consistently strive to teach these skills in the best and most effective and supportive way possible.

What is quality? While it means different things to different people, in Toastmasters, quality is defined as being "Distinguished." When a club is Distinguished, it is the type of club that attracts and retains members. A Distinguished club fulfills its obligations to its members by achieving standards of excellence.

These standards have been developed over time. They are the result of years of experience, testing and evaluation. They are not based on a single person's opinion, but are the product of countless hours of volunteer and staff work and a dedication to the Toastmasters' vision and mission. Becoming a Distinguished club reflects a commitment to these quality standards and a passion for helping people achieve their full potential so they can realize their dreams.

This month approximately 60,000 people will assume leadership positions within our clubs and districts. If each leader in Toastmasters is to personally benefit from the leadership experience, each must remain focused on the ultimate objective - becoming Distinguished! All the statements about "quality," "member at the top" and "we care about the member" are nothing more than hollow rhetoric unless all leaders put their hearts and souls into helping their club, area, division or district reach Distinguished status. Only by focusing on this one objective can a leader be sure all other goals will be achieved.

Having served at every leadership level in Toastmasters, I can assure our organization's new leaders that Toastmasters will help you develop two primary skills: the abilities to focus and to inspire. Every leadership position demands a leader who can rally the troops toward a common goal and then motivate them to go out and achieve it. Toastmasters has provided you with the common goal. Now, it is your job to inspire your teams to make that goal a reality.

With the increasing demands on your time, you, our organization's leaders, cannot afford to waste time on unproductive activities. Learning how to inspire is not easy: It will require all your creativity and innovation. Have the courage to stop wasting your time on unfocused and ineffective projects. If you invest your time in becoming a Distinguished club, area, division or district, I am positive you will reap the rewards of improved leadership skills.

Robert E. Barnhill DTM

Robert E. Barnhill, DTM
International President

The TOASTMASTER

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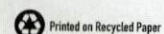
World Wide Web: <http://www.toastmasters.org>

THE TOASTMASTER Magazine (ISSN 00408263) is published monthly by Toastmasters International, Inc., 23182 Arroyo Vista, Rancho Santa Margarita, CA 92688, U.S.A. Periodicals postage paid at Mission Viejo, CA and additional mailing office. POSTMASTER: Send address change to THE TOASTMASTER Magazine, P.O. Box 9052, Mission Viejo, CA 92690, U.S.A. Published to promote the ideas and goals of Toastmasters International, a non profit educational organization of clubs throughout the world dedicated to teaching skills in public speaking and leadership. Members subscriptions are included in the \$18 semi annual dues.

The 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 the authors of other articles.

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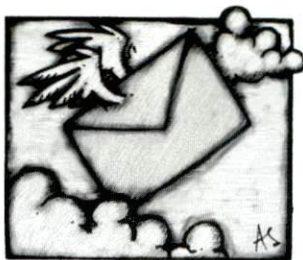
The Toastmasters Vision:

Toastmasters International empowers people to achieve their full potential and realize their dreams. Through our member clubs, people throughout the world can improve their communication and leadership skills, giving them the courage to change.

The Toastmasters Mission:

Toastmasters International is the leading movement devoted to making effective oral communication a worldwide reality. Through its member clubs, Toastmasters International helps men and women learn the arts of speaking, listening and thinking — vital skills that promote self-actualization, enhance leadership potential, foster human understanding, and contribute to the betterment of mankind. It is basic to this mission that Toastmasters International continually expand its worldwide network of clubs, thereby offering ever-greater numbers of people the opportunity to benefit from its programs.





LETTERS

REMINDED OF MENTORING

I am a new member of the Australian Customs Service (ACS) Toastmasters club and I enjoyed the articles on mentoring in the February issue. The articles provided a timely reminder of how to go about finding external mentors, how to treat their advice and, more importantly, the importance of continuing the mentoring cycle by mentoring others.

Wendy Casey
ACS Club 9458-69
Brisbane, Queensland, Australia

DREAMING OF RACING

Just wanted to say thank you for the "Racing to Speak" article in the May issue. I was very impressed, not only with the tips about giving interviews and improving speaking skills, but also with the large amount of "inside" information about racing.

My dream and goal is to own and run a Formula 1 race team. It is good to know that my Toastmasters efforts and experiences are helping me towards my dream. That is something I had not realized until I read the article. Thanks!

Christopher C. Peralta
Chasemasters Club 3083-3
Tempe, Arizona

TASTELESS TOBACCO ADVERTISING

I didn't realize *The Toastmaster* magazine accepted tobacco advertising. Even if you didn't intend to promote Marlboro cigarettes with the photo on pages 8-9 and, even worse, on the cover of your May issue, you should have been able to figure out that you would be doing exactly that by using this photo. The text on the cover adds greater irony to your extremely poor judgment, especially the header right above the photo: "Speaking to kids."

I understand the difficulty of acquiring photos, particularly ones that don't require a large fee to use.

Perhaps that was the case with your photo research for this particular article; even so, that doesn't excuse the use of it.

I'm sure you have standards of taste for other types of photos and material in your magazine. It's a shame you didn't consider this photo too tasteless to use.

Stew Thornley
High Nooners Club 6666-6
St. Paul, Minnesota

THE IMPORTANCE OF LISTENING

Whenever I need help with any of my speeches and the various roles within our club, I refer to *The Toastmaster* magazine for exciting and challenging tips and changes.

I would like to point out in particular the article, "Listen Carefully," by Penelope Bryant Turk, in the March issue. As a multilingual trainer, I am always looking for ways to assist club members in fully utilizing their listening skills, which are so vital in the transfer of knowledge. Congratulations on your article; it was most helpful.

Keep up the great work. You sure make a difference for Toastmasters in Suva.

Ofa Duncan, CTM
Suva Club 8798-U
Suva, Fiji

SPEAKING TO KIDS

The article "Speaking to Kids" (May) offers several good techniques on holding children's interest and attention during a speech.

I regularly speak to adult audiences in my work as a code enforcement officer and city planner. While skilled as a public speaker, I had mixed feelings about my invitation to speak to a 3rd grade class of children about my profession.

My speech improved when I followed Ms. Fry's advice and attempt-

ed to relate to the children's world and spoke about their immediate environment, such as how crossing guards at street intersections made them feel safe, and about their school and how it was built.

Keith Heron, CTM
River City Club 4524-65
Binghamton, New York

A NAMELESS WOMAN

With reference to the photograph accompanying the article "Banking on Toastmasters" (April 1997), I believe the woman in the photograph must have a name. I find it strange and unusual that she is only known as "his wife." Imagine the introductions - "this is his wife," "hello, his wife," "is that you, his wife?" You get the idea.

However, I expect better from the magazine of this organization and wish to remind the editor of Toastmasters International's vision and mission.

I am exceedingly disappointed that I need to write and remind you of basic human rights.

Joanne Leamy, ATM
Palmerston North Club 1923-72
Palmerston North, New Zealand

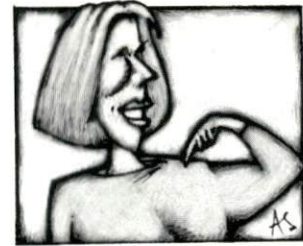
SAY IT WITH A POEM

For the past 30-plus years, *The Toastmaster* has been the only magazine I give every issue a page-by-page review. The May issue was no exception. As a result, I read with interest Dan Holohan's article, "Say It With a Rhyme to Give All a Good Time."

The article assured me that I am not alone in advocating the use of poetry in public speaking. I have written and used poems at several special occasions and events, and they were always well received. Thanks to Toastmasters, I was even prompted to write a book, titled, *How To Say it With Poems*.

Jennings B. Klug, DTM
Magic City Club 585-20
Minot, North Dakota

By William J. Russell, CTM



To "Ah" Is Human, To Count Is Ridiculous

YOU'VE JUST FINISHED WHAT YOU THOUGHT WAS YOUR BEST speech ever. Then comes the "ah" count – seven! Wow, where did they come from? Talk about demoralizing. In your first speech, the Ice Breaker, you only had two "ahs." What's so different now? Why more?

PSYCHOLOGICAL SELECTIVITY:

That answer, in a word, is focus. I guess the theory is that if you focus on something, you can improve your performance. This may not always be true. For those of you who stutter on occasion, try to focus on not stuttering – yep, you'll probably stutter. Sometimes just saying it will cause it – whatever that "it" might be.

Believe it or not, some "ahs" serve a purpose. I always think of them as a comma or a well-placed pause. I know – too many, too often can be quite distracting. In fact, if you find yourself counting people's "ahs" and "ums," you may miss their main point.

I hate to count "ahs" because I usually do not hear much of the speech due to my intense focus on – well, you know the story.

BY PERCENTAGE:

Perhaps there is a better way. If we must count "ahs," let us count them and compute our performance in a com-

parative way. Let's say you had 10 "ahs" in speech number one and only five in speech number two. That is an improvement of 50 percent. Also, after each club member has spoken a number of times, an average "ah" count could be given for each person. Then, if a member doesn't exceed his average,

he should be given positive reinforcement. Something like, "That was great Sam, you didn't go over your average today." Obviously, when members do exceed their average, this indicates a change in behavior and is worth noting in an evaluation. But rather than the punitive count, a percentage of, let's say only 5 percent over, would sound much better and also indicate that something was different for this speech. An evaluator may mention the "ah" count in a non-threatening way by saying something like, "this is going over your average percentage." Identifying changes in speech behavior is one way to improve how we speak.

You just finished what you thought was your best speech ever. The Grammarian states, "You're within your average, good for you!" You smile, knowing you did your best. **1**

William J. Russell, CTM is a member of Ukiah Club 5622-57 in Ukiah, California.

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By Dawn Halverson, DTM

Until you have walked for a while in those leadership shoes, you're going to shake around in them a bit.

LEADERSHIP:



It's Just a Stage

It's that time of year again: Scores of Toastmasters are stepping into the Area Governor leadership shoes. And let's be honest about it. Until you have walked for a year in those shoes, you're going to shake around in them a bit.

For me, the greatest aspect of serving as an Area Governor was that I didn't end the year the same person I was when I started it. My daughter, Holly, grew three inches taller during her eighth year of life; I think I grew the equivalent in my leadership skills during my year as Area Governor. I'm reminded of that growth whenever I reflect on one of my favorite books, *Real Power: Stages of Personal Power in Organizations*, by Janet Hagberg.

Hagberg's theory is based on six stages of personal power. I thought it might be appropriate to pass them on

as the leadership baton is passed to a new crop of Toastmasters officers.

STAGE ONE: POWERLESSNESS

We all pass through this stage; some linger in it longer than others. We can be powerless when we start a new job, or join a new organization such as Toastmasters and square off against our fear of public speaking. People in Stage One are dependent on other people, places or things. Confusion abounds. Fear takes over. But people stay locked in Stage One only if their fear rules them. I suspect that most Toastmasters move out of

this stage by the time they complete their CTM manual. And that's the great thing about Toastmasters: The more you do, the more you can do. Accomplishments empower us.

STAGE TWO: POWER BY ASSOCIATION

Developing self-esteem and recognizing our skills and abilities are the basis for moving into Stage Two. This logical progression is achieved by forming coalitions, identifying mentors, rewarding ourselves for jobs well done and developing our skills. There's fertile ground for all of that in Toastmasters. We "learn the ropes" in Toastmasters, overcome our fear of public speaking and learn the culture of the organization as fast or as slowly as we choose to. But this knowledge, and the relationships we develop, are the power by association we need to move into and blossom in

Stage Two of Hagberg's model. Confidence develops, we learn how to take risks (maybe go on to our ATM or DTM, or enter a speech contest), and we learn from it.

The power by association or by belonging to Toastmasters has nurtured many a public speaking skill. And no doubt it's helped many of us move on to Stage Three.

STAGE THREE: POWER BY SYMBOLS

Some of the symbols that help us know we are progressing in Toastmasters are our educational achievements. After all, whenever we achieve them, we receive a symbolic pin that most of us wear proudly. Some of us even drape ourselves in them – nametags, pins, ties, etc. You name it, and World Headquarters has it with a logo and/or achievement notation on it.

Other symbols might be leadership titles, such as club President or Area Governor. These are all symbols that help us mark our way, track our progress and guide us to greater accomplishments. There is a downside here, though, in that we can become too competitive and stay in the symbols stage. Knowledge and expertise are the meanings behind the symbols, which offer a reassurance to people in this stage that they are personally powerful. People move out of this stage and into the next one by developing a desire to be more reflective; to turn inward for contemplation instead of focusing on the external symbols of knowledge.

STAGE FOUR: POWER BY REFLECTION

Even if we never advance past Stage Four, we are truly powerful in this mode of Hagberg's model. People in this stage have integrity. They are strong and competent. They are looked to for leadership and mentorship. They are respected, but

most of all they respect themselves based on their ability to reflect internally and enjoy solitude. Their competence and integrity draw others to them. They have been through their share of powerlessness and learning, and they often share that learning with humility.

"For me, the greatest aspect of serving as an Area Governor was that I didn't end the year the same person I was when I started it."

Typically, people in stage Four moving into Stage Five have let go of the ego and a need to control, and they make ideal leaders. But you may not find them in a formal, legitimized position of power. These people's opinions are valued and sought out, and they practice servant leadership by offering their abilities where needed – not because a title gives them power.

STAGE FIVE: POWER BY PURPOSE

The uniqueness of this stage lies in the strength of the inner person relative to the strength of the organizational hold on that person.

I visualize Sally Field as Norma Rae (in the movie by the same name), standing on a break room table, holding a board on which she has written the words "STRIKE." She means it! There's no going back. She has reflected on the issue. The other union workers have deferred to her strength, tenacity and integrity to lead them into a potentially devastating strike. She has inspired them to act on their values and she has ignited solidarity among them.

People in Stage Five do, at some point, calmly exercise their values over an organization's demands.

They are visionary and self-accepting, humble and spiritual.

STAGE SIX: POWER BY GESTALT

Wisdom and contentment with one's place in the universe are the crux of Stage Six. A person doesn't get to this stage without weathering a few crises. As the adage goes, "No pain, no gain." Put another way, "That which does not kill me makes me stronger."

Stage Six people need large doses of solitude, reflection and silence. Perhaps as Toastmasters they are people who have lost many contests and also won one or two. But then again, they let go of symbols and competitive rewards a long time ago, because they know that for every competitive high, there is a corresponding low. For that very reason, they understand paradox and the role it plays in our lives. They often choose the middle ground – not out of an inability to make a decision, but because they see value in both ends of the spectrum. They have learned how to live on an even keel. They know their place within the universe and have come to terms with the reality of powerlessness. They have completed the journey.

As Toastmasters, we are members of an organization that provides significant opportunities to grow and move through these stages. For me, the growth has come from seeing my mistakes and realizing what I would do differently if the opportunity arose to repeat the task.

Let's hope we have a strong mix of all the stages in our leaders this year. And even if you are currently in Stage Six, you can still learn by observing a person in Stage One. **T**

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Dawn Halverson, DTM, holds a master's degree in organizational leadership. She's a former Area Governor and member of Saturday Morning LIVE Club 9196-6 in Woodbury, Minnesota.

DARE TO DELETE

BY JUDITH E. PEARSON, PH.D., DTM ■ PHOTOGRAPHY BY JON FEINGERSH



GATE

When more people share the work,
more people share the
satisfaction of a job well done.

If you want to be a leader, Toastmasters International is a top-notch proving ground. You can chair committees, organize conferences and contests, and hold offices – valuable experiences that will advance your career and skyrocket your self-confidence. You may be saying to yourself, “Sure, I’d like to pursue leadership opportunities – but it seems like too much work!” Think again! As a leader you must dare to delegate!

Delegating gives you many advantages as a leader. Besides reducing your work and saving time, delegating teaches you to communicate persuasively, to supervise and train others, and to expand your sphere of influence. Those you delegate the work to benefit as well, because they garner the gratification of service to a cause, self-improvement

Then find the people to assign to each task – in other words, delegate the work.

When looking for people to do the work, remember: motivation and dependability are more important than skill. The way you present the task to others can bolster their willingness to participate and follow through. When calling on volunteers, infuse them with your enthusiasm for the work ahead, and emphasize the importance of the project in a positive manner. Tell volunteers how they each can benefit by participating, and describe the task in a way that appeals to their needs and values.

Abraham Maslow, the father of humanistic psychology, defined the basic human needs (in hierarchical order) as survival, security, love and belonging, self-esteem, achieve-

*“Since Toastmasters leaders cannot hire or fire,
they must, instead, guide and inspire.”*

through hands-on training, and personal growth through problem solving, learning and mastery. Delegation promotes teamwork, shared responsibilities and learning. When more people share the work, the work is easier and often more fun. In addition, when work is delegated, more people share the satisfaction of a job well done.

Delegating is vital to dynamic leadership. It’s especially important to an organization like Toastmasters International, where volunteers perform the work. Since our leaders cannot hire or fire, they must, instead, guide and inspire. How to get people to work for you? Here are six guidelines for doing it superbly:

1. Select people who are willing to assume responsibility for getting the job done. Then provide incentives and motivation.

To begin any project, you must define the scope of the work and the end result. Then define the tasks necessary to complete the work. Decide on project milestones, the completion dates for each major task. Delineate the steps for each task and estimate how many people are needed.

ment and mastery, and self-actualization. Volunteers are most responsive and enthusiastic when their assignments tie in with their needs. For example, to appeal to the need for belonging say, “We want you on our team.” To appeal to self-esteem say, “Your unique skills and talents will make this conference a success.” To appeal to achievement and mastery, say “I’m going to help you step out of your comfort zone, stretch your abilities, and succeed at something you never thought you could do.”

Self-actualization is the highest human need. When people experience self-actualization, they are maximizing their potential and enhancing their self-concept. Self-concepts are based on values. Who you think you are, what you believe in, your attitudes, and the things you like to do are defined by your values. To motivate a person at the level of self-actualization, you must appeal to his or her highest values.

Each person’s values are unique, so don’t assume another Toastmaster’s values are the same as yours. Thus, to know another person’s values, you must get to know the person. Ask people about themselves and listen. Ask

about their likes and dislikes. Ask them why they joined Toastmasters and what they want from their membership. The answers will reveal values.

A few years ago I had the privilege to be an Area Governor under Evelyn-Jane (E. J.) Burgay, then District Governor for District 36, in Washington, D.C. She once said to me "You have to know what makes people tick." E. J. was an expert at delegating and motivating others. She knew that learning is high on my list of values. When she phoned me to participate in a project, her opening line was not "Judy, I have a job for you." Instead she said, "Judy, I have a great learning experience for you!" When I knew the project would match my value system, I inevitably would say "yes."

2. Match the person to the task.

You compliment others when you ask them to participate in a task that matches or expands their skills. People enjoy demonstrating their expertise – especially for a worthy or important goal. To match the person to the task, I repeat, you must get to know people. Ask them about their profession, interests, hobbies, family life, education and training.

If you are organizing a team or committee, make certain the members of the group have a good mix of talents and strengths. Some people work well with little supervision while others expect routine guidance. Some folks like working with technical details while others like working creatively with global concepts. Some excel in the limelight, others are more comfortable behind the scenes. Some people are good with numbers, others prefer working with words. Structure your group with diversity and balance.

3. Define project tasks and communicate them clearly.

Clearly communicate to each team member the purpose of the project, his or her responsibilities, and the schedule. Specify and quantify what you expect for the final outcome and/or interim products. (Example: "We want 100 copies of an 8-page conference brochure by September 1"). Rewrite complicated instructions in the form of an outline or diagram.

Explain how each task dovetails with, supports, or is contingent on the completion of other tasks. Provide access to, or tell your delegates how to obtain any relevant reference materials, such as training manuals, meeting minutes and workbooks. Ask questions to ensure they understand their tasks. Ask, "Do you understand the instructions?" and "Do you have a good concept of the end product?" Then, give every member your phone number(s) and make yourself available throughout the life of the project to answer questions and provide additional guidance and clarification.

4. Track progress, give feedback, and help people solve problems.

Check in with your workers periodically and ask about their progress. Is the work on track? Are they completing

project milestones on time? Do they have the resources they need to complete each task? Have they run up against any unforeseen obstacles? Do they still understand the task? Throughout the project, your leadership responsibility is to monitor the work, provide guidance and give feedback. Giving feedback is much the same as giving a speech evaluation. Be positive and helpful. Use phrases like: "I like the way you have done this part of the task. Here are some additional approaches."

When you check on progress, ask open-ended questions like "How are you coming along on this project?" or "What are you working on now, and what have you accomplished since we last talked?" Provide sincere praise and positive reinforcement for all efforts. Almost everyone enjoys hearing "Well done, I knew we could count on you." Or "Wow! That's great progress!" or "I admire and appreciate your work."

If the work seems behind schedule, or the finished products are flawed, maintain a helpful, open attitude. Explore with team members how improvements could be made. Ask what additional help or resources they may need. If the project is not going well, consider other approaches. You may need more volunteers, or perhaps a restructuring of work assignments. If you find that a particular person is poorly suited to a task, you could assign a mentor to work with him, or you could ask him to take on another task instead.

If a member must resign as a result of illness or conflicting priorities and responsibilities, empathize with any problems, thank her for the work done so far, and allow her to bow out gracefully. Remember, Toastmasters International is a volunteer organization. A member who is not available for today's project may be available for future projects – provided you have maintained a positive relationship.

5. Allow for creativity and variations in work style.

Keep your focus on the final result and the final product(s), not on the details of how the job gets done. People accomplish their work in various ways, according to individual preferences. When people are allowed to work in their preferred ways, they feel ownership for the work.

While some people like to work piece-meal, others like to complete a task through continual effort. Some like to add color and drama to their work, while others find it unnecessary. The people on your team may not perform the task in exactly the same manner as you would. In fact, if you have selected skilled, creative and motivated people, they probably will do the task better than you would have, and you will be pleasantly surprised with the results of their endeavors!

6. At project completion, provide thanks, recognition and rewards.

At project completion, many Toastmasters will feel an inner satisfaction in knowing that they served a worthy cause. Others will be glad they helped out because they learned

valuable self-improvement and professional skills and, we hope, had a good time in the process. Nevertheless, recognition and rewards are a meaningful part of the volunteer's experience. As the project leader, you can show your appreciation to your delegates in many ways. For example:

- Put their names and/or photos in your district or club newsletter. Offer to send copies to their employers.
- Hold an awards ceremony and recognize project participants with certificates, words of appreciation, and applause.
- Send a thank you card or token of gratitude.
- Hold a party for all participants, and celebrate the completion of the project.
- Discount their registration fee for the next district or division event.
- Honor your participants by giving them sought-after roles in additional events such as contests, conferences and training programs.
- Write a letter of appreciation for enclosure in their personnel file at their place of work.

Share the credit and let people know their work is valuable. When people have a satisfying volunteer experience, they are more likely to offer their services the next time you call on them.

SUMMARY

The "D" in LeADership stands for Delegating. Delegating will challenge your skills in communicating, listening, planning, decision-making and problem-solving. Delegating will teach you to expand your rapport and build productive relationships with others. So organize a campaign to be elected Division Governor. Raise your hand when your club or district needs a chairperson. Let the Executive Committee know you want to coordinate the conference. You can do it, because you *dare to delegate!* **1**

Judith E. Pearson, Ph.D., DTM, is a licensed psychotherapist and trainer. She is a member of the Galloping Governors Club No. 8539-27 in Burke, Virginia.

Learn to Lead By Letting Go:

FOUR STEPS TO EFFECTIVE DELEGATING

By Jimmy Henderson, ATM

The most effective club President I have ever known was Past District 26 Governor Ed Seely. He had all the qualities of a leader, but one stood out: He was a master at multiplying his effectiveness by delegating duties to club members.

I had the privilege of knowing Ed when I joined Toastmasters in 1982. He was a competent speaker and his planning and organizational skills were to be admired. But it was his ability to get things done through others that stood out and inspired me to continue to seek leadership training in Toastmasters. Though I have not seen Ed in more than 12 years, I distinctly remember his leadership style. He modeled the following four steps of effective delegation in our club:

1. Communicate What You Want Done

As a Toastmaster, Ed followed the Communication and Leadership Manual closely. As the club Vice President Education and later as President, he faithfully followed the Club Management Plan (now called the Distinguished Club Program). It became the club's Bible. As a result, he knew what he wanted done. This enabled him to express clearly what he wanted the other officers and club members to do.

2. Supply Necessary Training and Materials

Some leaders, whether in a club or on the job, fail at delegating because they do not provide the necessary training or equipment for their followers to be successful. Monthly officer meetings were

a must with Ed. At the beginning of his term as President, he distributed the various sections of the Club Management Plan to the appropriate club officers. Then he worked with them to set goals for the coming year. At each subsequent meeting, he led the group in reviewing its progress toward club goals. This monthly meeting was very important in giving focus and unity to the club and enabling officers to carry out their duties.

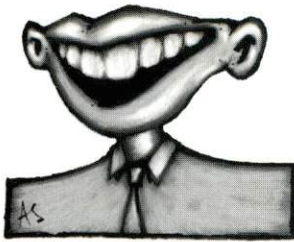
3. Establish a Plan for Monitoring Progress

In addition to the monthly officer meetings, Ed talked privately with individual officers throughout the month. He did not become so involved that he ended up doing the work, but he monitored and gave support to officers in need of help. Follow up was necessary then, as it is today, to ensure the club stayed on track to meet its goals.

4. Let Go!

Ed seemed a naturally at letting go. Yet he never abdicated responsibility or let his ego or insecurities get in his way. He made it clear that, once he assigned a job to someone, it would be theirs to finish. This was not because he was lazy, bossy or naive, but because he had communicated to, trained and monitored his team effectively. It was by turning loose his officers to do their jobs that he allowed them to develop their leadership skills.

Jimmy Henderson, ATM, is a member of the Sundown Toastmasters Club 4834-43 in Vicksburg, Mississippi.



LAUGH LINES

By John Cadley

Lessons learned from a
management training seminar.

I Am Manager, Hear Me

Run and hide, all you enemies of corporate productivity. Woe to waste, inefficiency and poor planning – I shall smite thee where thou layest. For I am strong, I am invincible, I have just returned from a management training seminar.

Meeting skills and problem-solving skills glisten in my quiver, side by side with conflict management skills, communication skills, even group observation skills! I know how to manage stress and time. I have learned the difference between a Theory X manager and a Theory Y manager, and I finally understand the tricks other managers have been using on me all these years. Now it's my turn. I am armed, I am ready, I am manager – hear me roar.

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

I immediately take out my meeting skills, all shiny and new, flashing their points in the morning sun. I know what I must do to run an efficient meeting. I will set an agenda, I will state an objective, I will keep the discussion on track, I will look for

tell-tale signs of how the meeting is going. I will retain control.

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

By 9:30 the attendees have arrived. "The purpose of this meeting," I begin, "is to analyze why the toy bunnies from our plant in Cleveland are coming off the line

"I finally understand the tricks other managers have been using on me all these years. Now, it's my turn."

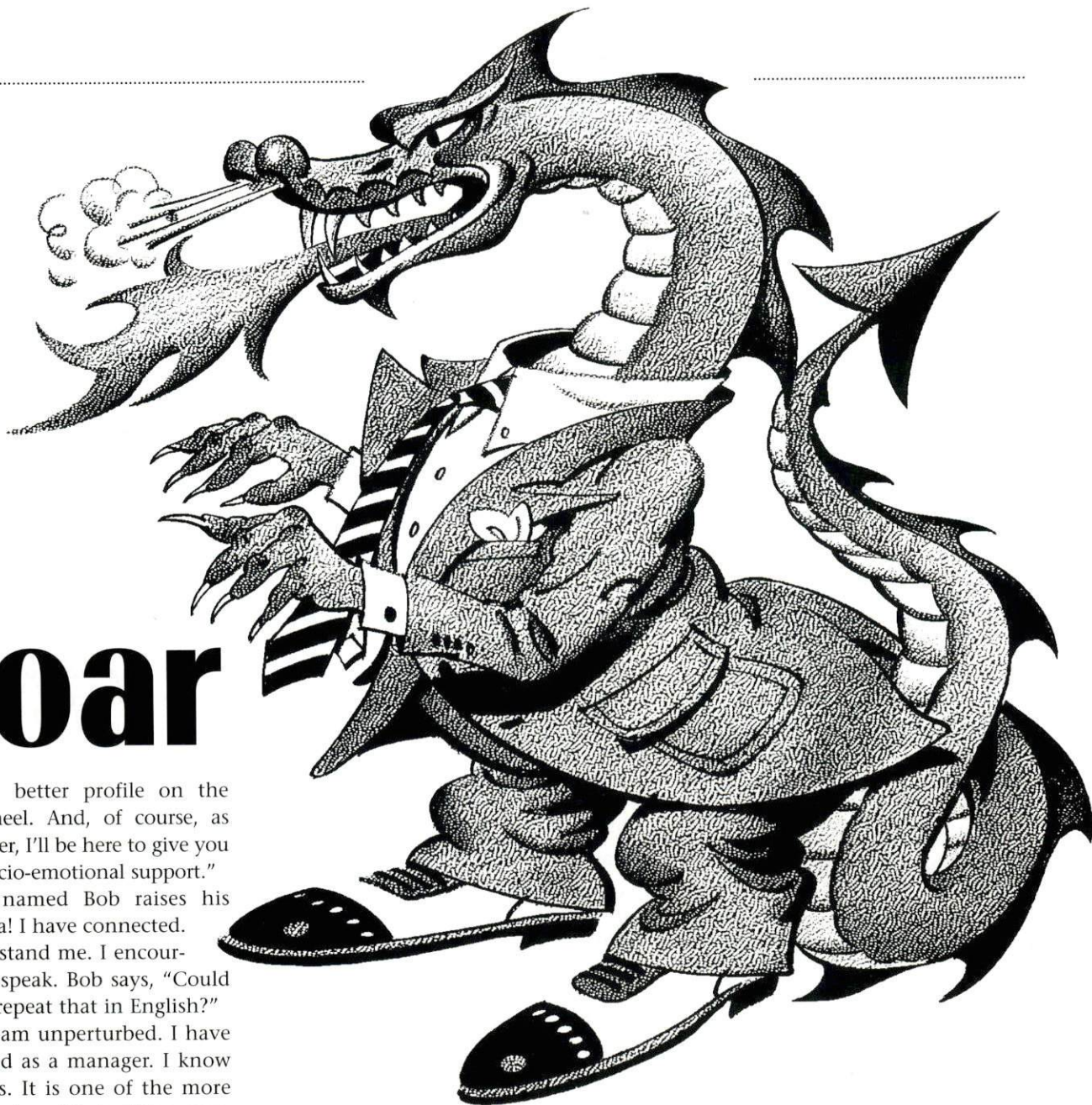
more slowly than the toy bunnies from our plant in Buffalo. We will spend five minutes on opening remarks, 30 minutes analyzing the problem, and 25 minutes developing action steps. One total hour. That concludes my opening remarks. Let's begin the discussion."

At which point my fellow employees begin to drink coffee, eat donuts, and talk about what

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

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

e Roar



and give a better profile on the Quality Wheel. And, of course, as your manager, I'll be here to give you plenty of socio-emotional support."

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

Again, I am unperturbed. I have been trained as a manager. I know what this is. It is one of the more subtle enemies of interoffice communication know as a "pseudo-question" – i.e. in the guise of a question the speaker is really making a statement, giving an opinion, trying to gain ascendancy over me in the eyes of the group. But I know his game and I have the means with which to thwart it. At management training I learned the art of "active listening." I will not blame, demoralize, evaluate or criticize. Instead, I'll put myself in Bob's position and let him know that I understand his point of view. "If I hear you correctly, Bob," I say, "You're saying that you don't understand me. You're saying that

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

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

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

For a moment I falter. Am I losing control? Can I continue to command respect in the middle of a dough ball fight? I must get the meeting back on track. Then I remember – one of my jobs as a manager is to stay focused on long-term objectives while retaining the flexibility to deal with immediate

problems. This is called "strategic opportunism," which I now practice by saying, "We're here to discuss the toy bunny problem in Cleveland and let's not lose sight of that fact. But let's also remember – THAT THIS IS MY MEETING AND YOU HAVE TO LISTEN TO ME BECAUSE I MAKE MORE MONEY THAN YOU DO!"

Strategic opportunism works.

Again, the group is silent. Too silent. I have made a classic mistake. I have behaved as a Theory X manager, one who manages by intimidation and fear. People are not motivated by Theory X managers; in fact, they hate Theory X managers. I must be a Theory Y manager, one who believes workers are basically honest and responsible, and that they will work hard if you treat them with dignity and respect. I leave my "power" position at the head of the table and move about the group, touching them, giving them little squeezes, letting them know I'm one of them.

"I'm going to be up front with you guys," I say, "because, darn it, you deserve it. You're the folks who make it all work. Me? I'm nothing. I'm just the captain standing up on the bridge looking out for icebergs. You fellas and gals are the turbines, the spark plugs, the propellers, the oars that make sure we steam right into the Port of Productivity and Profits with all flags flying. And we

can do it, if we all get down in that boiler room right now and figure out how to solve this little problem."

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

"What do you mean?" I ask.

Bob licks jelly off his fingers. He says, "The reason the bunnies are coming off the line faster in Buffalo is because they got a new conveyor

"I am manager. I have been trained to lead, to plan, to organize, to build, to perform, to produce. More important, I have been trained to delegate."

system. We're due to get the same one next week. When we do, we'll be just as fast as Buffalo. Could you pass me a napkin?"

I pass Bob a napkin as I contemplate his remarks. This is information I should know. Why don't I know this?

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

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

making subhuman sounds not unlike Ralph Kramden, going "Hommina, hommina, hommina."

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

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

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

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

I feel more like a manager already. **1**

John Cadley is a New York advertising copy writer.

Humorous recoveries for when you lose your place:

- "It says here, *pause for laughter*, so go ahead while I search for the punch line."
- "Of all the things I've ever lost, I miss my next thought the most."
- "Permit me to jump around a little while I search for an idea."
- "Into every speech a little silence must fall."



Karl Righter, DTM

- "When the Toastmaster said 'our next speaker needs no introduction, she was right. What I need are better notes.'"

- "Folks, go ahead without me while I organize my note cards."
- "I pause to ask myself a question, and it's a darn dull answer I'm getting."
- "They say ignorance is bliss, and right now, I'm ecstatic!"

Karl Righter, DTM, a professional speaker, corporate trainer, and humorist, is a 30-year member of Orlando Toastmasters Club 1066-47 in Orlando, Florida, and a past district governor of District 47.

A Speaker's Nightmare: The Out-of-Control Audience

By Frederick Gilbert, Ph.D.

The audience was loud and boisterous. In fact, they were roaring drunk. It was 8:45 pm – after a long dinner – and I was the “motivational” speaker.

It was the first day of a week-long conference for this small, strife-ridden, high-tech company. The day's meetings had ended at 4 p.m. and people adjourned to the bar. Then there was a social hour from 6 to 7 p.m. Afterward, four different kinds of wine were served with dinner.

By the time I came on, the group was hurling insults at each other, at their competition and at me. It was just short of a food fight. So what did I do? Opened with my serious, thought-provoking Oliver Wendell Holmes quote, of course. One of the ringleaders in the back of the room slid down in his chair, rolled his eyes skyward and let out a loud groan. It went downhill from there.

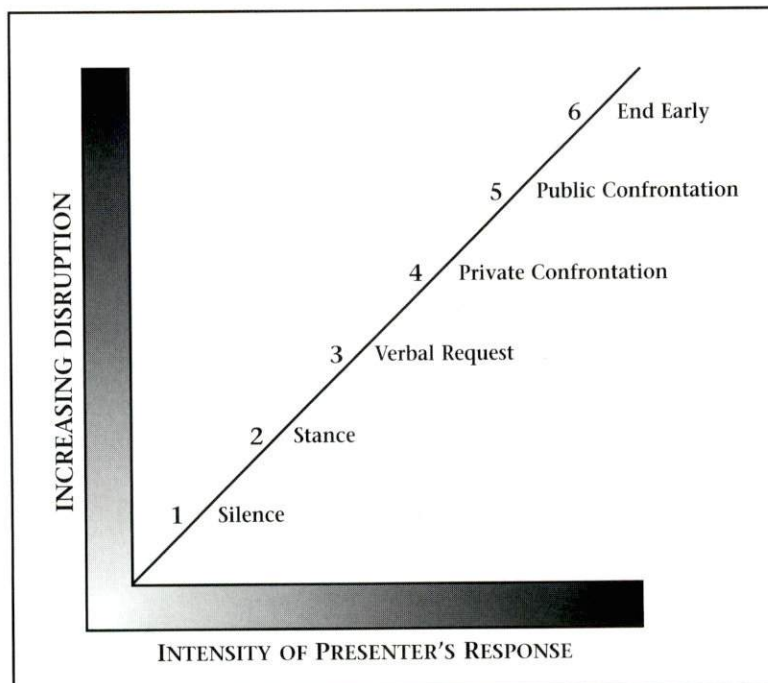
How does a presenter control disruptive audience behavior? What would you have done?

While most speakers rarely have to deal with such outrageous audience behavior, you can expect minor disruptions often. Keep these facts in mind:

- You do not have to put up with rude audience behavior.
- Your audience wants you to take charge of inappropriate behavior and disruptive individuals.
- You can use a series of graduated responses to gain control.

The graph shows how the intensity of your responses should increase as the disruption gets worse. Let's take the example of people talking during your presentation. Your increasingly stronger responses might look like this:

- Stop talking. The unexpected silence from the front of the room will almost always bring attention back to you.
- Walk over and stand physically near the talkers.
- Stop the program briefly and ask the talkers to be quiet.
- Confront the disruptive people privately during a break and enlist their cooperation.
- Confront them publicly during the program and ask them to stop or to leave.
- End the program early.



Remember, you always have the final option of ending early if things get too far out of control. Even pros use this strategy. When Art Linkletter, recipient of Toastmasters' Golden Gavel Award in 1986, faced a drunken and indifferent audience, he asked himself these questions: 1) Am I being paid? 2) Do I ever want to come back? 3) Do I care about anybody here? No.

At this point he shortened his talk to about “35 words” and ended early. According to Linkletter, “You do not owe anything to an audience who won't give you the courtesy and respect of their attention.” Amen.

So, what would I do today if faced with the same drunken and disorderly audience? First, I would not attempt to give a serious, “motivational” presentation after dinner. After-dinner talks need to be short and funny. Failing that, I would follow Art Linkletter's advice and leave early.

Next time you face a disruptive audience, remember not to let them spoil the show. You have a wide range of strategies for dealing with out-of-control audiences. These tactics will keep *you* in control. Your listeners will applaud you for it and you'll be one step closer to a more confident attitude toward speaking – even in the worst of conditions. ①

Frederick Gilbert, Ph.D., is president of Frederick Gilbert Associates, Inc., a speech training and consulting firm in Redwood City, California.

Leadership Lessons For the

21st C

BY RICHARD G. ENSMAN, JR. ■ I

The skills demanded of tomorrow's leaders are diverse and complex. Take this quiz to see how you rate.

Many centuries ago, leadership positions often demanded the right family connections. Later an ability to read and compute became a requisite for leadership. Later still, demands on leaders included an understanding of production systems and today, leaders are expected to possess superb people skills.

The skills demanded of 21st century leaders will be even more diverse and complex, regardless of the size or nature of their organizations. Ask yourself: Do you possess the skills necessary to lead in the 21st century?

In this brief quiz, each pair of statements describes two sets of skills – one, a 21st century skill and the other, a 20th century skill. Which do you exhibit more often? For each 21st century skill you usually practice, you receive two points. For each 20th century skill you practice, you receive one point. After you complete the quiz, take a few moments to read the commentary about the skills covered in the quiz.

1 I'm a "relationship manager," best suited to lead and guide a flexible, constantly changing group of employees and contractors (2 points) or... I'm a "supervisory manager" best suited to lead and direct a stable group of traditional, fixed-schedule employees (1 point).

2 In my managerial role, I'm most comfortable listening and learning (2 points) or... speaking and instructing (1 point).

3 I see myself principally as a "resource broker," quickly negotiating shifts of money and time from employee to employee and project to project (2 points) or... I see myself principally as a "resource manager,"



Century

ILLUSTRATION BY MENDOLA LTD.



guiding the annual budget and monitoring the financial plan (1 point).

4 I'm very comfortable communicating electronically (2 points) or... I'm most comfortable communicating in traditional spoken or pen-and-paper form (1 point).

5 I understand technology and can creatively use and manage it in support of my business (2 points) or... I understand the role technology can play in my business and I creatively manage the work of employees and contractors providing technology-related services (1 point).

6 I influence the behavior of other people through sophisticated motivational skills (2 points) or... through well-crafted procedures and communication techniques (1 point).

7 I'm able and willing to thrive in a constantly changing, pressure-filled workplace (2 points) or... I'm able and willing to develop a stable, steady, comfortable workplace (1 point).

8 I'm willing to tolerate and even embrace ambiguity in my work (2 points) or... My priority is to quickly develop procedures and processes in response to unresolved issues (1 point).

9 I possess excellent skills in translating complex technological, marketing and management issues into easily understandable principles for the people around me (2 points) or... I possess excellent skill in identifying up-to-date information and arranging for the people around me to learn it (1 point).

10 I'm most comfortable articulating vision statements and vision strategies (2 points) or... I'm most comfortable articulating goals and objectives (1 point).

11 I can quickly shift among various managerial roles, such as "facilitator," "coach" or "controller" (2 points) or... I've learned my optimum managerial role and practice it consistently (1 point).

12 I'm most concerned with leading myself (2 points) or... I'm most concerned with leading others (1 point).

13 I maintain personal "data bases" of knowledge and information, and I "broker" knowledge among my employees (2 points) or... My priority is to rely on trainers and expert resources to provide up-to-date knowledge and information (1 point).

14 My behavior is shaped principally by my personal code of ethics (2 points) or... My behavior is shaped by my business principles and policies (1 point).

15 I seek ethnic and social diversity, and I can manage a diverse group of employees (2 points) or... While open to diversity at work, I encourage employees to fill their assigned work roles and leave personal backgrounds at home (1 point).

Now score yourself. If you scored between 25 and 30, you're exhibiting many of the traits the 21st century will demand. A score of between 20 and 25 means you're still adapting to the new challenges of 21st century business life. A score below 21 suggests you're grounded in the 20th century leadership skills. A caveat: There's nothing wrong with 20th century skills. You'll continue to use them in the new century. But as this era begins, you and other leaders will increasingly...

■ **Be "relationship managers."** Leaders won't simply supervise traditional "9 to 5" employees in the 21st century. They'll manage constantly shifting groups of workers – including full- and part-time employees, people working flex-time, independent contractors, "temps," even vendors "on loan."

■ **Become "learning listeners."** Today, leaders practice the art of "active listening" – communicating with their whole bodies and sharing information. Tomorrow, leaders will use their communication skills to glean insights and information from the vast quantity of knowledge possessed by the people around them.

■ **Broker resources.** Yes, the leader of the 21st century will have to manage tight budgets – same as now. But the 21st century leaders also will have to quickly shift resources from person to person as changing needs dictate. And the 21st century leader will have to formally account for commodities such as morale, customer satisfaction and image, just as he or she accounts for money today.

■ **Communicate electronically.** Tomorrow's leaders may not see many of their employees and contractors on a regular basis. These leaders will need to learn how to manage people electronically, and to communicate effectively through audio, video and computer communication channels. And these leaders will need to learn how to motivate customers using these electronic tools, as well.

■ **Creatively use technology.** Tomorrow's leaders won't have to be technical wizards, but they will have to understand the myriad of ways technology can be used to manage and market – and will need the "hands-on" skills to select the right technical tools and use them appropriately.

■ **Influence behavior through motivation.** The leaders of the 21st century will become masters of motivation.

They'll glean sophisticated motivational skills from the latest human relations and psychological findings and use those skills to motivate employees. And they'll rely on sophisticated consumer behavior models to influence buying behavior more frequently than traditional advertising.

■ **Possess emotional stamina.** Today's leaders feel stressed when events aren't predictable, when demands come at them fast and furiously. Tomorrow's leaders will embrace change, conflict and pressure as exciting professional challenges.

■ **Possess tolerance for ambiguity.** Change, in the form of shifting customer demands, governmental regulations and technological innovation, is constant. True leaders will need the stability to remain calm in the midst of so much change – and to poise the organization to function effectively in a sometimes frantic business environment.

■ **Possess "translation" skills.** Leaders will develop an acute understanding of the business environment and "translate" complex technological, marketing and management requirements to simple, easily understandable principles for customers and employees.

■ **Possess vision.** Don't confuse vision with goals. While long-term goals may be based on a business' vision, an authentic vision is an easy-to-articulate principle cutting across goals and rallying everyone in the organization. A traditional goal: "We'll achieve 5 percent sales growth next year." A 21st century vision: "Sale or no sale, we'll position ourselves as a state-of-the-art company in the mind of every prospect."

■ **Practice role adaption.** In years gone by, leaders often were encouraged to identify their leadership "style" and practice it consistently. No more. In the years ahead, leaders will be expected to shift their style, depending on the needs of the moment. At one point, for instance, a leader may serve as a coach, at another moment, as a facilitator, and at still another moment, as a strategist.

■ **Provide self-leadership.** Before the leader of tomorrow can lead others, he or she will have to learn to lead him or herself. Tomorrow's leaders will develop lifelong personal education programs, obtain their own mentors or coaches to guide them, and find ways to constantly renew their confidence.

■ **Serve as knowledge brokers.** Leaders of the 21st century will spend time studying and training. They'll maintain computerized "knowledge bases" of information and constantly replenish them with up-to-date data. They'll

*"In the years ahead,
leaders will be expected
to shift their style,
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of the moment."*

be quick to retrieve knowledge from the people around them, and repackage it for others.

■ **Subscribe to personal ethics principles.** Bureaucracy has frustrated people the world over and has generated widespread distrust of institutions. Customers and employers will gravitate toward businesses led by principled leaders who base their actions on strong personal values and commitments.

■ **Understand and manage diversity.** The 21st century workplace will consist of people of a wide variety of ethnic

and social backgrounds. Customer backgrounds will become more varied as well, and even small firms will be doing business internationally. Tomorrow's leaders will understand the traditions and cultures of the people they are serving and working with — and they'll promote an appreciation for diversity throughout the workplace.

The 21st century is not that far off. Are you ready for the leadership challenges this new era poses? **T**

Richard G. Ensman, Jr. is a business writer living in Rochester, New York.

How to Be a Great Follower

In the midst of the noisy discussion about the importance of leaders, it's easy to forget the followers, and the qualities that make them great.

By Richard G. Ensman, Jr.

Volumes have been written over the years about the qualities of great leaders. The abilities to plan, to inspire, and to rally others, for example, are attributes commonly ascribed to people who exhibit genuine leadership qualities.

But what about that other group of people — the followers? In the midst of the noisy discussion about the importance of leaders, it's easy to forget the followers, and the qualities that make them great.

Whatever your career or position in life, you'll often find yourself serving as a follower: as a subordinate, a member of a committee, or a participant in a work team. As you strive to fill that role, remember the vocabulary of great followership:

- **Loyalty.** The first mark of an effective follower, loyalty implies commitment to the leader and the leader's work. Loyalty manifests itself in your willingness to work enthusiastically on your leader's behalf each day.
- **Understanding.** Followers who exhibit understanding can articulate the vision of the leader and work group, and integrate it into their daily work activities.
- **Candor.** A good follower speaks his mind clearly, crisply, and convincingly to his leader and to other members of his team. But he does so privately.
- **Listening.** Great followers take care in listening attentively to what others — especially leaders — say. Equally important, they observe the subtle nuances of leaders' talk, and observe their concerns and worries.
- **Predictability.** The best followers are stable people, who offer no surprises in word or action to the people around them.
- **Creativity.** While predictable, good followers strive to develop the ability to come up with novel solutions to problems. They're eager to meet the needs of the people around them, and they do so in unique ways.

- **Efficiency.** Followers who get things done fast, and with little cost or aggravation, are always appreciated.
- **Insightful.** Leaders and peers always appreciate team members who can ask probing questions and foster new perspectives. In fact, at the beginning of projects or tasks, it's usually the questions that set the tone for the success that follows.
- **Honesty.** Good followers can be trusted with resources, large and small. And they can be trusted to represent the organization and its leaders with the highest standards of integrity.
- **Persistence.** The best followers are superb problem solvers. They don't relax until their tasks are accomplished, and they attack problems and needs with gusto.
- **Practicality.** Even when things are looking bleak, or when problems abound, good followers brim with thoughtful, positive suggestions and ways to make them work.
- **Communicative.** The good follower keeps her leader up to date on progress. She's quick to share statistics and news, and always makes certain that the leader is abreast of important developments before others hear about them.
- **Helpfulness.** Unexpected needs, questions, and last-minute details are all the province of the outstanding follower. He's always there to lend a hand when the organization's leader or his peers need it.
- **Complementary.** The wise follower understands the strengths of her leader, as well as her limitations. More important, the wise follower tries to pick up where the leader leaves off, complementing the leader's skills whenever possible.
- **Cheerfulness.** You know who the great followers are: They're the folks who maintain an even-tempered disposition and are quick to sport a warm smile, whatever the circumstances. **T**



CAN WE TALK?

By Patrick Mott

What Leadership Isn't

Leadership guidelines for the coming millenium.

*"I must follow the people.
Am I not their leader?"*

— BENJAMIN DISRAELI, 19TH
CENTURY BRITISH PRIME MINISTER

Does that quotation seem paradoxical to you? If so, put down your copy of Machiavelli's *The Prince* and take another look. Then ask yourself: In any modern social, political or economic organization, who is it that makes the entire engine run? Who supports the complete structure? Who actually accomplishes the objective in the end?

Hint: It ain't you, boss.

Occasionally it's helpful to define a thing by saying what it is not, and this is the case with the elusive and often misunderstood quality of leadership. So, bearing in mind that the Caesars have been dead for nearly 2,000 years, and that Fidel Castro isn't doing so hot either, here are a few non-despotic leadership guidelines for the coming millennium:

■ **Leadership is not power.** The fact that one is in a position to exercise any measure of control over others means only that that person is influential, but not necessarily a leader. And when power is used willfully and badly, without taking into

account the welfare and desires and abilities of others in an organizational structure, leadership vanishes and the boss becomes separated from the whole.

"Power breeds isolation," wrote George Reedy, who served as press secretary and special assistant to U.S. President Lyndon B. Johnson. "Isolation leads to the capricious use of power. In turn, the capricious use of power breaks down the normal channels of communication between the leader and the people whom he leads. This ultimately means the deterioration of power

"Above all, the modern leader will care deeply, continually and instinctively for the people he or she has been named to serve."

and with it the capacity to sustain unity in our society. This is the problem we face today."

■ **Leadership is not a function of position.** Leaders are everywhere, not just in the corner offices with the big windows. It wasn't always so. During most of this century, and certainly in the last one, organizational structure was centralized and top-heavy. Decision-making was not shared and input from the lower echelons was discouraged.

Today, however, we are beginning to see the cresting of what futurists Alvin and Heidi Toffler have called "The Third Wave." In this emerging model of institutional structure, antique bureaucracy is giving way to power sharing at many levels. This is resulting in more individuality and heterogeneity — and a greater capacity for leadership — among the rank and file. These people will be inclined to question decisions rather than simply carry them out. The caricature of the gruff, unyielding, dictatorial boss is dying, and quickly.

While leadership is not synonymous with power, it often is a direct result of having a measure of control over one's life and environment. It is "What do you think about this?" instead of "Do this." That is what The Third Wave is about.

■ **Leadership is not an attitude.** We've all seen them: the newly-minted Napoleons who spent their last semester in college immersed in *The Prince* and *The Art of War* and are chafing to flex their freshly-acquired leadership muscle. They are long on theory and short on empathy. As a result, they appear transparent, autocratic and foolish. They wonder why they are disliked.

Leadership is, rather, an outgrowth of character. When Eleanor Roosevelt was sent away to school in England as a young girl, she hardly fit the profile of a brisk, charismatic leader. Instead, she was withdrawn, bookish, painfully shy and self-conscious. However, she instinctively took an intense interest in the lives of other girls who also suffered from shyness or awkwardness. Through kindness, understanding and an abiding willingness to help, she quickly became known throughout the school as a well-loved, deceptively strong leader.

If there is a single essential example of modern leadership to be followed and imitated as The Third Wave begins to swell, it is hers. The leader in the new millennium will be more colleague than boss, will ask more questions and give fewer orders, will rejoice in all successes and discount most failures.

Above all, the modern leader will care deeply, continually and instinctively for the people he or she has been named to serve. And "serve" is the word on which the entire enterprise turns. Because any

leader who forgets that the higher one rises the more diligent a servant one must become, does so at his or her peril.

A leader for today will discover where his people truly want to go, and then try to find the best way to take them there.

And, ultimately, everyone will arrive successfully together, side by side. **T**

Patrick Mott is a writer living in Fullerton, California.

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HOW TO

By Karen Robinson

Imagine the opportunities
that could spring to the
forefront if you took action
to get what you want.

Are You Getting the Most Out of Being Involved?

Are you a leader or a follower? On the stage or part of the audience? Really "there" and involved or just filling an empty chair? Your answers will indicate why you're a thriving, active Toastmaster or feeling stale and unfulfilled. If the latter is the case for you, take a closer, heartfelt look – not at your club, but at yourself.

Remember back when you bravely took that first step to join Toastmasters – entering the room, signing your membership enrollment papers, anticipating accomplishing your goals. It was an exciting time and you felt such potential. Since that time, what has happened? If the initial excitement has dissipated and your growth has come to a standstill, you may feel the club isn't meeting your needs.

Six letters that make up one very important word can tell you why – A.C.T.I.O.N. You can't move forward without taking action. Go back to what you first envisioned when you

joined Toastmasters, regain that initial excitement, then move to the next level: involvement.

You may be saying to yourself, "Great, I'll do it... but how?" It's easier than you might think. Using the word ACTION as a guide, here are six simple steps to help you get the most from what Toastmasters has to offer:

Act – American humorist Will Rogers noted why this first step – to act – is so important. He said, "Even if you're on the right track, you'll get run over if you just sit there." You took the courageous step to join

Toastmasters and you're on the right track, but you can't just sit there now and expect a transformation to occur. You must take action – physical action.

First, **start by clearly defining your goals.** Write down what you want to accomplish as a Toastmaster, and how you plan to make it happen. This is a seemingly simple act, but without knowing exactly where you want to go, it's hard to know which direction to take. Recording your goals helps to bring them into focus and into reach.

Second, **vow to get physical with your club.** At the next meeting, voice your opinion, raise your hand to vote, arrive early to mingle and help set up the meeting room. Become a truly active member.

Commit – You signed up for Toastmasters, did all the paperwork required and paid your dues, but did

you really commit to being an involved, active member? Commitment is defined as a pledge or promise. So take a moment to complete this goal-setting exercise:

Write a simple sentence declaring two things: 1) a promise to achieve your goals and 2) a commitment to fulfill them. This exercise should be an extension and reinforcement of the goals you've already set. Here's a sample sentence to fill in: "I promise to commit myself to reaching my goals of _____ by taking the following actions _____."

Time – To be involved, you must invest time. But if you're like most people today, you are in short supply of this dwindling resource. Sit down and evaluate how much time you can put aside each week for Toastmasters activities. Be realistic. If you come up with the answer "I have no time," take another look at your schedule. Find the "time trash" in your day that you can reduce, reuse or recycle to make more time available.

The quantity of time is not as important as how you commit yourself to that time. Whether you have only a few minutes to call members about a special meeting or several hours to plan a manual speech, what matters is that you use the time to do your best. Be proud of your involvement.

Interest – Find a club activity you like and volunteer to do it. Nothing will shorten your attention span faster than a subject that bores you. If you dislike baseball, you wouldn't buy season tickets, so don't invest the time you've committed to Toastmasters in an area that doesn't excite you.

At the next meeting, ask your club's officers where they need help and what positions might be open; then make a personal decision to get involved based on what interests you.

Ready, Set, ACTION!

Take this quick quiz to check your involvement level.

1. **I set measurable goals for myself and work toward achieving them with a specific plan in mind...**

- A. Always.
- B. Sometimes.
- C. Never.

2. **Since I joined Toastmasters, I have volunteered my time to help the club...**

- A. Several times.
- B. Once.
- C. Never.

3. **When an issue is being discussed, I...**

- A. Speak up.
- B. Listen, but say nothing.
- C. Tune out, since it usually doesn't involve me.

4. **I usually arrive to meetings...**

- A. In advance, so I can mingle.
- B. Right on time, so I can just take my seat.
- C. Late.

5. **When I attend my club's meetings, I feel...**

- A. I'm an important part of the group.
- B. I'm on the outside looking in.
- C. I'm expendable.

Count the number of A, B and C responses. The letter with the most responses is your current involvement level.

Level A — You're at the top level of involvement, a dynamo who enjoys the fruits of being an involved, active member.

Level B — You're inching up the lower steps of involvement. Be brave and keep going. The view is great from the top!

Level C — As the old adage goes, if you're on the bottom step, the only way to go is up! Start slowly and work your way closer to the top. Even the smallest of steps will move you forward.

Open – Be open to new ideas, people, concepts and opportunities. Maybe you never thought of yourself as a club President, but if the opportunity presents itself, keep an open mind and seriously consider it. Sometimes other people recognize your potential long before you do. Wipe away your immediate doubts, "I could never do that," and consider that, just maybe, you can.

No – Know your limits. The fun of being involved can quickly evaporate if you have a long "to do" list and not enough "you" to do it. There is nothing wrong with politely declining requests for your time. In fact, there will be many times when you should say no. After all, if you don't have the time or the interest, the end result of your

involvement probably won't be beneficial to you or the club.

Each of us can grow by being involved. In fact, you'll often find that it's contagious. One of the great benefits of taking action is the energy you inspire in others. Maybe you don't have a creative bone in your body to produce a club newsletter, but another member may love to write in her spare time and will jump at the chance to serve as editor.

Being involved means feeling alive, being "there" at club meetings and leading yourself to reach your goals. So get ready and take A.C.T.I.O.N.! Both you and your club will thrive as a result. **1**

Karen Robinson is a writer and former Toastmaster living in Corona del Mar, California.

BUILD AN

ENVIAIR

Repu

Is your club thriving or merely surviving?

Any organization, Toastmasters included, dies, survives or thrives on its reputation. Toastmasters International enjoys a respected reputation. Is that true of your club, too? Or is your club tarnishing our organization's reputation?

Since each individual Toastmaster and the multitude of clubs act independently, Toastmasters International is constantly vulnerable to having its reputation tarnished – this we cannot afford. But as we realize that our actions and words either enhance or destroy our club's reputation, our duty to act responsibly increases. Have we acted in a manner conducive to creating a reputation that leads to a thriving condition? Or are our actions of such a nature that we are mired in the murky muds of mediocrity, struggling to survive but only delaying the inevitable slow, agonizing death?

The following story, a collage of real-life experiences, sheds light on what we may be doing in our clubs that affect our reputation. It is not intended to depict any particular club. Harry, the hero of our tale, is a prospective Toastmaster who tells of his experiences below:

HARRY'S STORY

Harvey Mackay's book, *Sharkproof*, convinced me that I should join Toastmasters. Just two days ago, I visited my second Toastmasters club. When I arrived home from work today, the mail was waiting and there it was – a

thank you note from the Cream Of The Crop club. How special and what a surprise! That Cream Of The Crop club certainly operates differently than the Also Ran club I visited last week.

The welcome at the Cream Of The Crop club, for example, was impressive. As soon as I walked through the door, one of the members, Bob, smiled and stepped forward to shake my hand. He then introduced me to another member, Joe, who acted as my host for the meeting. Joe had me fill out a visitor card and wear a visitor badge. Next, he gave me a copy of the club newsletter, the club information packet, and *The Toastmaster* magazine. We chatted for a few minutes before the meeting began. He even invited me to a picnic the club was having that Saturday. Joe also introduced me to the membership at the start of the meeting, and everyone made me feel truly welcome.

What a difference from my experience at the Also Ran's meeting! They didn't even acknowledge my presence until half-way through the meeting when the President asked me who I was and whether I was a member. I couldn't believe what I was hearing. And then he said, "We have to do something about attendance. I think we have 22 members on the roster, but this is another meeting when only a few of us are here." At that point I almost left the meeting.

On the other hand, Pete, the Cream Of The Crop Club President, amazed me when he congratulated everyone at the meeting for making this the 40th consecutive meeting when attendance had been 24 or more

"As we realize that our actions and words either enhance or destroy our club's reputation, our duty to act responsibly increases."

BY RICHARD E. DAWES, DTM ■ ILLUSTRATION BY RON LOWERY

BLE ITATION



out of the membership of 30. He even gave special thanks to 12 members with perfect attendance.

Other differences came to mind, too. The Also Ran President scrambled around mumbling to himself and delayed the start of the meeting so he could find members who would do the various jobs – even be the Toastmaster for the meeting. In contrast, the Cream Of The Crop meeting started on time and everything flowed so smoothly that I wouldn't have known there were last-minute changes until Jane, the General Evaluator, congratulated Anne, Toastmaster of the meeting, for being so

adaptable and resourceful. Anne had found a substitute Timer when the scheduled Timer phoned to say he had a flat tire and would be late. I was impressed that it was done without even a minor disruption in the meeting flow.

The speech portions of the two different meetings were worlds apart, as well. Two of the three speakers at the Also Ran club didn't even show up. The one speaker gave a non-manual speech. He went on and on until finally, someone stood up and told him, "That's enough! Sit down!" And he did. The four speakers at the Cream Of The Crop club gave manual speeches that

were clearly identified by lesson number, objectives, time allowance and title. It certainly helped me in knowing what to expect.

The speeches ranged from the first one in the basic manual to the Number 10 speech (which Anne called the Toastmasters "commencement address") to two advanced manual speeches. When the speaker giving the "commencement speech" finished, the sustained applause surprised me. Something about being recognized by Toastmasters International as a CTM – a Competent Toastmaster, they explained for my benefit. I now understood the casual reference at the Also Ran club about one of the members having received her CTM a few weeks ago. Polite applause followed from two members who must have been paying attention to the announcement. The others looked up in surprise with a questioning look, obviously wondering what had been said. Of course, I didn't know what they were talking about.

Another surprise came when the Cream Of The Crop club recognized Janice, the presenter of what they called the Ice Breaker, the first speech in the basic manual. She was welcomed into something called the "First Step Club" and awarded a certificate for her efforts. Joe leaned over and told me this was a local custom the members enjoyed, and Janice obviously appreciated the attention. She beamed in delight – or maybe relief – since Bill, her evaluator, gave her supportive comments on what she had done well and on what she could work on to strengthen her presentation skills. I noticed that Janice also received written comments from everyone at the meeting. I hadn't seen anybody doing that at the Also Ran club. Since only one person gave a speech at that club meeting, there was just one evaluation, and that evaluation really shocked me. The evaluator used derogatory words about the character of the speaker rather than comment on the presentation. I could see why members stayed away rather than listen to such abusive content.

The Cream Of The Crop club even inducted a new member, Gladys, into the club. They welcomed her and assigned Shirley to be her mentor. Shirley promptly gave her a New Member Kit and there was more applause. After the meeting, I noticed that Shirley and Gladys were already making arrangements to start the mentoring process.

As I sat at home with the thank you card in my hand, I couldn't help musing over these two experiences. What a contrast! How can the reputation of Toastmasters International be improved with such widely differing operations? I wondered how Harvey Mackay would react to the two clubs and whether he would so generously recommend Toastmasters if he knew of the Also Ran club...

Five Weeks Later...

I joined the Cream Of The Crop club and it's turning out to be even better than I expected. I am especially thankful that I didn't give up after visiting the Also Ran club. Just this week I heard the club had officially disbanded.

Harry's story is a challenge to each of us. Wouldn't it be glorious to thrive like the Cream Of The Crop club rather than hopelessly struggle to survive like the Also Ran club? We invest our time, talents, money and energy expecting to grow through Toastmasters. And the beauty of it is that we have the tools to help us add substance and value to our club activities. Such materials as the "Distinguished Club Program/Club Success Plan" (Catalog Number 1111), the "Toastmasters Promise" (Catalog Number 402), "The Moments of Truth" (Catalog Number 290) and other programs in "The Successful Club Series" and "The Better Speaker Series" provide members with insight into how to strengthen their clubs.

Our club officers carry a special trust. They have the opportunity, with these materials, to refocus our direction, recapture our vitality and repolish our reputation. They can lead us to rededicate our club into building an enviable reputation – a reputation, as the Toastmasters Vision says, of empowering members to "achieve their full potential and realize their dreams" by "giving them the courage to change."

As members of Toastmasters, we should expect to thrive, not merely survive. And when we thrive, we will be able to confidently invite our neighbors to join us and benefit from the best experiences our organization has to offer. **T**

Richard E. Dawes, DTM, is a member of University of Denver Club 1818-26, Cherry Creek Club 2977-26 and Gates Club 3413-26, in Denver, Colorado.

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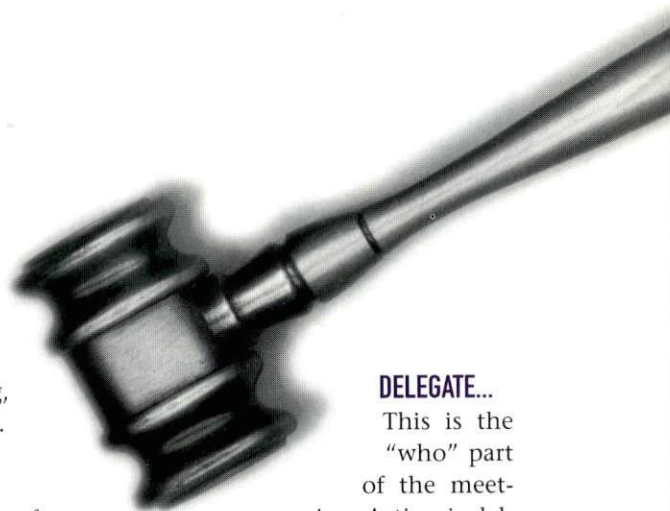
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I.P.A.

The Eight D's of A+ Meetings

By Rev. Keith D. Wright



Your success as a director or manager is often related to your success in leading meetings. Whether you're responsible for leading a board meeting or a one-hour, ad-hoc gathering in your office, the following "D" words will help you do so effectively and efficiently:

DECLARE...

- **Specific purpose(s):** Why are we meeting? Purpose can be in the form of an agenda, specific recommendations, statement of a problem, need for more information and so forth. Whatever the case, write this out – even on a legal pad or flipchart. It keeps the focus.
- **Desired results:** Do we need to make a decision, gather more information, set options or develop a plan? How will we know if the meeting is successful?
- **Time limit:** Even if the time is extended or you adjourn until another time, at least there are agreed-upon time parameters. An alarm clock is helpful in keeping everyone focused and honest. A 5-minute warning signal before the allotted time is up is always valuable.

DREAM...

Good meetings often consist of two components: analytic and creative. While participants may be better at one than the other, it can be assumed that people in the meeting often need to do both. Dreaming, brainstorming, sharing options, creatively approaching the issue(s) are

best done early in the meeting, before minds are focused and set.

DISCUSS...

Since dreaming is the epitome of being creative, discussion needs to focus on the purpose of the gathering and provide a bridge to the analytic phase.

DECIDE...

All meetings must have one or more decisions as the ultimate focus. Never leave a meeting without a decision – not necessarily a conclusion, but a decision. This could be in the form of a conclusion, but it might only be a decision to meet again. Determine whether the initial purpose for the meeting and desired result have been achieved.

To Meet or Not to Meet

So you're not a fan of meetings. Consider how a quick, well-organized meeting can buy back valuable time: Studies show that routine memos are written once, rewritten 4.2 times, and take 54 minutes in planning, composing and editing. If a person earns, say, \$25,000 a year (\$12.02 per hour), the 54 minutes it takes to write a memo costs \$10.82. If the memo is rewritten 4.2 times, that's \$56.26. If one memo a week is written, that's \$2,925.52!

Source: Personnel Journal, Costa Mesa, California

DELEGATE...

This is the "who" part of the meeting. Action is delegated to a person or group for further deliberation or implementation. It is best that a person's name is given in the delegation rather than some nebulous group. If it is given to a group, name the chairperson for that group.

DO...

In the delegation, is there an understanding of what the person/group is to do with the result of this meeting?

DEADLINE...

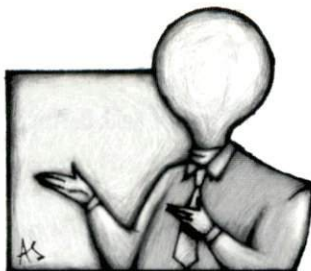
Just as there was a time to hold the meeting, there needs to be a deadline for the "doing." Establish a timeline for accomplishing the desired plan before closing the meeting.

DEBRIEF...

Spend a little time at the conclusion of the meeting assessing what just happened. It not only will provide clues for future action, but enhance the process for future meetings as well.

Put these eight "D" words into practice and watch your meetings improve. After a while, the process will become habit, and you will be a more successful leader. **T**

The Rev. Keith D. Wright is a minister at the Colonial Presbyterian Church in Kansas City, Missouri.



Don't let the curtain go up on an empty stage: Use these last-minute club programming suggestions

It's the night before the club meeting where you're the scheduled Toastmaster. You look over the agenda and think what a great meeting it's going to be, especially with the line of speakers you have put together. The telephone rings. Mark has to work overtime. "Two good speakers are plenty," you think to yourself. The phone rings again. Ginny is ill. Before you can console yourself that you have at least one speaker left, Mary Ann calls to tell

cuss the topic. After the discussion period is over, obtain the order of participants, assign a timer and away you go. Having taken the group this far, you may wish to assume the role of Debate Master or Toastmaster for the debate. Otherwise, find someone else to do it. Judging can be done by the audience, by a panel of judges, or not

The Show Must

you she isn't ready to give her speech. Suddenly, you have no speakers. The curtain is about to go up on an empty stage. Your adrenaline starts pumping. What do you do? Call off the meeting? Call your therapist? Call 911? Before you panic, here are three suggestions for getting your show back on the road:

- have an impromptu debate,
- read out loud or
- play a game.

HAVE AN IMPROMPTU DEBATE

Don't let the word debate intimidate you. It's not difficult and it doesn't take much planning other than picking the debate topic and determining the rules.

To pick a topic, scan newspaper headings for a controversial current event – or if it's election time, pick a ballot proposition. Debate issues

should be phrased as a resolution or as a question. For example, should television shows be rated for sex and violence? Make the issue as simple and as clear as possible. In determining the rules of the debate, consider the following: team make-up, time frames, debate order, and judging criteria. An easy format to follow is to have the first debater lead off the discussion, the second one countering any arguments presented by the opposing side, and the third debater wrapping up the team's position. Allow approximately 2 to 4 minutes for each speaker's arguments.

At the meeting, provide members and guests with the debate rules. Then divide them into two groups, assign each group either the pro or con position, and ask them to select a leader. Next, I suggest you give each group 10 to 15 minutes to dis-

done at all. Voting could be based on the best team or the best debater.

The advantage of this discussion format is that it gives members an opportunity to plan a debate, practice critical thinking, organize a persuasive speech, and observe a debate. Although there may not be time for everyone to be a debater, the participants will still gain valuable insight about how to think critically and argue persuasively.

READ OUT LOUD

What better way is there to practice vocal variety than to read out loud – anything – poems, plays, stories, speeches. Select one type or mix them up. In reading poems, tell participants to pay close attention to the cadence, rhyme and phrasing of the poems. Ask them to experiment with varying the tempo and volume of their voices. Similarly, when read-

ing stories or plays, have members experiment not only with volume and tempo but also with changing the pitch of their voices as a way of getting "into character."

Participants reading speeches should be directed to emphasize important words or phrases and to build momentum by using tone, long pauses, and changing the pace in a way that heightens the drama.

Of course, reading out loud has its own set of challenges, one of which is to keep your eyes on the audience while reading to them. The advantage of having participants read someone else's speech is that it allows them to take their minds off memorizing words and instead concentrate on vocal techniques.



Go On

PLAY A GAME

Although some Toastmasters may not immediately see how playing a game will improve their speaking ability, you'd be surprised at how much games can teach you. Recently, I surprised my club members by bringing a game of charades to the meeting. I designed my own version by borrowing quotes and gag sayings from books I had at home. Since the game forbids the use of words, club members were forced to use other means to communicate actions, ideas, words and feelings. This required them to use facial expressions, arm gestures and other body movements. It's amazing how being unable to speak fosters the creative use of gestures!

A variation of this game is to ask participants to divide into pairs and tell each other a story by first using

words, and then only by using their body.

Both these games give participants an opportunity to practice using more and bigger gestures and wider movements to convey meaning. It also demonstrates how a single gesture can convey more meaning than several sentences. Speakers who previously thought of gestures and other body movements as a step child of the spoken word now are able to see how gestures can

enhance their ability to communicate with the audience.

The next time your perfect meeting line-up disappears, you have at least three alternative programs: have an impromptu debate, read out loud or play a game. Don't forget, no matter what, the show must go on! **T**

Jana Bickel, ATM-B. is a member of HUD Club 8231-52 and Nova Club 5507-52, both in Los Angeles, California.

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HALL OF FAME

Notice: Members who received any ATM award before June 30, 1997, will be listed in *The Toastmaster* magazine Hall of Fame. Members who receive ATM awards after June 30, 1997 will not be listed in the magazine because of an increased number of awards that will be issued under the new recognition system and because magazine space is limited.

The following listings are arranged in numerical order by district and club number.

DTM

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

Marla Silva, 86-F
John L. Milliken, 1632-U
Martin Olmeda, 4170-5
Marlene Slettehaugh, 4216-6
Karen S. Rydman, 6089-11
Becky Palmer, 815-12
Marcia Smart, 4427-15
Lacinda J. Green, 2066-16
Bryan L. Pearce, Jr., 8050-18
Nancee Doan, 3849-21
Leon L. Allen, 403-24
Charles D. Hansen, 3365-25
Richard E. Dawes, 2977-26
Gary Mancuso, 9343-26
Marilyn S. Albee, 726-28
Marlene A. Purdy, 2547-28
Don Vieweg, 854-31
Elizabeth T. Tsai, 5437-36
June Cottrell-Miller, 6070-38
Ruth Ann Maloney, 6065-39
Donna Richard, 9195-39
Wanda Dille, 2891-40
Curtis S. Woods, 3702-43
Melissa Wertz, 5732-48
Enrico Dinio Pena, 172-52
Garry A. Bennett, 2200-56
Gloria Williams, 5166-56
Andrew J. Howland, 5321-62
Judith A. Johnson, 6186-62
Arnold F. Krueger, 687-65
Heather Joy Rhead, 2572-69

Edna M. Curley, 2088-70
Reg Stewart, 2578-70
Philip Reed, 5231-70
Jeffrey John Cole, 5795-70
Warwick James Lowndes, 3353-72
Robert C. Urganhart, 6685-74
Eliria Heloise Haigh, 7609-74

ATM Silver

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

Laura J. Blackwell, 5942-1
Donald Kurt Peterson, 4610-2
Dean K. Adam, 7137-2
Mily Tsou, 4270-4
Bob LaDu, 9235-7
Francilda Ann Venable Erickson, 4626-8
Fumi Klemski, 290-12
Jan Pauw, 797-12
Robert L. Fornesi, 2750-12
Darrell J. Zeller, 5963-12
James Merrylees, 7213-12
Bernadette Schaub, 1979-16
Marjorie Comm, 5526-21
Robert C. Moyers, 1402-28
R. James Diegel, 2883-28
Marjorie J. Kennedy, 4119-29
Ed Jung, 1645-30
Mary L. Coon, 736-33
Frank A. Szumilo, 8642-36
Alvin L. James, 4457-39
Michael B. Churchill, 7118-39
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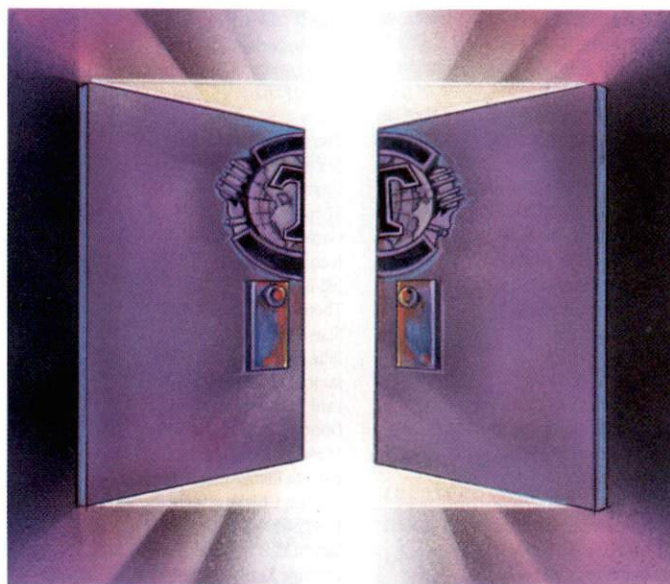
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